



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

Wednesday, October 12, 2022

ILSC Building, 960 South Main, Brigham City,
Utah 84302

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

A. Work Session - 5:30 p.m.

1. Principal Reports to the Board:
Gerald Jackman, Sunrise High School
Lewis Whitaker, Box Elder Middle School

B. Administrative - 6:30 p.m.

1. **Call to Order**
President Julie Taylor
2. **Reverence**
Karen Cronin, Board Member
3. **Flag Salute/Pledge of Allegiance**
Tiffani Summers, Board Member
4. **Recognitions**
Wade Hyde, Board Member
 - a. Jason Sparks, Transportation Director
 - b. Tammy Pedersen, Teacher at Three Mile Creek
 - c. Jennie Cross, ELL Coordinator at District Office
 - d. Shawn Moyes, Custodian at BRMS
 - e. Tyrell Neal, Ed Tech Coach at BRMS

5. Walmart Grants Presentation

Walmart

6. BRHD Bike to Work Award to BESD

C. Approval of Agenda - 6:50 p.m.

D. Public Comment - 6:55 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.

E. Action Items - 7:05 p.m.

1. Approval of Nicotine and Tobacco Cessation/Positive Behavior Plans

Jacqueline Whitaker, Behavior Intervention Specialist

2. Approval of Internal Auditor

David Roberts, Business Administrator

3. Approval of Surplus of Mountain View Elementary School

David Roberts, Business Administrator

4. Approval of Amendment to School Fees

Keith Mecham, Assistant Superintendent

F. Information Items - 7:30 p.m.

1. School/District Report Cards

Jeremy Young, Director of Assessment

2. Trauma Training - Review, Reteach, Renew

Jacqueline Whitaker, Behavior Intervention Specialist

3. October 1 Enrollment Report

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Keith Mecham, Assistant Superintendent	
4. Monthly Financial Report	102
David Roberts, Business Administrator	
5. Board Committee Reports	
G. Policy Review - 8:05 p.m.	
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Steve Carlsen, Superintendent	
7. LEA Specific Licenses	262

Keith Mecham, Assistant Superintendent

J. Suggestions for Future Board Meetings 8:35 p.m.

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K. Board Handbook

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L. Adjournment 8:40 p.m.

The next meeting of the Board of Education will be held on Wednesday, November 9, 2022, with a Work Session at 5:30 and a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

School	Principal	Submitter	Grade
BEHS	Jamie Kent	Shizhong "john" Zhang	10-12
BEHS	Jamie Kent	Melanie Day	10-12
BRHS	AJ Gilmore	Teresa Ingram Cutler	10-12
BRHS	AJ Gilmore	Braquel Brinkerhoff	10-12
BRHS	AJ Gilmore	Tiffany Burnhope	10-12
Sunrise	Gerald Jackman	Nancy Anderson	10-12
BEMS	Lewis Whitaker	Sally Bailey	8-9
BRMS	Dan Carstens	Evelyn Porras	8-9
BRMS	Dan Carstens	Kayce Brickey	8-9
ACHI	David Lee	Erika Bywater	6-7
Century	Wendy Dunham	Misty Curtis	SpEd
Garland	Mark Johnson	Nicole Nelson	1
McKinley	Mark Taylor	Ashley Bailey	K-5
McKinley	Mark Taylor	Launa Julander	K-5
North Park	Shaylyn Ekins	Paola Carrera	K-5
Park Valley	Melissa Morris	Samantha Ghan	K-10
Park Valley	Melissa Morris	Melissa Morris	K-10
Willard	Ashlee Nelson	Bradi Holder	K-2
Willard	Ashlee Nelson	Haley Kilmer	K-2

Project	Amount Requested	Funded
Experiential Learning with Chinese Culture	\$1,583.00	\$1,500.00
Look in a Book Literacy Outreach	\$1,000.00	\$1,000.00
CPR Certification Mannequins	\$916.00	\$500.00
Capturing a Community with a Drone	\$214.00	\$200.00
EMDR Trauma Therapy Tappers Kit	\$494.00	\$500.00
"Boost" blankets	\$200.00	\$250.00
Adventures in Reading	\$1,790.00	\$350.00
Hibernation	\$412.00	\$420.00
Flexible Seating for Inflexible desks	\$530.00	\$530.00
Skills six sewing project	\$200.00	\$250.00
Reflex math fact fluency	\$679.00	\$700.00
iPads helping 1st graders to read	\$1,794.00	\$1,200.00
Storyworks by Scholastic	\$213.00	\$225.00
Counseling Library helping students one book at a time	\$275.00	\$275.00
Germinating our Science Curiosity	\$400.00	\$400.00
Art in the classroom	\$175.00	\$175.00
Bringing back America's & Park Valley's favorite past time - Baseball	\$2,000.00	\$200.00
Organization for little learners	\$179.00	\$175.00
Supporting Families & Early Language Learners	\$1,149.00	\$1,150.00
Totals:	\$14,203.00	\$10,000.00

1 bat rack, bats and bases



Health Officer - Jordan D Mathis
Senior Support Officer - Joshua Greer

Box Elder School District
960 S Main St.
Brigham City, UT 84302

September 30, 2022

Dear Box Elder School District Employees,

Thank you for participating in the Bear River Health Department's Bike to Work Week. The Box Elder School District has come out on top! We award you the Bear River Health Department's School District Winner for the 2022 Bike to Work Week event.

We would like to award this plaque to you as a way to show our appreciation. With this event, the Bear River Health Department hopes to increase awareness of the many benefits active transportation can provide. Box Elder School District has done a great job supporting this event and getting the word out to employees and students to encourage participation.

Congratulations again to all who participated. We look forward to your participation next year.

Sincerely,

A handwritten signature in purple ink that reads "Natalie Tippetts".

Natalie Tippetts, BS, CHES
Bear River Health Department

Our Mission

Prevent disease, promote healthy lifestyles, and protect the community & environment.

Recommendation to approve

Submitted by: Jacqueline Whitaker

Recommendation:

It is recommended that the board review the 22ECSN-Electronic Cigarette and Nicotine Prevention Positive Behavior Plans from each district school.

Recommended Motion:

I move that 22ECSN-Electronic Cigarette and Nicotine Prevention Positive Behavior Plans from all schools be approved by the school board.

Background:

The 22ECSN-Electronic Cigarette and Nicotine Prevention Positive Behavior Programs began as HB 58. It focuses on reducing the student use of tobacco in its many forms by replacing the desire to turn to tobacco as an escape mechanism with positive and healthy alternatives.

Policy Implications:

In [Policy 5290](#), Section C states that prevention programs are supported by the board. [Utah Code](#) 22ECSN provides details on how to implement the Prevention of Electronic Cigarettes and Nicotine by students through implementing a Positive Behaviors Plan.

Financial Implications:

[Utah Code](#) 22ECSN provides \$3000 as a stipend for the Plan Specialists to oversee the implementation of the Positive Behaviors Plan and \$1000 per school to cover supplies and/or curriculum.

Staff Implications:

Each LEA shall designate one or more employees as a positive behaviors specialist for each school to administer the positive behaviors plan.

2022-2023

Box Elder High School Positive Behavior Plan

Positive Behavior Specialist: Jamie Kent

Date discussed with and received input from Intervention Team: 9/26/22

Date discussed with and received input from Community Council: 9/26/22

Date plan was completed: 9/23/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Hope Squad (Unite Week, Destress Week)	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	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)	Studies have demonstrated positive behavioral effects of 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)

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Character Education (HIVE Mentality)	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)
2. Multi-tier System and Support (MTSS) ProSolve Process	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)

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Safe UT App <ul style="list-style-type: none"> ● 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 	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).
2. Career Week Senior College Advisor new this year (Increase engagement)	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).

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Swing Club 2. Japanese Club 3. Chinese Club	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

4. Magic Club	more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
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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).

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-vav0rnfhvqMV78dHFg2iFyMLZ_v/view

Bear River High School Positive Behavior Plan

Positive Behavior Specialist: A.J. Gilmore

Date discussed with and received input from Community Council: Sep. 26, 2022

AJ Gilmore <aj.gilmore@besd.net>
to Dawn, Braquiel, Heidi, James, Donald, Chris, Emily, Emily, Oria, Larry, Penni, Phil, Krisha, MARK ▾

9:24 AM (1 minute ago) ☆ ↶ ⋮

Good morning!

I forgot to get approval when we met on our House Bill 53 - Positive Behavior Plan. If you would please look over it and give any feedback. If you are okay with it, no response is needed. If you oppose any piece, please respond back with your concerns. Again, we will take any and all feedback. You will see the plan attached.

Thanks and keep smiling,

Date discussed with and received input from Intervention Team: Sep. 26, 2022

Review of Positive Behavior Plan ⇨



AJ Gilmore <aj.gilmore@besd.net>
to Steven, Danny, Donald, Michael, Jamie, Jacob ▾

9:25 AM (0 minutes ago) ☆ ↶ ⋮

Good morning!

I forgot to get approval from you on our House Bill 53 - Positive Behavior Plan. If you would please look over it and give any feedback. If you are okay with it, no response is needed. If you oppose any piece, please respond back with your concerns. Again, we will take any and all feedback. You will see the plan attached.

Thanks and keep smiling,



A.J. Gilmore
Principal
Bear River High School
aj.gilmore@besd.net
435.515.5800

“WE ENSURE ALL STUDENTS LEARN AT HIGH LEVELS”

Date plan was completed: Sep. 26, 2022

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. HOPE Squad	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. E4A	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. Through educational courses and seminars, athletes and parents are taught to develop principles of leadership, hard work, goal setting, kindness, dedication, and helping others. This program is working. Lives are being influenced for good. Student athletes are the culture creators in the schools of America and with the right training and motivation can be the change we all know is needed to prevent the horrific stories we hear about daily from our young people. Professional athletes are joining the cause, and thousands of athletes off all ages and

	<p>skill levels have taken the E4A promise along with their schools and sports groups who are eager to join the movement. E4A is based upon curriculum that teaches student athletes and their parents the principles of positive leadership. These principles are taught through online curriculum, in-school assemblies, private team and league camps, and public events held around the country. The E4A principles are supported and enforced by parents, teachers, coaches and, most effectively, the students themselves through positive peer pressure.</p>
3.. White Ribbon Week	<p>This is a combined effort of Red Ribbon Week activities and Anti-pornography activities.</p> <p>White Ribbon Week programs build confident and resilient children who make conscious, positive choices in media and technology.</p> <p>Red Ribbon Week Purposes:</p> <p>AWARENESS – NFP provides drug awareness by sponsoring the annual National Red Ribbon Campaign™. Since its beginning in 1985, the Red Ribbon has touched the lives of millions of people around the world. In response to the murder of DEA Agent Enrique Camarena, angered parents and youth in communities across the country began wearing Red Ribbons as a symbol of their commitment to raise awareness of the killing and destruction cause by drugs in America. In 1988, NFP sponsored the first National Red Ribbon Celebration. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities.</p> <p>ADVOCACY – NFP is active in bringing the concerns and agenda of America’s parents and families to policy makers on a local, state, and national level. Joining NFP enables parents and coalitions to have direct access to our nation’s leaders and decision makers.</p> <p>RESOURCES – Our organization acts as a national clearinghouse of prevention literature. NFP has developed a series of prevention brochures to help educate our Partners with all the latest information on our Universal Campaigns such as: Red Ribbon Campaign, Red Ribbon Certified Schools, Lock Your Meds , and Safe Homes / Safe Parties.</p>

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Social emotional mental health skills training.	Bear River Mental Health will train teachers, administration and counselors to teach students skills to deal with anxiety, stress, and other resilient measures to support students with life challenges. Students will learn these new skills which may allow them to avoid self-medicating with tobacco, alcohol, electronic cigarette products and other controlled substances.
2. JJS Adapt Class	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.
3. END (Tobacco Cessation Classes)	END 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.
4. LCSW	Licensed-clinical Social Worker to connect with our struggling students to make better choices and teach these students to handle their adversities in a positive way. Working to avoid the self-harming solutions of drugs and alcohol to deal with life.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. <ul style="list-style-type: none"> ● Key Club ● SafeUT App ● FCCLA ● FBLA ● Chess Club ● HOSA ● Dungeons and Dragons ● ESports ● Chinese Club ● Snow Sports Club ● Student Government ● Latinos in Action ● National Honor Society ● Creative Writing Club ● Robotics ● Future Farmers of America ● Drama Club ● Dance Company ● UHSAA sports and groups 	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).

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Career Week	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).

References:

<https://especialyforathletes.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

Principal: Gerald Jackman

Positive Behavior Specialist: Natalie McGuire

Date discussed with and received input from Intervention Team: A rough draft of this document was shared with the school guiding coalition Sept. 12, 2022 to get their input. Discussed this with the entire faculty Sept. 16, 2022. Date discussed with and received input from Community Council ([agenda attached](#)): We do not have a community council. As an alternative high school we have a waiver from our school board. But we do receive input from an interagency council for many of the various programs.

Date plan was completed: Sept. 23, 2022.

Changes from last year to this year are highlighted below.

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Self Contained classroom pods and mentors	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	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 is "Eyes up and do the Work". We want students to begin to notice others, and to see them for the wonderful person that they all are. We want them to know that everyone has a story and that everyone can do hard things. 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	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 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 PODs Program	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.
5. Individual and group counseling/social work services	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).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
6. 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).
7. E4A 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.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Special note: The following programs and curriculum 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).	
8.Adapt 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	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	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	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.

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
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12. Bullying and Harassment Prevention	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	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. This year we want to focus on an Elementary Service/Civic Participation. This will be headed up by Heather Watts in her Current Events Class.
14. On-A-Roll	Certificate presented to kid. (Motivational Notes) Positive Phone call home School Recognition on Big screen Parking Spot for two weeks sunrise stickers w/logo. earn five and earn a bumper sticker or license plate cover
15. Motivational Notes	Notes for students and staff to use to give to each other in a positive manner to spread positivity throughout the school year.

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2022-2023

Box Elder Middle School HB 58 Positive Behavior Plan

HB 58 addresses prevention of the use of alcohol, tobacco, vape and other illegal substances through targeted and specific positive behavior programs and interventions. The programs and activities listed in our program encourage positive relationships with self, teachers, peers and other leaders in the school.

We will continue to add to and improve on our efforts through this year and into the future. Any input or suggestions are welcomed.

- Positive Behavior Specialist:
- Date discussed with and received input from Intervention Team: 9/23/22
- Date discussed with and received input from Community Council: 9/23/22

Date plan was completed: 9/30/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Hope Squad/Hope Week	<p>The Hope Squad is a peer-to-peer suicide prevention program. It consists of students that are peer nominated and selected as individuals that are trustworthy. The Hope Squad members are trained by advisors. The program reduces youth suicide through education, training, and peer intervention.</p> <p>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.</p> <p>Hope Squad also participates in morning announcements with "Mental Health Monday" (Hope Squad, 2021.)</p>
2. Life Skills Conference	<p>BEMS holds a Life Skills Conference that exposes students to different careers and opportunities in the community. Multiple sessions with a variety of speakers and a keynote speaker with a message about positive life skills.</p> <p>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).</p>
3. College and Career Week	<p>College and Career week is held during the year to help students explore different options for post graduation opportunities. Students participate in different activities throughout the week. They interact with teachers to build positive relationships.</p> <p>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).</p>

<p>4. Reality Town</p>	<p>Building relationships with community members while learning about the realities of life. Students learn and understand the responsibilities of an adult; these realities relate to making good choices regarding health and substance use.</p> <p>The adaptability of the Reality Town program also allows you to address the financial consequences of community specific trends such as divorce, teen-pregnancy, low academic performance, and school drop-outs, as well as the positive concepts of financial preparedness, savings, and higher education.</p> <p>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).</p>
<p>5. Bear River Mental Health Groups</p>	<p>Counseling sessions and groups are held by professionals from Bear River Mental Health. Individual sessions are tailored to the needs of individual students. These sessions provide tools for students to navigate difficult situations, learn and practice coping skills, and other skills as determined by the professional.</p> <p>Group sessions focus on dealing with challenging emotions, eradicating negative thoughts and replacing them with positive ones, and other coping skills.</p> <p>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.</p>
<p>6. BEMS Counseling Department</p>	<p>The BEMS Counseling department conducts surveys of students to determine the greatest need based on student response. Each year, focus groups are based on these responses. Groups to help students build social skills, manage stress, manage time and grief have been recent topics.</p> <p>Needs Assessment Data 2021</p> <p>The counseling department also teaches lesson in the classroom based on the Utah College and Career Readiness Curriculum.</p> <p>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.</p> <p>(Utah College and Career Readiness School Counseling Program Model, 2020)</p>
<p>7.Red Ribbon Week</p>	<p>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)</p>
<p>8. PRIDE Store/Rewards</p>	<p>Our PRIDE store is the reward end of our PRIDE card distribution. PRIDE is our behavior initiative that supports positive behaviors through PERSONAL RESPONSIBILITY, RESPECT, INTEGRITY, DISCIPLINE, ENGAGEMENT. Through out the year students ‘cash in’ the cards they earn for prizes. At the end of each month, a larger prize is awarded. The end of the year brings a large prize drawing with prizes of higher value.</p> <p>Students earn these prizes by demonstrating positive personal habits.</p> <p>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).</p>

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Intervention Team	<p>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.</p> <p>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)</p>
2. Life Skills Class	<p>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).</p>

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<p>Chamber Choir Chess Club D & D (Dungeons and Dragons) Club FBLA FCCLA Fit Club Harry Potter Club Hope Squad Humanitarian Club Library Club</p>	<p>Lunch Intramural Sports Peer Leaders PRIDE Cards Weekly/Monthly Drawings SafeUT App School Play/Musical Student Council Student Shout Outs</p> <p>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).</p>

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Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
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Bear River Middle School Positive Behavior Plan (2022)

Positive Behavior Specialist: Aaron Tesch, BRMS Counselor

Date discussed with and received input from Intervention Team (agenda attached): September 21, 2022

Date discussed with and received input from Community Council (agenda attached):

- <https://www.brms.besd.net/o/brms/page/community-council> ()

Date plan was completed:

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Hope Week (September 26 - September 30, 2022)	Mon. Pajama Day. theme: be comfortable with yourself Tues. Disney Day. Theme: Life has a happily ever after. Dress like your favorite Disney character. Wed. Dad bod day. Listen to your parents.
2. Red Ribbon Week (October 26-28, 2023)	Red Ribbon Week focuses on drug and alcohol prevention. We had themed days to remind students to stay drug and alcohol free.
3. Individual and group counseling/social work services	Bear River Mental Health (BRMH). We have partnered with BRMH to provide mental help counseling providing appropriate coping skills and strategies. They will do BRMH Social Skills Group. This group is designed to help students improve healthy relationships and increase positive peer relationships. LCSW. We will have 1 ¼ days with 2 licensed clinical social workers in our building who can meet with students and help them find healthy and positive ways to cope with stressors and triggers. Juvenile Youth Services 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. Stress Group. BRMS Counselors lead a stress group to provide students with appropriate coping skills. This helps the students to avoid taking drugs.
4. Governor's Youth Council (GYC)	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.
5. Botvin Life Skills	All 8th graders take Health 1. In this class the students have presentations, activities and lessons that center on the Botvin Curriculum (anti drug abuse curriculum).
6. 8th Grade Health I presentations	Suicide Coalition. 22% of suicides have alcohol in their 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 inhibition, the decreased response time and cognitive ability needed to critically think. (SAMHSA, 2016).

	<p>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.</p> <p>Healthy Relationships Training. This presenter seeks to improve well being and decision making through relationship building.</p>
7. White Ribbon Week	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.
8. Clubs <ul style="list-style-type: none"> ● Student Government ● Hope Squad ● Governor’s Youth Committee (GYC) ● Chess Club ● Runyan’s Club ● Latinos in Action ● Mrs. Thomkinson’s STEM Club ● Drama Club 	All of these clubs help by providing positive interactions for students. 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).
9. The Multi-Tiered System of Support Process	This school wide prevention is designed to identify students who are risk for multiple behaviors and intervene in positive and supportive ways as a team of teachers, administrators, counselors and other supports. The team meets to address the whole student.
10. GSA Kindness Week	Will sponsor a kindness week with a focus on positive peer to peer interactions. If students feel supported and connected to their peers then they will be less likely to engage in harmful substance abuse.
11. Tobacco Cessation Program	Every student who has a vape, tobacco, drug, or alcohol violation will take a cessation course provided by the Health Department. It takes about 4 hours to complete. This course is completed in school and is designed to provide students with the skills to avoid peer pressure and addictions.
11. Latinos in Action	LIA is designed to provide a healthy outlet for students of diverse backgrounds. Throughout the year they do a Multicultural Leadership Summit, service, read with the students at an elementary school, plan dances, and find meaning in their cultural heritage.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. 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).
1. Teacher lunch programs	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.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
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1. Bear of the Month	BRMS is trying to recognize the good students who are accomplishing many good things in their classwork.
2. Bear Buck Incentive and Store	Teachers incentivise good behavior exhibited by students. The positive reward system should motivate students to exhibit greater prosocial behaviors.
3.	
4.	

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
• Career Week	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).
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ACYI School Positive Behavior Plan 2022-2023

Positive Behavior Specialist: Mark Holland

Date discussed with and received input from Intervention Team: 30. September 2022

Date discussed with and received input from Community Council: 30. September 2022

Date plan was completed: 29. September 2022

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1.Red Ribbon Week	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/social work services	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. HOPE Week - Suicide, Bullying and Harassment Prevention	Three days of activities to promote suicide preventions & awareness. All students participate in lunchtime activities that are implemented and focused on advocating for others. This provides students with skills to advocate for themselves and others to prevent bullying & suicidal 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.
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Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices <ul style="list-style-type: none"> ● JJS - Adapt, Smoking Cessation ● Strengthening Families Program 10-14 ● Anxiety Group (Starting 2nd Tri) 	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).
2. Botvin Life Skills	We recently received approval for the Bear River Mental Health Department to go into classes with a curriculum for vaping, nicotine sensation.
3. Character Ed and Social and Emotional Learning <ul style="list-style-type: none"> ● Bloomsights ● Close Gap 	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. Students also have access to checking programs. Bloomsights is a 15 minute survey that students can assess and monitor the social emotional needs of students. This can track a students SEL throughout the year and helps teachers plan and create curriculum that can better help students in need (Teachers, n.d.). Close Gap is an as needed or daily check in that allows educators to provide real time interventions for students who feel like they are struggling (Our Approach, n.d.).
4. Tier 1 School wide behavior videos	We have been using videos to teach and reinforce our school wide behavioral expectations. Videos are created by admin and other educators within the school to

	demonstrate positive and proper student behavior (Center on PBIS, n.d.).
5. Second Step	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-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).
6. Safe School Procedures of BESD	The safe school procedures of Box Elder school district are more clearly defining the steps taken when students are caught vaping. Admin are provided with concise steps to take for tier 1 and tier 2 interventions. Students also are able to take an anti-vaping course to help correct behaviors (Clearing the Vapor, n.d.).

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. School Rewards <ul style="list-style-type: none"> ● RiSE <ul style="list-style-type: none"> ○ Weekly & Trimester Drawings ● Perfect Punctuality ● Positive Behavior Rewards ● Student of the Month 	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).
2. Peer Leadership <ul style="list-style-type: none"> ● Student Council (6th & 7th) ● Peer Sports Advisors ● Intramural Sports programs ● Eagle Eye News ● Hope Squad ● Peer Tutor 	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).
3. Boys and Girls Clubs <ul style="list-style-type: none"> ● Morning Gym ● Miscellaneous afterschool programs 	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).
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Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. After school student activities <ul style="list-style-type: none"> ● Band, Choir, Orchestra concerts ● Elks Hoop Shoot contest 	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).

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2022-2023 Harris School Positive Behavior Plan

Positive Behavior Specialist: Gloria Dabb & David Lee 50/50

Date discussed with and received input from Intervention Team (agenda attached): August 22, 2022 -Our team as a whole has looked at the data gathered through surveys and they are familiar with this plan

Date discussed with and received input from Community Council: This will be discussed with the council in the October and then again in the December meeting.

Date plan was completed: September 30th, submitted to Jacque. We will complete the plan in May 2023, where we will re-evaluate and plan for next year's needs based recent data gathered at that time

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Social and Emotional student support in our school	Harris SEL resources
2. Red Ribbon Week	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	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, Counselor presentations regularly in each classroom	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. Build meaningful relationships with every student (universal staff focus)	<ul style="list-style-type: none"> ● 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 ●
6. Healthy Habits class for all 7th graders	In this class our teacher focuses on: <ul style="list-style-type: none"> ● mindfulness ● coping strategies ● healthy choices/ habits ● suicide preventions ● goals setting
7.School-wide SEL improvement goal	Students will be able to use 3 coping strategies when stressed or anxious. Measured by pre (October) & post-assessment (May)

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/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).
2. TAT team process	After following the school's behavioral plan including quick check and flow chart with interventions, we will initiate the TAT team process. T Link
3.InDepth	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
2. We are adding Social skill and positive teaching modules	IWe are developing Nearpod modules that offer skill building opportunities for students with social and emotional deficits. This is the current list of what Nearpods are available

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Builder of the month ● Head Huskies ● Math CLub ● Partnership with Boys and Girls CLub ● Juvenile Justice social skills training ● SafeUT App ● PBIS ● 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 	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).
Career Week	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).
2. Boys and girls club afterschool programs	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.

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Tobacco cessation resources (for any student involved)	<ul style="list-style-type: none"> ■ “Catch my Breath” ■ “Stanford Prevention Tool Kit” 5th -12th ■ “Botvin Health Connections E-cigarettes & Vaping”
3.	
4.	
5.	

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).

References

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- Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.
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- 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
- 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>
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2022-2023
Century HB 58 Positive Behavior Plan

Positive Behavior Specialist: Teryl Jeffs

Date discussed with and received input from Intervention Team:

ChAT - Child Assessment Team

9/19/22

- Business
 - HB 38 Positive Behavior Plan
 - Review plan - add/edit
 - Groups
 - What groups - we will work on developing these
 - When to start - October 3
 - Workload until groups start
 - Responding to students in need
 - Moving the Veteran Board
 - Figuring out what groups need to be done
 - Small projects
- Student Discussions

Date discussed with and received input from Community Council:

Century Elementary
School Community Council Agenda/Minutes
2:45 pm - Conference Room

September 19, 2022 - 3:15 pm

Council Members 2022-2023		
Members	Position	Attendance
Liz Bunce	Parent	
Samantha Elliott	Parent	x
Elizabeth Fertiq	Parent	x
Jenny Harris	Parent	x
Karly Jenkins	Parent	
Teryl Jeffs	Principal	x
Brandy Johnson *Vice	School Employee	x
Amy Pebley	School Employee	x
Sue Rees, Chair	Parent	x
Maele Shakespear	Parent	
Amy Valencia	Parent	x
Bri Baugh	School Employee	x
Carolyn Bourgeois	Parent	x
Lyndsie Daines	School Employee	x

- [Community Council Training](#)
- Officer Election
 - Brandy nominated Sue as chair
 - Amy seconded the motion.
 - All Approved
 - Sue nominated Amy as Vice-Chair
 - Carolyn seconded the motion.
 - All Approved
- Contact Information
 - GroupMe sign up
- Approve Meeting Schedule
 - [Meeting schedule](#) on school website
 - Amy P. approved the schedule, Bri seconded the motion. 7 approved. 1 denied

-
- Review this year's plan
 - [2022-2023 Century School LAND Trust Plan](#)
 - Digital Citizenship
 - [Positive Behavior Plan Review](#)

Date plan was completed:

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Steps	<p>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).</p>
2. Red Ribbon Week	<p>This is a week out of the year focusing specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances. It also focuses on 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 the school and their community served as protective factors for all levels of students.</p>
3. Individual and group counseling/social work services	<p>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, and 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).</p>
4. Bullying and Harassment Prevention	<p>Classroom-based lessons and confidential reporting systems are implemented and focused specifically on the identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and</p>

	<p>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). 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.</p>
5. Botvin Life Skills	<p>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.</p>

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	<p>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).</p>
2. Hope Squad	<p>This 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.</p> <p>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.</p> <p>Postvention: Postvention involves helping those affected by a suicide cope with the loss and reducing the risk of further suicides.</p>
3. White Ribbon Week	<p>This is a week dedicated to a digital citizenship focus. Many issues are taught and discussed including online safety, cyberbullying, screen time, dealing with media, and emotional wellness. This is needed because our kids spend more time than ever online. Because there are dangerous pitfalls associated with online activities we need to teach strategies and tools that kids need to be safe. The PTA plans to provide curriculum and activities during this week.</p>

Other programs, clubs, service opportunities, and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● DARE ● SafeUT App ● PBIS ● Drama Club ● PTA sponsored activities—Pumpkin Walk, Turkey Trot, etc 	<p>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 structured activities such as these are essential factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>

Other programs, clubs, service opportunities, and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● College & Career Week 	<p>As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with the school, and helps to orient students toward their future. All of these have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).</p>

Discovery Positive Behavior Plan 2022-2023

Positive Behavior Specialist: Megan Bushnell

Date discussed with, received input, and received approval from the CHAT (9/30/22)

Date discussed with, received input, and received approval from Community Council (9/26/22)

Date plan was completed: 9/30/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	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	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	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support

	<p>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).</p>
<p>4. Bullying and Harassment Prevention</p>	<p>Classroom-based lessons and confidential reporting systems are implemented and focused specifically on the 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.</p>
<p>5. Botvin Life Skills</p>	<p>The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills - all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.</p>
<p>6. Character Ed</p>	<p>The school counselor is doing Character Ed training with students whole class, and small group.</p>
<p>7. Career Week</p>	<p>As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with the school, and helps to orient students toward their future. All of which have</p>

been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Hope Squad	Hope Squad strives to, create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse. We have elected students and we will begin training in October.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. PoD tickets and activities 2. Boys and Girls Club 3. Classroom incentives 4. Safe UT 	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).

Other programs, clubs, service opportunities, and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How programs, clubs, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Wellness Week	Whole school wellness week in conjunction with walk/bike to school.
2. Mental Health Home Outreach	With the number of increasing anxiety cases, parents would like tips, suggestions, and other ideas to help.
3. Lunch with the Principal	A group of students eats lunch with the principal. The goal is to eat with every student in the school.

References

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Fielding Elementary Behavior Plan

Positive Behavior Specialist:

Date discussed with and received input from Intervention Team 09/21/2022

Date discussed with and received input from Community Council 09/29/2022

Date plan was completed: 09/30/2022

https://docs.google.com/document/d/11ZEhIASdNn_yL1kSLQoYiaKmkkiksAv_etwYKTX8M0c/edit

<https://docs.google.com/document/d/1e5AnDssimnmAAChn-H6U5FBBDP1pf7MmCOXHoWkO4/edit>

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	<p>The Second Steps curriculum 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).</p>
2. Red Ribbon Week	<p>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. Fielding also includes bully-free topics. Our counselor puts together daily lesson plans/discussions for teachers to teach to students. 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 prosocial 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.</p>
3. Individual and group counseling/social work services	<p>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</p>

	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	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. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Kindness All Year Long Monthly Kindness Challenges	The school counselor is doing a kindness activity every month encouraging students to recognize kindness traits and train students to recognize kind acts and acknowledge them. We recognize a staff member who has shown an extraordinary difference in the life of students.
7. College and Career Week	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).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Hope Squad	Hope Squad strives to create a safe school environment, promote connectedness, support anti-bullying, encourage

	mental wellness, reduce mental health stigma, and prevent substance misuse.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
	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).
1. High Fives	Staff members give students a “High Five” when they see them doing good things throughout the school. This can be academically or socially. They are called down to the office during morning announcements to be recognized and given a prize.
2. Goal Getters	Students set a trimester or yearly goal with the teacher. When they reach their goal, they are called to my office to ring a bell and receive a “Goal Getter Award”
3. Students of the Month	Teachers nominate a boy and girl every month to receive a citizenship or academic award. They receive a certificate, special pencil and a treat.
4. Student Council	Every fifth grader who would like to be on Fielding Elementary Student Council is given the chance to serve on a committee. This creates a safe school environment and promotes a sense of responsibility and helps students make good choices. They rotate which committee they are on from promoting school spirit to helping younger students with activities.
5. Daily Announcements	Everyday we have different announcements dealing with a social skill, coping skill or a Second Step announcement to help students with anxiety or promote a social skill.
6. End of Month Super Activity	All students who have shown academic and citizenship excellence are invited to participate in a monthly super activity. These are held every month and are a fun activity to build community in our school and encourage appropriate behavior.

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1.	
2.	
3.	
4.	
5.	

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Garland Elementary Positive Behavior Plan

November 2022

Positive Behavior Specialist: Marcia Wilson

Date discussed with and received input from Intervention Team: 9/27/2022

https://docs.google.com/document/d/1e_tKkX1AeVILG7j-BeZhTLPDwXGe3oYP6-cQLmmpck/edit

Date discussed with and received input from Community Council: 9/28/21

Date plan was completed: 9/21/2022

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	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	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	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

	<p>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).</p>
4. Bullying and Harassment Prevention	<p>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.</p>
5. Botvin Life Skills	<p>The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.</p>
6. Character Ed	<p>Garland Elementary has a Character Education classroom that each grade 1st-5th attends every week during prep time. This class focuses on the soft skills necessary for students to be successful in and out of school. We focus on 8 main traits and believe that all other traits we learn can fall under the umbrella of these. They are Kindness, Compassion, Empathy, Forgiveness, Patience, Optimism, Gratitude, and Humility. If students are learning about these traits they also learn to avoid peer pressure, resolve conflict in a healthy way, and make informed decisions. These all tie into living a healthy lifestyle and staying away from drugs. The counselor also teaches these skills in Kindergarten monthly.</p>

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Red Ribbon	We are implementing more learning based activities and lessons to go along with Red Ribbon Week. PTA typically runs this week with school wide activities. The counselor will add

	onto this program with more awareness and knowledge about its purpose with classroom lessons.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Student Council	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).
2. Classroom Incentives	see above
3. The Great Kindness Challenge	see above
4. Start with Hello Week	see above
1. Career Week	see above

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Counselor Newsletter/Website	Monthly updates and tips to help parents and community know about resources and events surrounding pro-social skills.
2. Parent Outreach Emails	With the number of increasing anxiety cases, parents would like tips, suggestions, and other ideas to help. Emails will be sent monthly

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Websites:

The Great Kindness Challenge: <https://thegreatkindnesschallenge.com/>

Start with Hello: <https://www.sandyhookpromise.org/our-programs/start-with-hello/>

Golden Spike Elementary Positive Behavior Plan

Positive Behavior Specialist: Shaylyn Ekins-Principal

Date discussed with and received input from Intervention Team: 9/28/22, 8 AM

Date discussed with and received input from Community Council Nominees: 9/29/22 via E-Mail

Date plan was completed: 9/29/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Second Step, Super Kids SEL Curriculum	The Second Steps curriculum 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).
Red Ribbon Week	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 prosocial 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.
Individual and group counseling/social work services	Individual and small 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).
Bullying and Harassment Prevention	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.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Character Counts	The school counselor and teachers have access to the Character Counts literature program for implementation into whole class and small groups instruction to skills.
Career Week	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).
One District, One Book	One District, One Book is a program designed to create a shared reading experience across an entire school community. During the month it takes to read the selected book, our schools implement a variety of activities. The book is selected to focus on building character strengths as well as a strong foundation for literacy in each child's life. The intent is to spark conversations throughout the community regarding concepts of literacy and character development. This strengthens student rapport within the school.
School Activities <ul style="list-style-type: none"> ● Rewards & Incentives ● HOPE Squad ● Classroom Incentives ● Kindness Week ● Field Day ● Turkey Trot ● Halloween Parade ● Holiday Parties ● Chinese NewYear 	<p>These schoolwide and class activities 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).</p> <p>"Fun Committee" will develop activities to help build connections to the school and each other.</p>
Attendance Program	Truancy is a predictor of substance use. The effect is 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.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Safe UT	The SafeUT Crisis Text and Tip Line app provides 24/7 access to crisis counseling and school tip reporting for students and their parents and guardians that live in the state of Utah.
Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students in fourth and fifth grades. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.

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2022-2023

Grouse Creek Positive Behavior Plan

Positive Behavior Specialist: Melissa Morris/ Chanelle Johnson

Date discussed with and received input from Intervention Team 9/30/22

Date discussed with and received input from Community Council: 9/30/22

Date plan was completed: 9/29/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum 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. Individual and group counseling/social work services	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	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. Kindness week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what kindness is and how kindness feels.
5. School events- Prosocial activities-Track meet, Dodgeball, Turkey Trot, School plays	Students are able to give input to what activities they want to do. They are also able to build leadership, planning and communication skills. Parents are encouraged to attend events to show their support for all students. There are times that parents are invited to participate.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/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).
2. Mind Yeti/ Brain Breaks	Mind Yeti is a mindfulness curriculum and app that provides guided mindfulness activities for students and parents. Students who are provided with access and training in mindfulness practices show an increase in attention abilities, self-calming skills, and ability to demonstrate empathy for others (Smith, et al, 2012). These skills and abilities are directly related to the reduction of substance use through the building of protective factors that support the overall mental and physical wellbeing of students.
3. White Ribbon Week	White Ribbon Week is a program for elementary schools that help children become safe online through media literacy. As they participate in White Ribbon Week, children learn new skills that help them avoid harmful media and use technology for good.
4. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem,

	develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> • Student Spotlight • Peer Leadership • FFA • 4H- • SafeUT App • PBIS • school activities- Halloween party, Valentines party with passing out valentines, birthday recognition, Christmas play (if school built) and party., • School events- Prosocial activities-Track meet, Dodgeball, Turkey Trot, Dr Seuss Day activities 	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).
1.	
2.	
3.	
4.	

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> • Career Week 	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).
2. Point reward system	Students are given points by school staff for positive actions that are above and beyond. Points are then tallied and incentives are given.
3. DOJO app	ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.
4.	
5.	

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).

Reference:

- 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
- Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.
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- Passarella, A. (2017, May). Restorative Practices in Schools. Retrieved 2020, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>
- 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.

2022-2023 Lake View Positive Behavior Plan

Positive Behavior Specialist: Jeff Morris

Date discussed with and received input from Intervention Team ([Attach Agenda](#)): 8/19/2022

Date discussed with and received input from Community Council ([Attach Agenda](#)): 9/29/2022

Date plan was completed:

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How the program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
Character Ed	The school counselor is doing Character Ed training with students in whole class and small groups.
Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with the 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).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Leopard Leaders - Student Council	Leopard Leaders strive to, create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse.

Other programs, clubs, service opportunities, and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Blue Slips - Positive Behavior Tickets	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).
Student Council - Leopard Leaders	
Safe UT	

Other programs, clubs, service opportunities, and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How programs, clubs, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:

Counselor's Corner - Counselor Newsletter	The counselor writes and publishes a monthly newsletter to provide parents with resources and ideas to support student learning.
Kindness Weeks	We will conduct a kindness week each trimester. We provide activities and challenges to students.

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
- Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.
- Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. *Journal of School Psychology*, 53, 463-477.
- Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental psychology*, 55(2), 415.
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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.

2022-2023

McKinley Positive Behavior Plan

Positive Behavior Specialist: Mark Taylor

Date discussed with and received input from Guiding Coalition Team (Agenda Attached): 9/28/2022

Date discussed with and received input from Community Council (Attach Agenda): 9/20/2022

Date plan was completed: 9/29/2022

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Red Ribbon Week	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. Character Ed	The school counselor and Character Ed prep para are doing Character Ed training with students whole class, and small group.
3. Career Week	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).
4. Individual and group counseling/social work services	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).
5. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically

	<p>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.</p>
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Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Lunch with Principal	Building strong positive relationships with students is essential to their success in education. This also helps students when they are faced with peer situations where they may be asked to use tobacco products or alcohol.
3.	
4.	
5.	

