



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

Wednesday, September 13, 2023

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:

David Lee, ACHI

Vanica Crane, Garland

Mary Heslop, Three Mile Creek

B. Administrative - 6:30 p.m.

1. **Call to Order**

Wade Hyde, Board President

2. **Reverence**

Danielle Wright, Board Member

3. **Flag Salute/Pledge of Allegiance**

Wade Hyde, Board President

4. **Recognitions**

Julie Taylor, Board Member

a. Selected for the 2023-2025 Cohort of Hope Street Group Utah Teacher Fellows:

Christyn Kendrick - McKinley Elementary

Kelbie Jackson - Bear River High School

b. Walmart Grants Presentation

3

c. Nucor Grants Presentation

6

Jardee Nessen and Quentin PoVey

C. Approval of Agenda - 6:45 p.m.

D. Swear in Student Board Member, Alyssa Lyman, BEHS 6:50 p.m.

10

David Roberts, Business Administrator

E. 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.

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

1. **Approval of Sunrise High School Community Council Exemption**

12

Keith Mecham, Assistant Superintendent of Secondary Teaching & Learning

2. **Approval of Harassment Free and Discrimination Free Statement and Action Plan**

14

Megan Bushnell, Equity & Student Services Director

3. **Approval of Updated TSSA Framework**

17

Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning

4. **Approval of Updated Special Education Handbook**

20

Catherine Allen, SpEd Director

G. Information Items - 7:25 p.m.

1. **Cyber Security**

130

Casey Liljenquist, IT and Robert Gordon, IT Director

K12 Cyber Threat Landscape

2. **Mission, Vision, Values, and Goals and Portrait of a Graduate**

Steve Carlsen, Superintendent
BESD Mission, Vision, Values, and Goals

3. Organizational Chart

Steve Carlsen, Superintendent
2023-24 Organization Chart

4. Monthly Financial Report

David Roberts, Business Administrator

5. Board Committee Reports

a. **Student Board Member Report**

H. **Board Discussion Items - 8:00 p.m.**

1. **Policy 2160 Building and Grounds Rental and Supervision Permit and Use Agreement**

Policy 6018 Community Use of School Facilities

David Roberts, Business Administrator

I. **Consent Items - 8:10 p.m.**

1. **Minutes**

2. **Claims**

3. **Personnel**

J. **Suggestions for Future Board Meetings - 8:15 p.m.**

K. **Upcoming Events**

1. USBA Fall Regional Meeting - September 26, 2023 at 6:00 at Timbermine

L. **Board Handbook**

M. **Adjournment - 8:20 p.m.**

The next meeting of the Board of Education will be held on Wednesday, October 4, 2023, with a Work Session at 6:00, at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

137

145

151

157

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School	Principal	Submitter	Grade
ACHI	David Lee	Kim Miller	6-7
BRHS	AJ Gilmore	Sanford MacSparran	9-12
BRHS	AJ Gilmore	Preston Richey	9-12
BRMS	Dan Carstens	Ken Oxborrow	8-9
Century	Teryl Jeffs	Misty Curtis	K-5
Century	Teryl Jeffs	Piper Roper	K-5
Century	Teryl Jeffs	Sharon cook	K-5
Discovery	Megan Bushnell	Madelyn Handley	K-5
Fielding	Kristi Capener	Rebecca Rhodes	K-5
Garland	Vanica Crane	Amy Jo Summers	K-5
North Park	Wendy Dunham	Kristen Riley	K-5
SpEd - Box Elder School District	Catherine Allen	Andrea Bullock	Pre-K
SpEd - ILSC	Catherine Allen	Christina Smith	18-21
Sunrise	Jerry Jackman	Mati Rinderknecht	9-12
Three Mile Creek	Mary Heslop	Carol Pyle	2-5
Willard	AshLee Nelson	Bradi Holder	K-10

Project	Amount Requested	Priority
Feed the Need	\$500.00	27
Microscope Slides	\$674.00	3
VRC 2023-24 Full Field & Game Element Kit	\$659.34	13
Stereoscopes for 8th grade science	\$600.00	10
Decodable Readers	\$1,500.00	5
Physical Education Equipment	\$800.00	28
Interactive Math / Language Arts	\$250.00	29
Novel Study	\$429.70	7
Kindergarten Reading & Match Centers	\$425.00	8
Building a strong foundation in Phonological Awareness	\$946.00	9
Artsy Brain Boost	\$400.00	16
Enhancing Language Skills for at risk Preschool students	\$388.00	2
Mental health Program for students with disabilities	\$279.00	1
Hydroponic Gardening	\$500.46	6
Math manipulatives	\$250.00	21
Decodable Books for little readers	\$1,875.00	4