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Pawsitive tickets and activities 2. Student Council 3. Classroom incentives 4. Safe UT 5. Latinos in Action 	<p>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).</p>

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Great Kindness Challenge	<p>The Great Kindness Challenge (GKC) is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The Great Kindness Challenge is one week devoted to performing as many acts of kindness as possible at school. This program is designed to create a more positive, unified and respectful school environment. At the heart of the great kindness challenge is the simple belief that kindness is strength.</p>

2. Hello Week (Start with Hello)	Designed to prevent isolation. Teach students about the negative effects of loneliness. Promotes positive peer and teacher relationships. The more positive relationships a student has, the less likely they are to engage in risky behaviors.
3. School attendance club and Almost Perfect Attendance Award	Club to promote student attendance in school to increase their desire to attend school regularly and have a positive relationship with at least one adult. Also provide incentives to students for perfect and almost perfect school attendance.

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
- Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.
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- Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental psychology*, 55(2), 415.
- 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
- 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.
- Passarella, A. (2017, May). Restorative Practices in Schools. Retrieved 2020, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>
- 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.
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Date: September 20, 2022

Call to Order: Carissa Gardner

Training Video: <https://www.youtube.com/watch?v=59JieblXXxA>

Vote:

Council Chair Member: Megan Moyer (4 to 0 in favor)

Assistant Chair Member: Amanda Dixon (4 to 0 in favor)

Secretary: Carissa Gardner (4 to 0 in favor)

Dates to meet: all meeting at 3:30 unless noted

October 25, 2022

November 15, 2022

January 24, 2023

February 14, 2023

March 14, 2023

Review HB 58 Plan

Help limit tobacco use in children

Items for next Meeting:

- Trustlands Budget
- Data: Previous years goals, End of year vs, Beginning of year Acadience Reading

Adjourn

Next Meeting: October 24, 2022 @ 4:00 @ Mr. Taylor's Office

Anderson. Not present: Ashley Powell, Brittany Rupp



McKinley Elementary Leadership Team Agenda

Date: September 28, 2022

Norms:

- Begin and end on time
- A safe place to share concerns
- Everyone participates - listen to each other with respect
- Come prepared with assignments
- Stick to the agenda

Attendance: Mark, Jami, Kim, Shiloh, April, Missy, Nancilee, Launa, Amy Jo, Christyn

Meeting Roles:

Facilitator Mark T.	Agenda: (info in by Monday) Mark T.	Time Keeper: Kim	All Voices Heard: Missy	Schedule & reminder: Shiloh	Note Taker: Jami	Reflection /action plan: April
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Inspirational Thought/Treat Committee:

Agenda:

- ★ HB 58
- ★ Up Ticks Data
- ★ PLC Institute @ Salt Palace

North Park Positive Behavior Plan

Positive Behavior Specialist: Wendy Dunham

Date discussed with and received input from Behavior Intervention Team: 09/29/22  Community Council Agenda

Date discussed with and received input from Community Council: 09/29/22  BIT team agenda

Date plan was completed: 09/26/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum 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	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	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	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. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Character Ed	The school counselor is doing Character Ed training with students whole class, and small group as needed. We utilize Character Counts literacy materials to facilitate discussions.
7. Career Week	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).
8. Community Pantry and Food Drive	We have a school community pantry, with donation opportunities for families and community members, to provide at-risk and needy families with food support over the long weekends. Additionally, we get support from the foundation for this project.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Student Council/Hope Squad	Hope Squad strives to create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse. Students are voted into the squad because they are able to promote inclusion and empathetic behaviors.
2. Schoolwide behavior plan	We are in the process of developing and implementing a school-wide behavior plan with specific focuses, modeling, reinforcing, and reteaching steps included. The whole school, including all teachers and support staff, will be working on the same skills at the same time.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Owl tickets: Be Respectful, Be Responsible, Be Safe 2. Student Council 3. Student Shout-Outs 4. Safe UT 5. Monthly Positive Behavior Recognition Activities 6. Monthly Citizenship Recognition for each grade level at the Tremonton City Council Meeting 	<p>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).</p>

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Counselor's Corner 	<p>The school counselor utilizes the website as well as other social media and print platforms to communicate with parents, solicit feedback, and provide families with the resources necessary to thrive.</p>

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
- Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.
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- 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.
- Passarella, A. (2017, May). Restorative Practices in Schools. Retrieved 2020, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>
- 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.

Park Valley Positive Behavior Plan

Positive Behavior Specialists: Melissa Morris/ Chanelle Johnson

Date discussed with and received input from Intervention Team (agenda attached): 9/30/22

Date discussed with and received input from Community Council (agenda attached): 9/30/22

Date plan was completed: 9/30/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum 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. Mindfulness	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.
3. Individual and group counseling/social work services	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	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. Kindness week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what kindness is and how kindness feels.
6. School events- Prosocial activities-Track meet, volleyball tournament, Dodgeball, Turkey Trot,	Our student body officers composed of students in grades K-10 meet biweekly to discuss whole school activities to build team skills and positive relationships. Students are able to give input. They are also able to build leadership skills. Parents are encouraged to attend events to show their support for all students. There are times that parents are invited to participate and play against the winning team.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/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).
2. Mind Yeti/ Brain Breaks	Mind Yeti is a mindfulness curriculum and app that provides guided mindfulness activities for students and parents. Students who are provided with access and training in mindfulness practices show an increase in attention abilities, self-calming skills, and ability to demonstrate empathy for others (Smith, et al, 2012). These skills and abilities are directly related to the reduction of substance use through the building of protective factors that support the overall mental and physical wellbeing of students.
3. White Ribbon Week	White Ribbon Week is a program for elementary schools that help children become safe online through media literacy. As they participate in White Ribbon Week, children learn new skills that help them avoid harmful media and use technology for good.

4. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Student Spotlight ● Peer Leadership- SBO ● FFA ● 4H- ● SafeUT App ● PBIS ● PTO activities- Halloween carnival, Valentines party, birthday, room mothers, Christmas, ● School events- Prosocial activities-Track meet, volleyball tournament, Dodgeball, Turkey Trot, manners dinner, Dr Seuss Day, Gratitude Chain 	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).
1.	
2.	
3.	
4.	

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Career Week 	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).
2. PAWSitive tickets	Students are given tickets by school staff for positive actions that are above and beyond. 5 tickets are pulled each week. The positive action is told to the whole school during lunch period. All tickets are then put in a monthly jar. Additional bigger prizes are given monthly.
3. DOJO app	ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.
4.	
5.	

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).

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2022-2023

Snowville Positive Behavior Plan

Positive Behavior Specialist: Melissa Morris/ Chanelle Johnson

Date discussed with and received input from Intervention Team: 9/29/22

Date discussed with and received input from Community Council: 9/30/22

Date plan was completed: 9/30/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum 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. Mindfulness, Brain Breaks, Mind Yeti	<p>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.</p> <p>Mind Yeti is a mindfulness curriculum and app that provides guided mindfulness activities for students and parents. Students who are provided with access and training in mindfulness practices show an increase in attention abilities, self-calming skills, and ability to demonstrate empathy for others (Smith, et al, 2012). These skills and abilities are directly related to the reduction of substance use through the building of protective factors that support the overall mental and physical wellbeing of students.</p>
3. Individual and group counseling/social work services	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	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. Kindness week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what kindness is and how kindness feels.
6. School events- Prosocial activities- Turkey Trot , Halloween Carnival/ parade,	Our student body officers composed of students in grades K-5 meet biweekly to discuss whole school activities to build team skills and positive relationships. Students are able to give input. They are also able to build leadership skills. Parents are encouraged to attend events to show their support for all students. There are times that parents are invited to participate and play against the winning team.
7. Red Ribbon Week	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 prosocial 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.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/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).
2.. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Student Spotlight ● Peer Leadership ● 4H- ● SafeUT App ● PBIS ● PTO activities- Halloween carnival, birthday, room mothers, Christmas parties , birthday recognition, ● School events- Prosocial activities- turkey Trot, Dr Suess Day, Disguise a Turkey, Snowman Art , Christmas Program, Awards assembly , End of Year bike ride, Science fair 	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).
1.2. Bucket Filler tickets	Students are given tickets by school staff for positive actions that are above and beyond. tickets are pulled each week. The positive action is told to the whole school during announcements
2. Weekly News letter and emails	Consistent and focused communication between school and home can help build a bridge so parents know what students are learning and create positive relationships with key people in a child's life. This creates support for student success.
3.	
4.	

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Career Week 	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).
4.	
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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).

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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2022-2023

Three Mile Creek Positive Behavior Plan

Positive Behavior Specialist: Mary Heslop

Date discussed with and received input from Intervention Team Meeting on 9/12/22

Date discussed with and received input from Community Council ([Attach Agenda](#))

Date plan was completed: 9/30/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	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	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	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	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. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Character Ed	The school counselor is doing Character Ed training with students whole class, and small group.
7. Career Week	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).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Hope Squad	Hope Squad strives to create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse.
2.	
3.	
4.	
5.	

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Explorers tickets and activities 2. Student Council 3. Lunch with Principal 4. Classroom incentives 5. Safe UT 	<p>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).</p>
1.	
2.	
3.	
4.	

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Paws in Jobland 	<p>website to explore careers to help students see options other than using drugs.</p>
<ol style="list-style-type: none"> 2. Anxiety Home Outreach 	<p>With the number of increasing anxiety cases, parents would like tips, suggestions, and other ideas to help.</p>
3.	
4.	
5.	

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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- Smith, P., and Sharp, S. (1994). *School Bullying: Insights and Perspectives*. New York: Routledge.
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2022-2023

Willard Positive Behavior Plan

Positive Behavior Specialist: AshLee Nelson

Date discussed with and received input from Intervention Team: August 23, 2022

Agenda: https://docs.google.com/document/d/1KLNp0tjSeE1vbouVhQdyHgAroA_5arxorFtFO-LXgwA/edit?usp=sharing

Date discussed with and received input from Community Council

Date plan was completed: September 28, 2022

Agenda: <https://docs.google.com/document/d/1S8C1GrL94-zr-lrTv4NT-raWlvU6FCgHMs8e-oRjETc/edit?usp=sharing>

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	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	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	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	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. Career Week	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. Rewards for students passing off reciting the rules and expectations of our school	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.
7. Schoolwide Expectation Rewards and Activities	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. Fun Friday Lunch with Principal	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. Attendance incentives	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 Behavior Trackers	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. Master Builders- student recognition	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).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Staff commits to handling behavior problems the same way with a script to follow.	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.
2. Postcards home to each student	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).

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Recommendation to approve an Internal Auditor

Submitted by: David Roberts, Business Administrator

Recommendation:

It is recommended that the Box Elder Board of Education appoint Rod Cook to be the Internal Auditor for Box Elder School District

Recommended Motion:

I move that the Board appoint Rod Cook as the Internal Auditor for the Box Elder School District.

Background:

The internal audit work has previously been done by Tom Kotter, who accepted a job with Brigham City Corp that created a conflict of interest and time constraints. After months of requesting proposals to fill the Internal Audit position and reaching out to potential individuals to gauge interest, only one individual submitted a proposal. We extended the offer and was accepted by Rod Cook to serve as the internal auditor for five years or until as a Board we find it prudent to change the Internal Auditor.

Policy Implications:

This will bring the district into compliance with SB 93 S2 (UCA 53a-30a102) regarding the requirement to establish an internal audit program for districts with enrollment of over 10,000 students and compliance with Board Policy 2040

Financial Implications:

The budgeted cost for the internal audit is \$10,000.

Staff Implications:

NA at the District level

Recommendation to declare Mountain View Elementary as surplus property

Submitted by: David Roberts, Business Administrator

Recommendation:

It is recommended that the Box Elder Board of Education declare Mountain View Elementary School, its real property and its physical property as surplus.

Recommended Motion:

I move that the Board declare the Mountain View Elementary School as surplus property for Box Elder School District.

Background:

Mountain View Elementary school opened its doors in 1960, had two renovations in 1975 and 1988 respectively. The building is 43,296 sq.ft and sits on 6.3 acres in southeast Brigham City. Fall enrollment of 2021 was 295 students.

Policy Implications:

Will allow us to negotiate the sale of the property to interested parties.

Financial Implications:

Whatever the sale of the property nets us in real dollars.

Staff Implications:

NA at the District level

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 increasing the HOSA Club amount from \$100 to \$170 maximum due to an increase in State Dues that were just recently released.

Recommended Motion:

I move that we approve the amendment of the 2022-2023 BESD General Student Fees and Deposits schedule for the HOSA Club from \$100 to \$170 maximum.

[2022-2023 School Fees Draft](#)

[HOSA Club - Itemized Spending Plan for 22-23 pending Board approval](#)

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.

This increased proposed amount will affect only those members that purchasing the jacket, serve in leadership positions and attend the state contest.

Policy Implications:

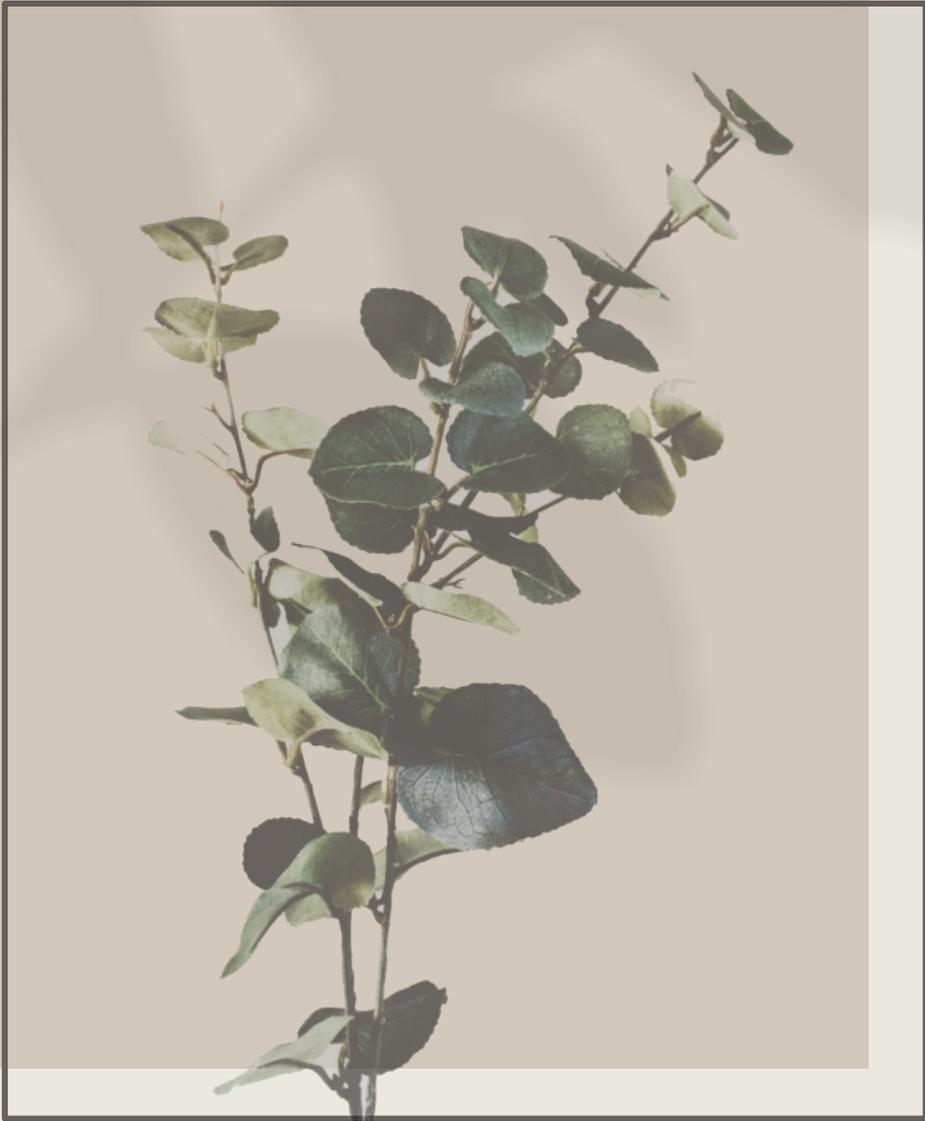
Policy 5230: [Student Fees/Fee Waiver](#)

Financial Implications:

There will be a \$70 increase in possible fees.

Staff Implications:

No additional implications



Review Reteach Renew

Trauma-training 2022/2023

What are some memories you have of past Trauma Training?

ACEs Can Increase Risk for Disease, Early Death, and Poor Social Outcomes

Research shows that **experiencing a higher number of ACEs** is associated with **many of the leading causes of death** like heart disease and cancer.



CHRONIC HEALTH CONDITIONS

- Coronary heart disease
- Stroke
- Asthma
- Chronic obstructive pulmonary disease (COPD)
- Cancer
- Kidney disease
- Diabetes
- Obesity



MENTAL HEALTH CONDITIONS

- Depression
- Suicide or attempted suicide



HEALTH RISK BEHAVIORS

- Smoking
- Heavy drinking or alcoholism
- Substance misuse
- Physical inactivity
- Risky sexual behavior



SOCIAL OUTCOMES

- Lack of health insurance
- Unemployment
- Less than high school diploma or equivalent education



Care and Connect Statements





Everyday Strong School Resilience



NEEDS

Physical
Safety
Connection
Confidence



- 
- Read Your Part
 - Teach Your Group
 - Share

APPLICATION

● **Physical, Safety, Connection and Confidence**

- **Worry, Shyness or School Avoidance**
- **Sadness, apathy, Withdrawal**
- **Social/Peer Difficulties**
- **Organization, Inattention, Impulse Control, Task Completion**

VIA Character Strengths





PACES & HOPE

Positive Childhood Experiences &
Healthy Outcomes of Positive Experiences.

credits.

Presentation Template:
[SlidesMania](#)

Images: [Unsplash](#)

Fonts used in this presentation:
Questrial and PlayFair Display

Box Elder School District - October 1, 2022

School	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Oct 1, 2022	Oct 1, 2021	Difference	Oct 1, 2019
Sunrise											2	56	93	151	180	(29)	116
BRHS											481	363	334	1,178	1127	51	1036
BEHS											577	569	442	1,588	1516	72	1545
BRMS									420	425				845	894	(49)	781
BEMS									586	569				1,155	1129	26	1093
Harris							417	396			1			814	819	(5)	841
Young							527	554						1,081	1113	(32)	1060
Century	67	70	86	82	98	88								491	499	(8)	496
Discovery	70	72	102	70	80	68								462	507	(45)	457
Fielding	91	104	90	85	96	72								538	533	5	450
Garland	92	116	112	112	109	119								660	681	(21)	706
Golden Spike	113	136	134	121	122	119								745	737	8	842
Lake View	104	107	99	107	95	96								608	590	18	597
McKinley	93	93	89	85	94	94								548	547	1	499
No. Park	96	107	109	90	99	80								581	517	64	504
Three Mile			151	148	147	156								602	573	29	562
Willard	102	129												231	260	(29)	245
Grouse Creek		2	1	1	1			1						6	8	-2	5
Park Valley	1	4	5	3	2	2	5		3		2			27	32	-5	40
Snowville	2	7	3	4	6	5								27	32	-5	24
Totals:	831	947	981	908	949	899	949	951	1,009	994	1,063	988	869	12,338	12,294	44	11,899

Plus/Minus 951	-118	-2	33	-41	0	-50	0	2	60	45	114	39	-80	Avg = 949 per grade			
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District Wide	Oct 1 2022	Oct 1 2021	Diff
Grade	2022	2021	Diff
Kindergarten	831	920	-89
Grade 1	947	957	-10
Grade 2	981	907	74
Grade 3	908	911	-3
Grade 4	949	887	62
Grade 5	899	922	-23
Grade 6	949	958	-9
Grade 7	951	984	-33
Grade 8	1009	966	43
Grade 9	994	1065	-71
Grade 10	1063	1002	61
Grade 11	988	903	85
Grade 12	869	912	-43
Regular Total	12338	12294	44

Elem Growth	Sec Growth
11	33

MONTHLY FINANCIAL REPORT
September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	26,650,444	897,600	3.4%	0.8%	202,911	24,614,600
6	Tuitions	350,000	45,146	12.9%	4.6%	16,889	363,338
7	Inv Earnings	225,000	136,950	60.9%	5.6%	11,423	205,558
8	Indlr. Costs-SL	950,000		0.0%		0	0
9	Rental Fees/Building/Fiel	90,000		0.0%	2.1%	1,692	80,114
10	Other	1,450,000	32,679	2.3%	35.8%	410,417	1,146,588
11	State	93,550,472	26,383,523	28.2%	19.2%	12,986,165	67,799,745
12	Federal	8,500,000	69,936	0.8%	1.1%	57,506	5,018,337
13	Misc./ Fund Bal	2,000,000		0.0%		0	0
14	TOTAL M & O						
15	REVENUE	133,765,916	27,565,835	20.6%	13.8%	13,687,003	99,228,280
16	Beg Balance	173,339					173,432
17	Less:						
18	Ending Balance	323,761					173,339
19	TOTAL M & O FUNDS						
20	available	133,615,494	27,565,835	20.6%	13.8%	13,687,003	99,228,373
21	EXPENDITURES:						
22	Instruction (1000)						
23	Salaries	60,275,549	7,984,324	13.2%	18.7%	7,454,702	39,931,916
24	Benefits	24,022,216	3,739,573	15.6%	22.5%	3,648,089	16,191,159
25	Purchased Serv.	3,749,122	539,659	14.4%	32.7%	819,165	2,505,616
26	Supplies/Texbooks	5,251,852	3,125,216	59.5%	46.6%	1,857,258	3,986,512
27	Equipment	1,500,000	15,894	1.1%	21.5%	61,473	285,313
28	Other	700,000		0.0%	0.0%	0	573,756
29	Total	95,498,739	15,404,667	16.1%	21.8%	13,840,687	63,474,273
30							
31	Student Services (2100)						
32	Salaries	3,893,853	735,448	18.9%	21.7%	641,103	2,956,961
33	Benefits	1,526,627	293,380	19.2%	21.9%	264,870	1,211,095
34	Other	350,000	46,180	13.2%	14.4%	48,952	339,797
35	Total	5,770,480	1,075,008	18.6%	21.2%	954,925	4,507,853
36							
37	Instructional Staff (2200)						
38	Salaries	1,820,307	365,192	20.1%	25.5%	358,541	1,408,331
39	Benefits	701,688	150,141	21.4%	27.7%	150,717	543,790
40	Other	475,000	38,319	8.1%	10.2%	49,423	486,246
41	Total	2,996,995	553,652	18.5%	22.9%	558,681	2,438,367

MONTHLY FINANCIAL REPORT
September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
42	District Administration (2300)						
43	Salaries	397,855	92,950	23.4%	26.4%	86,222	326,232
44	Benefits	173,820	46,491	26.7%	31.5%	46,300	147,062
45	Purch Services	370,000	50,902	13.8%	121.9%	444,501	364,724
46	Liability Insurance	165,840	0	0.0%	0.0%	0	160,336
47	Supplies	35,000	14,292	40.8%	34.1%	11,583	33,937
48	Other	25,000	25,259	101.0%	82.6%	20,650	25,011
49	Total	1,167,515	229,894	19.7%	57.6%	609,256	1,057,302
50	School Administration (2400)						
51	Salaries	5,149,482	1,050,254	20.4%	4.8%	959,556	3,799,550
52	Benefits	2,012,225	422,671	21.0%	4.3%	386,648	1,529,435
53	Prof Serv/Travel	130,000	2,931	2.3%	66.2%	15,489	53,087
54	Other	15,000	12,745	85.0%	13.6%	5,015	9,205
55	Total	7,306,707	1,488,601	20.4%	25.4%	1,366,708	5,391,278
56							
57	Business & Support (2500)						
58	Salaries	829,887	215,976	26.0%	25.9%	180,651	697,365
59	Benefits	335,923	78,001	23.2%	25.8%	66,030	255,809
60	Purchased Services	165,000	43,812	26.6%	16.3%	35,129	215,458
61	Other	25,000	1,087	4.3%	4.2%	1,249	29,937
62	Total	1,355,810	338,877	25.0%	23.6%	283,059	1,198,568
63							
64	Operation & Maintenance (2600)						
65	Salaries	5,841,840	1,405,566	24.1%	27.2%	1,309,451	4,817,115
66	Benefits	2,282,493	579,278	25.4%	29.5%	560,372	1,897,683
67	Electricity	1,096,780	137,579	12.5%	20.3%	168,627	829,693
68	Purchased Service	802,000	124,929	15.6%	38.2%	188,791	494,484
69	Telephone	280,000	51,285	18.3%	15.3%	43,383	283,444
70	Natural Gas	533,500	14,443	2.7%	3.8%	21,478	564,728
71	Prop Insurance	317,730		0.0%	0.0%	0	257,879
72	Repair	385,000	214,421	55.7%	14.8%	51,261	346,630
73	Supplies	690,000	165,549	24.0%	34.8%	250,726	721,433
74	Other	2,500		0.0%	0.0%	0	323
75							
76	Total	12,231,843	2,693,050	22.0%	25.4%	2,594,089	10,213,411
77							

MONTHLY FINANCIAL REPORT
September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
78	Transportation (2700)						
79	Salaries	3,353,462	457,025	13.6%	14.3%	374,891	2,623,785
80	Benefits	978,898	185,611	19.0%	21.4%	160,192	747,377
81	Purch Serv	255,000	24,732	9.7%	11.1%	25,582	231,005
82	Fuel	950,000	-8,334	-0.9%	4.7%	32,083	680,918
83	Supplies	581,771	81,643	14.0%	14.3%	65,748	460,838
84	Other/Property	137,209	4,128	3.0%	69.4%	1,036,703	1,492,748
85	Total	6,256,340	744,805	11.9%	27.2%	1,695,199	6,236,672
86	Community Services (3300)						
87	Salary	657,395	165,018	25.1%	27.3%	141,288	518,082
88	Benefits	197,171	48,381	24.5%	28.8%	44,377	153,837
89	Purchased Serv	30,000	2,789	9.3%	29.7%	2,503	8,427
90	Supplies/Util	110,000	11,824	10.7%	67.8%	57,697	85,160
91	Property	10,000		0.0%	36.9%	859	2,327
92	Other Objects	26,500	105	0.4%	4.5%	930	20,695
93	Desig. Fund Bal						
94	Total	1,031,066	228,118	22.1%	31.4%	247,654	788,527
86	Total Expenditures	133,615,495	22,756,671	0	3	22,150,258	95,306,250
95	Interfund Trans					1	1
96	Change Desig Fund Bal					1	1
97	Other/Budget Cuts					0	0
98	TOTAL EXPENDITURERS						0
99	M & O	133,615,495	22,756,671	17.03%	23.2%	22,150,260	95,306,252

MONTHLY FINANCIAL REPORT
September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
100	School Activity Fund (21)						
101							
102	REVENUE:						
103	School Deposits	4,400,000	1,305,397	29.7%	33.4%	1,322,023	3,962,870
104							
105	Other					0	
106	Total Revenue	4,400,000	1,305,397	29.7%	33.4%	1,322,023	3,962,870
107	EXPENDITURES:						
108	Purchased Services	902,150	61,078	6.8%	12.9%	103,211	801,116
109	Supplies	2,882,850	714,879	24.8%	21.9%	586,289	2,672,859
110	Equipment/Property	290,000	18,294	6.3%	78.2%	39,684	50,755
111	Desig/Other/Adm	325,000	53,436	16.4%	30.0%	48,012	160,226
112	Total Expenditures						
113	School Activity	4,400,000	847,686	19.3%	21.1%	777,196	3,684,956
114	DEBT SERVICE FUND (31)						
115							
116	REVENUE:						
117	Property Tax	3,351,027	112,778	3.4%	1.5%	45,007	2,972,725
118	Interest	105,750	12,685	12.0%	19.6%	3,738	19,034
119	Other						
120	Total	3,456,777	125,463	3.6%	1.6%	48,745	2,991,758
121	Beginning Bal	5,122,687	5,524,003	107.8%	79.8%	4,630,220	5,802,645
122	LESS:						
123	Ending Balance	5,524,003	2,762,716	50.0%	72.3%	3,704,440	5,122,687
124	Funds Available	4,652,302	2,762,716	59.4%	33.3%	1,838,315	5,524,003
125	EXPENDITURE:						
126	Bond Debt	3,927,162	2,886,750	62.0%	86.9%	2,840,650	3,267,400
127	Fees	50,000		0.0%	0.0%	0	3,000
128	Other Uses					0	0
129	Total	3,977,162	2,886,750	72.6%	86.9%	2,840,650	3,270,400

MONTHLY FINANCIAL REPORT
September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
130	CAPITAL OUTLAY FUND (32)						
131							
132	REVENUE:						
133	Property Tax	9,993,009	336,573	3.4%	1.5%	147,881	9,767,523
134	Interest	155,000	98,673	63.7%	20.5%	30,625	149,491
135	Other	80,338	3,482	4.3%	5.3%	15,703	295,772
136	State	1,836,195	1,653,866	90.1%	27.3%	9,488	34,788
137	Federal /MBA	4,063,288		0.0%	0.0%	0	25,117
138	Ins./Prop.Recry	1,025,000		0.0%	3.7%	17,070	460,329
139	Total Revenue	17,152,830	2,092,593	12.2%	2.1%	220,767	10,733,020
140	Lease Revenue MBA	0				0	
141	Other Sources(F50)	345,580				0	0
142	Desig. Fund Bal						
143	TOTAL REVENUE CAPITAL						
144	OUTLAY	17,498,410	2,092,593	12.0%	2.1%	220,767	10,733,020
145	Beg. Balance	14,924,496					31,036,384
146	Less:						
147	Ending Balance	8,091,376					16,497,472
148	Capital Outlay Funds						
149	available	24,331,530	2,092,593			220,767	25,271,932

MONTHLY FINANCIAL REPORT
September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
150	EXPENDITURES:						
151	Oper/Maint	0	0	0.0%	0.0%	3,500	0
152	Other Equipment	0	0	0.0%	0.0%	0	0
153	Purchased Services	5,000	4,188	83.8%	0.0%	0	4,961
154	Technology/Software	2,500,000	537,380	21.5%	65.5%	840,369	1,282,577
155	Improvement					0	0
156	Buildings Maint	2,000,000	682,014	34.1%	95.5%	1,892,176	1,981,167
157	Vehicles/Buses	1,800,000	1,343,870	74.7%	2.7%	38,991	1,438,448
158	Furniture/Equip	1,121,227	335,345	29.9%	30.3%	580,790	1,916,360
159	Other Objects				0.0%	0	
160	Vehicle charges					0	
161	Total Capital	7,426,227	2,902,797	39.1%	50.7%	3,355,826	6,623,512
162	Other/Portables		976,103			0	0
163	ESSER III A/C	4,000,000		0.0%	372.7%	104,866	28,140
164	Grouse Creek	2,000,000		0.0%	0.0%	0	35,570
165	Golden Spike	7,900,000		0.0%	17.0%	2,695,156	15,859,011
166	HS Athletic Facilities	520,000		0.0%	13.2%	104,866	796,585
167	Property/Other	500,000	1,164,312	232.9%		0	0
168	Total Construction	14,920,000	2,140,415	14.3%	17.4%	2,904,888	16,719,305
169	Desig. F Bal						
170	MBA/Bond Fee/Fund 50	1,985,302		0.0%	0.0%	0	1,929,114
171	Other						0
172	TOTAL EXPENDITURES CAPITAL						
173	OUTLAY	24,331,529	5,043,212	20.7%	24.8%	6,260,714	25,271,932

MONTHLY FINANCIAL REPORT
September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
174	SCHOOL FOOD SERVICE FUND (49)						
175							
176	REVENUE:						
177	Lunch Sales	1,301,500	65,076	5.0%	2.6%	2,040	79,435
178	State	1,125,000	16,641	1.5%	53.9%	60,951	867,932
179	Federal	3,140,000	75,573	2.4%	7.7%	467,766	6,087,355
180	Other/Inventory Adj	3,500	0		0.0%		0
181	TOTAL REVENUE SCHOOL						
182	FOODS	5,570,000	157,290	2.8%	7.5%	530,757	7,034,723
183	Beg. Balance	2,709,624					0
184	Less:						
185	Ending Balance	946,297					0
186	School Food Service Funds						
187	available	7,333,327	157,290	2.1%	7.5%	530,757	7,034,723
188	EXPENDITURES:						
189	Salaries	2,319,903	273,303	11.8%	18.6%	306,949	1,648,917
190	Benefits	718,424	110,816	15.4%	24.8%	121,173	488,510
191	Food/Supplies	3,890,000	229,411	5.9%	20.3%	430,404	2,116,038
192	Equipment	55,000	24,571	44.7%	82.0%	122,026	148,900
193	Other Costs	25,000	19,258	77.0%	73.7%	18,212	24,712
194	Dir/Indirect Costs	325,000		0.0%	-0.3%	139	-45,727
195	TOTAL EXPENDITURES SCHOOL						
196	FOODS	7,333,327	657,360	9.0%	22.8%	998,903	4,381,351

MONTHLY FINANCIAL REPORT

September 30, 2022

	ENDING SEP 2022	2022-23	2022-23	Currt Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			25.00%	25.00%		
	Percent of 9 month contract complete			16.66%	16.66%		
197	Foundation Fund (75)						
198							
199	REVENUE:						
200	Total Revenue	300,000	75,131	25.0%	24.4%	53,252	218,061
201	Available Revenue	300,000	75,131	25.0%	24.4%	53,252	218,061
202	EXPENDITURE:						
203	Expenses	280,000	80,927	28.9%	17.5%	31,820	181,423
204	Changes/Desg Fund Bal						0
205	TOTAL EXPENDITURE	280,000	80,927	28.9%	17.5%	31,820	181,423
206	Agency Fund (76)						
207							
208	REVENUE:						
209	Agent Services	150,000	2,981	2.0%	69.0%	23,176	33,608
210	State	5,000				0	0
211	Federal						
212	Other	7,000	0	0.0%		0	0
213	TOTAL REVENUE/BB						
214	AGENCY FUND	162,000	2,981	1.8%	69.0%	23,176	33,608
215	EXPENDITURE:						
216	Instruction		70			0	10,865
217	NUCC	150,000	-5,845	-3.9%	22.8%	4,135	18,121
218	Other	7,000	519	7.4%		0	2,330
219	Changes/Desg Fund Bal	5,000				0	0
220	TOTAL EXPENDITURES						
221	AGENCY FUND	162,000	-5,256	-3.2%	13.2%	4,135	31,316
222							
223							
224			SUMMARY			SUMMARY	
225							
226	GRAND TOTAL FUNDS AVAILABLE						
227	ALL FUNDS	165,153,103	31,324,690	19.0%	12.8%	15,885,723	124,202,320
228	GRAND TOTAL EXPENDITURE						
229	ALL FUNDS	174,099,513	32,267,350	18.5%	25.0%	33,063,678	132,127,632

POLICY 1130

Superintendent - Appointment and Duties

- A. The Superintendent of Schools is appointed by the Board of Education. The local School Board shall appoint the Superintendent on the basis of outstanding professional qualification. Unless otherwise stipulated in a written contract, the term of office shall begin on July 1 and be for two years. The employment contract for a Superintendent may not contain an automatic renewal. The Superintendent qualifies for office by taking **and signing** the constitutional oath of office **before assuming office**. Compensation shall be set by the local School Board of Education.

[Utah Code § 53G-4-301\(6\) \(2018\)](#)
[Article IV, Section X, Utah State Constitution](#)

- B. **After the Superintendent has taken and signed the oath of office, the oath shall be filed with the Business Administrator of the District.**

[Utah Code § 52-1-6 \(1953\)](#)

- C. If it becomes necessary to appoint an interim due to a vacancy in the office of superintendent, the Board shall make an appointment during a public meeting for an indefinite term not to exceed one year. The term shall end upon the appointment and qualification of a new superintendent. No appointment shall be made during the period of time when a new Board member has been elected but before that member begins his/her term of office.

- C. The Superintendent of Schools shall:

1. Serve as the Board's Chief Executive Officer.
2. Be responsible for formulating and recommending policies and implementing the policies that have been adopted by the Board.
3. Serve as educational leader and set an exemplary standard to promote educational excellence and work harmoniously with the Board, district personnel, parents and public to set educational goals and objectives with clear criteria for determining effective achievement and evaluating outcomes.
4. Represent the interests of the Board and the District in day-to-day contact with parents, citizens, and community and government agencies.

5. Evaluate employees directly accountable to the Superintendent and oversee the evaluation of other employees.
6. Provide leadership and direction in planning and financing school facilities.
7. Establish and maintain an effective community relations program including effective relationships with the media.
8. Communicate openly, systematically and in a timely manner to the Board, staff and the community and promptly inform the Board of Critical issues or incidents.
9. Provide educational leadership to ensure quality teaching and learning.
10. Serve as chief budget officer for the District.
11. Perform other duties and functions as assigned by the Board.

Sources:

[Utah Code § 53G-4-401 \(2019\)](#)

[Utah Code § 53G-7-302 \(2019\)](#)

[Utah Code § 20A-1-202 \(2014\)](#)

POLICY 1180

Business Administrator

- A. The Business Administrator is appointed by the Board of Education. Unless otherwise stipulated in a written contract, the term of office shall begin on July one and be for two years. The employment contract for a Business Administrator may not exceed two years. Neither the contract nor employment practice may contain an automatic renewal clause.
- B. The business administrator qualifies for office by taking **and signing** the constitutional oath of office and by posting the required bond or undertaking.

[Utah Code § 53G-4-302\(4\) \(2018\)](#)
[Article IV, Section X, Utah State Constitution](#)

- C. **After the Business Administrator has taken and signed the oath of office, the oath shall be filed with the Business Administrator.**

[Utah Code § 52-1-6 \(1953\)](#)

- D. If it becomes necessary to appoint an interim due to a vacancy in the office of business administrator, the Board shall make an appointment during a public meeting for an indefinite term not to exceed one year. The term shall end upon the appointment and qualification of a new business administrator.
- E. The only appointment permitted during the period of time between when a new board member has been elected and when that member begins his/her term of office is that of an intern business administrator. If the composition of the Board remains the same after the election as it was prior to the election this provision does not apply.
- F. The Board and Superintendent will provide the Business Administrator with at least one evaluation per year. A written evaluation will be presented and discussed with the Business Administrator during the period of time beginning November 1 and ending the last day of February. The discussion will occur during a closed session of the Board under the leadership of the Board president. The Board shall furnish the Business Administrator with a copy of the completed evaluation. Input from appropriate staff members may be part of the evaluation system. At its sole discretion, the Board and/or the Superintendent may provide the Business Administrator with either written or oral evaluations on a more frequent basis.

- G. A two-year evaluation cycle will be used incorporating a formative, summative format.
- H. Subject to the direction of the district superintendent of schools, the district's business administrator shall:
1. Attend all meetings of the Board, keep an accurate record of its proceedings, and have custody of the seal and records;
 2. Be custodian of all district funds, be responsible and accountable for all money received and disbursed, and keep accurate records of all revenues received and their sources;
 3. Countersign with the president of the Board all warrants and claims against the district as well as other legal documents approved by the Board;
 4. Prepare and submit to the Board each month a written report of the district's receipts and expenditures;
 5. Use uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and [Title 63J, Chapter 1, Utah Budgetary Procedures Act](#);
 6. Prepare and submit to the Board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
 7. Assist the superintendent in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
 8. Insure that adequate internal controls are in place to safeguard the district's funds;
and
 9. Perform other duties as the superintendent and/or the Board may require.

Source:

[Utah Code § 53G-4-401\(3\) \(2019\)](#)

[Utah Code § 53G-4-302 \(2018\)](#)

[Utah Code § 53G-4-303 \(2019\)](#)

POLICY 1225

School Size – Elementary School

General Guidelines

A. Definitions

1. Building Capacity

- a. Building capacity is determined by multiplying the total number of available classrooms in a building by 25.0. Adjustments are made for half-day kindergarten and special education classrooms.

2. Available Classrooms

- a. Available classrooms are determined by taking every room in a school that is designed as a classroom and has at least 800 sq. ft.

3. Community

- a. Any incorporated city or any individual unincorporated area that people identify as a community will be considered a community.

4. Effective School Life

- a. The effective school life will be determined by averaging the year of original construction with all additional years of major renovations and adding 50 years to that average. A major addition/renovation is any project that totally replaces or adds additional structure to the existing building.

B. Considerations

1. In all school size issues, the following should be considered as plans and decisions are considered and made:

- a. For Students

- ~~1) Where possible, no changes will be implemented that will force students to change their assigned school more than once during their elementary school experience. "Partnered schools" will count as one assigned school.~~

- 2) If a boundary change forces a student to change schools for their 5th grade year only, where possible, eligible students will be provided transportation to attend their previous school (if that school offers 5th grade) if they so choose.
- b. For Families
 - 1) Where possible, students from a given family will never be assigned to more than one elementary school. “Partnered schools” will count as one assigned school.
 - c. For Communities
 - 1) Where possible, communities will be assigned to the same school.

C. Building Size

1. Box Elder School District will strive to have elementary schools with a target building capacity/population of 1,000 students unless located in an area of the county where a smaller school is more practical. In order to achieve this, the Board will:
 - a. Where feasible, increase capacity of existing buildings prior to constructing new buildings.
 - b. Construct new buildings with a capacity of approximately 1,000 students or the infrastructure to expand to 1,000 students in the future unless located in an area of the county where a smaller school is more practical.

D. Building Age

1. School buildings reach a point at which they are no longer effective or efficient to use. Box Elder School District will strive to replace or close buildings that because of their age are unsafe, non-functional, or inefficient to operate. As a school approaches the end of its effective life the Board will:
 - a. Develop a plan for the replacement of that building.
 - b. Perform repairs and maintenance on the building that are required to maintain a safe environment that supports both teaching and learning. The effective school life of the building should be considered before any proactive maintenance or repair project is initiated.

E. Staffing

1. Staffing in schools with less than 100 students as well as special purpose schools will be determined based on the needs of that particular situation as determined by the superintendent or his/her designee.
2. Staffing in schools with more than 100 students will be determined by a student to teacher formula that has been established for that particular year.

F. Planning

1. Long-Range

- a. The District Administration will develop, and annually update and report to the Board, a Future Building Plan. The Plan will include projected building needs for 0-5 years, 5-10 years, 10-20 years, and 20-40 years for elementary schools, intermediate schools, middle schools, and high schools in the District.

2. Ongoing

- a. In addition to long-range planning, ongoing evaluations will continue to address enrollment needs, including changes. This ongoing evaluation will include:

1) For Declining Enrollment Schools in Multi-School Communities

- a) Whenever enrollments decline within a community with multiple schools for three straight years or for four out of five years, to the point where current students plus anticipated projected enrollments for the next five years can be housed in fewer schools by using existing available classrooms, a school will be considered for closure. The school considered for closure will be the school:

- i. That has the lowest Effective School Life in the community,
- ii. With a population less than the average of all the schools in the community, and
- iii. Whose closure does not eliminate the needed available classrooms to meet the criteria for closure.

2) For Increasing Enrollment Schools in Multi-School Communities

- a) When an individual school reaches an enrollment of 100% of its capacity and continued growth is anticipated, the Board will change boundaries if there is available space in other schools within the community, or within close proximity. Other schools within the community, or within close proximity, will be increased to at least 90% of their capacity prior to building a new school.
 - b) When an individual school reaches an enrollment of 100% of its capacity and continued growth is anticipated, and space is not available at another school in the community, or within close proximity, the Board will make persistent efforts to build an additional building.
- 3) For Declining Enrollments in Schools in Single School Communities
- a) Consideration of closure of a school in a single-school community will be based on a formula that includes:
 - i. Current enrollment,
 - ii. Cost per student as compared to other schools,
 - iii. Enrollment history and projection,
 - iv. Effective school life of building, and
 - v. Busing distances for current students to the building, and busing distance to other buildings with available space.
- 4) For Increasing Enrollments in Schools in Single-School Communities
- a) When the elementary school population within a given community or area where a school does not exist or the current school is inadequate and there is inadequate available space within a reasonable distance, the Board of Education will take action to acquire a school site and develop a plan to fund a new facility.

POLICY 3007

Employment – Staff Code of Conduct

A. Definitions

1. Abuse

- a. “Physical abuse” means abuse that results in physical injury or damage.
- b. “Sexual abuse” has the same meaning as defined in [Utah Code § 80-1-102\(79\)](#).
- c. “Verbal abuse” means repeatedly communicating in an objectively demeaning or disparaging manner which creates a hostile, intimidating, abusive, offensive, or oppressive learning environment.
- d. “Mental abuse” means a pattern of sustained and repetitive acts or inappropriate statements that cause fear, lower self-esteem, or manipulate the person to control behavior. Examples of actions or statements that could be part of such a pattern include intimidation, threatening harm, destruction of property, insults or putdowns, arbitrary and unpredictable inconsistency, and denial that prior abusive incidents occurred. (Appropriate statements or actions taken in imposing discipline for misconduct do not constitute mental abuse.)

[Utah Code § 80-1-102\(63\), \(70\) \(2022\)](#)
Utah Admin. Rule R277-217-3(3) (April 8, 2021)

2. “Boundary violation.” A boundary violation occurs when a staff member crosses verbal, physical, emotional, or social lines that must be maintained to ensure structure, security, and predictability in an educational environment. Depending on the circumstances, the following may constitute a boundary violation:
 - a. Isolated, one-on-one interactions with students out of the line of sight of others;
 - b. Meeting with a student or students in rooms with covered or blocked windows;
 - c. Telling risqué jokes to or in the presence of a student;
 - d. Employing favoritism to a student;
 - e. Giving a gift to an individual student;

- f. Staff-initiated frontal hugging or other uninvited touching;
 - g. Photographing an individual student for a non-educational purpose or use;
 - h. Engaging in inappropriate or unprofessional conduct outside of educational program activities;
 - i. Exchanging personal email or phone numbers with a student for a non-educational purpose or use;
 - j. Interacting privately with a student through social media, computer, or handheld devices; and
 - k. Discussing the staff member's personal life or personal issues with a student.
3. It is NOT a boundary violation to:
- a. Offer praise, encouragement, or acknowledgement;
 - b. Offer rewards available to all who achieve;
 - c. Ask permission to touch for necessary purposes;
 - d. Give a pat on the back or a shoulder;
 - e. Give a side hug;
 - f. Give a handshake or "high five";
 - g. Offer warmth and kindness;
 - h. Use public social media alerts to groups of students and parents; or
 - i. Engage in contact permitted by an IEP or 504 plan.
4. It is not a boundary violation when a student acts or speaks in inappropriately familiar ways with a staff member without having been prompted to do so by the staff member, but such incidents must be promptly documented and reported to the staff member's supervisor or the building principal and the student should be given guidance on proper student-staff relationships as directed by the supervisor or principal.

5. "Bullying" means the same as that is defined by Policy 3010.
6. "Cyberbullying" means the same as that is defined by Policy 3010.
7. "Neglect" has the same meaning as defined in [Utah Code § 80-1-102\(58\)](#).
 - a. The term "parent" means the natural or adoptive or step or foster parent of a child or legal guardian who acts in the place of a parent.

[Utah Code § 80-1-102\(58\) \(2022\)](#)

8. "Staff" means an employee or any contractor or volunteer with unsupervised access to students.

Utah Admin. Rule R277-322-2(2) (August 19, 2019)

B. Professional Conduct

1. District staff are expected to comply with all District policies and to adhere to all requirements of the law. District staff are further expected to act professionally. This includes communicating in a civil manner and not promoting personal opinions, issues, or political positions as part of the instructional process in a manner inconsistent with law. It further includes integrity and honesty in relationships with others and conducting any financial business and accounting for funds honestly and with integrity. District staff are expected to comply with appropriate dress and grooming standards as established by District policy, supervisor directives, and generally accepted professional standards. District employees are required to report arrests and convictions as provided for in [Policy 3035 Employee Criminal Background Checks & Arrest Disclosure Requirements](#).

Utah Admin. Rules R277-217-2, -3, -4, and -5 (April 8, 2021)

2. District staff are prohibited from being under the influence of, using, possessing, or distributing any alcoholic beverage, tobacco product (including electronic cigarettes), or controlled substance at school or at a school-related activity where the staff member is functioning as such, as outlined in [Policy 3070 Alcohol and Drug Abuse: Employees](#). District staff are prohibited from providing alcohol or unauthorized drugs to students or from allowing students under the supervision or control of the staff member to use alcohol or unauthorized drugs. District staff are further expected to support District efforts to reduce inappropriate drug use and alcohol or tobacco use among students.

Utah Admin. Rules R277-217-2(10) to (12) (April 8, 2021)

3. District staff are prohibited from knowingly viewing, accessing, or possessing pornographic or indecent material in any form (print, electronic, or otherwise) while on school premises or at a school-related activity or by using District devices, internet access, or other resources. District staff may not knowingly use, view, create, distribute, or store pornographic or indecent material involving children at any time.

Utah Admin. Rule R277-495-4(1)(c) (April 8, 2019)

Utah Admin. Rule R277-217-2(16) to (18) (April 8, 2021)

[Utah Code § 76-10-1235 \(2007\)](#)

C. Professional and Ethical Relationships with Students

1. District staff are to comport themselves in a way that contributes to maintaining and fostering a positive, effective, non-disruptive and safe learning environment for students. This includes maintaining professional and appropriate demeanor and relationships with students, both during and outside of school hours and on and off campus and through in-person and electronic interactions (through devices or social media). This also includes respecting appropriate intrapersonal boundaries in interacting with students and avoiding behavior that could reasonably lead to the appearance of impropriety.
2. Staff are prohibited from engaging in the following conduct towards students:
 - a. Abuse (physical, sexual, verbal or mental, as defined above);
 - b. Bullying, cyberbullying, harassment (including sexual harassment), or hazing;
 - c. Discrimination based on race, ethnicity, gender, sexual orientation, religion (or lack of religious affiliation or belief), or disability;
 - d. Boundary violations;
 - e. Sharing any sexually explicit or lewd communication, image, or photograph;
 - f. Allowing students in their homes for a school-related social activity without prior written permission of the principal;
 - g. Dating or any type of romantic or sexual relationship or conduct;
 - h. Requests for sexual activity or sexually suggestive comments; or

- i. Touching a student in a way that makes a reasonably objective student feel uncomfortable.

Utah Admin. Rule R277-217-2(4) to (7), (22), (23) (April 8, 2021)

Utah Admin. Rule R277-322-2(3) (April 8, 2021)

Utah Admin. Rule R277-322-3-(3)(a) to (j) (August 19, 2019)

[Utah Code § 63G-7-301\(3\)\(a\)\(i\), \(b\) \(2022\)](#)

3. The foregoing prohibitions apply to staff interaction with any student presently enrolled in the District and to staff interaction with any student who was enrolled in the District within the time period two (2) years before the conduct in question.

Flaskamp v. Dearborn Public Schools, 385 F.3d 935, 944 (6th Cir. 2004).

4. The District recognizes that in circumstances where a staff member and a student have a relationship which is independent of and does not arise out of the school context, interactions which would be a boundary violation in the absence of that independent relationship may not constitute a boundary violation. (Examples of such independent relationships include where the staff member and student are family members or otherwise closely related or where the staff member and student are both affiliated with a non-school organization and the interaction relates to or arises out of that relationship.) The other prohibitions listed above apply regardless of the existence of an independent, non-school relationship.
5. Violation of any of the prohibitions of this policy is grounds for employee disciplinary action up to and including termination of employment and for action up to and including termination of the District's relationship with a contractor or volunteer.

D. Reporting Requirements

1. Staff members are required to promptly report any suspected incidents of abuse (physical, verbal, sexual, or mental) or neglect, including suspected incidents of child abuse as provided in [Policy 5090 Child Abuse/Sexual Abuse and Human Trafficking Prevention Training and Reporting](#). Staff members are also required to report incidents of student prohibited acts ~~under [Policy 5280 Student Discipline – District Program](#)~~, which includes hazing and demeaning or assaultive behavior. Staff members shall also report incidents of bullying, cyberbullying, and harassment.

Utah Admin. Rule R277-322-3(3)(c), (k)(i) (August 19, 2019)

[Utah Code § 53G-9-203 \(2019\)](#)

[Utah Code § 80-2-1005 \(2022\)](#)

2. Staff members are also required to report any instance of violation of this Code of Conduct policy, including but not limited to instances of sexual harassment as provided by [Policy 3015 Title IX Sexual Harassment](#). If a staff member becomes aware that a student has initiated any interaction with a staff member which would be improper or inappropriately familiar, the staff member must promptly document and report that incident.

Utah Admin. Rule R277-322-3(4)(a) (August 19, 2019)

3. Staff members should report any instances where the staff member knows or has reason to believe that a staff member holding a Utah educator or administrative license has violated the Utah Educator Standards.

Utah Admin. Rule R277-322-3(4)(b) (August 19, 2019)

E. Reporting Procedures

1. Reports required under this Code of Conduct shall be made as follows: Reports regarding child abuse or neglect shall be made according to [Policy 5090](#). Reports regarding sexual harassment shall be made according to [Policy 3015](#). Other reports required by this Code of Conduct shall be made to the staff member's immediate supervisor or the building principal. However, if the person who would receive the report is the person whose conduct is in question, the report will be made instead to that person's supervisor.

Utah Admin. Rule R277-322-3(3)(k)(i), (4) (August 19, 2019)

F. Training

1. Each staff member must annually read and sign [Policy 5090](#) (regarding reporting of suspected child abuse) and any other policies relating to identifying or documenting child abuse.

Utah Admin. Rule R277-322-3(3)(k)(ii) (August 19, 2019)

2. Each staff member must, at the time of initial employment and annually thereafter, be trained on the requirements of this policy and must at the time of each training sign a statement acknowledging that the staff member has read and understands this code of conduct.

[Utah Code § 63G-7-301\(3\)\(b\) \(2022\)](#)

Utah Admin. Rule R277-322-3(5) (August 19, 2019)

3. Each staff member who is either an employee or a contractor must annually attend sexual abuse and human trafficking prevention training as provided for under [Policy 5090](#).

Utah Admin. Rule R277-322-3(3)(k)(iii) (August 19, 2019)
[Utah Code § 53G-9-207 \(2022\)](#)

4. Each staff member who holds a Utah educator or administrative license shall become and remain familiar with the professional standards set forth in Utah Administrative Rule R277-217.

G. Public Notice of Code of Conduct

1. This policy shall be posted on the District's website.

Utah Admin. Rule R277-322-3(3) (August 19, 2019)
[Policy 3007](#) and [3070 Notice to Employees](#)

POLICY 3010

Employee Bullying and Hazing

A. Definitions

1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.
2. "Bullying" means intentionally committing a written, physical, or verbal act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have one of the following effects:
 - a. Causing physical or emotional harm to the school employee or student;
 - b. Causing damage to the school employee or student's property;
 - c. Placing the school employee or student in reasonable fear of:
 - 1) Harm to the school employee's or student's physical or emotional well-being;
or
 - 2) Damage to the school employee's or student's property.
 - d. Creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - 1) The pervasiveness, persistence, or severity of the actions; or
 - 2) A power differential between the bully and the target; or
 - e. Substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
 - f. The foregoing conduct constitutes bullying regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in the conduct.

3. "Communication" means the conveyance of a message, whether verbal, written, or electronic.
4. "Cyberbullying" means:
 - a. Using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
 - b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyberbullying.
5. "Hazing" means a school employee intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:
 - a. Meets one of the following:
 - 1) Endangers the mental or physical health or safety of a school employee or student; or
 - 2) Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - 3) Involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or
 - 4) Involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either
 - b. Is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event; or

- c. Is directed toward a school employee or student whom the ~~individual who commits the act~~ actor knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

The conduct described in above constitutes hazing, regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesce in, the conduct.

Utah Admin. Rules R277-613-2 (May 24, 2022)

[Utah Code § 76-5-107.5 \(2022\)](#)

[Utah Code § 53G-9-601\(1\) to \(5\) \(2019\)](#)

- 6. "Incident" means one or more infractions committed by a student or a group of students acting in concert, and the same time and place

Utah Admin. Rules R277-613-2 (May 24, 2022)

- 7. "Infraction" means an act of prohibited behavior.

Utah Admin. Rules R277-613-2 (May 24, 2022)

- 8. "Retaliate" means an act or communication intended:

- a. as retribution against a person for reporting bullying, cyberbullying, abusive conduct, or hazing; or
- b. to improperly influence the investigation of, or the response to, a report of bullying, cyberbullying, abusive conduct, or hazing.

[Utah Code § 53G-9-601\(8\) \(2019\)](#)

- 9. "School Employee" means:

- a. school administrators, teachers, and staff members, as well as others employed or authorized as volunteers, directly or indirectly, by the school, school board, or school district and who works on a school campus.

[Utah Code § 53G-9-601\(10\) \(2019\)](#)

- 10. "Volunteer" means a non-employee with significant, unsupervised access to students in connection with a school assignment.

B. Bullying Prohibited

1. No school employee may engage in bullying of a student or of a school employee.
2. School employees who engage in bullying are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.
3. Anonymous reports of bullying alone cannot constitute the basis for formal disciplinary action.
4. The school or District may also report infractions to law enforcement.

[Utah Code § 53G-9-605 \(2019\)](#)

Utah Admin. Rules R277-613-4(1)(a) (May 24, 2022)

C. Hazing and Cyberbullying Prohibited

1. No school employee may engage in hazing or cyberbullying of a student or of a school employee at any time or at any location.
2. School employees who engage in hazing or cyberbullying are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.
3. The school may also determine to break up or dissolve a team, organization, or other school sponsored group for hazing violations by its members.
4. Anonymous reports of hazing or cyberbullying alone cannot constitute the basis for formal disciplinary action.
5. The school or district may also report infractions to law enforcement.

[Utah Code § 53G-9-605 \(2019\)](#)

Utah Admin. Rules R277-613-4(1)(a) (May 24, 2022)

D. Retaliation Prohibited

1. No school employee may engage in retaliation against a school employee, a student, or an investigation for, or witness of, an alleged incident of bullying, cyberbullying, hazing, or retaliation against a school employee or student, or an alleged incident of abusive conduct.

2. School employees who engage in retaliation are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.
3. Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.
4. The school shall inform students who have reported being subject to bullying, cyberbullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new incidents.

[Utah Code § 53G-9-605 \(2019\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(May 24, 2022\)](#)

E. Making a False Report Prohibited

1. No school employee may make a false allegation of bullying, abusive conduct, cyberbullying, hazing, or retaliation against a school employee or student.
2. School employees who engage in making such false allegations are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.

[Utah Code § 53G-9-605\(3\)\(d\) \(2019\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(May 24, 2022\)](#)

F. Action Plan

1. Upon receipt of a reported incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation, the school principal or designee shall promptly review and investigate the allegations. ~~At a minimum, t~~This investigation shall include interviewing the alleged targeted individual, ~~and~~ the individual alleged to have engaged in prohibited conduct, ~~The principal or designee may also interview other individuals who may provide additional information, including~~ the parents of the alleged target and alleged perpetrator, any witnesses to the conduct, ~~and~~ school staff ~~familiar with the alleged victim, and school staff familiar with the alleged perpetrator~~. The principal or designee may also review physical evidence, including but not limited to video or audio recordings, notes, email, text messages, social media, and graffiti. The principal or designee shall inform any person being interviewed that the principal or designee is required to keep the details of the interview confidential to the extent allowed by law and that further reports of bullying will become part of the investigation.

Utah Admin Rules R277-613-5(2), (3), (4) (May 24, 2022)

2. When the available information indicates that an infraction may also constitute a civil rights violation, the principal or designee shall also investigate that possible violation and take such disciplinary or other action as may be warranted.

Utah Admin Rules R277-613-5(6) (May 24, 2022)

3. When it is determined that a student has been bullied, cyberbullied, or hazed, this plan of action should include consideration of what support, counseling, or other assistance the student may need to prevent such mistreatment from adversely affecting the student's ability to learn and function in the school setting.

[Utah Code § 53G-9-605\(3\)\(g\) \(2019\)](#)

4. The plan of action may include supporting involved students through trauma-informed care practices, if appropriate, as defined in Utah Admin. Rules R277-613-2(15).

Utah Admin. Rules R277-613-5(7) (May 24, 2022)

5. The plan of action may also include positive restorative justice practice action, if permitted. Restorative justice practice is a discipline practice that brings together students, school personnel, school families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and promote healing. An alleged targeted student is *not* required to participate in a restorative justice practice with an alleged perpetrator. If the principal or designee desires to have an ~~alleged targeted~~ student participate, the principal or designee shall first inform that student's parent about the restorative justice practice and obtain the parent's consent prior to such participation.

Utah Admin. Rules R277-613-2(10) (May 24, 2022)

Utah Admin. Rules R277-613-6(6) (May 24, 2022)

6. If any retaliation occurs, the principal or designee shall take strong responsive action against it, including but not limited to providing assistance to any targeted individual and his or her parent in reporting subsequent problems and new incidents.

Utah Admin. Rules R277-613-4(4) (May 24, 2022)

7. The principal or designee shall follow up with parents of all students involved (victim or perpetrator), informing parents when an investigation is concluded, what safety measures will be in place for their child as determined by the investigation, of

additional information about the investigation to the extent consistent with the Family Educational Rights and Privacy Act of 1974 (“FERPA”), and of any available appeal options if a parent disagrees with the resolution of the investigation.

Utah Admin. Rules R277-613-5(10) (May 24, 2022)

G. Training and Education

1. Each school shall establish procedures for training school employees, coaches, volunteers and students on bullying, cyberbullying, hazing, ~~or~~ retaliation, and abusive conduct. The principal or designee shall be the point person to assist, direct, and supervise training on these matters.
 - a. Training to students, staff, and volunteers shall:
 - 1) Include information on:
 - a) Bullying, cyberbullying, hazing, ~~and~~ retaliation, and abusive conduct;
 - b) Discrimination under [Title VI of the Civil Rights Act of 1964](#), [Title IX of the Education Amendments of 1972](#), [Section 504 of the Rehabilitation Act of 1973](#), and [Title II of the Americans with Disabilities Act of 1990](#);
 - c) How bullying, cyberbullying, hazing, ~~and~~ retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination,
 - d) ~~How b~~Bullying, cyberbullying, hazing, ~~and~~ retaliation, and abusive conduct are prohibited based on the student’s or employees’ actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes, or conformance or failure to conform with stereotypes, and
 - e) The right of free speech and how it differs for students, employees, and parents;
 - 2) Complement the suicide prevention program required for students and the suicide prevention training required for licensed educators; and
 - 3) Include information on when issues relating to these standards may lead to employee or student discipline.

Utah Admin. Rules R277-613-4(6) (May 24, 2022)
Utah Admin. Rules R277-613-5(1)(c) (May 24, 2022)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

- b. This training shall be provided to all new employees, coaches, and volunteers **within the first year of service** and shall be provided to all employees, coaches, and volunteers annually.

Utah Admin. Rules R277-613-4(6) (May 24, 2022)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

- c. In addition to training school employees and educating students mentioned above, all volunteer coaches, employees, and students involved in any curricular athletic program or any extra-curricular club or activity shall:
 - 1) Complete bullying, cyberbullying, harassment, **and** hazing, **and abusive conduct** prevention training prior to participation;
 - 2) Repeat bullying, cyberbullying, harassment and hazing prevention training at least every three years;
 - 3) Be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this policy.
- d. The content of this activity training shall be developed in collaboration with the Utah High School Activities Association (UHSAA) and the training shall also be provided in collaboration with UHSAA. The school shall obtain and keep signature lists of the participants in the activity training.

Utah Admin. Rules R277-613-6 (May 24, 2021)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

- e. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying, harassment, hazing, or cyberbullying.

[Utah Code § 53G-9-605 \(2019\)](#)

- f. The district may also offer voluntary training to parents and students regarding abusing conduct.

[Utah Code § 53G-9-607\(1\)\(b\) \(2020\)](#)

H. Assessment

1. Subject to the requirements of [Utah Code § 53E-9-203](#) regarding parental consent for certain types of inquiries of students, each school shall regularly (and at least once per year) conduct assessment through student input (surveys, reports, or other methods) of the prevalence of bullying, cyberbullying, and hazing in the school, and specifically in locations where students may be unsafe and adult supervision may be required such as playgrounds, hallways, and lunch areas.

Utah Admin. Rules R277-613-4(3) (May 24, 2022)
[Utah Code § 53E-9-203 \(2022\)](#)

I. Publication and Acknowledgment

1. A copy of this policy shall be included in employee handbooks, shall be provided to the parent of each student enrolled in the District, and shall be available on the District website.
2. Each employee shall annually provide a signed statement stating that the employee has received a copy of this policy; **however, such a statement is not a substitute for having met the training requirements of this policy.**

[Utah Code § 53G-9-605\(3\)\(h\), \(4\) \(2019\)](#)
Utah Admin. Rules R277-613-4(1)(d), (2) (May 24, 2022)

J. Parental Notification of Incidents

1. The school shall notify the parent or a student who is involved in an incident of bullying, hazing, cyberbullying, abusive conduct, or retaliation (whether as a target or as a perpetrator).
2. The school is also required to notify the parent of a student who threatens to commit suicide. In addition, the school shall produce and maintain a record that verifies that the parent was notified of the threats or incidents listed above. The record is a private record for purposed of the Government Records Access and Management Act.
 - a. The process for notifying a parent shall consist of:
 - 1) The school principal or designee shall attempt to make personal contact with a parent when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.

- 2) Contact with the parent must be documented in a “Verification of Parent Contact Regarding Threat or Incident”.
3. (A copy of the “Verification of Parent Contact Regarding Threat or Incident” is attached below.) Subject to laws regarding confidentiality of student education records, at the request of a parent, a school may provide information and make recommendations related to an incident or threat.

[Utah Code § 53G-9-604 \(2019\)](#)

Utah Admin. Rules R277-613-4(2) (May 24, 2022)

4. The record of parental notification shall be maintained in accordance with the [Utah Code Title 53E, Chapter 9, Part 3 Student Data Protection, Title 53E, Chapter 9, Part 2, Student Privacy, and the Federal Family Educational Rights and Privacy Act \(“FERPA”\)](#). A copy of the record of parental notification shall upon request be provided to the student to whom the record relates. After the student has graduated, the District shall expunge the record of parental notification upon request of the student.

[Utah Code § 53G-9-604\(2\)\(b\) \(2019\)](#)

K. Report to State Superintendent

1. Each year, on or before June 30, the District shall submit a report to the State Superintendent which includes
 - a. a copy of the District’s bullying policy;
 - b. confirmation of compliance with the requirement to obtain a signed acknowledgment of the policy from students, parents, and employees;
 - c. verification of required training regarding bullying, cyberbullying, hazing, ~~and~~ retaliation, ~~and~~ abusive conduct;
 - d. the number of ~~verified and alleged~~ incidents of bullying, cyberbullying, hazing, ~~and~~ retaliation, ~~and~~ abusive conduct; and
 - e. the number and type of those incidents that either included a student ~~or~~ ~~employee~~ who is part of a federally protected class or was bullied, cyberbullied, hazed, or retaliated against because of the student’s ~~or~~ ~~employee’s~~ actual or perceived disability, race, national origin, religion, sex, gender identity, sexual orientation or other characteristic.

Utah Admin. Rules R277-613-5(8) (May 24, 2022)

**VERIFICATION OF PARENT CONTACT REGARDING
THREAT OR INCIDENT**

I, [Name] _____, principal or principal's designee, contacted [Name of parent] _____ on [Date] _____ and notified him or her that [Name of student] _____ was involved in an incident of bullying, hazing, cyberbullying, abusive conduct, or retaliation. Contact was made:

[] in person

[] by telephone (number used: _____)

[] by email (email address used: _____)

[] by other method (specify): _____

Notice was given of:

[] bullying incident

[] cyberbullying incident

[] abusive conduct incident

[] hazing incident

[] retaliation incident

[Name of school staff member] _____, witnessed the contact.

Principal or Principal's Designee Title Date

School Staff Member Title Date

POLICY 3023

Educator Induction, Mentoring, and Professional Learning

A. Educator Induction Program

1. The District and each school shall develop an educator induction program for educators who are: licensed as associate educators, licensed as professional educators and have less than 3 years of experience teaching, and licensed under District-specific licensure during the first 3 years of working in the District. The induction program shall provide for:
 - a. A plan for on-going support and development of an educator, which may include reflective goal setting, implementation of action steps, and evaluation of outcomes that lead to refinement in instructional practice.
 - b. Assistance in meeting the Utah Educator Standards (Utah Admin. Rules R277-530).
 - c. Mentoring (including observation and feedback beginning early in the program).
 - d. Evaluation consistent with [Policy 3210 Educator Evaluation](#), including observation and feedback from the principal.
 - 1) For associate educators, support in meeting the requirements for a professional educator license.

Utah Admin. Rules R277-308-3 (April 8, 2021)

B. Mentoring

1. Mentors serving educators in the District's educator induction program must be licensed as professional educators and shall be trained to advise, coach, consult, and guide the development of a new educator. The mentor shall assist the educator in meeting the Utah Effective Educator Standards. A mentor may not act as the evaluator of an educator that the mentor is assigned to serve.

Utah Admin. Rules R277-308-2(2) (April 8, 2021)

Utah Admin. Rules R277-308-3 (April 8, 2021)

C. Learning Opportunities for Professional Educators

1. Each year, each District employee holding a professional educator license shall be provided professional learning opportunities which upon completion would enable the employee to obtain the equivalent of twenty license renewal **points hours** as defined by Utah Administrative Rules R277-302-7, including trainings required by state law or State Board of Education rule. The District shall maintain documentation of these professional learning activities or shall provide the documentation to the employee. If an employee does not participate in these activities, the District shall notify the employee and the State Superintendent that the employee is not eligible to use the simplified license renewal provisions provided under Utah Administrative Rules R277-302-4(1)(a).

Utah Admin. Rules R277-302-6 (July 22, 2022)

D. Professional Learning Standards

1. Professional learning” means a comprehensive, sustained, and evidence-based approach to improving teachers’ and principals’ effectiveness in raising student achievement. **“Evidence-based” means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education). “Evidence-informed” means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education).** Professional development plans shall implement high quality professional learning which meets the following standards:
 - a. It occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment;
 - b. It requires skillful leaders who develop capacity, advocate for professional learning and create support systems for professional learning;
 - c. It requires prioritizing, monitoring, and coordinating resources for educator learning;
 - d. It uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
 - e. It integrates theories, research, and models of human learning to achieve its intended outcomes;

- f. It applies research on change and sustains support for implementation of professional learning for long-term change;
- g. It aligns its outcomes with:
 - 1) Performance standards for teachers and school administrators as described in rules of the State Board of Education and
 - 2) Performance standards for students as described in the core standards for Utah public schools adopted by the State Board of Education; and
- h. It incorporates the use of technology in the design, implementation, and evaluation of high-quality professional learning practices and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery;
and
- i. It uses evidence-informed core materials and evidence-based instructional practices and intervention materials.

[Utah Code § 53G-11-303\(1\), \(2\) \(2022\)](#)

E. State-Funded Professional Development

- 1. The District shall use the funding provided by the State Board of Education under Utah Code § 53F-7-202 to provide paid professional development hours to the following educators: general education teachers, special education teachers, counselors, school administrators, school specialists, student support staff, school psychologists, speech language pathologists, and audiologists.

[Utah Code § 53F-7-202\(1\) \(2022\)](#)

- 2. The paid professional development hours provided with this state funding shall provide educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards and may include activities that
 - a. Improve and increase an educator's:
 - 1) Knowledge of the academic subjects the educator teaches;
 - 2) Time to plan and prepare daily lessons based on student needs;

- 3) Understanding of how students learn; and
 - 4) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on the analysis;
- b. Are an integral part of broad school-wide and District-wide educational improvement plans;
 - c. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
 - d. Advance educator understanding of:
 - 1) Effective and evidence-based instructional strategies; and
 - 2) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of educators;
 - e. Are aligned with, and directly related to, academic goals of the school or District; and
 - f. Include instruction in the use of data and assessments to inform and instruct classroom practice.

[Utah Code § 53F-7-202\(3\) \(2022\)](#)

3. Each educator who desires to use paid professional development hours funded by the State Board of Education shall:
 - a. Before the first day of instruction for a given school year, create a plan in consultation with the educator's principal on how the educator plans to use the paid professional hours during the school year; and
 - b. Before the end of a given school year, provide a written statement to the educator's principal of how the educator used the paid professional development hours during the school year.

[Utah Code § 53F-7-202\(4\) \(2022\)](#)

POLICY 4063

Curriculum: Cardiopulmonary Resuscitation

- A. Cardiopulmonary Resuscitation Training
- B. “Cardiopulmonary resuscitation,” or “CPR,” means artificial ventilation or external chest compression applied to a person who is unresponsive and not breathing.

[Utah Code § 53G-10-408\(1\)\(b\) \(2022\)](#)

- C. “Psychomotor skills” means sequences of physical actions that are practiced in a manner that supports cognitive learning.

[Utah Code § 53G-10-408\(1\)\(e\) \(2022\)](#)

- D. The District shall provide CPR training to high school students. The instruction shall be consistent with the Utah State Board of Education Health Education Core Standards, shall follow current Emergency Cardiovascular Care guidelines for CPR, shall be provided using a certified CPR instructor, and shall use cognitive and psychomotor training unless the student is in an online-only instructional experience. As closely as possible, the District shall maintain a student to instructor ratio of no greater than 15:1 and a mannequin to student ratio of no greater than 1:6.

[Utah Code § 53G-10-408\(5\) \(2022\)](#)

Utah Admin. Rules R277-465-3(1), (2), (4) (July 22, 2022)

- E. Each student must complete CPR training at least once while the student is in grades 9 through 12 unless one of the following exceptions applies:
1. The student’s parent or guardian requests that the student be exempted from the training;
 2. The student provides the District with documentation showing that the student has previously received CPR training or has a current CPR certification; or
 3. The student has an Individualized Education Program and the CPR training is inconsistent with that program.

[Utah Code § 53G-10-408\(4\)\(c\), \(7\) \(2022\)](#)

POLICY 4108

Testing Procedures and Standards – Exclusion from Testing

A. Parental Right to Exempt Students from State Required Assessments

1. A parent has the right to exempt the parent's student from a statewide assessment. A student who is exempted from a statewide assessment may not be penalized (put in an unfavorable position or at a disadvantage) because of the exemption. This policy sets forth the required procedure for exemption and addresses related matters. The District may establish its own policy with regard to any assessments which are required by the District but are not statewide assessments, including whether a student can be exempted from District assessments and what consequences there are for taking or failing to take such an assessment.

Utah Admin. Rules R277-404-7(1), (2), (6) (*July 22, 2022*)

B. Exception Regarding Basic Civics Test

1. A student must pass the basic civics test in order to receive a high school diploma, as provided in [Utah Code § 53E-4-205\(2\)](#) and Utah Administrative Rules R277-700-8(2)(b)(i). A parent may exempt the parent's student from taking the basic civics test, but the student may not graduate without successfully completing that test requirement, notwithstanding the prohibition on penalizing a student exempted from state required assessments.

Utah Admin. Rules R277-404-7(3)(c) (*July 22, 2022*)

Utah Admin. Rules R277-700-8(2) (*August 12, 2021*)

[Utah Code § 53E-4-205\(2\) \(2021\)](#)

C. Exemption Procedure

1. To exempt a student from one or more statewide assessments, the parent shall, on an annual basis, fill out the Parental Exclusion from State Assessment form and deliver it to the principal or the District at least one day before the beginning of any assessment from which the student is to be exempted. (In the discretion of the District, and upon parental request, the District may exempt a student from a statewide assessment when the form is delivered less than a day before the

assessment begins.) The form may be delivered by email, mail, or in person. The form is available at <https://schools.utah.gov/assessment>. (The District may create a District-specific form if that form lists the District required assessments from which the student may be exempted and the form also contains **all** the information described in the Parental Exclusion from State Assessment form.)

Utah Admin. Rules R277-404-7(4) (*July 22, 2022*)

D. Additional Requirements

1. The following standards apply to parental exemptions:
 - a. Students may not be given nonacademic rewards for participation in a statewide assessment or for performance on a statewide assessment. Teachers may use student scores on statewide assessments to improve the student's academic grade or to demonstrate the student's competency within a relevant course.
 - b. A teacher, principal, or other District administrator may contact a parent to verify that the parent submitted a Parental Exclusion from State Assessment form.
 - c. A parent may be requested, but may not be required, to meet with a teacher, principal, or other District administrator regarding the parent's request to exclude the parent's student from taking a statewide assessment.
 - d. The student's parent shall, consistent with the protection of student privacy, be provided the student's individual test results and scores.
 - e. If a student who has been exempted from participating in a statewide assessment is in attendance during test administration, the student shall be provided with an alternative learning experience.
 - f. A student who has been exempted from participation in a statewide assessment may be allowed to be physically present in the room during test administration.

Utah Admin. Rules R277-404-7(5), (7) to (11) (July 22, 2022)

[Utah Code § 53E-4-303\(4\)\(b\) \(2021\)](#)

[Utah Code § 53E-4-304\(3\) \(2019\)](#)

[Utah Code § 53E-4-305\(4\) \(2019\)](#)

POLICY 4200

Term of Instruction: School Year & School Day

A. Length of School Year

1. The schools of the District shall provide educational services over a minimum of 180 school days during each school year, except as follows:

- a. The Board may reallocate up to 32 instructional hours or 4 school days for teacher preparation time or professional development by a two-thirds majority vote of the Board in a properly noticed and held public meeting. If a reallocation is made, parents and guardians shall be notified of the school calendar at least 90 days before the beginning of the school year. *(During the 2021-2022 and 2022-2023 school years, as needed due to circumstances arising from the COVID-19 pandemic within the District or within a particular school, this notice may be given at least 14 calendar days before the reallocated instructional hours or school days.)*

Utah Admin. Rules R277-419-5(1) (March 15, 2022)

[Utah Code § 53F-2-102\(4\)\(d\) \(2022\)](#)

2. The required days of instruction may be provided at any time during the school year as determined by the Board. The Board will approve school calendars providing for instructional time and days in an open meeting.

- a. If a school is using a modified 45-day/15-day year-round schedule initiated prior to July 1, 1995, it is *considered to be* in compliance with State Board of Education regulations if the school's schedule includes a minimum of 990 hours of time the school will provide educational services over a minimum of 172 days.

Utah Admin. Rules R277-419-14(2) (March 15, 2022)

B. Term Basis

1. The District shall operate on a quarter, semester, or trimester basis and shall adhere to the requirements of the appropriate curriculum prepared by the State Board of Education.

C. Beginning Date

1. Student attendance for the first quarter, semester, or trimester of the regular school term shall be established by the Board pursuant to a calendar adopted annually.

D. Emergency/Activity Days

1. The annual school calendar adopted by the Board shall include exigency time for closures for emergencies, activities, or extreme weather conditions. If school is closed for these or any other reason, the instructional time missed shall be made up under the exigency time so that the minimum school program instructional requirements are met. However, the Board may request a waiver from the State Superintendent from the instructional day requirement as provided for in Utah Administrative Rules R277-121-5.

Utah Admin. Rules R277-121-5 (April 9, 2020)

Utah Admin. Rules R277-419-5(3) (March 15, 2022)

E. Parent-Teacher and Student Plan Conferences

1. With Board approval, schools may conduct parent-teacher and student Plan for College and Career Readiness conferences during the day and the time for those conferences may be counted as instructional time up to the equivalent of three full school days during a school year.

Utah Admin. Rules R277-419-5(6)(b) (March 15, 2022)

F. Kindergarten Assessment

1. The Board may designate up to 12 educational service days at either or both the beginning or end of the school year for assessment of students entering or completing kindergarten. Assessments shall be conducted by qualified school employees. The assessment time per student must be adequate to justify the amount of instruction time used for assessment. Such action must be taken in a properly noticed public meeting and the parents of these students shall be given notice and an explanation of the assessment well in advance of the assessment period.

Utah Admin. Rules R277-419-5(6)(d), (e) (March 15, 2022)

G. Length and Schedule Per Day

1. A school day is a day where the school provides educational services to students consistent with the requirements of Utah Admin. Rules R277-419-5.

Utah Admin. Rules R277-419-2(31) (March 15, 2022)

H. Exceptions for Students with Compelling Circumstances

1. In the Board's discretion, the length of the time an individual student is required to be in school on instructional days may be varied for students with compelling circumstances. Such variance will be established on an individual basis according to the student's IEP or Plan for College and Career Readiness.

Utah Admin. Rules R277-419-14(1) (March 15, 2022)

POLICY 5050

Immunization Requirements

A. The following definitions apply within this policy:

1. “Enroller” means an individual who enrolls a student in a public school.
2. “Immunization record” means a record relating to a student that includes:
 - a. Information regarding each required vaccine that the student has received, including the date each vaccine was administered, and which is verified by one of the following: a licensed health care provider, a registered nurse, a pharmacist, an authorized representative of a local health department, or an authorized representative of the Utah Department of Health and Human Services; and
 - b. Information regarding each disease against which the student has been immunized by previously contracting the disease; and
 - c. An exemption form identifying each required vaccination from which the student is exempt.
3. “Legally responsible individual” means:
 - a. The student’s parent, legal guardian, or (if the student does not have a legal guardian) an adult brother or sister of the student; or
 - b. The student, if the student is an adult or is a minor who may give consent under [Utah Code § 26-10-9](#) (which identifies certain minors who may consent to vaccinations and examinations for school attendance).
4. “Licensed health care provider” means a health care provider licensed by the Division of Occupational and Professional Licensing of the Utah Department of Commerce as a medical doctor, an osteopathic doctor, a physician assistant, or an advance practice registered nurse.
5. “Local health department” means the same as that term is defined in [Utah Code § 26A-1-102](#).
6. “Newcomer student” means a student who is three through 21 years old, was not born in any state, and has not attended one or more schools in one or more states for more than three full academic years.

7. "Required vaccine" means a vaccine required by the Utah Department of Health and Human Services as a condition of attending school.
8. "Social service provider" means one of the following persons licensed to practice under [Utah Code § 58-60-205](#) or staff employed to provide direct support to one of these persons:
 - a. A clinical social worker;
 - b. A certified social worker;
 - c. A certified social worker intern; or
 - d. A social service worker.
9. "Vaccination exemption form" means a form established by the Utah Department of Health and Human Services and which documents and verifies that a student is exempt from the requirement to receive one or more vaccines.

[Utah Code § 53G-9-301 \(2022\)](#)

[Utah Code § 53G-6-603\(1\)\(b\) \(2022\)](#)

[Utah Code § 53G-9-308\(1\) \(2022\)](#)

[Utah Code § 53E-3-524\(1\)\(a\), \(d\) \(2022\)](#)

B. Immunization Required for School Admission

1. Except for the circumstances specified elsewhere in this policy, a student may not attend a school in the District unless the school has received an immunization record from a permitted source (which are the legally responsible individual of the student, the student's former school, or a statewide registry) that shows either that the student has received all required vaccinations or that the student has immunity from the disease for which the vaccination is required or that the student is exempt from receiving the vaccination.

[Utah Code § 53G-9-302\(1\) \(2018\)](#)

Utah Admin. Rules R396-100-3 (January 13, 2020)

C. Obtaining and Maintaining Immunization Records

1. Each school shall request an immunization record for each student at the time the student enrolls in the school and shall retain the immunization record as part of the student's permanent school record.

[Utah Code § 53G-9-306\(1\) \(2022\)](#)

2. Within five business days after a student enrolls in a school, a person designated by the principal or other administrator shall determine whether the school has received an immunization record for the student, shall review the student's immunization record for compliance with the requirements for that record, and shall identify any deficiencies in the immunization record.

[Utah Code § 53G-9-306\(2\)\(a\) \(2022\)](#)

3. Each school shall maintain a current list of all enrolled students which notes:
 - a. Each student for whom the school has received a valid and complete immunization record;
 - b. Each student who is exempt from receiving a required vaccine;
 - c. Each student who is attending school under conditional enrollment; and
 - d. For each student, each disease against which the student is not immunized.

[Utah Code § 53G-9-309\(1\), \(2\) \(2022\)](#)

4. The student names on this immunization list are confidential and private information and, notwithstanding the requirements of GRAMA, may only be released as provided for in [Utah Code Title 26B](#) or [Utah Code § 53E-9-202](#).

[Utah Code § 53G-9-309\(4\) \(2022\)](#)

[Utah Code § 53E-9-202 \(2019\)](#)

[Utah Code § 26B-1-212 \(2022\)](#)

5. The District and district schools may share a student immunization record or other records relating to vaccination or immunization with other schools or school districts and with local and state health departments and the Utah Department of Human Services as necessary to ensure compliance with student immunization requirements and to prevent, investigate, and control the causes of epidemic, infectious, communicable, and other diseases affecting the public health.

[Utah Code § 26B-1-212 \(2022\)](#)

6. Upon request, a school shall provide a student's immunization record to a new school to which a student transfers (this does not require consent of the student's legally responsible individual).

D. Exemptions

1. Vaccination with required vaccines is not a prerequisite for admission to the District schools if the student qualifies for a medical or personal exemption to the vaccination requirement.
 - a. A student qualifies for the medical exemption if the student's legally responsible individual provides the school with:
 - 1) A completed vaccination exemption form and
 - 2) A written notice signed by a licensed health care provider stating that, due to the physical condition of the student, administration of the vaccine would endanger the student's life or health.
 - b. A student qualifies for the personal exemption if the student's legally responsible individual provides the school with a completed vaccination form stating that the student is exempt from the vaccination because of a personal or religious belief.
2. A vaccination exemption form is valid for as long as the student remains at the school to which the form is first presented. If the student changes schools before the student is old enough to enroll in kindergarten, the form accepted as valid at the student's previous school is valid until the earlier of the day on which the student enrolls in kindergarten or turns six years old. If the student changes schools after the student is old enough to enroll in kindergarten but before the student is eligible to enroll in grade 7, the form accepted as valid at the student's previous school is valid until the earlier of the day on which the student enrolls in grade 7 or turns twelve years old. (However, regardless of a school change before grade 7 or age twelve, an exemption form obtained through the online education module is valid for at least 2 years.) If the student changes schools after the student is old enough to enroll in grade 7, the form accepted as valid at the student's previous school is valid until the student completes grade 12. If the school offers both remote and in-person learning options, a student with a vaccination exemption may not be denied the opportunity to participate in in-person based on the student's vaccination status.

[Utah Code § 53G-9-303 \(2021\)](#)

E. Conditional Enrollment

- a. If upon review it is determined that the school has not received an immunization records for a newly enrolled student, or that there are deficiencies in the immunization record, the school shall place the student on conditional enrollment and within five days of doing so provide **written** notice (~~in person or by mail~~) to the student's **enroller** ~~legally responsible person~~. This notice shall state that the student has been placed on conditional enrollment for failing to meet the immunization record requirements, shall describe the deficiencies in the immunization record or state that no immunization record has been provided,

shall give notice that the student will not be allowed to attend school unless a compliant record is provided or the deficiencies are cured within the conditional enrollment period, and shall describe the process for obtaining a required vaccination. **When possible, the notice shall be delivered in the enroller's preferred language and using one of the following methods as determined by mutual agreement between the enroller and the school: written notice delivered in person, written notice by mail, written notice by email or other electronic means, or telephone (including voice mail).**

[Utah Code § 53G-9-306\(2\)\(b\) \(2022\)](#)

[Utah Code § 53G-9-308\(3\) \(2022\)](#)

2. If the school receives a compliant immunization record within the conditional enrollment period, the student shall remove the conditional enrollment status. Unless an extension is granted as provided below, if the record is not provided within the conditional enrollment period, the student shall be prohibited from attending the school.

[Utah Code § 53G-9-308\(4\), \(5\) \(2022\)](#)

3. The conditional enrollment period is the time period during which the student's immunization record is under review by the school or **24 30** calendar days after the school provides notice of the lack of or a deficiency in an immunization record. The student must begin receiving required immunizations within **24 30** calendar days of school enrollment. Where the student is receiving multiple doses of a required vaccine, the principal or other administrator shall extend the conditional enrollment period by the amount of time medically recommended to complete all required vaccination dosages. The principal or other administrator may grant an extension of the conditional enrollment period **in extenuating circumstances** if there is agreement between the administrator and **one of the following a school nurse, health official, or health official designee** that an extension will likely lead to compliance with the immunization record requirement: **a school nurse, a health official, or a health official designee (including a social service provider or a culturally competent and trauma-informed community representative).** **A newcomer student enrolling in a school for the first time constitutes an extenuating circumstance.**

[Utah Code § 53G-9-308\(2\), \(6\) \(2022\)](#)

Utah Admin. Rules R396-100-7 (January 13, 2020)

F. Conditional Enrollment of Military Child

1. A military child who at the time of school enrollment has not been completely immunized against each specified disease may attend under a conditional enrollment, and shall be given 30 days from the day of enrollment to obtain:

- a. each specified vaccine if the specified vaccine only requires one dose; and
 - b. at least the first dose of a specified vaccine, if the specified vaccine is a series of vaccines.
2. Except as provided above, a military child is subject to rules developed by the Utah Health Department in accordance with [Utah Code § 53G-9-305](#).

[Utah Code § 53E-3-905\(3\) \(2018\)](#)

G. Action Upon Disease Outbreak

1. In the case of a disease outbreak, the school principal or other administrator shall, upon the request of an official from a local health department, take the following steps:
 - a. Identify each student who is not immune to the outbreak disease;
 - b. Notify the legally responsible individual of any such student, providing information regarding steps the legally responsible individual may take to protect students; and
 - c. For a period determined by the local health official, but not to exceed the duration of the disease outbreak, do one of the following at the discretion of the principal or other administrator after obtaining approval from the local health department:
 - 1) Provide a separate educational environment for non-immune students that ensures the protection of those students and of the remainder of the student body; or
 - 2) Prevent non-immune students from attending school.

[Utah Code § 53G-9-309\(3\) \(2022\)](#)

POLICY 5060

Medical Treatment for Students

- A. The school in which a minor student is enrolled may consent to transporting for medical reasons and/or medical treatment of that student, provided:
 - 1. The person having the power to consent as otherwise provided by law cannot be contacted.
 - 2. Actual notice to the contrary has not been given by that person.
- B. Consent to medical treatment and/or transporting for medical reasons under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment.
- C. When parents register students for school, they shall be provided a form that they may sign granting permission to the school to authorize transporting their child for medical reasons and authorizes the school to consent for medical treatment.
- D. School district employees may administer emergency first aid medical treatment to students or others on school property when conditions so require without any liability to either the school district or the administering employee. Whenever possible and advisable under the circumstances, first aid treatment should be administered by the school nurse or athletic trainers.

E. Seizure Awareness Training

- 1. “Seizure awareness training” is training on recognizing the signs and symptoms of seizures and appropriate training for seizure first aid. This training shall be offered every two years and shall follow guidelines for such training established by the State Board of Education. The training may not require a person who has received the training to provide first aid to a student experiencing or showing symptoms of a seizure.

[Utah Code § 53G-9-213\(1\)\(b\), \(3\), \(4\) \(2022\)](#)

- 2. Whenever a student has informed the student’s teacher or school that the student has epilepsy or a similar seizure disorder, the student’s teacher(s) and the administrator of the school where the student attends shall be provided seizure awareness training.

[Utah Code § 53G-9-213\(1\)\(a\) \(2022\)](#)

3. All District administrators, teachers, classroom aides and other individuals who interact with or supervise students shall be given seizure awareness training.

[Utah Code § 53G-9-213\(2\) \(2022\)](#)

4. The fact that a District employee has received seizure awareness training does not impose on such an employee an obligation to provide first aid to a student experiencing or showing symptoms of a seizure.

[Utah Code § 53G-9-213\(4\) \(2022\)](#)

POLICY 5061

Do Not Resuscitate Directives

- A. It is the policy of Box Elder School District that life-sustaining emergency care shall be provided to any and all students in need of such care while under the control and/or supervision of the Box Elder School District. In very isolated situations, a child who is terminally ill may be enrolled and actively participating in a public school. This policy sets forth what school personnel may and must do if a student subject to a “do not resuscitate” (DNR) directive faces a life-threatening medical emergency.
- B. The law provides that a Physician’s Order for Life Sustaining Treatment (POLST) executed pursuant to [Utah Code § 75-2a-106](#) may be directed to health care providers or emergency medical service providers licensed or certified under [Utah Code § 26-8a](#). A POLST order gives direction to health care providers, health care facilities, and emergency medical services providers regarding the specific health care decisions of the **person individual** to whom the order relates. The law further provides that those licensed or certified emergency medical providers may be directed to withhold or withdraw all life-sustaining procedures. Professionals licensed pursuant to [Utah Code § 26-8a-302](#) include paramedics, **advanced emergency medical service technicians, emergency medical services technicians instructors, and behavioral emergency services technicians**, ~~and other emergency medical personnel~~. Such professionals are granted immunity from liability for complying in good faith with a POLST order. Such professionals are also granted immunity for providing life-sustaining treatment notwithstanding a contrary directive in a POLST order.

[Utah Code § 26-8a-302 \(2022\)](#)

[Utah Code § 75-2a-103\(20\) \(2022\)](#)

[Utah Code § 75-2a-106 \(2021\)](#)

- C. Medical service providers who are school employees may have responsibilities related to the treatment or withholding of treatment for persons for whom a valid POLST order has been issued pursuant to [Utah Code § 75-2a](#). Such providers may act in good faith to exercise their judgment with regard to complying with a POLST order to withhold or withdraw life-sustaining treatment or to provide life-sustaining treatment despite a contrary directive in the order.
- D. With the exception of situations governed by A. above, it is the policy of the District that first aid shall be provided to any and all students in need of such assistance while under the control and/or supervision of the School District. POLST orders will **not** be followed by school district staff who are not licensed under [Utah Code § 26-8a-302](#).

- E. When a school employee or volunteer observes or becomes aware of a medical emergency involving a student, normal responsive actions should be taken, including the summoning of emergency medical personnel and administering first aid. This should be done by school staff irrespective of whether a POLST order is in place and has been provided to the school with respect to the particular student.

POLICY 5065

Administration of Medication

- A. The following procedures are intended to facilitate the implementation of this policy:
1. Prescription and/or over-the-counter medication may be administered to a student only if:
 - a. The student's parent has provided a completed, current, signed and dated "Authorization of School Personnel to Administer Medication" form providing for the administration of medication to the student during regular school hours. This requirement must be updated at the beginning of each school year (within the first ten school days) and whenever a change is made in the administration of medication.
 - b. The student's licensed medical provider has also signed and dated the "Authorization of School Personnel to Administer Medications" form stating the name, method of administration, dosage, time to be given, side effects that may be seen in the school setting from the medication, and the necessity for administering.
 - c. The medication is delivered to the school by the student's parent, or authorized adult.
 - d. The prescription medication is in a container that has been properly labeled by a pharmacy.
 - e. The nonprescription over-the-counter medication is in the original container and clearly labeled with child's name and dose, per doctor's order on the container. A one week's supply or more recommended.
 - 1) Nonprescription over the counter medications shall include but not be limited to, sunscreen or any alternative, herbal, or homeopathic substances. Each shall be in the original container and clearly labeled with child's name, and dose, per doctor's order. Alternative, herbal, or homeopathic substances will be administered by the student, under supervision of school staff, in grades K-7.
 2. All medication provided to the school is to be kept in a secure location under lock and key. All controlled substances, Schedule II, III, and IV medications will be double locked.

3. Insofar as possible, one person shall be assigned the responsibility of administering student medication.
 4. A record including the type of medication, amount, and the time and day it was administered must be kept for each student receiving medication at school. The person administering the medication must sign the record each time medication is given.
 5. Students are not to carry or self-administer prescription medication on school premises unless it is expressly ordered by the student's physician because of life threatening circumstances. (Refer to 1. above)
 6. Authorization for administration of medication by school personnel may be withdrawn by the school at any time following actual notice to the student's parent.
- B. The Board may consult with the Department of Health and other health professionals to determine:
1. Designation of employees who may administer medication.
 2. Proper identification and safekeeping of medication.
 3. Maintenance of records of administration.
- C. School personnel shall substantially comply with the physician's or dentist's written statement in order that they and the district and Board may take full advantage of the immunity from liability granted under [Utah Code § 53G-9-502\(3\)](#).
- D. Emergency Medication Administration (These must all be followed by a 911 call)
1. Intranasal Naloxone
 - a. It is the policy of Box Elder School District to provide assistance to any person(s) who may be suffering from an opioid overdose. According to the [Utah Code § 26-55-102\(10\) – Opiate Overdose Response Act](#) – schools would be under the category “overdose outreach provider” as defined in (f) “an organization providing support services for an individual, or a family of an individual, with a substance use disorder”. The delegation of this medication by school nurses would be covered under the [Nurse Practice Act Rules](#). A school nurse may give intranasal Naloxone and also may train resource officers to administer the intranasal Naloxone as well. Those administering shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent overdose.

- b. Naloxone in the Box Elder School District is provided through a grant from the Bear River Health Department.

2. Epinephrine Auto-injectors (EAI's)

- a. The District will maintain stock of EAI's with standing order, signed each year by the medical director, for nursing staff and trained volunteers to administer to student or staff that appear to be having a severe allergic reaction (anaphylaxis) but do not have a patient specific order at school.
- b. Training is online with One Shot to Live and is administered by school nurses with return demonstration as part of that training.

3. Administration of Glucagon

- a. The following provisions govern administration of glucagon in place of the provisions set forth above under "Administering Medication." A glucagon authorization shall include a signed statement from a parent of a student with diabetes:
 - 1) Certifying that glucagon has been prescribed for the student;
 - 2) Requesting that the student's public school identify and train school personnel who volunteer to be trained in the administration of glucagon; and
 - 3) Authorizing the administration of glucagon in emergency situations to the student.
- b. After receiving a glucagon authorization from a student's parent, the school shall:
 - 1) Within a reasonable time, train two or more school personnel who volunteer to be trained in the administration of glucagon, with training provided by the school nurse or another qualified, licensed medical professional;
 - 2) Allow all interested personnel to receive training in the administration of glucagon. Training in the administration of glucagon shall include:
 - a) Techniques for recognizing the symptoms that warrant the administration of glucagon;
 - b) Standards and procedures for the storage and use of glucagon;

- c) Other emergency procedures, including calling the emergency 911 and contacting, if possible, the student's parent.
- 3) Retain for reference the written materials prepared for training personnel;
- 4) Permit a student and/or school personnel to possess or store prescribed glucagon so that it will be available for administration in an emergency;
- c. A person who has received glucagon administration training may administer glucagon at a school or school activity to a student with a glucagon authorization if:
 - 1) The student is exhibiting the symptoms that warrant the administration of glucagon; and
 - 2) A licensed health care professional is not immediately available.
- d. A person who administers glucagon in accordance with this policy shall direct a responsible person to call 911 and take other appropriate actions in accordance with his or glucagon administration training.
- e. School personnel who provide or receive training under this policy and pursuant to [Utah Code § 53G-9-504](#) and act in good faith are not liable in any civil or criminal action for any act taken or not taken under the authority of [§ 53G-9-504](#) with respect to the administration of glucagon.

[Utah Code § 53G-9-504 \(2019\)](#)

[Utah Code § 53G-9-502\(4\) \(2019\)](#)

4. Seizure Rescue Medications

- a. In accordance with requirements set forth in [Utah Code § 53G-9-505](#) allowing seizure rescue medications to be in the school setting, the following guidelines will be followed:
 - 1) A prescribing health care professional has prescribed a seizure rescue medication for the student.
 - 2) A student's parent has previously administered the student's seizure rescue medication in a non-medically supervised setting without complication.
 - 3) The student has previously ceased having full body prolonged or convulsive seizure activity as a result of receiving the seizure rescue medication.

POLICY 1040

Board Member Elections and Redistricting

- A. No more than four members may be elected to the Board in any election year, unless otherwise required as a consequence of **reapportionment redistricting** or appointment to fill a vacancy under [Utah Code § 20A-14-202\(1\)\(g\) \(2016\)](#).
- B. An individual may become a candidate for a local school board by filing a **statement declaration** of candidacy. Election of a local school board member shall be in accordance with [Utah Code § 20A-14](#). Filings required by [Utah Code § 20A-9-202](#) shall be made in the county clerk's office.
- C. The term of office for an elected member is four years, beginning on the first Monday in January following the election, except as provided in [Utah Code § 20A-14-203\(2\) \(2016\)](#). A member shall serve until a successor is elected or appointed and qualified.

[Utah Code § 20A-14-203\(2\) \(2016\)](#)

- D. A member shall qualify to serve upon taking **and signing** the constitutional oath of office:
1. **"I do solemnly swear (or affirm) that I will support, obey and defend the constitution of the United States and the Constitution of Utah, and that I will discharge the duties of my office with fidelity."**

[Utah Constitution Art. IV, Sec. X](#)
[Utah Code § 53G-4-201 \(2019\)](#)
[Utah Code § 20A-14-202\(3\) \(2022\)](#)

- E. **After the board member has taken and signed the oath of office, the oath shall be filed with the business administrator of the District.**

[Utah Code § 20A-14-202\(4\) \(2022\)](#)

- F. **Redistricting does not cut short board member terms**

1. **Redistricting does not affect the right of any school board member to complete the term for which the member was elected.**

[Utah Code § 20A-14-201\(5\) \(2022\)](#)

G. Representation of school board districts after redistricting

1. If after redistricting only one board member whose term extends beyond redistricting lives within a local school board district, that board member shall represent that school board district.
2. If after redistricting two or more members whose terms extend beyond redistricting live within a local school board district, the members involved shall select one member by lot to represent that school board district.
 - a. The other members shall serve at-large for the remainder of their terms.
 - b. Notwithstanding the number of board members otherwise established by law, the at-large board members shall serve in addition to the designated number of board members for the board in question for the remainder of their terms.
3. If after redistricting there is no board member living within a local school board district whose term extends beyond redistricting, the seat for that school board district shall be treated as vacant and filled as provided in [Policy 1032 Vacancies on the Board](#).

[Utah Code § 20A-14-201\(6\) \(2022\)](#)

H. Adjustment of term lengths because of redistricting

1. If, before an election affected by redistricting, the county or municipal legislative body that conducted the redistricting determines that one or more members must be elected to terms of two years to meet this part's requirements for staggered terms, the legislative body shall determine by lot which of the local school board districts will elect members to two-year terms and which will elect members to four-year terms. All subsequent elections are for four-year terms.

[Utah Code § 20A-14-201\(7\) \(2022\)](#)

POLICY 1071

Electronic Meetings

A. Electronic meetings authorized

1. The Board authorizes its meetings to be held through electronic means as set forth in this policy. Such electronic means may include communications by telephone, telecommunications, computer, or similar methods of remote communication. Unless specifically stated by this policy, the other policies governing Board meetings (relating to notice, meetings being open to the public, and other matters) also apply to Board meetings held through electronic means.

B. Definitions

1. The following terms are used in this policy:
 - a. Anchor location: A designated physical location from which the electronic meeting originates or to which participants are connected.
 - b. Electronic notice: ~~electronic mail~~ (email), text, fax, or other means of electronic communication.

C. Member request required for electronic meeting attendance

1. A Board meeting may be held as an electronic meeting **only** upon request of a member of the Board. This request must be made sufficiently in advance of the time that the Board meeting is scheduled so that the necessary arrangements can be made for the electronic meeting, **including giving the required notice to other Board members. Therefore, the request must should** be made not less than 25 hours before the meeting. **If a member of the Board wishes to participate electronically because of unforeseen or exigent circumstances arising less than 25 hours before the meeting, such participation may be allowed if the Board President determines that the necessary arrangements may be made for such participation and if a majority of the members of the Board agree to waive the 25-hour requirement.**

[Utah Code § 52-4-207\(2\)\(c\)\(iii\) \(2022\)](#)

D. Notice to board members of an electronic meeting

1. After an electronic meeting has been scheduled, and at least 24 hours before the meeting **is to begin**, the members of the Board shall be ~~notified of the electronic meeting and informed provided with a description of how members of the Board will be to electronically connected~~ to the meeting, **except as otherwise may be provided in a rule of the Legislature applicable to the Board.**

[Utah Code § 52-4-207\(3\)\(c\) \(2022\)](#)

E. Anchor location

1. Unless the requirements have been met for holding an electronic meeting without an anchor location, the Board will provide space and facilities at an anchor location for members of the public to attend the open portions of the meeting. The Board may also provide means by which members of the public who are not physically present at the anchor location may attend the meeting remotely by electronic means.

[Utah Code § 52-4-207\(4\) \(2022\)](#)

F. Electronic meetings without an anchor location

1. The Board may convene and conduct an electronic meeting without an anchor location if the president of the Board makes a determination that either
 - a. conducting the meeting with an anchor location presents a substantial risk to the health or safety of those present or who would otherwise be present at the anchor location or
 - b. the location where the Board would normally meet has been ordered closed to the public for health or safety reasons.
2. The public notice for the meeting must include a description of the Board president's determination and a summary of the facts upon which it is based, along with information on how a member of the public may attend the meeting remotely by electronic means. A determination of substantial risk to health or safety expires 30 days after the day on which the president makes it.

[Utah Code § 52-4-207\(5\)\(a\), \(6\) \(2022\)](#)

3. During the course of an electronic meeting with an anchor location where the Board has provided means by which members of the public who are not physically present at the anchor location may attend the meeting remotely by electronic means, the anchor location may be closed and the meeting continued without an anchor location

if the Board president determines that continuing to conduct the meeting with an anchor location presents a substantial risk to the health or safety of those present at the anchor location, announces that determination during the meeting, and states a summary of the facts upon which the determination is made.

[Utah Code § 52-4-207\(5\)\(b\) \(2022\)](#)

G. Electronic meeting not available for site visit or traveling tour

1. When the scheduled meeting is a site visit or traveling tour, the meeting may not be conducted or convened electronically.

H. Determining quorum in an electronic meeting

1. In determining whether a quorum of the Board is present during an electronic meeting, all members are counted who are either present at the anchor location (if the meeting has an anchor location) or who are connected to the meeting by the method provided for remote participation in the meeting.

[Utah Code § 52-4-207\(2\)\(b\) \(2022\)](#)

I. Taking votes during an electronic meeting

1. Except when the vote is unanimous, all votes during an electronic meeting shall be taken by roll call of the members.

[Utah Code § 52-4-207\(9\) \(2022\)](#)

J. Public notice of an electronic meeting

1. In addition to providing and posting the notices required for other Board meetings, the Board shall provide at least 24 hours' advance written or electronic notice of the electronic meeting to
 - a. A newspaper of general circulation within the state; and
 - b. A local media correspondent.
2. Unless the requirements have been met for holding a meeting without an anchor location, the Board shall also post written notice of the electronic meeting at the anchor location at least 24 hours prior to the electronic meeting. The notices of the electronic meeting shall specify the anchor location of the meeting or, if there is no

anchor location, shall specify how a member of the public may hear (or view and hear) the meeting and if public comment will be accepted how a member of the public may provide comments by electronic means.

[Utah Code § 52-4-207\(3\) \(2022\)](#)

K. Public access to electronic meetings

1. Space and facilities shall be provided at the anchor location of an electronic meeting of the Board to permit members of the public to attend and monitor the electronic meeting (except those portions of such a meeting which have been properly closed to the public by the Board). If the Board meeting is one at which comments from the public will be accepted, then the space and facilities shall also permit members of the public to participate in the electronic meeting. For an electronic meeting which is being held without an anchor location, the Board shall provide access to the meeting as provided for above regarding meetings without an anchor location
2. Members of the public are not entitled to monitor or attend electronic meetings except through the space and facilities provided at the anchor location or through electronic access provided for a meeting without an anchor location. (Members of the public cannot request an electronic meeting and do not have the right to be remotely connected to a Board meeting except as set forth in this policy.)

[Utah Code § 52-4-207\(4\) \(2022\)](#)

POLICY 1100

Minutes

- A. The Business Administrator shall keep, or cause to be kept, written minutes and a recording of all open school board meetings with the exception of site visits or traveling tours of the board where no vote or action is taken. Only written minutes are required during site visits or travelling tours.
- B. The written minutes of open meetings must include:
1. The date, time, and place of the meeting;
 2. The names of all members present and absent;
 3. The substance of all matters proposed, discussed, or decided, which may include a summary of comments by board members;
 4. A record, by individual members, of all votes taken, **with the record of each vote being set out in list format, by category for each action taken by a member (including yes votes, no votes, and absent members), and by each member's name;**
 5. The name of each person who is not a Board member who was recognized by the presiding Board member and upon recognition presented testimony or comments to the Board and a brief summary of the public testimony or comments; and
 6. Any other information that is a record of the meeting proceedings that any member requests be entered in the minutes.
 7. The requirement that the written minutes include the substance of Board discussion and of public comments may be satisfied by maintaining a publicly available online version of the minutes, which includes a link to that portion of the meeting recording, which relates to the discussion or comments.
- C. The recording of the meeting must be a complete and unedited recording of all open portions of the meeting from the commencement of the meeting through the adjournment. Those in attendance may also record the meeting as long as their recording does not interfere with the meeting.

- D. The written minutes and the recording of an open board meeting are public records and must be available upon request within three business days after the end of the meeting (recording) or within a reasonable time but no more than thirty days (written). Written minutes made available to the public should be marked in a way signifying that they have yet to be approved until the Board takes formal action to approve them.
- E. Copies of the minutes of a meeting shall be sent to the members of the Board before the meeting at which they are to be approved. Corrections in the minutes may be made at the meeting at which they are to be approved. Permanent minutes shall be signed by the president upon approval of the Board. Approved minutes and any public materials distributed at the meeting that the minutes relate to shall be made available to the public within three business days after they are approved by the Board by (1) making them available at the District office, (2) posting them on the District's website, and (3) by either posting the minutes and materials on the Utah Public Notice website or posting a link on the Utah Public Notice website which can be used to access the minutes and materials on the District website or another website.

[Utah Code § 52-4-203\(g\) \(2021\)](#)

- F. With the exception of a closed meeting to discuss the character, professional competence, or physical or mental health of an individual or to discuss the deployment of security personnel, devices, or systems, a recording must be kept of a closed meeting. Written minutes may also be kept.
- G. A recording of a closed session must include:
1. The date, time, and place of the meeting;
 2. The names of all Board members present and absent;
 3. The names of all others present except where such disclosure would infringe on the confidence necessary to fulfill the original purpose of closing the meeting.
- H. The recording of a closed session must be a complete and unedited recording of all portions of the closed meeting.

Reference:

[Utah Code § 52-4-203 \(2021\)](#) and [Utah Code § 52-4-206 \(2018\)](#)

POLICY 2030

Procurement/Purchasing

- A. All budget expenditures shall be made in accordance with state law, Utah State Procurement Rules and Regulations, and the Box Elder District Procurement Policies.

[Utah Code § 63G-6a Utah Procurement Code](#)
[Utah Admin. Rules R33](#)

- B. Board of Education Authority Regarding Procurement and Contracts

1. The Board of Education has authority to (1) manage and supervise any procurement to ensure, to the extent practicable, that taxpayers receive the best value; (2) prepare and issue standard specifications for procurement items; and (3) review contracts, coordinate contract compliance, conduct contract audits, and approve change orders. The Board of Education may delegate its duties and authorities to an employee of the District as the Board determines is appropriate.
2. At any stage of the procurement process, upon determining that a District procurement is out of compliance with the Utah Procurement Code or governing regulations, the Board of Education or its designee may correct, amend, or cancel the procurement.
3. If at any time during the term of a contract awarded by the District, the Board of Education or its designee determines that the contract is out of compliance with the Utah Procurement Code or governing regulations, the Board of Education or its designee may correct or amend the contract to bring it into compliance or cancel the contract, after consulting with legal counsel, if the Board of Education or its designee determines that correcting, amending, or canceling the contract is in the District's best interest.

[Utah Code § 63G-6a-106\(4\)\(e\), \(g\) \(2021\)](#)

- C. The District will adhere to the Utah Administrative Rule R33 in purchasing, with exceptions noted below. Bidding and procurement procedures are found in procedures 2030-100 through 2030-900.

1. Exclusions — The following items are excluded from the policy:

a. The procurement of real property

[Utah Code § 63G-6a-105\(7\) \(2021\)](#) and [§ 63G-6a-1209\(2\) \(2020\)](#)

b. Employment contracts or collective bargaining agreements

[Utah Code § 63G-6a-103\(77\)\(c\) \(2022\)](#)

c. Grants or contracts between the District and another procurement unit (except for policies relating to improper conduct)

[Utah Code § 63G-6a-107\(1\)\(c\) \(2021\)](#)

d. “Directed procurement”

[Utah Code § 63G-6a-105\(8\) \(2021\)](#)

e. Grants, gifts, or bequests: notwithstanding procurement policies, the District may comply with otherwise legal terms or conditions of a grant, gift, or bequest.

[Utah Code § 63G-6a-107\(1\)\(b\) \(2021\)](#)

D. Local firms will be given first consideration on bids if prices and service are competitive. Further, when purchasing on non-bid items, schools and the Board of Education will attempt to purchase locally when prices and service are competitive and product or service is available.

E. Any person acting in an official capacity for Box Elder School District, or who in any official capacity participates in the procurement of any supplies, services, construction, personal or real property, or insurance, is defined as a purchaser. A vendor is defined as a person who is interested in any way in the sale of a procurement item or insurance to the District.

1. A purchaser shall not use his/her position or influence to ask and/or receive a personal benefit or gratuity (kickback) for themselves or a family member from a vendor in the procurement process.

2. Exceptions to the above include promotional, hospitality items, including pen, pencil, stationery, toy, pin, trinket, snack, nonalcoholic beverage, or appetizer. (Hospitality gifts: This does not include money, a meal, a ticket, admittance to an event, entertainment for which a charge is normally made, travel, or lodging.)

3. Total value of hospitality gifts cannot exceed \$10 in relation to a particular procurement or contract. The total hospitality gifts offered or received from any one person, vendor, bidder, responder or contractor in a fiscal year cannot exceed \$50.
 4. This is not intended to prohibit asking for offerings or receiving legitimate voluntary contributions to the School District or School District Foundation that are not intended to induce the purchaser to favor or reciprocate to the vendor for the contribution.
 5. All violations must be reported to the Attorney General's office and the Superintendent or Business Administrator.
- F. Employees of the School District and other persons shall not secure for their private use any supplies, equipment, services or real property through the District Purchasing procedures, facilities or warehouse.
- G. Delegation of Authority for Procurement for Box Elder School District and small purchasing policies:
1. Delegation of Authority for the Chief Procurement Officer by the Board of Education

Utah Admin. Rules R33-2-6(2) or R33-3-101

- a. The Board of Education delegates the authority of Chief Procurement Officer to the Business Administrator. They also delegate to the School Lunch and Transportation Coordinators and the Maintenance Director to make any purchases within their approved budget up to \$50,000. These departments must follow all policies outlined herein as well as all district procedures. All solicitations for competition on purchases over \$50,000 must be reviewed by the Business Administrator. The Business Administrator may delegate in writing any authority pursuant to [Utah Code § 63G-6a-304](#) as deemed appropriate to any employees. These delegations shall remain in effect unless modified or until revoked in writing.
- b. Authority to Make Small Purchases – Delegation to program directors and procedures for purchases from ~~\$5,000~~ \$10,000 to \$50,000.

Utah Admin. Rules R33-5-107

- c. General - The Business Administrator may delegate to any program director the authority to make a budgeted purchase expected to be less than \$50,000 for

supplies and services. This delegation shall be in writing and may be limited as the Business Administrator directs.

- d. Insofar as is practical for services up to \$50,000, no fewer than two businesses shall be solicited to submit electronic, telephone or written quotations. Documentation should be attached to the requisition and maintained with the file on the project. All purchases over \$50,000 must be handled through the formal bid process including advertising. All sole source purchases over \$50,000 shall be posted for public comment.

[Utah Code § 63G-6a-802 \(2021\)](#)

- e. When procurement of Architect-Engineer Services is estimated to be less than \$8100,000 for the Architect-Engineer's fee, the Business Administrator may select the provider directly from either the list of firms who have submitted annual statements of qualifications and performance data, or from other qualified firms if necessary.

Utah Admin. Rules R33-5-108(2)(b) and [Utah Code § 53E-3-703 \(2019\)](#)

- f. Small construction projects costing less than \$25,000 may be procured by direct award without seeking competitive bids. Projects between \$25,000 and \$8100,000 may be procured after obtaining two competitive bids that meet all specifications as documented.
- g. All projects estimated to be over \$8100,000 using a construction manager /general contractor must follow requirements as outlined in [Utah Code § 53E-3-703](#). All construction and improvement projects must comply with [Utah Code § 63G-6a](#), *Utah Admin. Rules R33*, and Federal Title IX.
- h. Multiyear contracts shall be approved by the Business Administrator after determining they are in the best interest of the District. They must include the term and possible renewals with conditions for renewal. Consideration for multiyear contracts should include administrative burden savings, continuity of operations, volume or term discount, or encouraging participation from more vendors. Multiyear contracts shall not exceed five (5) years except by written determination with justification as outlined in state law. [Utah Code § 63G-6a-1204\(7\) \(2021\)](#). All requirements for contracts using federal funds shall follow federal rules and guidelines.

[Utah Code § 63G-6a-1204 \(2021\)](#)

H. Public Notices

[Utah Code § 63G-6a-112 \(2021\)](#)

1. Invitation for Bids or notices of the availability of Invitation for Bids shall be mailed or otherwise furnished to a sufficient number of bidders for the purpose of securing reasonable competition. Notices of availability shall indicate where, when, and for how long Invitation for Bids may be obtained; generally describe the supply, service, or construction desired; and may contain other appropriate information. Where appropriate, the Business Administrator may require payment of a fee or a deposit for the supplying of the Invitation for Bids.
2. Every procurement in excess of \$50,000 shall be publicized in at least one of the following: (with construction projects following 1.e. above)
 - a. On the district website; or
 - b. A government Internet website or publication designed for giving public procurement notice.
3. The notice shall be published at least seven days before the day of the deadline for submitting a bid or other response, or at least seven days before the acquisition of the procurement item through a non-standard procurement process. This notice period may be reduced if the District Procurement Officer or his or her designee signs a written statement that a shorter time is needed and that it has been determined that competition from multiple sources may be obtained within that shorter time period.
4. A copy of the Invitation for Bids shall be made available for public inspection at the Business Administrator's or department director's office.

I. Small Purchases of ~~\$5,000~~ \$10,000 or less

Utah Admin. Rules R33-5-108(2)(a)

[Utah Code § 63G-6a-506\(1\)\(b\) \(2021\)](#)

1. School and department budget purchases under \$100 may be made using a District credit card and following procedures set forth by the District. For all District budget purchases from \$100 up to ~~\$1,000~~ \$2,500 per item and up to \$5,000 per order, the school or department may select the best source without seeking competitive quotes and submit the request on a requisition*. For purchases over ~~\$1,000~~ \$2,500 per item and up to ~~\$5,000~~ \$10,000 per order, schools and departments shall **make a**

good faith effort to obtain no less than ~~two~~ three email or telephone price quotes which shall be attached to the requisition*. For purchases over ~~\$5,000 and up to \$10,000~~ \$10,001 and up to \$20,000, schools and departments shall obtain no less than ~~two~~ three email or written price quotes which shall be attached to the requisition*. For purchases from school funds, the above purchasing procedures must be followed and documentation maintained with payment records. Unless previously authorized, requests for all purchases over \$10,000 (including school funds), capitalized equipment (over ~~\$2,500~~ \$5,000) and sole source purchases exceeding ~~\$1,000~~ \$2,500 shall be submitted to the Box Elder School District Purchasing Department on a requisition in advance for processing.

*A District credit card may be used for purchases over \$100 in certain situations with prior approval of the District business administrator.

2. It is unlawful to intentionally divide a procurement into one or more small purchases over time to avoid the price quote provision above or purchasing procedure limits on the District credit cards or other restrictions.

[Utah Code § 63G-6a-506\(8\), \(9\) \(2021\)](#)

3. If a total fiscal year purchase from any one vendor exceeds \$50,000, the District purchasing department will solicit competition and create an ongoing contract with the winning vendor.

[Utah Code § 63G-6a-506\(6\)\(a\) \(2021\)](#)

[Utah Admin. Rules R33-5-104\(1\)\(c\)](#)

Refer to [District Purchasing Procedures 2030-020 through 2030-310](#).

POLICY 3035

Employee Criminal Background Checks and Arrest Disclosure Requirements

- A. A "licensed employee" is one who holds a valid Utah educator license.
- B. A "non-licensed employee" is one who does not hold a current Utah educator license issued by the State Board of Education.
- C. A "qualifying volunteer" is a volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment. For purposes of this policy, "qualified volunteer" does not include an officer or employee of a cooperating employer which has an internship safety agreement with the District as provided by [Policy 3060 Student Teachers and Interns](#).
- D. A "contract employee" is an employee of a staffing service or other entity who works at a District school under a contract.
- E. "Personal identifying information" means an individual's current name, former names, nicknames and aliases; date of birth, address; telephone number; driver license number or other government-issued identification number; Social Security number; and fingerprints.

[Utah Code 53G-11-401\(3\), \(6\), \(7\) \(2019\)](#)

- F. "Criminal History Report" is a document generated by the Bureau of Criminal Identification after a search of the State of Utah's criminal history files and/or other state and federal databases designated by applicable law or by the District.
- G. "Background Check" means information on an applicant or employee that may include, but is not limited to, Criminal History Reports and driving record reports.
- H. Employment Screening
 - 1. Utah law requires Background Checks on all prospective employees (i.e., the individual who is selected as the "successful applicant" for a particular job position in the District), substitutes and coaches (herein referred to cumulatively as the "prospective employee") Utah Admin. Rules R277-516. Accordingly, the District

requires each prospective employee to submit to a background check prior to employment or service in the District.

2. At the time a prospective employee makes application for employment with the District, such prospective employee shall fill out an employment application providing the following warning:
 - a. "All references stated in this application will be checked by the School District and it is the policy of this School District that false information will be grounds for rejecting your application with no further consideration for the position; or, if such false information is discovered after hire, you may be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution."
3. All Employees seeking employment with the District shall provide personal identifying information including: current name, former names, nicknames, and aliases, date of birth, address, telephone number, driver license number or other government issued identification number, social security number and fingerprints.
4. All employees, qualifying volunteers, and contract employees seeking employment with the School District and who are 18 years of age or older shall sign a written release, waiver and authorization which authorize the School District to request information from the prospective employee's past three employers and supervisors. The release, waiver and authorization shall also authorize the School District to contact former employers to obtain a reference check and to conduct a background search into the employee's criminal record, if any, or any other background check as the School District deems necessary to satisfy itself of the quality and competence of the prospective employee's credentials.
5. The prospective employee shall pay the cost of the background check.
6. The District shall consider only those convictions which are job-related. The prospective employee shall have opportunity to respond to any information received as a result of the background check.
7. If a current employee is dismissed from employment because of information obtained through a background check, the person shall receive written notice of the reasons for dismissal and shall have an opportunity to respond to the reasons for the dismissal.

8. Each current employee and prospective employee must agree to have his/her fingerprints taken and sign a document of acknowledgment and waiver permitting the District to request a background check of any state or federal criminal history file that the District might deem applicable as a condition of employment.
9. The district shall, for each non-licensed employee and volunteer who will be given significant unsupervised access to a student in connection with the volunteers assignment, collect personal identifying information including: current name, former names, nicknames and aliases, date of birth, address, telephone number, driver license number or other government issued identification number, social security number and fingerprints and submit that personal identifying information to the Bureau of Criminal Identification within the Department of Public Safety.

[Utah Code § 53G-11-402 \(2020\)](#)

Utah Admin. Rules R277-520-8

Utah Admin. Rules R277-516-4

I. Licensed Employees - Background Checks

1. The USBE will conduct background checks for all licensed employees in the year in which their license is to be renewed. The employee shall pay the cost of the background check.

J. Licensed Employees - Reporting of Arrests and Convictions

1. A Licensed Educator who is arrested for any of the following alleged offenses shall report the arrest within forty-eight (48) hours or as soon as possible to the Superintendent or his/her designee:
 - a. Any matters involving arrests for alleged sex offenses;
 - b. Any matters involving arrest for alleged drug-related offenses;
 - c. Any matter involving arrests for alleged alcohol-related offenses;
 - d. Any matters involving arrests for alleged offenses against the **person individual** under [Utah Code § 76-5](#), Offenses Against the **Person Individual**. This Title and Chapter includes, but is not limited to, crimes where a person has assaulted, harassed, abused, neglected, exploited, endangered, kidnapped, murdered, trafficked, raped, sexually assaulted, etc., another person(s); and

- e. Any matters relating to arrests for violations of the vehicle code for employees who drive motor vehicles as an employment responsibility.
2. A Licensed Educator shall report convictions, including pleas in abeyance and diversion agreements, within forty-eight (48) hours or as soon as possible upon receipt of notice of the conviction, plea in abeyance, or diversion agreement.
3. A Licensed Educator will be immediately suspended from student supervision responsibilities for alleged sex offenses and other alleged offenses which may endanger students during the period of investigation.
4. A Licensed Educator will be immediately suspended from transporting students or driving a public education vehicle for alleged offenses involving alcohol or drugs during the period of investigation.
5. The District will provide adequate due process for the accused employee consistent with Utah Admin. Rules R277-516 and applicable administrative procedures established by the District.
6. The Superintendent or his/her designee shall report a conviction, arrest, or offense information received from a Licensed Educator to the USBE.
7. Records of arrests and convictions shall be placed in the employee's personnel file upon receipt by the District and will:
 - a. Include final administrative determinations and actions following investigation; and
 - b. Be maintained only as necessary to protect the safety of students and/or employees and with strict requirements for the protection of confidential employment information.

K. Non-Licensed Employees - Background Checks

1. The District shall conduct periodic background checks for all non-licensed employees every five (5) years. The employee shall pay the cost of the background check.

L. Non-Licensed Employees - Reporting of Arrests and Convictions

1. A Non-Licensed Employee who is arrested for any of the following alleged offenses shall report the arrest within forty-eight (48) hours or as soon as possible to the Superintendent or his/her designee:
 - a. Any matters involving arrests for alleged sex offenses;
 - b. Any matters involving arrests for alleged drug-related offenses;
 - c. Any matters involving arrests for alleged alcohol-related offenses;
 - d. Any matter involving arrests for alleged offenses against the ~~person~~ individual under Utah Code Ann. Title 76, Chapter 5, Offenses Against the ~~Person~~ Individual. This Title and Chapter includes, but is not limited to, crimes where a person has assaulted, harassed, abused, neglected, exploited, endangered, kidnapped, murdered, trafficked, raped, sexually assaulted, etc., another person(s); and
 - e. Any matters relating to arrests for violations of the vehicle code for employees who drive motor vehicles as an employment responsibility.
2. A Non-Licensed Employee will be immediately suspended from student supervision responsibilities for alleged sex offenses and other alleged offenses which may endanger students during the period of investigation.
3. A Non-Licensed Employee will be immediately suspended from transporting students of driving a public education vehicle for alleged offenses involving alcohol or drugs during the period of investigation, and where reasonable cause exists, an existing employee must submit to a background check.
4. The District will provide adequate due process for the accused employee consistent with Utah Admin. Rules R277-516 and applicable administrative procedures established by the District.
5. The Assistant Superintendent over Personnel shall review arrest information and make employment decisions that protect both the safety of students and/or employees and the confidentiality and due process rights of employees.
6. Records of arrests and convictions shall be placed in the employee's personnel file upon receipt by the District and will:

- a. Include final administrative determinations and actions following investigation;
and
 - b. Be maintained only as necessary to protect the safety of students and/or employees and with strict requirements for the protection of confidential employment information.
- M. When arrest/conviction information is received by the District regarding a Licensed Employee, the Superintendent or his/her designee shall review that information and assess the employment status consistent with Utah Admin. Rules R277-316-3(1)(b) (February 7, 2020) and District policy. The District will also report the arrest to the USBE within forty-eight (48) hours.
- N. When arrest/conviction information is received by the District regarding a Non-Licensed Employee, the Superintendent or his/her designee shall review that information and assess the employee's employment status while considering the Non-Licensed Employee's employment status consistent with applicable Utah law, rules, and regulations, District policy, and any applicable Employment Agreements or Memorandums of Understanding.
- O. Where reasonable cause exists, a current employee may be required to submit to fingerprinting and a criminal background check at the Board's expense prior to the intervallic background check.
- P. An administrator may obtain any information in the possession of the State Office of Education that is relevant to evaluating the employment of a current or prospective employee of the school. If a decision is made not to hire a prospective employee or to take action against a current employee based upon such information, the individual affected shall be given notice of the information and be provided an opportunity to refute or respond to the information. An administrator who, in good faith, discloses or receives information under this section is exempt from civil liability relating to that receipt or disclosure.
- Q. The District shall cooperate with the USBE in investigations of Licensed Educators.

References:

[Utah Code § 53E-6-401](#)
[Utah Code § 76-5, Offenses Against the Individual](#)
[Utah Admin. Rules R277-516](#)

POLICY 4018

Library

A. Purpose

1. The objective of the school library program is to provide students with a variety of informational and educational resources. We strive to provide the school community with a wide range of materials at appropriate levels of difficulty that support the core curriculum. We encourage individual usage and growth in knowledge so that students will become life-long learners, establish a love of reading, and become information literate.

B. Definitions

1. “Instructional material” means information, regardless of format, which is used either (a) as or in place of textbooks to deliver instruction to students within the state curriculum framework or (b) to support a student’s learning in the school setting. It may include reading materials, handouts, videos, digital materials, websites, online applications, and live presentations.

[Utah Code § 53G-10-103\(1\)\(a\) \(2022\)](#)

2. “School setting” means on school property (including but not limited to classrooms or a school library) or (regardless of location) an activity sponsored by the District or a school but which is conducted by an organization which is not part of the District. Such activities can include but are not limited to an assembly, a guest lecture, a live presentation, or another event.

[Utah Code § 53G-10-103\(1\)\(f\) \(2022\)](#)

3. “Sensitive material” means instructional material that is pornographic or indecent (as defined in this policy) but excludes instructional materials selected (a) following the procedures outlined in Policy ECH, (b) for medical courses, (c) for family and consumer sciences courses, or (d) for other courses identified by State Board of Education Rule.

[Utah Code § 53G-10-103\(1\)\(g\) \(2022\)](#)

4. “Pornographic or indecent” means material that meets any of the following:

- a. Any description or representation, in whatsoever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse which, taken as a whole, appeals to the prurient interest in sex of minors, is patently offensive to the prevailing standards in the adult community as a whole with respect to what is suitable material for minors, and taken as a whole does not have serious value for minors (which includes only serious literary, artistic, political, or scientific value for minors);
- b. A material or performance which the average person, applying contemporary community standards, finds that, taken as a whole, appeals to prurient interest in sex, is patently offensive in the description of nudity, sexual conduct, sexual excitement, sadomasochistic abuse, or excretion, and does not have serious literary, artistic, political, or scientific value;
- c. A description or depiction of: human genitals in a state of sexual stimulation or arousal; acts of human masturbation, sexual intercourse, or sodomy; fondling or other erotic touching of human genitals or pubic region; or fondling or other erotic touching of the human buttock or female breast; or
- d. A description or depiction of a nude or partially denuded figure, which means human male genitals in a discernibly turgid state (even if completely or opaquely covered) or less than completely and opaquely covered human genitals, pubic region, buttock, or female breast below a point immediately above the top of the areola, where the material containing the nudity, taken as a whole, does not have serious literary, artistic, political, or scientific value for minors, taking into consideration the ages of all minors who could be exposed to the material.

[Utah Code § 53G-10-103\(1\)\(g\)\(i\) \(2022\)](#)

[Utah Code § 76-10-1235\(1\)\(a\) \(2007\)](#)

[Utah Code § 76-10-1201\(5\) \(2013\)](#)

[Utah Code § 76-10-1203 \(1977\)](#)

[Utah Code § 76-10-1227 \(2007\)](#)

5. "Nudity" means the showing of the human male or female genitals, pubic area, or buttocks, with less than an opaque covering, or the showing of the female breast with less than an opaque covering, or any portion of the female breast below the top of the areola; or the depiction of covered male genitals in a discernibly turgid state.

[Utah Code § 76-10-1201\(10\) \(2013\)](#)

6. "Sexual conduct" means acts of masturbation, sexual intercourse, or any touching of a person's clothed or unclothed genitals, pubic area, buttocks, or, if the person is a female, breast, whether alone or between members of the same or opposite sex or between humans and animals in an act of apparent or actual sexual stimulation or gratification.

[Utah Code § 76-10-1201\(14\) \(2013\)](#)

7. "Sexual excitement" means a condition of the human male or female genitals when in a state of sexual stimulation or arousal, or the sensual experiences of humans engaging in or witnessing sexual conduct or activity.

[Utah Code § 76-10-1201\(15\) \(2013\)](#)

8. "Sadomasochistic abuse" means flagellation or torture by or upon a person who is nude or clad in undergarments, a mask, or in a revealing or bizarre costume or the condition of being fettered, bound, or otherwise physically restrained on the part of a person clothed in this way.

[Utah Code § 76-10-1201\(13\) \(2013\)](#)

9. "Appeals to the prurient interest" means erotic in some significant way to the average person and having the capacity to provoke sexual responses over and beyond those that would be characterized as normal.
10. "Age appropriate" means generally suitable for students of the same age or level of social, emotional, and cognitive development when taking into consideration the ages of all minors who could be exposed to the material.
11. "Instructional materials review committee" means a committee formed at the District or school level, as determined by the Superintendent, appointed as needed and consisting of an administrator or administrators, educators, and at least two parents. An administrator member of the committee shall serve as the committee chair. Parents appointed to an instructional materials review committee shall be reflective of the members of the relevant school community.

[Utah Code § 53G-10-103\(3\) \(2022\)](#)

C. Library Policy

1. Box Elder School District school libraries support and enhance student learning. Box Elder School District libraries, media centers, and library staff select,

maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students.

2. This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on [Utah Code 53G-10-103](#), *Sensitive Instructional Materials* and Utah Admin. Rules 277-217, *Educator Standards and LEA Reporting*, or based on age appropriate content.
3. All employees of Box Elder School District must adhere to this policy.

D. Selection of Materials for Library Collection

1. The trained library professional under direction of the School Board will select all library materials consistent with this policy, including gifts and donations using the following criteria:
 - a. consider recommendations and work collaboratively with educators, students, others in the school community during the selection process;
 - b. create a collection that reflects diversity of ideas based upon literary value (core curriculum, and student interest) within your student age and school community;
 - c. create a collection that adheres to the law.
2. Electronic databases and other web-based searches and content will be filtered through the Box Elder School District's state-required internet filter.
3. The Librarian will make the selections as to which new resources are purchased or included in the collection. It is the responsibility of the school library to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the library or school advocates or endorses the contents of that item. (Please note that it is not possible for a librarian to read all library collection items, including but not limited to books, reference sources, magazines and other media materials). The following criteria is used as a guide for selecting the best resources.
 - a. Overall purpose and educational significance
 - b. Contribution and relevance to core standards
 - c. Teacher, parent, or student request

- d. Validity, currency and appropriateness
 - e. Accuracy, timeliness and permanence
 - f. Favorable reviews, recommendations and/or award nominees found in standard selection sources or from professional personnel
 - g. Contributes to a balanced perspective
 - h. Potential appeal and interest
 - i. Recreational reading needs of students
 - j. Artistic quality and literary style
 - k. Reputation and significance of author, producer, or publisher
 - l. Value commensurate with cost and/or need
 - m. Uniqueness, diversity, and/or heritage of the state, region, or group
 - n. Support of second language learners
 - o. Support of special needs students
 - p. Merit of the work as a whole
4. Parent Restriction of Individual Student Access
- a. The District recognizes the right of the parent under state law to restrict their student access to materials they deem inappropriate.
 - b. The parent desiring to restrict their student access to specific library books or materials shall submit the request in writing to the librarian at the school their student is attending.

E. Library Collection Maintenance

- 1. Library materials will be maintained consistent with the criteria listed in D. 3. above, state and federal laws, including [Utah Code 53G-10-103](#), and represent varying viewpoints.

2. The school librarian or designated specialist will inventory the school library collection and equipment periodically.
 - a. The inventory process may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 - b. The inventory process may be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum, or of interest to students.
 - c. The inventory process may be used to identify gaps or deficits in the library's collection.

F. Review of Library Materials (Individual School)

1. Requests for review of library materials are limited as follows:
 - a. Personal interest requirement
 - 1) A student may request review of a particular library item in the library of the school where their student is currently enrolled and attending.
 - 2) A parent may request review of a particular library item in the library of any school where a student is currently enrolled and attending.
 - 3) A District employee may request review of a particular library item in the library of a school where the employee has professional responsibilities.
 - 4) A member of the School Board may request review of a particular library item.
 - b. Limits on frequency
 - 1) Each individual is limited to two requests to review library materials per school year.
 - 2) Any item which has been subject to review, reviewed under this policy, and retained may not be subject to another request for review for at least three years within the scope of the review conducted (school or District).
 - c. Preconditions to request for review

- 1) Any individual who wishes to file a request for review must first read the library item in its entirety before filing the request (students are not to be required, requested, or encouraged to complete reading or reviewing library material in which they have discovered content they believe is sensitive material).
 - 2) Before filing a request for review regarding a library item, the individual shall first meet with the school librarian to discuss the item in question.
 - 3) If the individual is not satisfied with the information provided, the individual shall then meet with the principal or designee regarding the concern.
- d. If after meeting with the administrator the individual wishes to request review of the item, the individual shall complete the Materials Request Review Form (Appendix A) and provide it to the principal of the school where the library item is located.
- 1) A Material Request Review form will be protected and kept confidential from all individuals outside the review process.
- e. The principal or designee shall make an initial determination whether the form has been fully completed and the requirements for requesting review have been met. If so, the principal or designee shall establish a School Library Materials Review Committee (LMRC) to conduct the review.
- 1) A Review Committee will include a reasonable and an odd number of individuals.
 - 2) Members of the committee will include:
 - a) A facilitator chosen by the LEA;
 - b) At least one administrator or designee;
 - c) A licensed teacher at the school who is currently teaching English Language Arts or subject relevant to the challenged material.
 - d) a licensed teacher-librarian or school librarian; and
 - e) parents of current students at the school that number at least one more than the LEA employees on the committee; including parents reflective of the school community.

- f. An item may not be removed from the library while the review process is pending, though a parent may restrict their student's access to the item by written request to the librarian.
- g. The sole purpose of the School LMRC shall be to determine whether the item contains pornographic or indecent material as defined above in B.4.a. An item may not be removed because of disagreement with the item's content relating to politics, religion, nationalism, or other matters of opinion.
- h. The committee's determination shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).
- i. After the chair of the School LMRC has confirmed that all members of the committee have reviewed the item, the chair shall schedule such meetings as necessary for the committee to discuss the item and determine whether it contains pornographic or indecent material.
- j. In determining whether the item contains pornographic or indecent material, the School LMRC shall determine whether the material meets any of the qualifications of the three factor test set out in the definition in B.4.a above.
- k. After the School LMRC has made its determination, the committee shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.
- l. If the School LMRC determines that the item meets the criteria of B.4.a above, then the item shall be removed from the library permanently or pending the outcome of an appeal from the School LMRC to a District Library Materials Review Committee. If the School LMRC determines that the item does not meet the criteria of B.4.a., then the item shall be retained.
- m. A reviewed item which is retained after review may nevertheless be deselected by the school librarian if the librarian determines that it meets other criteria for deselection per E.2. above.
- n. If no District Appeal review is requested as described below, the chair of the School LMRC shall report the results of the review to the Utah State Board of Education.

- o. A record of reviewed materials will be maintained by the LEA.

G. Appeal Review (District)

1. An individual dissatisfied with a school review of an item may request an appeal review through the district.
2. The individual seeking review by a District LMRC shall complete the Appeal Request — Material Review Form (Appendix B) and provide it to the superintendent or designee. The form must be submitted within 10 business days of the report from the School LMRC.
3. The Superintendent or designee shall make an initial determination whether the form has been fully completed and the requirements for requesting review have been met. If so, the superintendent or designee shall establish a District LMRC to conduct the review.
 - a. A Review Committee will include a reasonable and an odd number of individuals.
 - b. Members of the committee will include:
 - 1) A facilitator chosen by the Superintendent;
 - 2) At least one administrator or designee;
 - 3) A licensed teacher at the school who is currently teaching English Language Arts or subject relevant to the challenged material.
 - 4) a licensed teacher-librarian or school librarian; and
 - 5) parents of current students at the school that number at least one more than the LEA employees on the committee; including parents reflective of the school community.
 - 6) individuals who served on the School LMRC are not eligible to serve on the district LMRC for the same library item.
4. The status of the item as determined by the School LMRC (retained or removed) shall remain in place during review by the District LMRC.

5. The sole purpose of the District LMRC shall be to determine whether the item meets the criteria of B.4.a above. However, where the item being reviewed is located in a school serving younger students (an elementary school or a middle school or junior high school) and the concern relates to nudity, the District LMRC may consider whether the item constitutes pornographic or indecent material for older students (students in middle school or junior high or high school as applicable). An item may not be removed because of disagreement with the item's content relating to politics, religion, nationalism, or other matters of opinion.
6. The District LMRC determination shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other District LMRC members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).
 - a. A Material Request Review form will be protected and kept confidential from all individuals outside the review process.
7. After the chair of the District LMRC has confirmed that all members of the District LMRC have reviewed the library item in question, the chair shall schedule such meetings as necessary for the committee to discuss the library item.
8. The District LMRC shall determine whether the review item meets any of the criteria for the three factor test in B.4.a.
9. The District LMRC may consider the report of the School LMRC but is not bound by that report and is to conduct an independent review and assessment of the item.
10. After the District LMRC has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.
11. If the District LMRC determines that the item meets the criteria for B.4.a., then the committee shall either direct that the item be removed from all school libraries within the District or, if the District LMRC determines that an item with nudity is not pornographic or indecent material with regard to older students, may limit the removal to school libraries serving elementary and/or middle or junior high schools, according to the committee's determination.
12. If the District LMRC determines that the item does not meet the criteria, then the item shall be retained and that determination shall apply to all school libraries within the District. A reviewed item which is retained after review for pornographic or

indecent material may nevertheless be deselected by a school librarian if the librarian determines that it meets other criteria for deselection per E.2. above.

13. After the District LMRC issues its report, the chair of the committee shall report the results of the review to the Utah State Board of Education.
14. The determination of the District LMRC is final and may not be further appealed.
15. A record of the appeal review materials will be maintained by the Superintendent or designee.

H. Accessibility

1. An accessible web page on the public website for Box Elder School District will be updated and available prior to the beginning of each school year to inform teachers, staff, students, and parents of the following:
 - a. This Library Policy
 - b. A Materials Review Request Form (See Appendix A)
 - c. An Appeal Request Form (See Appendix B)
 - d. Application to serve on a Materials Review Committee

Appendix A: Materials Review Request Form

Title:

Author:

School:

Copyright Date:

Date:

Review Request initiated by:

Legal Guardian Name:

Telephone:

Address:

City:

Zip:

E-Mail:

- 1) Does your child attend this school? YES NO
- 2) Was this material recommended, assigned, or made available through the student's school? If so, where?
- 3) What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Attach pages as needed.
- 4) Have you read the item in its entirety? YES NO (Not required of students)
- 5) Library material may only be removed because they contain pornographic or indecent material as defined in District Policy 4018 and governing law. Library materials may not be removed because they contain ideas that individuals disagree with based upon politics, nationalism, religion, or other matters of opinion. I acknowledge and understand that the scope of review will be limited to whether the materials contain pornographic or indecent material. Initial _____
- 6) I have met with the school librarian to discuss the item as required by Policy 4018.
- 7) What action are you requesting the committee to consider?

Signature: _____ Date: _____

*******BELOW IS FOR INTERNAL USE ONLY*******

LEA Appointed Committee Convener/Facilitator (Determined by Box Elder School District's Administration)

Name: _____ Date: _____

New Policy 4018
First Reading
September 14, 2022
Second Reading
October 12, 2022

Suggested Review Timeline: _____

Appendix B: Appeal Request — Material Review Form

Appeal Instructions:

A requestor will submit the District Appeal Form along with a copy of the School Library Materials Reconsideration decision with 10 business days of receiving the decision of the School Library Material Reconsideration Committee.

Requestor Information:

Date:

Legal Guardian Name:

Telephone:

Address:

City:

Zip:

E-Mail:

School Student is attending with material in review:

School Challenge Decision Date:

The submission of a District Appeal Form will receive a receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an estimated time-line for a determination of the District. Appeal to be completed within a reasonable time period not to exceed _____ school days.

Challenged Material Information:

Title:

Author:

Publisher and date of publication:

Please provide a written statement setting forth your rationale to appeal the School Committee's decision regarding the title (attach additional pages as needed).

Requestors Signature: _____ Date:

*******BELOW IS FOR INTERNAL USE ONLY*******

Date Form Received: _____

Superintendent or Designee Signature:

Estimated Timeline for Determination of Appeal:

Application to Serve on the Material Review Committee

Parent Name:
Student School:
Phone Number(s):
Email:

Why do you want to serve on the committee?

Committee Responsibility (including but not limited to)

Read and seek to understand Library Policy 4018
Keep material reviews and discussions confidential
Review material(s) in their entirety
Meet with committee to discuss the material in review based upon criteria found in Library Policy 4018
Vote to determine action of material in review

Library Policy 4018

Box Elder School District school libraries support and enhance student learning. Student access to library materials is based primarily on self-selection.

This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on [Utah Code 53G-10-103](#), *Sensitive Instructional Materials*, Utah Admin Rules 277-217, *Educator Standards and LEA Reporting*, or based on age appropriate content.

As a Materials Review Committee member, I volunteer to participate and will adhere to Library Policy criteria using the three-factor test as outlines in [Utah Code 76-10-1203](#)

Three Factor Test

The work:

Must contain nudity, sexual conduct, sexual excitement, or sadomashochistic abuse; AND

Must appeal to the prurient interest in of minors; AND

Be patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors

([Utah Code 76-10-1201](#))

Volunteer Signature: _____ Date: _____

POLICY 4030

Elementary School Curriculum

- A. The Utah State Board of Education shall establish the Core Curriculum for elementary grades K-6. It is the responsibility of the Box Elder School District Board of Education to provide access to the Core Curriculum to all students.
- B. Required content areas in the Elementary School Education Core Curriculum:
1. Grades K-6
 - a. ~~Reading-English~~ /Language Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
 - e. Arts:
 - 1) Visual Arts;
 - 2) Music;
 - 3) Dance; or
 - 4) Theatre
 - f. Health ~~Education~~
 - g. Physical Education
 - h. Educational Technology
 - i. Library Media ~~skills, integrated into the core subject areas; and~~
 - j. ~~Civics and character education, integrated into the core subject areas.~~

Utah Admin. Rules R277-700-4(2) (August 12, 2021)

- C. Formative assessment ~~should~~ will occur on a regular basis to ensure continual student progress. ~~Instruction shall be structured to accommodate individual student needs.~~ State-approved summative adaptive assessments will be used to assess student mastery of ~~reading,~~ language arts, mathematics science and (in grade five) effectiveness of written expression. Schools and teachers shall provide interventions for all elementary students who do not achieve proficiency of Core Standards.

Utah Admin. Rules R277-700-4(5), (6) (August 12, 2021)

POLICY 4033

Early Learning Plan

A. Establishment of Annual Early Learning Plan

1. The District shall annually establish an Early Learning Plan which includes an Early Literacy Plan, an Early Mathematics Plan, and one additional goal (related to literacy or mathematics) that:
 - a. is specific to the District,
 - b. is measurable,
 - c. based on data, addresses, current performance gaps in student literacy or mathematics proficiency, and
 - d. includes specific strategies for improving model plans provided by the State Board of Education but may also develop its own plan and component plans.
2. In establishing the plan and its components, the District may make use of model plans provided by the State Board of Education but may also develop its own plan and component plans. This plan and the component plans must be approved in a public meeting of the Board of Education. After approval, and by September 1 of each year, the Early Learning Plan shall be submitted to the State Superintendent for approval, together with documentation confirming that the Board of Education reviewed and approved the plan in an open meeting and that the plan ~~has been~~ was uploaded to the appropriate system as required by the State Superintendent.

[Utah Code § 53G-7-218\(1\) to \(3\) \(2022\)](#)

Utah Admin. Rules R277-406-4(1), (3) (July 22, 2022)

B. Early Literacy Plan

1. The District's Early Literacy Plan shall incorporate the following components:
 - a. Core instruction in:
 - 1) phonological awareness;
 - 2) phonics;

- 3) fluency;
 - 4) comprehension;
 - 5) vocabulary;
 - 6) oral language; and
 - 7) writing;
- b. Intervention strategies that are aligned to student needs;
- ~~c. Professional development for classroom teachers, literacy coaches, and interventionists in kindergarten through grade 3;~~
- d. Assessments that support adjustments to core and intervention instruction;
- e. A District growth goal that:
- 1) is based upon student learning gains as measured by benchmark assessments administered under [Policy 4037 Reading Assessment for K-3](#); and
 - 2) includes a target of at least 60% of all students in grades 1 through 3 meeting the growth goal;
- f. Subject to other direction from the State Superintendent at least one District-specific goal that:
- 1) Is measurable;
 - 2) addresses current performance gaps in student literacy based on data; and
 - 3) includes specific strategies for improving outcomes; ~~and~~
- ~~g. If a school uses interactive literacy software, the use of interactive literacy software.~~

[Utah Code § 53F-2-503\(4\) \(2022\)](#)
Utah Admin. Rules R277-406-5(2) (July 22, 2022)

C. Early Mathematics Plan

1. The District's Early Mathematics Plan shall include the components of early mathematics, including the following categories:
 - a. Conceptual understanding;
 - b. Procedural fluency;
 - c. Strategic and adaptive mathematic thinking; and
 - d. Productive disposition.

[Utah Code § 53E-3-521 \(2020\)](#)

Utah Admin. Rules R277-406-2(3) (July 22, 2022)

2. The District's Early Mathematics Plan shall also incorporate the following components:
 - a. A District growth goal that:
 - 1) is based upon student learning gains as measured by the ~~state assessed~~ benchmark assessment ~~administered under~~ [Policy 4038 Mathematics Assessment for K-3](#); and
 - 2) includes ~~a the target of at least 60% of all students in grades 1 through 3 meeting the growth goal that is established by the State Superintendent beginning in the 2021-2022 school year;~~
 - b. Subject to other direction from the State Superintendent, one District-specific goal that:
 - 1) Is measurable;
 - 2) addresses current performance gaps in student mathematics proficiency based on data; and
 - 3) includes specific strategies for improving outcomes.

[Utah Code § 53G-7-218\(1\)\(b\) \(2022\)](#)

Utah Admin. Rules R277-406-5(2) (July 22, 2022)

D. Goal Achievement Reporting

1. The District shall annually provide parents with a copy of the student's comprehensive statewide assessment results, which includes measurements of reading and mathematics performance.

[Utah Code § 53E-4-310\(4\) \(2019\)](#)

E. Reporting to the Board

1. The Superintendent shall annually report to the Board on the assessment data and other information submitted to the State Board of Education relating to K-3 reading and mathematics performance in the District at the District level and at the school level. The Board may use this information to work with the Superintendent to review and revise plans to enable the District to meet Early Learning Plan goals.

[Utah Code § 53E-4-310\(2\) \(2019\)](#)

F. Report Submitted to the State Board of Education

1. The District shall annually submit a report to the State Board of Education accounting for the expenditure of program money in accordance with its Early Literacy Plan for reading proficiency improvement.
2. The District shall use program money in a manner that is consistent with [Utah Code § 53F-2-503](#).
3. The District shall **annually** by June 30 ~~of each year~~ report progress toward the goals outlined in its Early Learning Plan to the State Superintendent.

Utah Admin. Rules R277-406-5(1) (July 22, 2022)

POLICY 4037

Reading Assessment for K-3

- A. Subject to legislative appropriations, District elementary schools shall **annually** administer the State Board of Education approved benchmark reading assessments **in grade 1, grade 2, and grade 3** within the following testing windows:
1. The first benchmark before September 30
 2. The second benchmark between December 1 and January 31
 3. The third benchmark between the middle of April and June 15
- B. Following each benchmark assessment, the school shall notify parents of their student's results by October 30, **the last day of February 28**, and June 30, respectively. The District shall also report the results to the State Superintendent by the same dates, together with the additional information required by Rule R277-406-3(5).
- C. If a benchmark assessment or a supplemental reading assessment indicates that a student is scoring below benchmark, the school shall take the notification and reading remediation interventions outlined below.

Utah Admin. Rules R277-406-3(1) to (5) (July 22, 2022)

~~D. Goal Achievement Reporting~~

- ~~1. In addition to the reports provided to parents under the reporting component of the reading achievement plan, the District shall annually provide parents with a copy of the student's comprehensive statewide assessment results, which includes measurements of reading performance.~~

~~*Utah Code § 53E-4-310(4) (2019)*~~

- ~~2. The District shall annually submit a report to the State Board of Education accounting for the expenditure of program money in accordance with its plan for reading proficiency improvement.~~

3. ~~The District shall by June 30 of each year report progress toward the goals outlined in its Literacy Proficiency Improvement Plan to the State Superintendent.~~

~~Utah Code § 53F-2-503~~

~~Utah Admin. Rules R277-406-5)(1) (August 7, 2018)~~

E. Scoring Below Benchmark

1. A student scores below **or well below** benchmark when the student performs below **or well below** the benchmark score on the benchmark reading assessment and requires additional instruction beyond that provided to typically developing peers ~~in order~~ to close the gap between the student's current level of achievement and that expected of all students in that grade. For any first, second, or third grade student who through assessment is determined to be scoring below **or well below** benchmark, the school shall take the following actions:
 - a. Notify the student's parent that the student is reading below grade level;
 - b. **Administer diagnostic assessments to the student;**
 - c. **Using data from the diagnostic assessment, provide specific, focused, and individualized intervention or tutoring** to develop the reading skill;
 - d. Administer formative assessments **and progress monitoring at recommended levels for the benchmark assessment** to measure the success of the focused intervention;
 - e. Inform the parent of activities that he or she may engage in with the student to assist the student in improving reading proficiency; **and**
 - f. Provide information to the parent of the student regarding reading interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school; **and-**
 - g. **Provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.**
2. **In meeting these standards, "evidence-based" means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of**

Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education). “Evidence-informed” means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education).

[Utah Code § 53E-4-307\(4\) \(2022\)](#)

[Utah Code § 53G-11-303\(1\) \(2022\)](#)

Utah Admin. Rules R277-406-2(11) (July 22, 2022)

Utah Admin. Rules R277-406-3(3)(a) (July 22, 2022)

POLICY 4038

Mathematics Assessment for K-3

- A. Subject to legislative appropriations, District elementary schools shall **annually** administer the State Board of Education approved benchmark mathematics assessments **in grade 1, grade 2, and grade 3** within the following testing windows:
1. The first benchmark before September 30
 2. The second benchmark between December 1 and January 31
 3. The third benchmark between the middle of April and June 15 **of grade one, grade two, and grade three.**
 4. The District schools may also administer the early mathematics benchmark assessments in kindergarten.
- B. Following each benchmark assessment, the school shall notify parents of their student's results by October 30, **the last day of February 28**, and June 30, respectively. The District shall also report the results to the State Superintendent by the same dates, together with the additional information required by Rule R277-406-3(5).

[Utah Code § 53E-4-307.5 \(2020\)](#)

Utah Admin. Rules R277-406-3(1) to (4) (July 22, 2022)

C. Scoring Below Benchmark

1. A student scores below **or well below** benchmark when the student performs below **or well below** the benchmark score on the benchmark mathematics assessment and requires additional instruction beyond that provided to typically developing peers **in order** to close the gap between the student's current level of achievement and that expected of all students in that grade.

Utah Admin. Rules R277-403-3(4)(b) (July 22, 2022)

2. If a benchmark assessment indicates that a student is scoring below **or well below** benchmark, the school shall **implement a remediation intervention as required by the State Superintendent. take the following actions:**

- a. Notify the student's parent that the student's mathematics performance is below grade level;
 - b. Administer diagnostic assessments to the student;
 - c. Using data from the diagnostic assessment, provide specific, focused, and individualized intervention or tutoring to develop the mathematics skill;
 - d. Administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;
 - e. Inform the parent of activities that he or she may engage in with the student to assist the student in improving mathematics proficiency;
 - f. Provide information to the parent of the student regarding mathematics interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school; and
 - g. Provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.
3. In meeting these standards, "evidence-based" means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education). "Evidence-informed" means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education).

[Utah Code § 53E-4-307\(4\) \(2022\)](#)

[Utah Code § 53G-11-303\(1\) \(2022\)](#)

Utah Admin. Rules R277-406-2(11) (July 22, 2022)

Utah Admin. Rules R277-406-3(3)(a), (b) (July 22, 2022)

POLICY 4040

Acceleration/Retention of Students

- A. Every effort will be made to assure that students move through the school system in a continuous manner. Teachers will plan instruction to meet the individual needs of students, based upon assessment data.
- B. If a parent, or teacher recommends acceleration or retention of a student, which will place that student in a learning environment other than with own age peers, a team will be formed to make a recommendation based on the following criteria:
1. Student achievement data
 2. Teacher information and observations
 3. Parent information and observations
 4. Research based best practices.
 5. Social, emotional, and developmental needs of the student
 6. Opportunity for participation in intervention programs
 7. Potential impact on Special Education placement and service
- C. The team will include:
1. A building level administrator
 2. A district office representative
 3. A parent
 4. The student if appropriate
 5. The student's teacher(s), if appropriate
 6. The school counselor, if appropriate

Policy 4040
Reviewed
February 9, 2022
First Reading
September 14, 2022
Second Reading
October 12, 2022

- D. A recommendation concerning acceleration/retention shall be made jointly by the team. Parents have the right to appeal any recommendation made at the school level through the process outlined in [Policy 5350 Student Complaints - Resolution](#).

POLICY 5003

Parent Rights to Academic Accommodations

- A. As used in this policy, “reasonably accommodate” means that a school shall make its best effort to enable a parent to exercise a right identified in this policy (1) without substantial impact to staff and resources, including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and (2) while balancing (a) parental rights, (b) the educational needs of other students, (c) academic and behavioral impacts to a classroom, (d) teacher workload, and (e) the need to assure safe and efficient school operation. In determining whether a parental request will be accommodated in a particular instance, each of the above-listed factors should be considered.
- B. The District recognizes that a student’s parent is the primary person responsible for the education of the student, and the state is in a secondary and supportive role to the parent. As such, a student’s parent has the right to reasonable academic accommodations from the student’s school. Each requested accommodation shall be considered on an individual basis and no student shall be considered to a greater or lesser degree than any other student. An accommodation may only be provided if the accommodation is consistent with the federal law and, if the student has an Individualized Education Program (IEP), is consistent with the IEP.

[Utah Code 53G-6-803\(1\) \(2020\)](#)

C. Academic accommodations

1. Each school in the District shall reasonably accommodate the request of a student’s parent:
 - a. made in writing to retain a student in kindergarten through grade 8 on grade level based on the student’s academic ability or social, emotional, or physical maturity;
 - b. regarding initial selection of a teacher or request for a change of teacher;
 - c. to visit and observe any class the student attends, [see Policy 6012 Parent Classroom Observation](#);

- d. made in writing to place a student in a specialized class, a specialized program, or an advanced course (the school shall consider multiple academic data points when considering this requested accommodation); and
- e. to meet with a teacher at a mutually agreeable time if the parent is unable to attend a regularly scheduled parent teacher conference (see [Policy 4090 Student Progress Reporting](#) regarding parent-teacher conferences).

[Utah Code § 53G-6-803\(2\)-\(4\), \(6\), \(8\) \(2020\)](#)

D. Parent rights regarding alternative credit and testing

1. Students shall be allowed, consistent with requirements of the State Board of Education, to earn course credit towards high school graduation without completing a course in school by either testing out of the course or demonstrating competency in course standards.

[Utah Code § 53G-6-803\(7\) \(2020\)](#)

E. Parent rights regarding assessments

1. At the request of a parent, a student shall be excused from taking such assessments as provided for in regulations issued by the Utah State Board of Education and according to the procedures in those regulations. Schools may not require procedures to be excused from assessments in addition to the procedures established by State Board regulations. Schools may not provide a nonacademic reward to a student for taking assessments that are included in the list of assessments established by the State Board as assessments from which students may be excused.

[Utah Code § 53G-8-803\(9\) \(2020\)](#)

F. Parent rights regarding student absences

1. A school shall record an excused absence for a scheduled family event or a scheduled proactive visit to a health care provider if (1) the parent submits a written statement at least one school day before the scheduled absence and (2)

the student agrees to make up course work for school days missed for the scheduled absence in accordance with District policy.

[Utah Code § 53G-6-803\(5\) \(2020\)](#)

G. Parent rights regarding student discipline

1. As required by [Policy 5282 Student Discipline](#), parents will be provided a copy of that policy and shall acknowledge by signature receiving the policy. When a student is suspended for any period of time or is recommended for expulsion, the student's parent shall be provided notice of the violation or violations upon which disciplinary action is to be based and shall have an opportunity to respond as set forth in [Policy 5282 Student Discipline](#).

[Utah Code § 53G-6-803\(10\) \(2020\)](#)

H. Notice of parent rights

1. Each student's parent shall be given annual notice of the parental rights and school responsibilities under this policy. This notice may be given by posting it on the District or school web site or through other means of electronic communication.

[Utah Code § 53G-6-802 \(2019\)](#)

POLICY 6000

Public Records Access and Management

- A. This policy is adopted pursuant to the Government Records Access and Management Act [Utah Code § 63G-2-701](#) (“GRAMA”) and applies to district records relating to information practices, including classification, access, appeals, management and retention of documents. [Note: Upon adoption, a school district GRAMA policy must be filed with the state archives within 30 days of the policy’s effective date.]

[Utah Code § 63G-2-701 \(2019\)](#)

- B. The District reserves the right to claim a privilege with respect to all documents which are subject to attorney work product, attorney-client, physician-patient, psychiatrist-patient or other statutory privilege.
- C. A person may request access to the district's records free of charge, if that person meets the requirements set forth in this policy.
- D. The district business administrator is hereby designated as the Records Officer as the Superintendent’s appointed “records officers” he/she is to work with Division of Archives and Records Service in the care, maintenance, scheduling, designation, classification, disposal, and preservation of records. Each records administrator shall, on an annual basis, successfully complete online training and obtain certification from Division of Archives and Records Service.

[Utah Code § 63G-2-103 \(24\) \(2018\)](#)

[Utah Code § 63G-2-108 \(2012\)](#)

- E. Public records shall include official minutes, actions and decisions of the Board of Education and District Administration unless the record involves information which is classified as private, controlled or protected. Public records also include official district and school policies, contracts, minutes, accounts, employment records to the extent they disclose only names, gender, job titles, job descriptions, business addresses, business telephone numbers, gross salaries, working hours and dates of employment. Public records shall also include formal criminal charges or disciplinary actions against a current or former employee if the disciplinary action has been completed, all time periods for administrative appeal have expired, and the charges on which the disciplinary action was based were sustained. [Utah Code § 63G-2-301 \(2018\)](#)

1. For purposes of this policy, "records" do not include: temporary drafts or other materials prepared for the originator's personal use or for the personal use of another, personal notes, notes kept in personal journals, diaries or other day timers, notes of informal observations, notes of evaluations or materials owned by the originator in his or her private capacity, documents relating to the Board of Education's actions in a quasi-judicial capacity, books or other items catalogued in District libraries, copyrighted material (unless copyrighted by a government entity), or computer programs or software. In addition, GRAMA does not apply to District documents and information relating to security plans (including plans to prepare for or mitigate terrorist activity or for emergency and disaster response and recovery); security codes, combinations, and passwords; passes and keys; security procedures; results of or data collected from a risk assessment or security audit; and building and public works designs to the extent that those relate to ongoing security measures.

[Utah Code § 63G-2-204\(1\) \(2021\)](#)

[Utah Code § 63G-2-201 \(2019\)](#)

[Utah Code § 63G-2-106 \(2022\)](#)

- F. Public records shall be open for public inspection during regular office hours, subject to compliance with the procedures set forth in this policy. A "public record" generally means any record that is not private, controlled, or protected. However, a "public record" does not include a record to which access is restricted pursuant to a court rule, a federal regulation, another statute, or records to which access is restricted or governed as a condition of participation in a state or federal program or for receiving state or federal funds.
- G. Private documents shall include all documents identified in [Utah Code § 63G-2-302\(1\)\(a\) through \(c\), \(g\) through \(i\), \(n\), \(w\) and 302\(2\)](#), personnel files including but not limited to applications, nominations, recommendations, any formal employee evaluation signed by the employee, proposals for advancement or appointment, all documents related to eligibility for unemployment benefits, social services, welfare benefits, personal finances, individual medical conditions and military status. Any record the disclosure of which would constitute a clearly unwarranted invasion of personal privacy. Exceptions include information provided to the Board for the purpose of complying with a financial assurance requirement, or records that must be disclosed pursuant to another statute and those portions of personnel records identified as public above.
- H. All student records are designated as "education records" and the disclosure of such education records is not governed under GRAMA but under [20 USC § 1232g](#) and [34](#)

[CFR § 99 et seq.](#) and [34 CFR § 300 et seq.](#) The district may not release information related to educational records without parental consent, except as provided in the [Family Educational Rights and Privacy Act \(FERPA\)](#). (See [Policy 5100 Student Records](#))

- I. Private records shall be open only to the subject of the record, or the parent of an un-emancipated minor who is the subject of the private record or the legal guardian of a legally incapacitated individual who is the subject of the private record, or any individual who has a power of attorney from the subject of the record, or who submits a notarized release from the subject of the record, or his legal representative which is dated not more than ninety (90) days before the date the request is made, or pursuant to an order of a court of competent jurisdiction to disclose such record.

[Utah Code § 63G-2-302\(1\) \(2022\)](#)

- J. Controlled records shall include medical, psychiatric or physiological data of an individual which, if disclosed, could be detrimental to the individual's mental health or safety or releasing the information would constitute a violation of normal professional practice and medical ethics; and, the district has properly classified the record.
 1. Records showing medical or psychological tests of a student may be disclosed to persons within the school district who are members of that student's individual education program (IEP) team.

[Utah Code § 63G-2-304 \(2008\)](#)

2. Upon proper request, the District shall disclose a controlled record to, a physician, physician assistant, nurse practitioner, psychologist, certified social worker, insurance provider or producer, or a government public health agency upon submission of a release from the subject of the record that is dated no more than 90 days prior to the date the request is made; and a signed acknowledgment of the terms of disclosure of controlled information or any person to whom the record must be disclosed pursuant to a court order or legislative subpoena.

[Utah Code § 63G-2-202\(2\)\(a\) \(2021\)](#)

- K. Protected records include all records identified in [Utah Code § 63G-2-305](#) information that, if disclosed, would jeopardize the life or safety of an individual or security of district property or program. Protected records also may include information such as a trade secret as defined in [Utah Code § 13-24-2](#), or commercial information or non-individual financial information from a person if disclosure of that information could reasonably be expected to result in unfair competitive injury to the person submitting the information or

would impair the ability of the District to obtain necessary information in the future; or the person submitting the information has a greater interest in prohibiting access than the public in obtaining access if the person submitting that information to the District has provided the District with the information specified in [Utah Code § 63G-2-309](#);

1. Documents that, if disclosed, would place the district at a disadvantage in contract negotiations, property transactions, or bargaining positions or could enable circumvention of an audit; records related to potential litigation or personnel or hearing; records of investigations of loss occurrences and analyses of loss occurrences that may be covered by the Risk Management Fund, the Employer's Reinsurance Fund, the Uninsured Employers' Fund, or similar divisions in other governmental entities; records generated in meetings which are closed in accordance with the [Utah Open Public Meetings Law](#); and test questions.
2. Records, other than personnel evaluations, that contain a personal recommendation concerning an individual if disclosure would constitute a clearly unwarranted invasion of personal privacy, or disclosure is not in the public interest;
3. Materials to which access must be limited for purposes of securing or maintaining the District's proprietary protection of intellectual property rights including patents, copyrights, trademarks and trade secrets;
4. A statement that a District employee provides to the district in the course of a District personnel or administrative investigation into potential misconduct involving the employee when the District
 - a. Requires the statement to be given under threat of employment disciplinary action and
 - b. Gives the employee assurance that the statement cannot be used against the employee in any criminal proceeding.
5. Records showing medical or psychological tests of a student may be disclosed to persons within the school district who are members of that student's individual education program (IEP) team.

[Utah Code § 63G-2-305 \(2021\)](#)

- L. Protected records shall only be open to authorized individuals and agencies or in response to court order.

[Utah Code § 63G-2-202\(4\) \(2021\)](#)

- M. Exempt records include student records which are protected by the Family Educational Rights and Privacy Act.
- N. Any document which is copyrighted, either by formal filing under federal copyright laws or by informal claim of copyright, or which is covered by a patent, trademark or other protected designation, shall not be copied or provided to any person without an order of a court of competent jurisdiction ordering such disclosure or written permission from the author of the record.

[Utah Code § 63G-2-103\(22\)\(b\)\(iv\) \(2021\)](#)
[Utah Code § 63G-2-305\(36\) \(2022\)](#)

- O. Access to district records may be obtained under the following procedures:
1. The District shall provide a private, controlled, or protected record to another governmental entity if it is entitled by law to inspect the record; or is required to inspect the record as a condition of participating in a state or federal program or for receiving state or federal funds.
 2. The District may provide a record that is private, controlled, or protected to another governmental entity, that serves as a repository, enforce or litigates law, authorized to audit, or directed by the legislature. The agency must provide written assurances that meet the above policy and state law with regard to records management.

[Utah Code § 63G-2-206 \(2019\)](#)

3. The request to view district records should be addressed to the appropriate records officer during the regular business hours. The requester must submit a written request containing the requester's name, mailing address, daytime telephone number, a specific description of the records requested. The request shall specifically state whether:
 - a. the requester seeks only to inspect the records;
 - b. the requester seeks to inspect and obtain copies of records; or
 - c. the requester seeks to have the District identify and provide copies of the requested records, without prior inspection by the requester.

- d. In submitting the records request, the requester shall also state if the requester desires copies of the records in electronic format.

[Utah Code § 63G-2-201\(14\) \(2019\)](#)

4. Individuals requesting to view records classified as "Private, Controlled and Protected" must prove their right to access to the records through personal identification, written release from the subject of the record, power of attorney, court order or other appropriate means.
5. The records officer shall determine whether access to the requested records is to be granted or denied.
 - a. If the request is approved, the record shall be provided as soon as possible and not more than ten (10) working days from the date the request is received. If the requester seeks an expedited response, the time for response to the request shall be five (5) business days if the requester demonstrates that the request benefits the public rather than the requester. This public benefit is presumed if the request is made to obtain information for a story or report for publication or broadcast to the general public. The District shall promptly evaluate all requests for expedited responses and if the District determines that the requester has not demonstrated that the request is for public benefit and that the response to the request will therefore not be expedited, the District shall so inform the requester within five (5) business days of the request.
 - b. If the request is denied, the records officer must specify the reason in writing and specify the record denied and the regulation, exempting the record. The requestor shall be informed of the right to appeal which must be made within 30 days after the denial is sent. The name and address of the superintendent where the appeal must be sent. If the records are not maintained by the District, the requester should be informed that the records cannot be provided for that reason.

[Utah Code § 63G-2-205 \(2008\)](#)

- c. If the District determines that extraordinary circumstances as identified in [Utah Code § 63G-2-204\(6\)](#) require a longer time for response, the District shall notify the requester of that determination within ten business days (five for public benefit requests) and shall describe in the notice the circumstances which constitute the extraordinary circumstances and shall inform the

requester when the records or shall be available or response shall be made consistent with [Utah Code § 63G-2-204\(7\)](#).

[Utah Code § 63G-2-204 \(2021\)](#)

6. A fee shall be charged for the district's actual cost of duplicating a requested record and also for the personnel time in compiling and obtaining the record. The fee schedule for this service shall be the same as currently charged to employees for personal copies and the hourly rate of lane 1 step 1 of the secretary salary schedule to the closest dollar. Rates for other manipulation or research of data will be determined by the salary of the person who must do the work. No fee may be charged for the time and work required to determine whether the record is subject to disclosure or the requester's inspection of the record. An additional charge of \$1 shall be charged per each page of a document which has been requested to be certified.
7. The district shall require all fees of the requestor to be paid before copying if fees are expected to exceed \$50.00, or if the requestor has not paid fees from a previous request.
8. The District shall charge for the first quarter hour of staff time spent in responding to a records request if the requester is not a Utah media representative and has previously submitted a separate request within the 10-day period immediately before the date of the request the District is responding to. (A "media representative" is a person who requests a record to obtain information for a story or report for publication or broadcast to the general public. "Media representative" does not include a person who requests a record to obtain information for a blog, podcast, social media account, or other means of mass communication generally available to a member of the public.)

[Utah Code § 63G-2-203 \(2022\)](#)

- P. An appeal of an access denial may be made by the requester or by any interested party. (An "interested party" is a person other than the requester who is aggrieved by an access denial. An "access denial" is the complete or partial refusal to disclose a record or the failure to respond or to timely respond to a records request.) The requester may also appeal a denial of a request to waive fees or the records officer's determination that extraordinary circumstances exist justifying additional time for responding and the date determined for response.

[Utah Code § 63G-2-203\(6\) \(2022\)](#)

[Utah Code § 63G-2-400.5 \(2019\)](#)

[Utah Code § 63G-2-401 \(2019\)](#)

1. An appeal is made by filing a notice of appeal with the superintendent within 30 days after (1) the District sends or delivers the notice of denial or denies a request to waive fees, (2) the records request is considered denied because the District has not timely responded to the request, or (3) the District gives notice of the claim of extraordinary circumstances justifying a longer time for responding.

[Utah Code § 63G-2-401\(1\) \(2019\)](#)

2. The notice of appeal must include (1) the name, mailing address, and daytime telephone number of the requester or interested party and (2) the relief sought. The appealing party may also file a short statement of facts, reasons, and legal authority in support of the appeal.

[Utah Code § 63G-2-401\(2\), \(3\) \(2019\)](#)

3. If the appeal involves a record which is subject to a claim of business confidentiality, then the superintendent shall send notice of the appeal to the person claiming business confidentiality within three business days after receiving the notice of appeal (or, if the notice has to be given to more than 35 persons, as soon as reasonably possible). The superintendent shall also send notice to the appealing party of the business confidentiality claim and the schedule for deciding the appeal within three business days after receiving the notice of appeal. The business confidentiality claimant has seven business days after the superintendent sends notice to the claimant in which to submit further support of the claim of confidentiality.

[Utah Code § 63G-2-401\(4\) \(2019\)](#)

4. The superintendent shall rule on the appeal within five business days of receiving the notice of appeal unless the record is subject to a claim of business confidentiality. In that case, the superintendent shall rule on the appeal within twelve business days after the superintendent sends the notice of appeal to any individual asserting a claim of business confidentiality. If the superintendent does not rule on the appeal within these time periods, then the superintendent is deemed to have affirmed the access denial or the claim of extraordinary circumstances requiring additional time to respond or the extended date to respond.

[Utah Code § 63G-2-401\(5\) \(2019\)](#)

5. The District shall send written notice of the superintendent's decision to all participants. If the superintendent in whole or in part affirms the access denial, this notice shall state (1) that the appealing party has the right to appeal the decision to the State Records Committee or to a state district court, and (2) the name and business address of the executive secretary of the State Records Committee. The time for filing an appeal to the State Records Committee is thirty days after the superintendent's decision is issued. However, if the issue was a claim of extraordinary circumstances or an extended response date based on extraordinary circumstances and if the superintendent does not make a decision, then the appeal to the State Records Committee may be filed within forty-five days of the original records request. If the appeal is by filing a petition for judicial review in district court, the petition must be filed within thirty days of the superintendent's decision.

[Utah Code § 63G-2-401\(7\) \(2019\)](#)

[Utah Code § 63G-2-403\(1\) \(2019\)](#)

[Utah Code § 63G-2-404\(1\)\(a\) \(2021\)](#)

6. An individual who is aggrieved by the District's classification or designation of records for GRAMA purposes (but who is not requesting access to the records) may appeal the District's action to the superintendent following these procedures. However, if the non-requesting party is the only party appealing, the decision on the appeal is to be made within thirty days of the notice of appeal.

[Utah Code § 63G-2-401\(8\) \(2019\)](#)

- Q. The district shall adhere to the general schedule for records retention approved by the State Records Committee. Records which are not covered by the general schedule shall be submitted to the State Records Committee for scheduling.
- R. If an appropriate requestor requests to have copies of more than fifty (50) pages of records, the district may in its sole discretion provide the requestor with facilities to make copies and require the requestor to make copies him or herself at his or her own expense.
- S. An individual may contest the accuracy or completeness of any public, or private, or protected record concerning him/her by requesting the school district to amend the record. However, this provision does not affect the right of access to private or protected records. This provision does not apply to records relating to title of real property, medical records, judicial case files, or any other records that the school district

determines must be maintained in their original form to protect the public interest or preserve the integrity of the record keeping system.

1. The request to amend shall contain the requester's name, mailing address, day time telephone number and a brief description explaining why the specific record should be amended.

[Utah Code § 63G-2-603\(2\)\(b\) \(2008\)](#)

2. The school district shall issue an order either approving or disapproving the request to amend no later than thirty (30) days after the request is made. The order shall state reasons for the decision. If the request is denied, the requester may submit a written statement contesting the information in the record. The school district shall place the statement with the record, if possible, and disclose the statement whenever the contested record is disclosed. [Utah Code § 63G-2-603\(5\), \(6\) \(2008\)](#)

T. The District shall post a notice and explain upon request to a person who is asked to furnish information that could be classified as a private or controlled record:

1. The reasons the person is asked to furnish information that could be classified as a private or controlled record;
2. The intended uses of the information;
3. The consequences for refusing to provide the information; and
4. The reasons and circumstances under which the information may be shared with or provided to other persons or governmental agencies.

[Utah Code § 63G-2-601\(2\), \(3\) \(2008\)](#)

Policy 1250

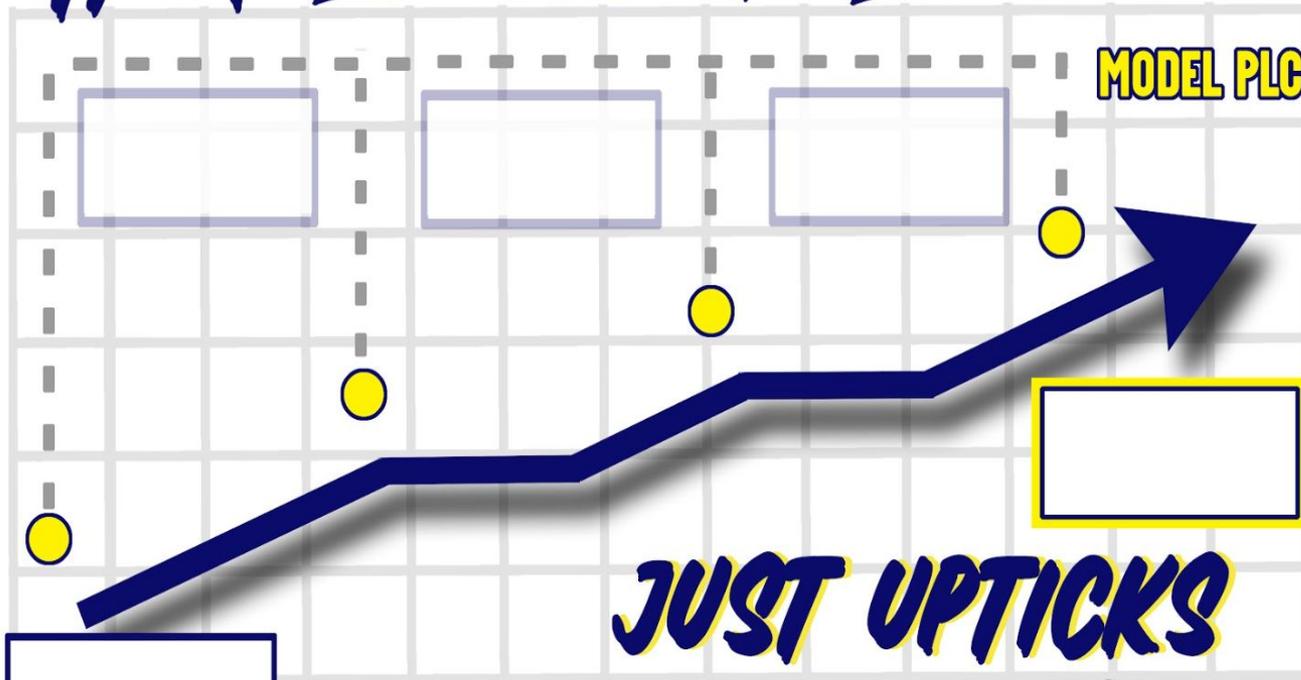
Professional Learning Communities

- 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, 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 work to help each other 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?
 4. 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.

<https://academyofsingaporeteachers.moe.edu.sg/professional-excellence/professional-learning-communities/3-big-ideas-4-critical-questions-5-dimensions>

**Every
School
Every
Grade
Every
Team**

HIGH LEVELS OF LEARNING



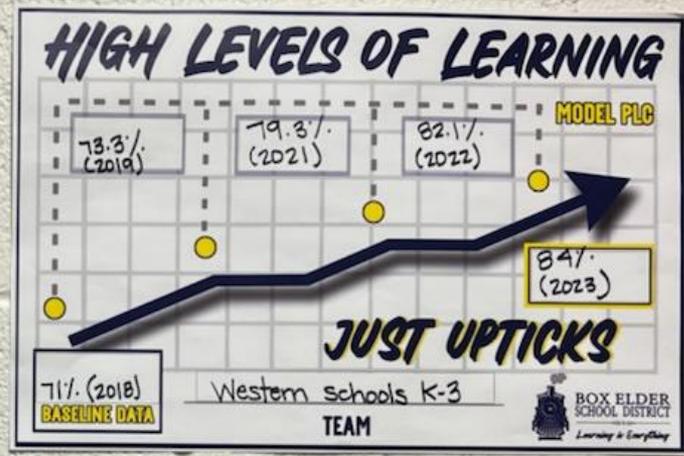
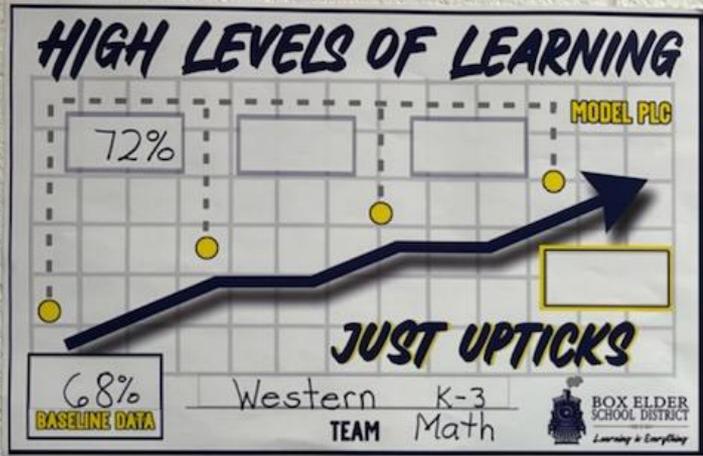
BASELINE DATA

TEAM



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything



HIGH LEVELS OF LEARNING

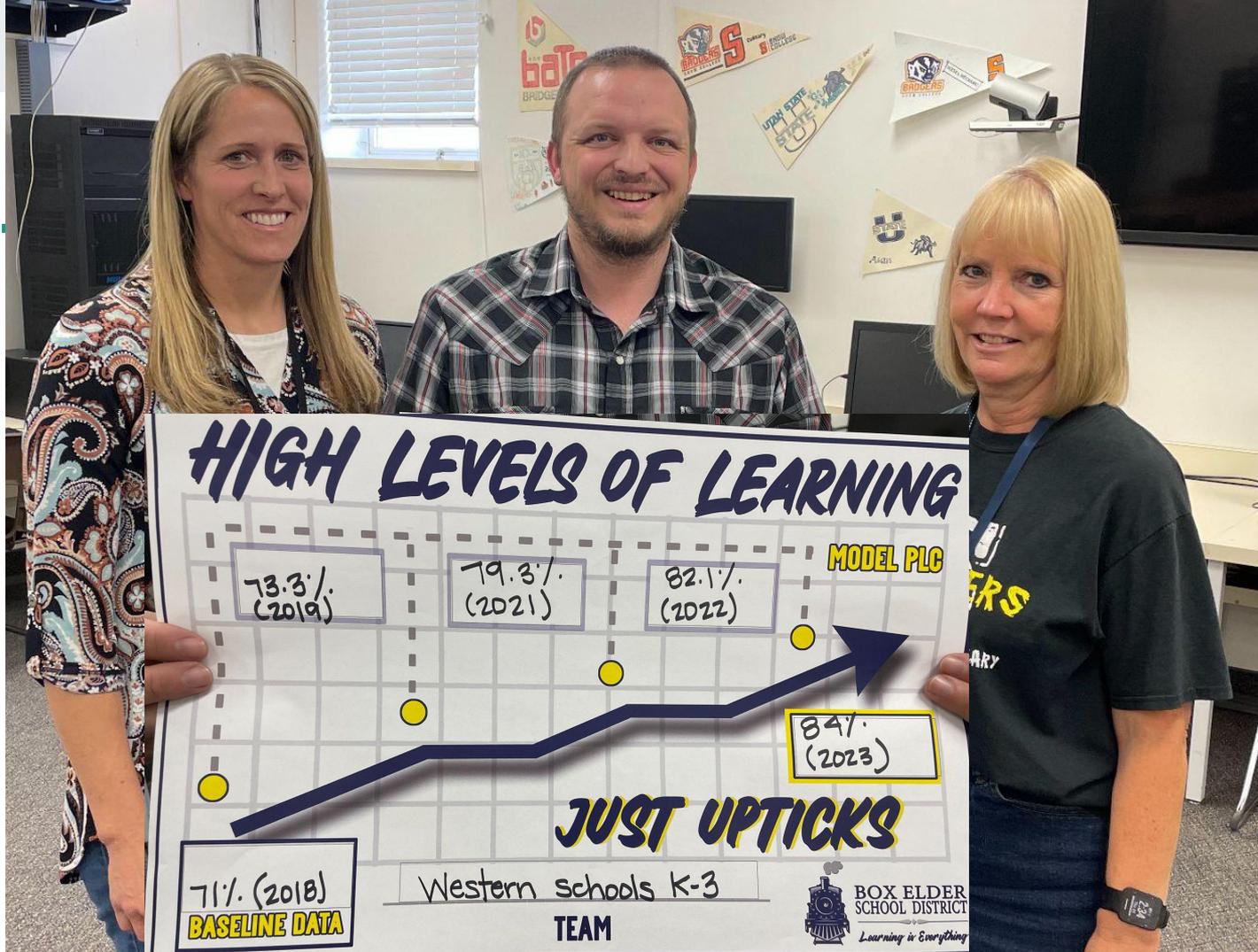


71% (2018)
BASELINE DATA

Western schools K-3
TEAM

 **BOX ELDER**
SCHOOL DISTRICT
Learning is Everything

MODEL PLC



https://www.canva.com/design/DAFMI6taHi0/jK3iNqCa8eQctd-rwM50Ng/watch?utm_content=DAFMI6taHi0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
SEPTEMBER 14, 2022

A work session was held at 5:30 p.m. where the following principals presented:

David Lee, ACHI – emphasis on reading and getting to grade level
AJ Gilmore, BRHS – talked about the schools PLC, training, modeling from Washington County schools. Attendance and citizenship models explained, responsibility on students. School wide behavior plan.
Mark Taylor, McKinley Elementary – talked about the schools PLC, RTI Teaching Academy, positive culture is allowing us to turn the corner, theme “worth more than gold”.

A Board Member asked about teacher retention. Another Board Member asked about what is one thing could they do as a Board to help teachers. The response was to come visit the schools.

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening September 14, 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 McKayla Morris, Student Board Member. Also present were Superintendent Steve Carlsen, Assistant Superintendents Heidi Jo West, Gary Allen, Keith Mecham, and Business Administrator David Roberts; members of the press, employees and patrons.

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

After the reverence which was offered by Clyde Wohlgemuth, the pledge of allegiance was led by Wade Hyde.

Swearing in of 2022-2023 Student Board Member:

McKayla Morris, Student Board Member, a senior at Bear River High School was sworn in by David Roberts, Business Administrator.

Recognitions:

Nucor Grants Presentation:

Nucor grants were presented by Lewis Cruz & Sandy Reed. The total grants issued to schools was \$25,270.

Wade Hyde recognized the following:

Sargent Jared Glover - Active Shooter Response Training presentation to all district employees. Supportive with other training and issues, great liaison

BRHS - Gold Star through the *Raise-the-Bar: Sportsmanship Matters* program through UHSAA

Shaunie Owen, Golden Spike Elementary - Recognized at the state's celebration as BESD Teacher of the Year

Elizabeth Ellis, Secretary at Lake View Elementary – does everything with a smile, thorough and patient

Serenity Stewart, Lake View Elementary PTA President – sees the best in everyone and has organized great events

Heidi Jo West, Assistant, Superintendent of Elementary Teaching & Learning – organized and timely in her support to Principals

Jacqueline Whitaker, Behavior Intervention Specialist - helpful suggestions and resources

Robert Gordon, IT Director – does everything he can to make technology available, great demeanor, he does the very best he can to help

Jeff Morris, Principal at Lake View Elementary - supports Spanish families, translates, personal phone calls, all families included

Cody Howard, IT Tech – He is a Rockstar, works tirelessly, stops by school every day, personable, ensuring that we are successful in starting the new year

Bradi Holder, Instructional Coach at Willard Elementary - works at Lake View Elementary too, works unselfishly

Approval of Agenda:

Karen Cronin made the motion to approve the agenda, second by Nancy Kennedy. The motion passed unanimously with the votes as follows:

Wade Hyde – yes

Connie Archibald – yes

Karen Cronin – yes

Julie Taylor – yes

Tiffani Summers – yes

Bryan Smith – yes

Clyde Wohlgemuth – yes

Nancy Kennedy – yes

Public Comment:

Thomas Jensen, a vendor specializing in healthy USDA snacks presented to the Board about vending machines in schools.

Action Items:

Approval of Sunrise High School Comprehensive School Improvement (CSI) Intervention Plan

Gary Allen, Assistant Superintendent, presented the CSI Intervention Plan. A committee met to recommend this plan.

Nancy Kennedy made the motion to approve the plan, second by Tiffani Summers. The motion passed unanimously with the votes as follows:

Wade Hyde – yes

Connie Archibald – yes

Karen Cronin – yes

Julie Taylor – yes

Tiffani Summers – yes

Bryan Smith – yes

Clyde Wohlgemuth – yes

Nancy Kennedy – yes

Information Items:

Transportation Report

Jason Sparks, Transportation Director, talked about reports necessary for funding. Costs have increased and per diem for activity runs has not changed in quite a few years. Board Members asked about funding and how many miles do buses drive each day. There was a tower put on Dunn Peak (above Snowville) that allows radio service in the western area of Box Elder County. The safest way to school is by a school bus. Eligibility for students riding bus is 1.5 miles for elementary students and 2.0 miles for secondary students. There have been conversations about space available if buses are not full.

Construction Update

Corey Thompson, Director of Facilities showed slides of the demolition of Grouse Creek, demonstrated the fragility of the building, and progression of new construction which will hopefully be done before winter. The goal is November. All aggregate will be able to be obtained from a pit 2 miles from the school. Corey also reported on other capital facility projects:

- McKinley gym floor with rubber epoxy
- Box Elder High main doors into hallways opened up
- Secure vestibules at both Intermediate schools (Young & Harris)
- Bear River Middle School road and student safety concern by Garland City
- Support Service Center north cement floor for additional storage
- Golden Spike Elementary systems balanced and ongoing small alignments

Student Enrollment Numbers

Keith Mecham, Assistant Superintendent talked about fall enrollment. Kindergarten has our lowest enrollment numbers. Enrollment numbers are flexing.

Building Planning Discussion

Steve Carlsen, Superintendent, recommended the Building Planning Discussion be moved to this point in the meeting.

Corey Thompson, Director of Facilities and David Roberts, Business Administrator discussed Foothill and Mountain View Elementary Schools. Corey Thompson, Director of Facilities stated that if we do nothing the schools will be a mess. Brigham City has signed a 6-month lease at Mountain View Elementary. Corey Thompson recommends we liquidate Mountain View Elementary and recommends holding onto Foothill Elementary because of location, access and growth in the northwest area.

Discussion continued with guests Mark Thompson from Boys and Girls Club and other Board Members present, Brigham City Mayor DJ Bott, as well as support from other social service entities from the county and cities. Proposal was made for Boys and Girls Club to initiate occupancy along with other entities. Board Member Nancy Kennedy voiced 100% support for this idea. Board Member Karen Cronin brought up the idea of some land swapping behind BEHS owned by UTA as surplus, involving the county and the school district. Superintendent mentioned that the first business item would be to declare the school as surplus.

Monthly Financial Report

David Roberts, Business Administrator, reviewed the financial report with the Board.

Board Committee Reports

- Connie Archibald mentioned the delegate meeting and how there was a focus on families.
- Nancy Kennedy mentioned that Legislators might focus more funding toward social services. She also told about Bridgerland's accreditation.
- Superintendent Carlsen mentioned the need for the Taxing Increment Committee to meet in the near future with Board Members Julie Taylor and Karen Cronin serving currently on the Board.

Policy Review:

Karen Cronin made the motion to approve the policies on first reading. The motion was second by Connie Archibald. The motion passed unanimously with the votes as follows:

Wade Hyde – yes
Connie Archibald – yes
Karen Cronin – yes
Julie Taylor – yes

Tiffani Summers – yes
Bryan Smith – yes
Clyde Wohlgemuth – yes
Nancy Kennedy – yes

First Reading

Policy 1040 Board Member Elections and Redistricting,
Policy 1071 Electronic Meetings
Policy 1100 Minutes
Policy 2030 Procurement/Purchasing
Policy 3035 Employee Criminal Background Checks and Arrest Disclosure
Requirements
Policy 4018 Library
Policy 4030 Elementary School Curriculum
Policy 4033 Early Learning Plan
Policy 4037 Reading Assessment for K-3
Policy 4038 Mathematics Assessment for K-3
Policy 4040 Acceleration/Retention of Students
Policy 5003 Parent Rights to Academic Accommodations
Policy 6000 Public Records Access and Management

Second Reading

Policy 2220 Transportation - Per Diem and Travel Allowances

Connie Archibald made the motion to approve the policies on second reading. Bryan Smith seconded the motion. The motion passed unanimously with the votes as follows:

Wade Hyde – yes
Connie Archibald – yes
Karen Cronin – yes
Julie Taylor – yes

Tiffani Summers – yes
Bryan Smith – yes
Clyde Wohlgemuth – yes
Nancy Kennedy – yes

Board Discussion Items:

October Board Meeting Date

The October Board Meeting will continue on the date as scheduled. There are Board Members that would not be able to attend the alternate dates that were discussed.

Consent Items:

Karen Cronin asked to move consent item *David Roberts – Supervisory Payroll for Child Nutrition Program* out of consent items to discussion and made a motion to approve

consent items without this item. Clyde Wohlgemuth seconded the motion. The motion passed unanimously with the votes as follows:

Wade Hyde – yes

Connie Archibald – yes

Karen Cronin – yes

Julie Taylor – yes

Tiffani Summers – yes

Bryan Smith – yes

Clyde Wohlgemuth – yes

Nancy Kennedy – yes

The Consent Calendar included the following items:

Approval of the minutes of working and regular meeting August 10, 2022.

Approval of claims 41179, 41363-41596, 2081122, 5081022, 7083122, 8083122, 9081922, 9081322

Personnel Actions

See attachment to agenda.

Trip Requests

See attachment to agenda.

David Roberts – Supervisory Payroll for Child Nutrition Program

Superintendent Steve Carlsen discussed the problem of the revolving door that exists with 5 directors in 8 years. By creating a third coordinator position with David Roberts as the Director, a savings amount will occur. Board members raised concerns about the added responsibilities and the need for a specialized degree in nutrition, if the work load justified the additional pay, along with menus, contracts, grants and personnel.

Connie Archibald made the motion to approve the supervisory payroll for Child Nutrition Program. Wade Hyde seconded the motion. The motion passed unanimously with the votes as follows:

Wade Hyde – yes

Connie Archibald – yes

Karen Cronin – yes

Julie Taylor – yes

Tiffani Summers – yes

Bryan Smith – yes

Clyde Wohlgemuth – yes

Nancy Kennedy – yes

Suggestions for Future Board Meetings:

Tiffani Summers suggested a report on DLI.

Karen Cronin suggested a person come talk about growth and tax revenues.

Upcoming Events:

USBA 2022 Fall Regional Meeting - Wednesday, September 21, 2022
Board Members confirmed: Tiffani Summers, Julie Taylor, Karen Cronin and Bryan Smith.

Closed Meeting to Discuss Character of an Individual:

Karen Cronin made the motion to move into closed session. Bryan Smith seconded the motion. The motion passed unanimously with the votes as follows:

- | | |
|------------------------|------------------------|
| Wade Hyde – yes | Tiffani Summers – yes |
| Connie Archibald – yes | Bryan Smith – yes |
| Karen Cronin – yes | Clyde Wohlgemuth – yes |
| Julie Taylor – yes | Nancy Kennedy – yes |

Nancy Kennedy made the motion to move back into regular session. Karen Cronin seconded the motion. The motion passed unanimously with the votes as follows:

- | | |
|------------------------|------------------------|
| Wade Hyde – yes | Tiffani Summers – yes |
| Connie Archibald – yes | Bryan Smith – yes |
| Karen Cronin – yes | Clyde Wohlgemuth – yes |
| Julie Taylor – yes | Nancy Kennedy – yes |

Adjournment:

Karen Cronin made the motion to adjourn the meeting. Clyde Wohlgemuth seconded the motion. The motion passed unanimously with the votes as follows:

- | | |
|------------------------|------------------------|
| Wade Hyde – yes | Tiffani Summers – yes |
| Connie Archibald – yes | Bryan Smith – yes |
| Karen Cronin – yes | Clyde Wohlgemuth – yes |
| Julie Taylor – yes | Nancy Kennedy – yes |

With the announcement that the next meeting will be held on Wednesday, October 12, 2022 at the Independent Life Skills Center with a Work Session at 5:30 and a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah., President Julie Taylor adjourned the meeting at 10:12 p.m.

APPROVED: _____

ATTESTED: _____
School Business Administrator
Box Elder School District

President, Board of Education

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
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01	00041614	48.95	09/01/22	44512 THE HERALD JOURNAL	C
01	00041615	19.74	09/01/22	61972 JANET WOOD	C
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01	00041617	4,850.00	09/01/22	87120 BEEHIVE TELEPHONE CO	C
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01	00041642	10,197.00	09/01/22	110040 WALL 2 WALL	C
01	00041643	5,742.82	09/01/22	100471 WEBER STATE UNIVERSITY	C
01	00041644	516.00	09/08/22	11088 AMERICAN SCHOOL COUNSELOR ASSOC	C
01	00041645	210.00	09/08/22	50237 RACHAEL BARKER	C
01	00041646	55.00	09/08/22	85556 BEAR RIVER HEALTH DEPARTMENT	C
01	00041647	185.54	09/08/22	102956 BEAR RIVER MENTAL HEALTH	C
01	00041648	255.50	09/08/22	85768 BEAR RIVER SEWER DEPT	C
01	00041649	257.74	09/08/22	87120 BEEHIVE TELEPHONE CO	C
01	00041650	60.00	09/08/22	54119 JUSTIN BISHOP	C
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A/P Summary Check Register

FPREG01A

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01	00041656	1,036.00	09/08/22	819370 CLASSICAL STRINGS / G WILHELMSSEN	C
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01	00041658	1,329.68	09/08/22	304217 GARLAND CITY	C
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01	00041666	1,770.19	09/08/22	58246 LINDE GAS & EQUIPMENT INC	C
01	00041667	3,403.03	09/08/22	29858 MOUNTAINLAND SUPPLY COMPANY	C
01	00041668	695.51	09/08/22	58718 MS RESULTS CONSULTING, INC	C
01	00041669	242.09	09/08/22	700077 PERRY CITY	C
01	00041670	582.50	09/08/22	732367 RAFT RIVER RURAL	C
01	00041671	3,390.24	09/08/22	892645 ROCKY MOUNTAIN POWER	C
01	00041672	5,136.95	09/08/22	32913 ROYAL WHOLESALE ELECTRIC	C
01	00041673	191.92	09/08/22	55336 S & D CARWASH MANAGEMENT, LLC	C
01	00041674	39.95	09/08/22	110789 CORE BUSINESS TECHNOLOGIES (SIP)	C
01	00041675	35.95	09/08/22	110914 SUPERIOR WATER AND AIR INC	C
01	00041676	5,945.00	09/08/22	891125 UAESP/UTAH ASSOCIATION ELEMENTARY PRIN	C
01	00041677	240.00	09/08/22	111700 USCA / UTAH SCHOOL COUNSELOR ASSOC	C
01	00041678	90.00	09/08/22	511570 UTAH LABOR COMMISSION DIVISION OF	C
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01	00041680	7,630.66	09/08/22	924155 WASTE MGMT OF UTAH INC	C
01	00041681	156.00	09/08/22	110931 WEESE GLASS LLC	C
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01	00041689	127.88	09/08/22	109704 FOLLETT SCHOOL SOLUTIONS	C
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01	00041693	6,446.44	09/08/22	386370 HYKO SUPPLY CO	C
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01	00041705	84.10	09/15/22	1 TARA KOYLE	C
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A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
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01	00041713	190.00	09/15/22	8648 JACOB BALLS	C
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01	00041723	298.00	09/15/22	44504 CROWN EQUIPMENT CORP	C
01	00041724	1,276.35	09/15/22	162470 CRUS OIL INC	C
01	00041725	102.00	09/15/22	14958 CULLIGAN	C
01	00041726	31.78	09/15/22	26018 DISCOVER MAGAZINE	C
01	00041727	360.00	09/15/22	203737 EAST GROUSE CREEK WATER	C
01	00041728	5,305.91	09/15/22	729332 ECONO WASTE INC	C
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01	00041730	190.00	09/15/22	8699 CLARK FUNK	C
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01	00041737	194.40	09/15/22	57568 LANGUAGE ACCESS NETWORK LLC	C
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01	00041740	190.00	09/15/22	21300 JEFF MORRIS	C
01	00041741	40.89	09/15/22	598361 NATIONAL GEOGRAPHIC SOCIETY	C
01	00041742	190.00	09/15/22	22195 BRANDON NELSON	C
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01	00041749	349.00	09/15/22	62090 SANDRA TAYLOR	C
01	00041750	947.70	09/15/22	111109 TOM RANDALL DIST	C
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01	00041756	15,614.81	09/15/22	38032 AMAZON CAPITAL SERVICES INC	C
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A/P Summary Check Register

FPREG01A

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01	00041767	900.00	09/15/22	107027 HOUGHTON MIFFLIN HARCOURT	C
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01	00041774	165.91	09/15/22	633340 OFFICE DEPOT	C
01	00041775	584.09	09/15/22	699420 PERMA BOUND BOOKS	C
01	00041776	3,821.20	09/15/22	11320 PORTA PHONE	C
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01	00041778	3,822.17	09/15/22	48666 SEFAC USA, INC	C
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01	00041780	3,762.85	09/15/22	61735 TODAY'S CLASSROOM	C
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01	00041782	44.95	09/15/22	866716 UTAH CORRECTIONAL INDUSTRIES	C
01	00041783	3,201.96	09/15/22	43753 VISTA HIGHER LEARNING, INC.	C
01	00041784	82,276.00	09/15/22	110040 WALL 2 WALL	C
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01	00041788	13.80	09/22/22	1 AMBER DAVIS	C
01	00041789	72.10	09/22/22	1 ANGELA CHRISTENSEN	C
01	00041790	100.00	09/22/22	1 ERICA BROWN	C
01	00041791	74.32	09/22/22	1 KIESHA MATTINSON	C
01	00041792	200.00	09/22/22	1 MICHAEL VAN BALLEGOOIE	C
01	00041793	40.00	09/22/22	1 TRACI HILTON	C
01	00041794	435.43	09/22/22	6617 ACME WATER CO	C
01	00041795	1,000.00	09/22/22	10260 ADELE C YOUNG INTERM SCH	C
01	00041796	168.45	09/22/22	14575 AIRMOTIVE SERVICE	C
01	00041797	1,000.00	09/22/22	347560 ALICE C HARRIS INTERM SCH	C
01	00041798	2,527.00	09/22/22	4260 BCI / UTAH BUREAU OF CRIMINAL IDENTIF	C
01	00041799	1,230.00	09/22/22	85738 BEAR RIVER HIGH SCHOOL	C
01	00041800	99.91	09/22/22	102956 BEAR RIVER MENTAL HEALTH	C
01	00041801	1,000.00	09/22/22	85748 BEAR RIVER MIDDLE SCHOOL	C
01	00041802	2,076.50	09/22/22	104338 BOX ELDER HIGH SCHOOL	C
01	00041803	1,000.00	09/22/22	104348 BOX ELDER MIDDLE SCHOOL	C
01	00041804	391.94	09/22/22	108217 BRIGHAM CITY CORPORATION	C
01	00041805	1,000.00	09/22/22	85559 CENTURY ELEMENTARY	C
01	00041806	606.79	09/22/22	890740 CENTURLINK LONG DISTANCE	C
01	00041807	120.00	09/22/22	107994 CERTIFIED SHRED	C
01	00041808	6,000.00	09/22/22	1490 COGNIA INC	C
01	00041809	1,000.00	09/22/22	186330 DISCOVERY SCHOOL	C
01	00041810	6,830.00	09/22/22	53279 EDFICIENCY LLC	C
01	00041811	200.00	09/22/22	16276 EMERY SCHOOL DISTRICT	C
01	00041811	-200.00	09/29/22	16276 EMERY SCHOOL DISTRICT	CV
01	00041812	1,000.00	09/22/22	281678 FIELDING SCHOOL	C
01	00041813	1,076.40	09/22/22	62057 FIRST EDUCATIONAL RESOURCES LLC	C
01	00041814	1,000.00	09/22/22	304218 GARLAND SCHOOL	C
01	00041815	389.00	09/22/22	49557 MAYRA GARZA	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00041816	1,000.00	09/22/22	56782 GOLDEN SPIKE ELEMENTARY	C
01	00041817	1,330.36	09/22/22	106881 HANSEN CHEVROLET	C
01	00041818	4,752.12	09/22/22	103070 HEYWOOD ENGINEERING & CONSULT	C
01	00041819	3,832.00	09/22/22	111419 INTEGRATED FOOD SERVICE	C
01	00041820	1,644.00	09/22/22	106568 IRON GATE CATERING	C
01	00041821	580.96	09/22/22	62197 MARIA MARGARITA JEIDE	C
01	00041822	33,877.09	09/22/22	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00041823	410.00	09/22/22	62162 LAUNA JULANDER	C
01	00041824	1,000.00	09/22/22	512588 LAKE VIEW SCHOOL	C
01	00041825	274.20	09/22/22	62030 MARCUS LEONARD	C
01	00041826	1,000.00	09/22/22	561078 MCKINLEY SCHOOL	C
01	00041827	78.00	09/22/22	49042 CHELSEA MONTGOMERY	C
01	00041828	1,600.00	09/22/22	38695 NEWSELA INC	C
01	00041829	1,000.00	09/22/22	612068 NORTH PARK SCHOOL	C
01	00041830	1,000.00	09/22/22	690789 PARK VALLEY SCHOOL	C
01	00041831	43,529.79	09/22/22	892645 ROCKY MOUNTAIN POWER	C
01	00041832	68.00	09/22/22	62138 DAX SEDERHOLM	C
01	00041833	60.00	09/22/22	48976 DIANNA SERFUSTINI	C
01	00041834	2,061.02	09/22/22	25976 SHERWIN-WILLIAMS	C
01	00041835	8.00	09/22/22	62146 CHRISTOPHER SMITH	C
01	00041836	976.85	09/22/22	802087 SNOWVILLE WATERWORKS INC	C
01	00041837	1,000.00	09/22/22	804825 SUNRISE HIGH SCHOOL	C
01	00041838	56.00	09/22/22	159 COREY THOMPSON	C
01	00041839	37.79	09/22/22	10251 SUSAN THOMPSON	C
01	00041840	1,000.00	09/22/22	700008 THREE MILE CREEK ELEMENTARY	C
01	00041841	519.88	09/22/22	852617 TREMONTON CITY CORP	C
01	00041842	18.00	09/22/22	25330 HEIDI WHEATLEY	C
01	00041843	1,000.00	09/22/22	941226 WILLARD SCHOOL	C
01	00041844	300.00	09/22/22	62103 MEKELLE WILLSON	C
01	00041845	350.00	09/22/22	45233 MARCIA WILSON	C
01	00041846	195.00	09/22/22	31364 95 PERCENT GROUP	C
01	00041847	1,222.20	09/22/22	25534 ACADEMIC SUCCESS FOR ALL LEARNERS	C
01	00041848	8,090.74	09/22/22	38032 AMAZON CAPITAL SERVICES INC	C
01	00041849	481.50	09/22/22	110672 ANCORA PUBLISHING	C
01	00041850	223.92	09/22/22	59048 CHROMEBOOKPARTS.COM	C
01	00041851	1,403.87	09/22/22	819370 CLASSICAL STRINGS / G WILHELMSSEN	C
01	00041852	155.52	09/22/22	180241 DEMCO INC	C
01	00041853	64,629.67	09/22/22	212299 EDUTEK CORPORATION	C
01	00041854	694.99	09/22/22	111247 ESTRELLITA	C
01	00041855	19.02	09/22/22	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00041856	163.06	09/22/22	107669 GARRETT AND COMPANY INC	C
01	00041857	4,427.84	09/22/22	100148 HIGH NOON BOOKS	C
01	00041858	653,063.25	09/22/22	109003 HOGAN & ASSOCIATES CONSTRUCTION INC	C
01	00041859	54,405.00	09/22/22	53082 LEXIA LEARNING SYSTEMS LLC	C
01	00041860	137,055.19	09/22/22	586159 MOUNTAIN STATE TEXTBOOK DEP	C
01	00041861	2,665.34	09/22/22	633340 OFFICE DEPOT	C
01	00041862	135,466.00	09/22/22	110840 RUSH TRUCK CENTER OF UTAH	C
01	00041863	433.20	09/22/22	54313 SCHOOL SPECIALTY, LLC	C
01	00041864	4,881.00	09/22/22	110873 SOLUTION TREE	C
01	00041865	1,565.34	09/22/22	157371 STAPLES	C
01	00041866	13,157.90	09/22/22	898860 VCBO ARCHITECTS	C
01	00041867	112.97	09/22/22	109804 WARD'S NATURAL SCIENCE	C
01	00041868	1,162.89	09/29/22	999014 AFLAC / AMERICAN FAMILY LIFE ASSURANCE	C
01	00041869	4,433.18	09/29/22	999014 AMERICAN FAMILY LIFE COMP	C
01	00041870	80.00	09/29/22	999027 B E SCHOOL BOARD FUND	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00041871	30.00	09/29/22	999030 BENEFICIAL LIFE INSURANCE CO.	C
01	00041872	560.73	09/29/22	999024 BOSTON MUTUAL LIFE INS CO - W	C
01	00041873	242.00	09/29/22	999055 BOX ELDER FOUNDATION	C
01	00041874	1,564.15	09/29/22	999033 BUREAU CHILD SUPPORT SERV	C
01	00041875	798.16	09/29/22	4642 CREDIT SERVICE OF LOGAN	C
01	00041876	32,708.55	09/29/22	999077 DENTAL SELECT	C
01	00041877	5,850.00	09/29/22	999021 ELEVATE CREDIT UNION	C
01	00041878	484.50	09/29/22	999019 EMI HEALTH	C
01	00041879	69.12	09/29/22	999017 GLOBE LIFE INSURANCE CO	C
01	00041880	21,463.18	09/29/22	999035 HORACE MANN INSURANCE COMPANY	C
01	00041881	451.00	09/29/22	51080 IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	C
01	00041882	84.65	09/29/22	5851 JOHNSON MARK ATTORNEYS LLC	C
01	00041883	353.53	09/29/22	999111 MEADE RECOVERY SERVICES LLC	C
01	00041884	19,113.00	09/29/22	999084 NATIONAL BENEFITS SERVICES LLC	C
01	00041885	6,414.50	09/29/22	999081 NATIONAL BENEFITS SERVICES LLC	C
01	00041886	63.73	09/29/22	999156 OLSON SHANER	C
01	00041887	3,669.98	09/29/22	999008 OPTICARE	C
01	00041888	212.33	09/29/22	999038 OUTSOURCE RECEIVABLES	C
01	00041889	764,700.08	09/29/22	999079 PUBLIC EMPLOYEES HEALTH P	C
01	00041890	1,500.30	09/29/22	999032 PRE-PAID LEGAL SERVICES	C
01	00041891	22,109.49	09/29/22	999018 THE HARTFORD	C
01	00041892	490.00	09/29/22	999012 UESP	C
01	00041893	6,567.27	09/29/22	999025 UTAH SCHOOL EMPLOYEES ASSOCIATION	C
01	00041894	222,267.46	09/29/22	999003 UTAH STATE TAX COMMISSION	C
01	00041895	94.00	09/29/22	1 SANDY SCOTT	C
01	00041896	94.31	09/29/22	110066 NANCY ANDERSON	C
01	00041897	129.00	09/29/22	50237 RACHAEL BARKER	C
01	00041898	350.00	09/29/22	54119 JUSTIN BISHOP	C
01	00041899	10,006.11	09/29/22	100913 BORDER STATES INDUSTRIES, INC	C
01	00041900	293.00	09/29/22	62243 TIFFANY BURNHOPE	C
01	00041901	419.04	09/29/22	16420 CAFE RIO MEXICAN GRILL	C
01	00041902	1,772.68	09/29/22	890740 CENTURYLINK	C
01	00041903	118.56	09/29/22	19178 CHEAPERTHANSHIRT	C
01	00041904	39,855.00	09/29/22	38091 DATAIO LLC	C
01	00041905	43,746.00	09/29/22	107136 ERS HEATING & COOLING	C
01	00041906	115.62	09/29/22	10049 KELLY ESPLIN	C
01	00041907	1,208.75	09/29/22	110559 HARMONY HOME HEALTH LLC	C
01	00041908	5,546.53	09/29/22	61530 INTELEPEER CLOUD COMMUNICATIONS, LLC	C
01	00041909	3,386.07	09/29/22	49026 IVY LANE PEDATRICS	C
01	00041910	115.67	09/29/22	62197 MARIA MARGARITA JEIDE	C
01	00041911	9,311.31	09/29/22	100774 JEPPESEN DISTRIBUTING/JEFF JEPPESEN	C
01	00041912	650.00	09/29/22	55158 DON BURKE JOLLEY	C
01	00041913	1,832.40	09/29/22	111694 MAPLE SPRINGS	C
01	00041914	345.91	09/29/22	110561 MAXIM HEALTHCARE SERVICES INC	C
01	00041915	223.16	09/29/22	62294 DEBORAH MEHL	C
01	00041916	42.55	09/29/22	25550 MARIE MILLER	C
01	00041917	389.00	09/29/22	62251 DACIA PITCHER	C
01	00041918	206.80	09/29/22	58599 THOMAS RAISOR	C
01	00041919	10.00	09/29/22	62219 READER'S DIGEST	C
01	00041920	3,799.99	09/29/22	52914 RICH COUNTY SCHOOL DISTRICT	C
01	00041921	5,558.85	09/29/22	892645 ROCKY MOUNTAIN POWER	C
01	00041922	37,626.74	09/29/22	110873 SOLUTION TREE	C
01	00041923	600.00	09/29/22	100795 STURDY BUILT	C
01	00041924	6,800.00	09/29/22	863370 UASSP/UTAH ASSOCIATION OF	C
01	00041925	35.00	09/29/22	100686 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00041926	47,743.00	09/29/22	999016 UTAH RETIREMENT SYSTEMS	C
01	00041927	183.45	09/29/22	34622 UTAH STATE BOARD OF EDUCATION / USBE	C
01	00041928	7,836.31	09/29/22	24580 VERIZON WIRELESS	C
01	00041929	8,894.00	09/29/22	107998 WORK4ORCE SYSTEMS GROUP	C
01	00041930	2,500.00	09/29/22	102931 ZIONS BANK CORPORATE TRUST	C
01	00041931	14,918.38	09/29/22	38032 AMAZON CAPITAL SERVICES INC	C
01	00041932	3,556.00	09/29/22	106497 APPLE STORE	C
01	00041933	603.19	09/29/22	108543 B & H PHOTO VIDEO	C
01	00041934	42.72	09/29/22	106055 BLICK ART MATERIALS	C
01	00041935	133.49	09/29/22	31658 BSN SPORTS	C
01	00041936	523.78	09/29/22	62235 DEX IMAGING LLC	C
01	00041937	2,256.25	09/29/22	53449 EXPLORELEARNING, LLC	C
01	00041938	839.48	09/29/22	57207 FILTERBUY INC.	C
01	00041939	284.20	09/29/22	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00041940	8,528.78	09/29/22	386370 HYKO SUPPLY CO	C
01	00041941	5,204.68	09/29/22	103961 INTERMOUNTAIN WOOD PRODUCTS	C
01	00041942	1,110.76	09/29/22	106477 JUNIOR LIBRARY GUILD	C
01	00041943	1,043.42	09/29/22	62049 KENT DISPLAYS INC	C
01	00041944	1,081.50	09/29/22	513260 LAMONICA`S REST EQUIP	C
01	00041945	185.94	09/29/22	33430 LEADING EDGE LAMINATING	C
01	00041946	18,252.00	09/29/22	49387 LUCID SOFTWARE INC	C
01	00041947	791.10	09/29/22	545971 MARC / MID AMERICAN RESEARCH	C
01	00041948	608,151.64	09/29/22	586159 MOUNTAIN STATE TEXTBOOK DEP	C
01	00041949	507.50	09/29/22	105708 NICKYS FOLDERS/ROCHESTER 100	C
01	00041950	2,090.21	09/29/22	633340 OFFICE DEPOT	C
01	00041951	1,788.00	09/29/22	61387 ONEPOINTE SOLUTIONS LLC	C
01	00041952	149.97	09/29/22	664141 OTC BRANDS	C
01	00041953	351.96	09/29/22	729276 QUILL CORPORATION	C
01	00041954	930.40	09/29/22	759360 ROTO AIRE	C
01	00041955	5,677.07	09/29/22	103604 SCHOLASTIC MAGAZINES	C
01	00041956	70,452.52	09/29/22	54313 SCHOOL SPECIALTY, LLC	C
01	00041957	3,295.00	09/29/22	110873 SOLUTION TREE	C
01	00041958	91.25	09/29/22	157371 STAPLES	C
01	00041959	176.49	09/29/22	109804 WARD`S NATURAL SCIENCE	C
01	02091522	7.10	09/12/22	109177 UTAH DEPARTMENT OF WORKFORCE SERVICES	M
01	05091222	115,323.30	09/11/22	888540 US BANK	M
01	07093022	342,963.58	09/29/22	999070 HEALTH EQUITY INC	M
01	08093022	1,380,761.62	09/29/22	999005 UTAH STATE RETIREMENT FUND	M
01	09090122	553.25	09/29/22	999140 BANK OF UTAH	M
01	09090222	429.09	09/29/22	999140 BANK OF UTAH	M
01	09092022	124,028.07	09/29/22	999140 BANK OF UTAH	M
01	09093022	1,128,506.65	09/29/22	999140 BANK OF UTAH	M
Total Bank No 01		10,103,303.12			
02	00101046	500.00	09/01/22	10260 ADELE C YOUNG INTERM SCH	C
02	00101047	1,153.92	09/01/22	38032 AMAZON CAPITAL SERVICES INC	C
02	00101048	957.07	09/01/22	105382 DAY MURRAY MUSIC LLC	C
02	00101049	5,500.00	09/01/22	61948 ENSIGN COLLEGE	C
02	00101050	3,000.00	09/01/22	56782 GOLDEN SPIKE ELEMENTARY	C
02	00101051	415.28	09/01/22	111711 GREAT LAKES SPORTS	C
02	00101052	116.83	09/01/22	45560 LAKESHORE LEARNING MATERIALS	C
02	00101053	65.44	09/01/22	111765 RAINBOW RESOURCE CENTER	C
02	00101054	441.65	09/08/22	61557 JAMECO ELECTRONICS	C
02	00101055	564.73	09/08/22	100866 VALCOM	C
02	00101056	304.68	09/15/22	38032 AMAZON CAPITAL SERVICES INC	C

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Bank	Check No	Amount	Date	Vendor	Type
02	00101057	644.11	09/15/22	105382 DAY MURRAY MUSIC LLC	C
02	00101058	875.00	09/15/22	53937 GENERATION GENIUS, INC	C
02	00101059	407.40	09/22/22	25534 ACADEMIC SUCCESS FOR ALL LEARNERS	C
02	00101060	440.00	09/22/22	38032 AMAZON CAPITAL SERVICES INC	C
02	00101061	49.34	09/22/22	104321 BOX ELDER SCHOOL DISTRICT	C
02	00101062	4,700.00	09/22/22	52140 EAGLE MOUNTAIN GOLF COURSE	C
02	00101063	302.69	09/22/22	100148 HIGH NOON BOOKS	C
02	00101064	639.86	09/22/22	457370 JAMES STANFIELD PUB CO	C
02	00101065	491.57	09/22/22	45560 LAKESHORE LEARNING MATERIALS	C
02	00101066	918.10	09/29/22	38032 AMAZON CAPITAL SERVICES INC	C
02	00101067	5,000.00	09/29/22	104321 BOX ELDER SCHOOL DISTRICT	C
02	00101068	521.57	09/29/22	105382 DAY MURRAY MUSIC LLC	C
02	00101069	280.00	09/29/22	47686 TNT ENGRAVING	C
02	00101070	4,897.94	09/30/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 02		33,187.18			
11	01104093	10,300.00	09/01/22	56766 ATOMIC JOLT INC	A
11	01104094	376.40	09/01/22	102177 BRADY INDUSTRIES LLC	A
11	01104095	83,130.00	09/01/22	105301 CACHE VALLEY ELECTRIC INC	A
11	01104096	2,181.82	09/01/22	27030 DISCOUNT TWO-WAY RADIO	A
11	01104097	299.00	09/01/22	110876 CAROL DITTLI	A
11	01104098	3,498.35	09/01/22	728870 DOMINION ENERGY UTAH	A
11	01104099	1,000.00	09/01/22	32816 KLEO INC / CLASS WALLET	A
11	01104100	4,885.35	09/01/22	100590 WAXIE SANITARY SUPPLY	A
11	01104101	30,000.00	09/08/22	109023 ARBITERPAY TRUST ACCOUNT	A
11	01104102	4,090.87	09/08/22	101520 BELL JANITORIAL	A
11	01104103	23,128.00	09/08/22	105301 CACHE VALLEY ELECTRIC INC	A
11	01104104	322.55	09/08/22	106437 CARSON ELEVATOR CO INC	A
11	01104105	110.25	09/08/22	134250 CEM SALES & SERVICE	A
11	01104106	2,058.39	09/08/22	53473 CHARLIE'S PRODUCE	A
11	01104107	7,750.00	09/08/22	60500 DOABLE WELLNESS	A
11	01104108	39.64	09/08/22	322776 GRAINGERS INC	A
11	01104109	3,830.12	09/08/22	35718 O C TANNER RECOGNITION COMPANY	A
11	01104110	2,846.24	09/08/22	803050 SHI INTERNATIONAL CORP	A
11	01104111	2,775.00	09/08/22	100866 VALCOM	A
11	01104112	139.38	09/08/22	100590 WAXIE SANITARY SUPPLY	A
11	01104113	32.00	09/15/22	54828 MCKENZIE ANDERSON	A
11	01104114	150.65	09/15/22	29785 HENRY BAKER	A
11	01104115	3,260.40	09/15/22	104132 BEAZER LOCK & KEY	A
11	01104116	745.35	09/15/22	101520 BELL JANITORIAL	A
11	01104117	32.00	09/15/22	48011 GAILE BINGHAM	A
11	01104118	32.00	09/15/22	60933 MICHAEL BIRD	A
11	01104119	1,162.34	09/15/22	102177 BRADY INDUSTRIES LLC	A
11	01104120	1,475.00	09/15/22	100325 CDW GOVERNMENT INC	A
11	01104121	56.00	09/15/22	31380 JOSE M CEDILLO	A
11	01104122	3,590.69	09/15/22	134250 CEM SALES & SERVICE	A
11	01104123	2,233.21	09/15/22	53473 CHARLIE'S PRODUCE	A
11	01104124	496.27	09/15/22	322776 GRAINGERS INC	A
11	01104125	90.00	09/15/22	111750 MARCI HATCH	A
11	01104126	145.00	09/15/22	37664 ASHLEY JENSEN	A
11	01104127	32.00	09/15/22	21610 STEVE LEGGETT	A
11	01104128	28.00	09/15/22	49999 BILLY MCFARLAND	A
11	01104129	86.00	09/15/22	10936 JONI MITCHELL	A
11	01104130	153.15	09/15/22	16934 SANNA NELSON	A
11	01104131	28.00	09/15/22	112077 BOB PROFAIZER	A

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Bank	Check No	Amount	Date	Vendor	Type
11	01104132	10.00	09/15/22	21105 DUANE RICE	A
11	01104133	37.00	09/15/22	58858 ANNA SHERMAN	A
11	01104134	102.00	09/15/22	58866 RACHEL SMITH	A
11	01104135	116,200.15	09/15/22	12688 SYSCO	A
11	01104136	37.00	09/15/22	34509 SHARA LEE WARD	A
11	01104137	63.00	09/15/22	105471 COLLEEN M WILLIAMS	A
11	01104138	149.00	09/15/22	50580 STEVEN WILLIAMS	A
11	01104139	8,942.47	09/22/22	101520 BELL JANITORIAL	A
11	01104140	64.86	09/22/22	37192 STEVE CARLSEN	A
11	01104141	1,004.11	09/22/22	134250 CEM SALES & SERVICE	A
11	01104142	1,819.81	09/22/22	27030 DISCOUNT TWO-WAY RADIO	A
11	01104143	4,063.56	09/22/22	728870 DOMINION ENERGY UTAH	A
11	01104144	285.43	09/22/22	322776 GRAINGERS INC	A
11	01104145	187.31	09/22/22	6009 IRLANDA STEVENS	A
11	01104146	2,257.44	09/22/22	100866 VALCOM	A
11	01104147	2,788.16	09/22/22	100590 WAXIE SANITARY SUPPLY	A
11	01104148	5,298.32	09/29/22	101520 BELL JANITORIAL	A
11	01104149	75.49	09/29/22	134250 CEM SALES & SERVICE	A
11	01104150	3,728.09	09/29/22	107034 CHARIOT GROUP INC	A
11	01104151	4,279.65	09/29/22	53473 CHARLIE'S PRODUCE	A
11	01104152	527,414.88	09/29/22	107656 DWA CONSTRUCTION INC	A
11	01104153	877.03	09/29/22	100590 WAXIE SANITARY SUPPLY	A
Total Bank No 11		876,274.18			
20	10400491	97.98	09/01/22	45500 BOX ELDER SCHOOL DISTRICT	C
20	10400492	387.30	09/07/22	103604 SCHOLASTIC MAGAZINES	C
20	10400493	118.47	09/09/22	45500 BOX ELDER SCHOOL DISTRICT	C
20	10400494	239.45	09/09/22	45500 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 20		843.20			
22	13200671	139.29	09/13/22	38032 AMAZON CAPITAL SERVICES INC	C
22	13200672	334.46	09/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
22	13200673	194.31	09/13/22	105981 KRISTI N CAPENER	C
22	13200674	300.00	09/13/22	27510 LINDSI FLORENCE	C
Total Bank No 22		968.06			
24	13601023	195.00	09/16/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601024	105.33	09/16/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601025	122.96	09/16/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601026	408.40	09/16/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601027	2,358.00	09/16/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601028	127.87	09/16/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601029	313.59	09/16/22	489240 KENTS MARKET PL/TREMONTON	C
24	13601030	120.34	09/16/22	633340 OFFICE DEPOT	C
24	13601031	161.88	09/16/22	43567 PENCIL WHOLESALE LLC	C
Total Bank No 24		3,913.37			
25	15000716	1,705.23	09/14/22	104321 BOX ELDER SCHOOL DISTRICT	C
25	15000717	89.50	09/14/22	47686 TNT ENGRAVING	C
Total Bank No 25		1,794.73			
26	16401020	47.55	09/27/22	1724 ACE HARDWARE TREMONTON	C
26	16401021	2,874.32	09/27/22	104321 BOX ELDER SCHOOL DISTRICT	C
26	16401022	236.24	09/27/22	489240 KENTS MARKET PL/TREMONTON	C
26	16401023	65.00	09/27/22	39667 SIGN GYPSIES BOX ELDER	C
26	16401024	53.45	09/27/22	25674 STUDIO R MEDIA	C
26	16401025	107.32	09/27/22	62316 NANCILEE SUMMERS	C
26	16401026	30.00	09/27/22	110914 SUPERIOR WATER AND AIR INC	C

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Bank	Check No	Amount	Date	Vendor	Type
Total Bank No 26		3,413.88			
28	16701141	158.59	09/14/22	104321 BOX ELDER SCHOOL DISTRICT	C
28	16701142	336.22	09/14/22	489240 KENTS MARKET PL/TREMONTON	C
28	16701143	150.00	09/14/22	55905 MD SECURE STORAGE	C
28	16701144	6.00	09/29/22	1 KELSEY NEWMAN	C
28	16701145	300.00	09/29/22	30163 LOCALLY TWISTED LLC	C
Total Bank No 28		950.81			
29	16800490	70.20	09/19/22	57894 ELKE CARTER	C
29	16800491	60.00	09/19/22	45934 KUNZLER CATERING	C
29	16800492	184.23	09/29/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 29		314.43			
30	17200609	86.94	09/09/22	769715 SAM'S CLUB BUSINESS PAYMENTS	C
30	17200610	496.65	09/26/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 30		583.59			
31	18800362	51.98	09/02/22	104321 BOX ELDER SCHOOL DISTRICT	C
31	18800363	38.96	09/02/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 31		90.94			
32	20000274	212.03	09/21/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 32		212.03			
33	30402758	3.00	09/02/22	1 MARYANN REID	C
33	30402759	100.00	09/02/22	1 TAMMY PEDERSEN	C
33	30402760	2,023.30	09/02/22	38032 AMAZON CAPITAL SERVICES INC	C
33	30402761	477.28	09/02/22	106895 BADGER SCREEN PRINTING CO	C
33	30402762	589.89	09/02/22	109248 J W PEPPER MUSIC	C
33	30402763	315.00	09/02/22	61611 QUENCH USA, INC	C
33	30402764	180.90	09/02/22	5908 WALMART COMMUNITY	C
33	30402765	67.00	09/12/22	1 MONICA ROBERTS	C
33	30402766	1,385.89	09/12/22	38032 AMAZON CAPITAL SERVICES INC	C
33	30402767	132.42	09/12/22	106895 BADGER SCREEN PRINTING CO	C
33	30402768	1,632.49	09/12/22	109248 J W PEPPER MUSIC	C
33	30402769	540.00	09/12/22	709060 PITSCO EDUCATION, LLC	C
33	30402770	568.69	09/12/22	769715 SAM'S CLUB BUSINESS PAYMENTS	C
33	30402771	335.26	09/19/22	38032 AMAZON CAPITAL SERVICES INC	C
33	30402772	784.04	09/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402773	589.89	09/19/22	109248 J W PEPPER MUSIC	C
33	30402774	715.45	09/19/22	489240 KENTS MARKET PL/TREMONTON	C
33	30402775	85.50	09/19/22	103604 SCHOLASTIC MAGAZINES	C
Total Bank No 33		10,526.00			
34	30803210	50.00	09/07/22	1 HOLLI SHARP	C
34	30803211	50.00	09/07/22	1 SEAN HORSLEY	C
34	30803212	705.84	09/07/22	38032 AMAZON CAPITAL SERVICES INC	C
34	30803213	2,229.20	09/07/22	106895 BADGER SCREEN PRINTING CO	C
34	30803214	2,120.00	09/07/22	111635 BRIDGERLAND BAND INSTRUMENT REPAIR	C
34	30803215	2,257.50	09/07/22	37087 COASTAL ENTERPRISES	C
34	30803216	740.00	09/07/22	10804 MUSIC THEATRE INTERNATIONAL	C
34	30803217	343.12	09/07/22	5908 WALMART COMMUNITY	C
34	30803218	524.06	09/07/22	158220 COVER UP	C
34	30803219	50.00	09/21/22	1 DAMIAN AYALA	C
34	30803220	274.58	09/21/22	38032 AMAZON CAPITAL SERVICES INC	C
34	30803221	14.00	09/21/22	45500 BOX ELDER SCHOOL DISTRICT	C
34	30803222	940.40	09/21/22	104321 BOX ELDER SCHOOL DISTRICT	C
34	30803223	38.00	09/21/22	111635 BRIDGERLAND BAND INSTRUMENT REPAIR	C

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Bank	Check No	Amount	Date	Vendor	Type
34	30803224	273.66	09/21/22	62235 IMAGING CONCEPTS OF NORTHERN UTAH, LLC	C
34	30803225	104.61	09/21/22	489250 KENTS MARKET PL/BRIGHAM	C
34	30803226	630.00	09/21/22	5070 SAVON	C
34	30803227	852.68	09/30/22	38032 AMAZON CAPITAL SERVICES INC	C
34	30803228	680.00	09/30/22	57789 DO GOOD DESIGNS UTAH	C
34	30803229	90.00	09/30/22	47686 TNT ENGRAVING	C
34	30803230	385.35	09/30/22	5908 WALMART COMMUNITY	C
Total Bank No 34		13,353.00			
35	40402935	86.00	09/01/22	1 HOLLY MUNNS	C
35	40402936	83.00	09/01/22	1 RAELENE PENMAN	C
35	40402937	474.55	09/01/22	38032 AMAZON CAPITAL SERVICES INC	C
35	40402938	2,475.92	09/01/22	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402939	226.45	09/01/22	17078 CHERRY TREE	C
35	40402940	208.87	09/01/22	157371 STAPLES	C
35	40402941	385.28	09/12/22	1724 ACE HARDWARE TREMONTON	C
35	40402942	607.56	09/12/22	38032 AMAZON CAPITAL SERVICES INC	C
35	40402943	460.08	09/12/22	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402944	93.96	09/12/22	327480 GREER'S HARDWARE	C
35	40402945	141.99	09/12/22	729276 QUILL CORPORATION	C
35	40402946	9.63	09/12/22	157371 STAPLES	C
35	40402947	39.95	09/12/22	110914 SUPERIOR WATER AND AIR INC	C
35	40402948	240.00	09/12/22	1457 U S POSTMASTER	C
35	40402949	74.06	09/20/22	1 JENNY STANGER	C
35	40402950	154.81	09/20/22	38032 AMAZON CAPITAL SERVICES INC	C
35	40402951	362.44	09/20/22	106895 BADGER SCREEN PRINTING CO	C
35	40402952	2,232.60	09/20/22	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402953	975.00	09/20/22	286060 FLINN SCIENTIFIC	C
35	40402954	91.74	09/20/22	109248 J W PEPPER MUSIC	C
35	40402955	429.12	09/20/22	489240 KENTS MARKET PL/TREMONTON	C
35	40402956	77.59	09/20/22	157371 STAPLES	C
35	40402957	56.10	09/20/22	21865 VIC'S QUALITY SAFE AND KEY	C
35	40402958	71.77	09/29/22	1 NATALIE RANSOM	C
35	40402959	70.86	09/29/22	1 TARYN JENSEN	C
35	40402960	1,262.08	09/29/22	38032 AMAZON CAPITAL SERVICES INC	C
35	40402961	68,273.44	09/29/22	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402962	50.00	09/29/22	53058 SODA FIXX SODA SHACK	C
Total Bank No 35		79,714.85			
36	40803937	362.24	09/02/22	112046 ACE HARDWARE - BRIGHAM	C
36	40803938	1,542.19	09/02/22	35688 ALPHAGRAPHICS	C
36	40803939	532.39	09/02/22	38032 AMAZON CAPITAL SERVICES INC	C
36	40803940	25.00	09/02/22	61476 HEATHER GODFREY	C
36	40803941	335.00	09/02/22	109248 J W PEPPER MUSIC	C
36	40803942	68.25	09/02/22	46353 HEATHER RENEE LYMAN	C
36	40803943	89.72	09/02/22	61883 KALLI PHISTER	C
36	40803944	282.00	09/02/22	104992 PRINT SHOP	C
36	40803945	839.01	09/02/22	5908 WALMART COMMUNITY	C
36	40803946	77.26	09/15/22	1 LESLIE RENCHER	C
36	40803947	50.00	09/15/22	1 MICHAEL MORISHIGE	C
36	40803948	115.85	09/15/22	38032 AMAZON CAPITAL SERVICES INC	C
36	40803949	360.50	09/15/22	106895 BADGER SCREEN PRINTING CO	C
36	40803950	425.00	09/15/22	106202 JOHN FINDLAY	C
36	40803951	371.43	09/15/22	489250 KENTS MARKET PL/BRIGHAM	C
36	40803952	129.35	09/15/22	4960 OLD GRIST MILL BREAD	C
36	40803953	430.74	09/15/22	10731 SMITH'S CUSTOMER CHARGES	C

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Bank	Check No	Amount	Date	Vendor	Type
36	40803954	269.75	09/15/22	11711 SOUTHWEST STRINGS	C
36	40803955	92.82	09/15/22	157371 STAPLES	C
36	40803956	38.00	09/15/22	108299 STEVE WEISS MUSIC	C
36	40803957	74.06	09/20/22	1 THOMAS ALDREDGE	C
36	40803958	3,522.33	09/20/22	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803959	223.95	09/20/22	109248 J W PEPPER MUSIC	C
36	40803960	16.59	09/22/22	38032 AMAZON CAPITAL SERVICES INC	C
36	40803961	450.00	09/22/22	7609 UTAH FBLA-PBL	C
36	40803962	1,968.84	09/30/22	38032 AMAZON CAPITAL SERVICES INC	C
36	40803963	641.60	09/30/22	106055 BLICK ART MATERIALS	C
36	40803964	328.99	09/30/22	109248 J W PEPPER MUSIC	C
36	40803965	96.69	09/30/22	11711 SOUTHWEST STRINGS	C
36	40803966	570.00	09/30/22	35335 TECHNOLOGY STUDENT ASSOCIATION	C
36	40803967	560.00	09/30/22	27383 UTAH RESTAURANT ASSOCIATION	C
36	40803968	547.57	09/30/22	5908 WALMART COMMUNITY	C
36	40803969	196.08	09/30/22	60801 OAKLEY WHITING	C
Total Bank No 36		15,633.20			
37	70412351	-203.54	09/15/22	543168 MADDOX RANCH HOUSE	CV
37	70412419	15.00	09/01/22	1 BRITTLYN JASKOWSKI	C
37	70412420	400.00	09/01/22	1 DEBRA DOUCETTE	C
37	70412421	114.00	09/01/22	1 JUDD HESS	C
37	70412422	400.00	09/01/22	1 LAINIE MAYBURY	C
37	70412423	613.55	09/01/22	6092 A W MARSHALL CO	C
37	70412424	3,360.12	09/01/22	38032 AMAZON CAPITAL SERVICES INC	C
37	70412425	82.58	09/01/22	8648 JACOB BALLS	C
37	70412426	820.36	09/01/22	6076 BAND SHOPPE	C
37	70412427	5,634.26	09/01/22	104321 BOX ELDER SCHOOL DISTRICT	C
37	70412428	59.25	09/01/22	230 CAROLINA BIOLOGICAL	C
37	70412429	30.00	09/01/22	158220 COVER UP	C
37	70412430	2,153.77	09/01/22	4790 HOME DEPOT CREDIT SERVICE	C
37	70412431	1,276.81	09/01/22	61263 HYPE SOCKS, LLC	C
37	70412432	203.29	09/01/22	111030 LOWE'S	C
37	70412433	150.00	09/01/22	47007 SPANISH FORK HIGH SCHOOL	C
37	70412434	2,500.00	09/01/22	36510 RIDGELINE HIGH SCHOOL	C
37	70412435	2,839.24	09/01/22	769715 SAM'S CLUB BUSINESS PAYMENTS	C
37	70412436	338.00	09/01/22	7323 SQUARE ONE PRINTING	C
37	70412437	329.83	09/01/22	7439 SUNRISE ENVIRONMENTAL	C
37	70412438	3,695.01	09/01/22	58661 THATCHER PEAK LLC	C
37	70412439	4,165.00	09/01/22	100686 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
37	70412440	840.00	09/01/22	7528 UMEA	C
37	70412441	28.98	09/01/22	5908 WALMART COMMUNITY	C
37	70412442	14.00	09/01/22	32824 YES PRINT COPY N MORE, LLC	C
37	70412443	47.00	09/06/22	1 CINDI BERRETT	C
37	70412444	816.94	09/06/22	1724 ACE HARDWARE TREMONTON	C
37	70412445	720.76	09/06/22	38032 AMAZON CAPITAL SERVICES INC	C
37	70412446	2,025.00	09/06/22	108473 CENGAGE LEARNING	C
37	70412447	180.00	09/06/22	158220 COVER UP	C
37	70412448	348.11	09/06/22	327480 GREER'S HARDWARE	C
37	70412449	594.00	09/06/22	56340 IMAGINE IT VINYL	C
37	70412450	466.98	09/06/22	109248 J W PEPPER MUSIC	C
37	70412451	390.29	09/06/22	157371 STAPLES	C
37	70412452	617.96	09/06/22	7439 SUNRISE ENVIRONMENTAL	C
37	70412453	244.00	09/06/22	830460 TACO TIME/TREMONTON	C
37	70412454	1,085.00	09/06/22	58661 THATCHER PEAK LLC	C

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37	70412455	24.00	09/13/22	1 CHANTEL GUBELI	C
37	70412456	25.00	09/13/22	1 STACEY CRANDALL	C
37	70412457	43.90	09/13/22	104335 BOX ELDER SCH DIST FOUNDATION	C
37	70412458	18,305.74	09/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
37	70412459	650.00	09/13/22	57576 GORDON WRIGHT AND COMPANY INC	C
37	70412460	200.00	09/13/22	57487 LICKETY SPLIT TIMING	C
37	70412461	302.00	09/13/22	109476 UTAH FCCLA	C
37	70412462	108.14	09/15/22	1 KATY ADAMS	C
37	70412463	112.05	09/15/22	1 ZJANI JULANDER	C
37	70412464	2,064.91	09/15/22	38032 AMAZON CAPITAL SERVICES INC	C
37	70412465	2,214.41	09/15/22	106895 BADGER SCREEN PRINTING CO	C
37	70412466	54.85	09/15/22	6076 BAND SHOPPE	C
37	70412467	629.80	09/15/22	45500 BOX ELDER SCHOOL DISTRICT	C
37	70412468	683.87	09/15/22	106055 BLICK ART MATERIALS	C
37	70412469	50.00	09/15/22	104327 BOX ELDER COUNTY LANDFILL	C
37	70412470	3,039.00	09/15/22	104321 BOX ELDER SCHOOL DISTRICT	C
37	70412471	3,651.00	09/15/22	104321 BOX ELDER SCHOOL DISTRICT	C
37	70412472	136.00	09/15/22	104321 BOX ELDER SCHOOL DISTRICT	C
37	70412473	961.90	09/15/22	31658 BSN SPORTS	C
37	70412474	122.00	09/15/22	107994 CERTIFIED SHRED	C
37	70412475	3,319.50	09/15/22	12386 CHOURNOS PRINT SERVICES	C
37	70412476	66.00	09/15/22	158220 COVER UP	C
37	70412477	540.00	09/15/22	56340 IMAGINE IT VINYL	C
37	70412478	5,163.85	09/15/22	489240 KENTS MARKET PL/TREMONTON	C
37	70412479	660.00	09/15/22	55255 KW STRIPING	C
37	70412480	190.00	09/15/22	111459 LYNNS AUDIO VIDEO	C
37	70412481	26.00	09/15/22	7161 MILLER GAS CO, INC	C
37	70412482	140.00	09/15/22	11924 MOUNTAIN CREST HIGH SCHOOL	C
37	70412483	54.79	09/15/22	633340 OFFICE DEPOT	C
37	70412484	147.00	09/15/22	56979 PROACTIVE COACHING LLC	C
37	70412485	253.42	09/15/22	55115 RIVERSIDE CORNER LLC	C
37	70412486	75.00	09/15/22	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70412487	122.25	09/15/22	16497 ROCKY MOUNTAIN AIR SOLUTIONS	C
37	70412488	542.50	09/15/22	38687 ROYAL SWIMMING	C
37	70412489	100.00	09/15/22	24465 SODA SPRINGS HIGH SCHOOL	C
37	70412490	2,480.26	09/15/22	40010 SOUTHEASTERN PERFORMANCE APPAREL	C
37	70412491	12.06	09/15/22	810361 STANDARD PLUMBING SUPPLY	C
37	70412492	35.00	09/15/22	110914 SUPERIOR WATER AND AIR INC	C
37	70412493	10.00	09/15/22	32824 YES PRINT COPY N MORE, LLC	C
37	70412494	600.00	09/20/22	29637 DESERT HILLS HIGH SCHOOL	C
37	70412495	715.00	09/20/22	304217 GARLAND CITY	C
37	70412496	159.41	09/20/22	100359 NASCO MODESTO	C
37	70412497	373.74	09/20/22	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70412498	167.91	09/20/22	157371 STAPLES	C
37	70412499	772.55	09/20/22	25674 STUDIO R MEDIA	C
37	70412500	2,700.00	09/20/22	41289 THEATRICAL RIGHT WORLDWIDE	C
37	70412501	956.22	09/20/22	16535 VEX ROBOTICS	C
37	70412502	350.00	09/21/22	53058 SODA FIXX SODA SHACK	C
37	70412503	2,595.21	09/23/22	38032 AMAZON CAPITAL SERVICES INC	C
37	70412504	24.00	09/23/22	7030 GOSSNER FOODS, INC	C
37	70412505	670.20	09/23/22	43893 ISTITCH	C
37	70412506	1,000.00	09/23/22	7137 MORGAN HIGH SCHOOL	C
37	70412507	648.00	09/23/22	10642 MURRAY HIGH SCHOOL	C
37	70412508	125.00	09/23/22	62189 BOB FIRMAN XC	C
37	70412509	400.00	09/23/22	28967 ROBOTICS ED & COMPETITION FOUNDATION	C

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37	70412510	187.50	09/23/22	29408 SHARON SMOOT	C
37	70412511	1,008.00	09/23/22	59757 JACQUELINE SUMMERS	C
37	70412512	2,020.00	09/23/22	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
37	70412513	105.00	09/23/22	34185 UTAH DANCE & DRILL ASSOCIATION	C
37	70412514	280.00	09/23/22	27383 UTAH RESTAURANT ASSOCIATION	C
37	70412515	312.00	09/23/22	56421 WE DO BALLOONS	C
37	70412516	65.00	09/27/22	1 PENNY LARSON	C
37	70412517	2,880.49	09/27/22	62308 BEST WESTERN PREMIER BRIAN HEAD HOTEL	C
37	70412518	10,000.00	09/27/22	104335 BOX ELDER SCH DIST FOUNDATION	C
37	70412519	482.96	09/27/22	104321 BOX ELDER SCHOOL DISTRICT	C
37	70412520	971.60	09/27/22	158220 COVER UP	C
37	70412521	452.33	09/27/22	286060 WHITEBOX LEARNING	C
37	70412522	3,379.96	09/27/22	4790 HOME DEPOT CREDIT SERVICE	C
37	70412523	362.02	09/27/22	60143 LILJENQUIST, ALLISON	C
37	70412524	200.00	09/27/22	4871 LOGAN HIGH SCHOOL	C
37	70412525	800.00	09/27/22	62286 PEAK ENTERTAINMENT LLC	C
37	70412526	100.00	09/27/22	51772 ROCKY MOUNTAIN SCHOOL OF BASEBALL	C
37	70412527	1,407.00	09/27/22	11843 UTAH SHAKESPEARE FESTIVAL	C
37	70412528	220.60	09/27/22	5908 WALMART COMMUNITY	C
37	70412529	425.00	09/27/22	104321 BOX ELDER SCHOOL DISTRICT	C
37	70412530	10,000.00	09/29/22	1 CHANSHARE SELECT	C
37	70412531	10,000.00	09/29/22	1 CHANSHARE SELECT	C
37	70412532	607.18	09/29/22	38032 AMAZON CAPITAL SERVICES INC	C
37	70412533	1,359.84	09/29/22	39209 FAIRFIELD INN DRAPER	C
37	70412534	140.00	09/29/22	10839 HIGHLAND HIGH SCHOOL	C
37	70412535	430.64	09/29/22	45535 HYATT PLACE PROVO/DOWNTOWN	C
37	70412536	146.25	09/29/22	109463 WOODWIND AND BRASSWIND	C
Total Bank No 37		145,312.36			
38	70812204	-1,715.00	09/26/22	17450 UHSSA	CV
38	70812256	261.83	09/02/22	112046 ACE HARDWARE - BRIGHAM	C
38	70812257	3,595.60	09/02/22	108543 B & H PHOTO VIDEO	C
38	70812258	1,699.80	09/02/22	39209 FAIRFIELD INN DRAPER	C
38	70812259	1,045.00	09/02/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70812260	120.85	09/02/22	108249 BRIGHAM IMPLEMENT CO	C
38	70812261	390.00	09/02/22	109682 BYU TREASURY SERVICES	C
38	70812262	434.93	09/02/22	158220 COVER UP	C
38	70812263	949.00	09/02/22	61891 CREATORS CLUB, LLC	C
38	70812264	970.00	09/02/22	47635 EPIC PRODUCTIONS LLC	C
38	70812265	116.07	09/02/22	25453 PRIDE EMBROIDERY & SCREEN PRINTING	C
38	70812266	77.24	09/02/22	104992 PRINT SHOP	C
38	70812267	480.00	09/02/22	35955 PROMO PLUS	C
38	70812268	30.00	09/02/22	18007 ROCKY MOUNTAIN RUNNERCARD	C
38	70812269	120.00	09/02/22	804825 SUNRISE HIGH SCHOOL	C
38	70812270	1,400.00	09/02/22	7528 UMEA	C
38	70812271	100.00	09/02/22	891181 UTAH STATE UNIVERSITY ATHLETICS	C
38	70812272	1,677.56	09/07/22	38032 AMAZON CAPITAL SERVICES INC	C
38	70812273	5,471.48	09/07/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70812274	770.21	09/07/22	31658 BSN SPORTS	C
38	70812275	7.50	09/07/22	19178 CHEAPER THAN SHIRT	C
38	70812276	300.00	09/07/22	4618 COLEMAN KNITTING MILL	C
38	70812277	1,966.44	09/07/22	158220 COVER UP	C
38	70812278	1,000.00	09/07/22	18015 PEX FITNESS	C
38	70812279	532.65	09/07/22	5045 RSM FOOD SERVICE	C
38	70812280	2,000.00	09/07/22	28010 SCENIC SOLUTIONS INC	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
38	70812281	38.33	09/07/22	157371 STAPLES	C
38	70812282	1,178.67	09/07/22	111790 SUNSTONE POTTERY	C
38	70812283	86.72	09/07/22	5215 SUPREME AUTOMOTIVE	C
38	70812284	209.97	09/07/22	109804 WARD'S NATURAL SCIENCE	C
38	70812285	109.44	09/13/22	1 BRIANA CUNNIGHAM	C
38	70812286	114.00	09/13/22	1 ROBIN YOUNG	C
38	70812287	4,902.15	09/13/22	38032 AMAZON CAPITAL SERVICES INC	C
38	70812288	1,348.31	09/13/22	106055 BLICK ART MATERIALS	C
38	70812289	330.36	09/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70812290	4,430.07	09/13/22	31658 BSN SPORTS	C
38	70812291	650.00	09/13/22	3271 CANON SOLUTIONS AMERICA	C
38	70812292	191.00	09/13/22	107994 CERTIFIED SHRED	C
38	70812293	1,457.50	09/13/22	19178 CHEAPERTHANSHIRT	C
38	70812294	280.50	09/13/22	109652 DREWES FLORAL & GIFTS	C
38	70812295	100.00	09/13/22	106202 JOHN FINDLAY	C
38	70812296	336.00	09/13/22	13846 HERRIMAN HIGH SCHOOL	C
38	70812297	373.43	09/13/22	19810 INTEGRATED TECHNOLOGIES	C
38	70812298	248.00	09/13/22	57487 LICKETY SPLIT TIMING	C
38	70812299	599.00	09/13/22	62022 MATBOSS LLC	C
38	70812300	140.00	09/13/22	23337 PREMIUM MEAT COMPANY	C
38	70812301	108.56	09/13/22	5045 RSM FOOD SERVICE	C
38	70812302	901.20	09/13/22	5070 SAVON	C
38	70812303	1,471.55	09/13/22	10731 SMITH'S CUSTOMER CHARGES	C
38	70812304	38.47	09/13/22	892964 UTAH STATE TAX COMMISSION	C
38	70812305	25.75	09/13/22	891181 UTAH STATE UNIVERSITY	C
38	70812306	106.18	09/15/22	1 JEANETTE ALLEN	C
38	70812307	930.73	09/15/22	109695 BELLAS FRESH MEXICAN GRILL	C
38	70812308	42.00	09/15/22	45500 BOX ELDER SCHOOL DISTRICT	C
38	70812309	44.72	09/15/22	106055 BLICK ART MATERIALS	C
38	70812310	38.95	09/15/22	109652 DREWES FLORAL & GIFTS	C
38	70812311	1,000.00	09/15/22	58157 GIMKIT, INC	C
38	70812312	206.25	09/15/22	3263 IMAGE MATTERS	C
38	70812313	232.60	09/15/22	489250 KENTS MARKET PL/BRIGHAM	C
38	70812314	705.00	09/15/22	55875 LANGUAGE TESTING INTERNATIONAL	C
38	70812315	79.50	09/15/22	18996 MAKERBOT INDUSTRIES LLC	C
38	70812316	39.02	09/15/22	4960 OLD GRIST MILL BREAD	C
38	70812317	4,120.69	09/15/22	20230 SCOREBOARD SPORTS	C
38	70812318	200.00	09/15/22	804825 SUNRISE HIGH SCHOOL	C
38	70812319	300.00	09/15/22	891181 UTAH STATE UNIVERSITY	C
38	70812320	17,182.36	09/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70812321	1,731.38	09/21/22	38032 AMAZON CAPITAL SERVICES INC	C
38	70812322	4,679.77	09/21/22	108543 B & H PHOTO VIDEO	C
38	70812323	4,027.20	09/21/22	45500 BOX ELDER SCHOOL DISTRICT	C
38	70812324	346.50	09/21/22	52922 BOWS BY ALLY	C
38	70812325	2,623.41	09/21/22	31658 BSN SPORTS	C
38	70812326	154.64	09/21/22	62120 CONCOURSE TEAM EXPRESS, LLC	C
38	70812327	600.00	09/21/22	62170 JENNIFER LUCY COOK	C
38	70812328	3,281.52	09/21/22	61980 COURTYARD BY MARRIOTT BOISIE WEST/MERIDI	C
38	70812329	398.20	09/21/22	158220 COVER UP	C
38	70812330	462.00	09/21/22	57789 DO GOOD DESIGNS UTAH	C
38	70812331	150.36	09/21/22	107267 DOMINO'S PIZZA / BRIGHAM	C
38	70812332	557.04	09/21/22	4790 HOME DEPOT CREDIT SERVICE	C
38	70812333	150.00	09/21/22	16314 HOSA-FUTURE HEALTH PROFESSIONALS	C
38	70812334	24.50	09/21/22	109248 J W PEPPER MUSIC	C
38	70812335	750.63	09/21/22	489250 KENTS MARKET PL/BRIGHAM	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
38	70812336	100.84	09/21/22	25119 SIZZLING PLATTER	C
38	70812337	200.00	09/21/22	4871 LOGAN HIGH SCHOOL	C
38	70812338	469.00	09/21/22	543168 MADDOX RANCH HOUSE	C
38	70812339	83.00	09/21/22	62111 MAA AMERICAN MATHEMATICAL COMPETITIONS	C
38	70812340	109.00	09/21/22	4910 NATIONAL FFA ORGANIZATION	C
38	70812341	811.32	09/21/22	633340 OFFICE DEPOT	C
38	70812342	315.00	09/21/22	62189 BOB FIRMAN XC	C
38	70812343	1,531.53	09/21/22	110975 RIDDELL ALL AMERICAN SPORTS	C
38	70812344	9.63	09/21/22	157371 STAPLES	C
38	70812345	40.00	09/21/22	804825 SUNRISE HIGH SCHOOL	C
38	70812346	1,140.33	09/21/22	5223 SWIRE COCA-COLA	C
38	70812347	100.00	09/21/22	21814 UHSBCA	C
38	70812348	500.00	09/21/22	20494 UTAH HOSA	C
38	70812349	300.00	09/21/22	891181 UTAH STATE UNIVERSITY/BRIGHAM CAMPUS	C
38	70812350	2,317.95	09/21/22	36935 UTAH'S BEST VACATION RENTALS	C
38	70812351	5,533.97	09/21/22	5908 WALMART COMMUNITY	C
38	70812352	92.98	09/27/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70812353	1,280.00	09/27/22	108217 BRIGHAM CITY CORPORATION	C
38	70812354	1,695.43	09/27/22	31658 BSN SPORTS	C
38	70812355	254.00	09/27/22	19178 CHEAPER THAN SHIRT	C
38	70812356	280.00	09/27/22	4618 COLEMAN KNITTING MILL	C
38	70812357	47.00	09/27/22	109652 DREWES FLORAL & GIFTS	C
38	70812358	86.00	09/27/22	37672 EWELL EDUCATIONAL SERVICES INC	C
38	70812359	1,788.57	09/27/22	103987 EWING IRRIGATION	C
38	70812360	593.00	09/27/22	29670 GRAPHIC SIGNS INC	C
38	70812361	1,025.50	09/27/22	103961 INTERMOUNTAIN WOOD PRODUCTS	C
38	70812362	302.99	09/27/22	109248 J W PEPPER MUSIC	C
38	70812363	4,000.00	09/27/22	52515 JODIE'S CUSTOM DANCEWEAR	C
38	70812364	2,250.00	09/27/22	4871 LOGAN HIGH SCHOOL	C
38	70812365	1,287.00	09/27/22	102260 MOUNTAIN MATH LLC	C
38	70812366	230.52	09/27/22	4960 OLD GRIST MILL BREAD	C
38	70812367	208.45	09/27/22	5010 RED MOUNTAIN WHOLESALE	C
38	70812368	366.00	09/27/22	58386 ROCKY MOUNTAIN DRILL INVITATIONAL	C
38	70812369	1,715.00	09/27/22	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70812370	120.00	09/27/22	34185 UTAH DANCE & DRILL ASSOCIATION	C
38	70812371	500.00	09/27/22	7609 UTAH FB LA-PBL	C
38	70812372	542.00	09/27/22	109476 UTAH FCCLA	C
38	70812373	698.00	09/27/22	32824 YES PRINT COPY N MORE, LLC	C
38	70812374	3,969.29	09/29/22	38032 AMAZON CAPITAL SERVICES INC	C
38	70812375	772.32	09/29/22	4715 FREESTYLE PHOTO SUPPLIES	C
38	70812376	731.94	09/29/22	109248 J W PEPPER MUSIC	C
38	70812377	180.00	09/29/22	804825 SUNRISE HIGH SCHOOL	C
38	70812378	300.00	09/29/22	891181 UTAH STATE UNIVERSITY	C
Total Bank No 38		127,512.85			
39	77800546	497.49	09/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 39		497.49			
40	11500002	1,193.32	09/21/22	104321 BOX ELDER SCHOOL DISTRICT	C
40	11500003	563.57	09/21/22	102017 DAVIS SCHOOL DISTRICT	C
40	11500004	431.80	09/21/22	58661 THATCHER PEAK LLC	C
Total Bank No 40		2,188.69			

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
				Total Manual Checks	3,092,572.66
				Total Computer Checks	7,453,859.66
				Total ACH Checks	876,274.18
				Total Other Checks	.00
				Total Electronic Checks	.00
				Total Computer Voids	-2,118.54
				Total Manual Voids	.00
				Total ACH Voids	.00
				Total Other Voids	.00
				Total Electronic Voids	.00
				Grand Total	11,420,587.96
				Number of Checks	844

Batch Yr	Batch No	Amount
23	000092	9,695.99
23	000133	5,627.13
23	000172	-203.54
23	000188	7,242.29
23	000210	-1,715.00
23	000281	162,887.57
23	000328	18,176.31
23	000329	3,498.35
23	000330	9,017.44
23	000331	719,041.82
23	000332	1,006.38
23	000333	11,708.54
23	000359	30,063.05
23	000362	97.98
23	000364	3,554.79
23	000366	4,075.80
23	000367	11,790.32
23	000368	3,689.37
23	000373	51.98
23	000374	38.96
23	000384	60,706.51
23	000385	71,087.46
23	000386	31,295.53
23	000387	374,876.03
23	000388	1,674.40
23	000394	7,536.04
23	000397	387.30
23	000398	15,239.53
23	000404	8,495.66
23	000405	524.06
23	000417	101,696.14
23	000420	118.47
23	000421	239.45
23	000422	59,563.67
23	000423	116,200.15
23	000424	39,725.40
23	000425	3,041,514.80
23	000426	7,030.86
23	000427	1,823.79
23	000432	86.94
23	000433	1,978.45
23	000437	4,326.49
23	000448	18,155.29
23	000454	968.06
23	000455	497.49

A/P Summary Check Register

FPREG01A

<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>	
				Batch Yr	Batch No	Amount
				23	000456	19,550.64
				23	000468	1,705.23
				23	000470	89.50
				23	000471	644.81
				23	000477	8,045.64
				23	000479	2,360.70
				23	000481	27,765.56
				23	000496	3,913.37
				23	000499	86,938.11
				23	000500	50,132.30
				23	000501	2,061.02
				23	000502	162,419.89
				23	000503	667,035.95
				23	000505	17,182.36
				23	000506	2,510.14
				23	000507	70.20
				23	000508	60.00
				23	000513	3,820.34
				23	000515	6,444.83
				23	000519	4,453.46
				23	000524	2,325.25
				23	000525	212.03
				23	000527	33,498.72
				23	000531	2,188.69
				23	000535	350.00
				23	000537	9,374.91
				23	000538	466.59
				23	000539	4,909.77
				23	000545	137,343.51
				23	000546	15,167.84
				23	000547	93,607.11
				23	000548	191,175.95
				23	000549	530,159.29
				23	000550	6,719.67
				23	000552	115,323.30
				23	000553	496.65
				23	000564	21,321.96
				23	000565	4,094,686.04
				23	000567	19,362.44
				23	000568	3,413.88
				23	000569	425.00
				23	000577	12,683.91
				23	000581	10,000.00
				23	000582	5,953.55
				23	000584	306.00
				23	000585	69,728.15
				23	000590	184.23
				23	000591	4,897.94
				23	000593	2,008.03

For October 12, 2022 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
BRMS	Graham Stromberg	Teacher	Resigned
Golden Spike	Sandra Taylor	SLP	Resigned
Three Mile Creek	Susan Maero	Cook	Resigned

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>
BRMS	Justus Wise	Teacher
Lake View	Shay Bair	Resource Para
North Park	Melissa Baker	2nd Grade Para
Transportation	Sonna Bingham	Bus Para
North Park	Philip Borup	Functional Skills Para
BEMS	Cindy Bradwisch	Reading Lab Para
Golden Spike	Rachael Caldwell	Functional Skills Para
BEMS	Taien Christiansen	Functional Skills Para
North Park	Lori Cronin	Functional Skills Para
BEHS	Tonya Hendricks	Functional Skills Para
Transportation	Jacinda Heyder	Bus Driver
Transportation	Janet Hoyle	Bus Para
Garland	Jayne Hunter	Functional Skills Para
Transportation	Ella Inglet	Bus Para
Transportation	Ashley Jensen	Bus Driver
Transportation	Robert Kenner	Bus Driver
Garland	Jeona Marble	Functional Skills Para
Transportation	Elaine Maybury	Bus Para
Transportation	Rachel McCullough	Bus Driver
Transportation	Joni Mitchell	Bus Driver
Transportation	Sharece Munns	Bus Para
Transportation	Marissa Nelson	Bus Driver
BRHS	Blake Page	Custodian
North Park	Charlie Polson	Functional Skills Para
Harris	Nora Ritter	Functional Skills Para
North Park	Marnee Theurer	Instructional Para- 2nd Grade
Discovery	Marc Van Pelt	Resource Para
BEHS	Trina Whitman	ED Para

**Box Elder School District
Out of State Travel Request**

School _____ Bear River High School

Organization/Team/Club/Etc. _____ Girls Wrestling Team

Purpose of Trip (Educational Value) _____ National Girls Wrestling Tournament
<https://www.rtoc.net/registration>

Destination _____ Reno Nevada__ Miles to be traveled (one way) _____ 529 Miles

Number of Students Traveling _____ 16 Girls _____
Freshmen _____ ? _____
Sophomore _____ ? _____
Junior _____ ? _____
Senior _____ ? _____

Number of Adults (Chaperones) Traveling _____ 4 Coaches__plus parents

Departure Date _____ Dec 15th _____ Time _____ 8:00 AM _____

Return Date _____ Dec 18th _____ Time _____ 2:00 PM _____

Means of Travel _____ Bus _____ Van _____ Other (please list) _____ Looking at a few
options, like Bus or Train _____

Anticipated Actual Cost of the Trip per Individual Student _____ \$400

Anticipated Direct Cost to Each Student _____ \$100

**THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO
ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.**

List all methods of transportation that will be used and when they are being used

_____ The Train goes from Salt Lake to Reno every day. We are looking at riding the train to and from Reno. While we are in Reno, we can use Uber or some type of lift service, or we can also ask parents to transport the team to and from the event and the hotel.

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? _____ Parent meeting

How will surveys be collected? _____ After Parent meeting

Who will tabulate survey results? _____ The Head coach and Athletic Director _____

Does the trip involve some type of performance or competition? _____ Yes _____

Did the students have to qualify for this performance/competition? _____

Yes, I am only taking our varsity team, each athlete must earn their varsity position through a wrestle off, the winner of the wrestle off will be the varsity wrestler and get the chance to compete at this tournament. _____

Signatures:

Organization/Team Leader/Coach Jason Bingham

Date 8/8/22

Principal Ally N. Gil

Date 8/9/22

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans

Steve Cook

Date 8-23-22

BRHS Varsity Girls Wrestling Tournament

Parents, the purpose of this survey is to determine if we will have the parents' support to take 14 girls (varsity lineup) to Reno Tournament of Champions (TOC). The TOC is Dec 18th, the team would leave Tremonton on Dec 16th come home on Dec 19th.

The TOC national tournament, there are teams from all over the western united states. This is a great opportunity to showcase these girls. Unfortunately, not all the girls on the team will be able to participate. The team will have wrestle off's to determine who the varsity wrestler will be. We will have wrestle off's multiple times before we leave, giving the girls opportunities to earn the varsity spot.

The estimated cost for each girl who participates in the TOC is around \$100. This will help cover travel and hotel cost.

DO NOT PUT YOUR NAME ON THIS SURVEY

Please answer the following:

Check only one:

- 1. Yes, I fully support my student attending this competition.
- 2. No, I do not support my student attending this competition.

PLEASE RETURN THIS SURVEY TO DARCI STARK

**Box Elder School District
Out of State Travel Request**

School Bear River High

Organization/Team/Club/Etc. Band and Choir

Purpose of Trip (Educational Value) The band and choir will receive real-world opportunities in California at universities, shows, & theme parks for performance in the real world of music

Destination California Miles to be traveled (one way) 1000

Number of Students Traveling 170

Freshmen	<u>20</u>
Sophomore	<u>50</u>
Junior	<u>50</u>
Senior	<u>50</u>
Number of Adults (Chaperones) Traveling	<u>25</u>

Departure Date 6/3/24 Time 7:00 pm

Return Date 6/8/24 Time 1:00 pm

Means of Travel Bus Van Other (please list)

Anticipated Actual Cost of the Trip per Individual Student \$900

Anticipated Direct Cost to Each Student \$900

**THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO
ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.**

List all methods of transportation that will be used and when they are being used

Tour Bus

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? Silent Ballot

How will surveys be collected? Collection Box

Who will tabulate survey results? Mr. Walton

Does the trip involve some type of performance or competition? Yes

Did the students have to qualify for this performance/competition? Yes, Audition

How? Marching Band in a parade - Choir singing on stage

Signatures:

Organization/Team Leader/Coach Walton

Date 10/11/22

Principal Boyer

Date 9/30/22

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans

Steve Cash

Date 10-6-22

After a presentation to the parents and students of the tour specifics – including cost, time, etc. – each parent will receive a ballot where they can silently cast their vote either in favor of or opposed to.

After the parents vote, the ballots will be collected.

Votes will then be tallied by Mr. Walton to determine if the parents are in favor or opposed.

SAMPLE BALLOT:

I am (in favor of / opposed to) the proposed
Band / Choir Southern California 2022 tour

**2022-2023 Box Elder School District
LEA Specific Licenses**

Wednesday, October 12, 2022

Requesting Board Approval

Name	School	# of Years Requesting	
Audrey	Amundson	District Office	3
Jason	Jones	District Office	3
Susan	Scheer	District Office	3
Gailsey	Geddes	Discovery	3
David	Kraus	Discovery	3
McKenzie	Hansen	Fielding	3
Sabrina	Dillard	Garland	3
Patrick	Green	Garland	3
Nicole	Nelson	Garland	3
Breanna	Smith	Garland	3
Sarah	Weaver	Garland	3
Sarah	Lindquist	Lake View	3
Kaitlinn	Bott	McKinley	3
Abby	Harris	McKinley	3
Karen	Munns	McKinley	3
Tyree	Blaisdell	North Park	3
Jasmine	Flores Garcia	North Park	3
Shaylynn	King	North Park	3
Malia	Petersen	North Park	3
Savannah	Stuart	North Park	3
Heidi	Murdock	Three Mile Creek	3
Kristine	Winward	Snowville	3
Nicolette	Robins	Willard	3
Alyssa	Walker	Willard	3
Ann	Bailey	Harris	3
Nicola	Baird	Harris	3
Jeremy	Webb	Harris	3
Maria	Jeide	Young	3
Wendy	Nielson	BRMS	3
Lauryn	Walker	BRMS	3
Emily	Bingham	BEMS	3
Steven	Dabb	BEMS	3
Jennifer	Hunsaker	BEMS	3
Meagan	Johnsen	BEMS	3
Callie	Rogers	BRHS	3
Kaite	Coats	Golden Spike	3
Taylor	Kent	Golden Spike	3
Edson	Mendoza	Golden Spike	3
Ngocminh	Tonnu	Golden Spike	3
Emily	Woolfenden	Golden Spike	3
Tyra	Seger	Garland	3

Suggestions for Future Board Meetings

November 9, 2022 – (tentative)

- DLI Achievement Data – Jeremy Young
- Report on BESD Foundation – Gary Allen and Clyde Wohlgemuth
- Policy Review

December 14, 2022 – (tentative)

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

January 11, 2023 – (tentative)

- Approval of 2-year contract for Business Administrator
- Approval of School Fees – Keith Mecham
- Review of Policies 1034 Board of Education Code of Conduct and 1035 Board Member Ethics
- AAPPL Data – Jeremy Young
- Policy Review
- Board Committee Assignments
- USBA Conference Report

February 8, 2023 – (tentative)

- Legislative Update – Steve Carlsen
- Policy Review

March 8, 2023 – (tentative)

- Negotiations Team Approval – Keith Mecham
- Legislative Update – Steve Carlsen
- Policy Review

April 12, 2023 – (tentative)

- ESP Recognitions – Keith Mecham
- College and Career Readiness Counseling Program (CCRCP) Approval – Alison Williams
- FY 2024 Capital Improvement Plan – Corey Thompson
- ACT Data – Jeremy Young
- School Lunch Report – David Roberts
- Energy Report – Mike Clark
- Policy Review
- Board Graduation Assignments

May 10, 2023 – (tentative)

- Retirement Recognitions – Keith Mecham
- Administrative Association Recognitions - BEAA
- Approval of School Land Trust Plans – Gary Allen and Heidi Jo West
- Policy Review

June 14, 2023 – (tentative)

- Budget Hearing – David Roberts
- Approval of Budget – David Roberts
- Approval of 2023-24 Tax Rates – David Roberts
- Approval of Internal and Independent Auditors – David Roberts
- MBA Meeting – David Roberts
- 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 BESPAs – Keith Mecham
- Declaration of Open Enrollment Schools – Keith Mecham
- Approval of TSSA Plans – Gary Allen and Heidi Jo West
- Policy Review

July 12, 2023 – (tentative)

- Internal and Independent Audit 2020-2021 – David Roberts
- Approval of Sex Education Committee – Gary Allen
- 2021-22 TSSA Plan Results – Gary Allen and Heidi Jo West

August 9, 2023 – (tentative)

- Approval of Early Literacy Plan – Heidi Jo West
- AP Results – Jeremy Young
- Policy Review

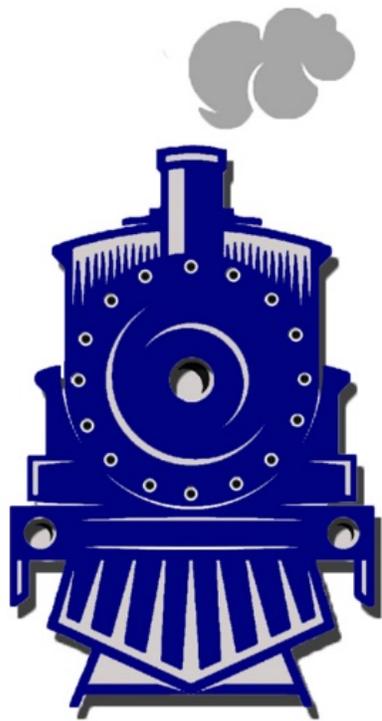
September 13, 2023 – (tentative)

- Walmart Grants Presentation
- Nucor Grants Presentation
- Swearing in of Student Board Member
- Policy Review

October 11, 2023 – (tentative)

- October 1 Enrollment Report – Keith Mecham
- Exemption from Compulsory Attendance (Home School) – Steve Carlsen
- RISE and Utah Aspire Plus Data – Jeremy Young
- Policy Review

BOX ELDER SCHOOL DISTRICT BOARD OF EDUCATION HANDBOOK



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

REVISED
OCTOBER 9, 2019
BOX ELDER SCHOOL DISTRICT

Box Elder School District Board of Education Handbook Table of Contents

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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 be 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 (see [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