Totals:	\$10,476.50
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Funded	Amount to enter for school grant system request
\$500.00	\$500.00
\$675.00	
\$660.00	\$1,335.00
\$600.00	\$600.00
\$1,500.00	
\$800.00	
\$250.00	\$2,550.00
\$430.00	\$430.00
\$425.00	\$425.00
\$945.00	\$945.00
\$400.00	\$400.00
\$390.00	
\$300.00	\$690.00
\$500.00	\$500.00
\$250.00	\$250.00
\$1,875.00	\$1,875.00
\$10,500.00	\$10,500.00

School	Teacher
BRHS	Heidi Jensen, Kristen Hewlett
BRHS	Preston Richey
BRHS	Preston Richey
BRHS	Crystal Pugsley
Sunrise	Mati Rinderknecht
Sunrise	Heather Watts, Leslie Fridal
BRMS	Morgan Christensen
BRMS	Nefi Ramirez
ACYI	Jake Hanes
ACYI	Valerie Yates, Michele Bowden, Penny Wallace, Becky Henrie
ACYI	Kellie Hansen
ACHI	Tiernan Dunmeyer
ACHI	Jo Thomas, Judd Sweat
Century	Misty Curtis
Century	Jill Roche
Discovery	Krista Holdeman
Fielding	Courtney Lamborn
Fielding	Angela Christensen
Garland	Libby Christensen
Garland	Nicole Nelson
Garland	Angela Allen, Bunny Barnett, Susan Lish
Golden Spi	Shaylyn Ekins
Lake View	Leslie Young
Lake View	Kimberly Wilson
Lake View	Kappy Williams

McKinley	Ashlee Wise
McKinley	Kaitlin Bott
McKinley	Christyn Kendrick, Jenny Marble, Kim Detwiler
McKinley	Ashley Anderson, Jami Theurer, Danielle Scothern, Kristine Bennett
North Park	Hollie Allen
North Park	Heather Dahle
Park Valley	Samantha Sproul
Snowville	Joylene Ritchie
Three Mile	Emily Zito
Three Mile	Michael Pedersen
Willard	Natasha Morgan
Willard	Haley Kilmer
SpEd	Jason Udy
SpEd	Linda Bourn
SpEd	Linda Bourn

Project	Amount Received
Scholarship Bootcamp	\$700
Smart Field Control	\$390
Anti-Static Field Tiles	\$294
Pinewood Derby Project	\$272
Hands on Learning in Life Sciences	\$750
"A Garden is a Grand Teacher" Hydroponics School Garden	\$750
Graphing Calculators	\$1,500
Learning Life Skills I Lifetime Sports	\$1,000
Speed Stacking Cups for Physical Education	\$550
Dinosaur Fossil Kits	\$478
First Chapter Friday	\$150
Student Audio Enhancement for Math Engagement & Group Presentations	\$261
Skeleton Keys	\$690
High-Interest Content for Struggling Readers	\$1,500
Math for Success Manipulatives: Fractions	\$199
STEM/Robotics Program	\$1,000
Interactive and Math	\$500
Making Math Magical	\$960
Adding STEM Literature into our K-5 Library	\$541
3D Printer	\$600
SUPER Stories for Super Kids	\$225
STEM Connections	\$600
Physical Education Equipment	\$250
Make Us Genius	\$900
Full Day Kindergarten Hands on	\$300

Moving and Grooving in 5th	\$500
Manipulatives	\$324
Breaking the CODE	\$1,500
Elkonin Boes and magnetic wands reading readiness activity set	\$960
Reading for Everyone!	\$400
95% Group-Phonics Lesson Library	\$1,650
Flexible seating for the classroom	\$350
Bots for the Classroom	\$315
Science Experiment Supplies	\$200
Sphero Bot Coding	\$537
Math Manipulatives	\$280
Supporting Speech, Language, Literacy for Individuals & Classrooms	\$225
Preschool Testing Materials	\$450
Treatment Equipment Support for children with Autism	\$250
Environmental modifications for children with Disabilities	\$250
Total Amount:	\$23,551

OATH OF OFFICE

Utah State Archives

In Utah, state officers are required by both the federal and state constitutions to take an oath of office. The Constitution of the United States requires members of the legislature as well as all executive and judicial officers of the states to be bound by oath or affirmation to support the federal Constitution (Article VI, clause 3). The Constitution of Utah specifies the wording of the oath to be taken by "all officers made elective or appointive by this Constitution or by the laws made in pursuance thereof, before entering upon the duties of their respective offices" (Article IV, section 10).

The **Oath** is to be stated as found in Article IV, section 10:

"I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States and the Constitution of this State, and that I will discharge the duties of my office with fidelity.["]

State law dictates that the following individuals may administer the oath. Some state agencies may have a notary on staff who can administer the oath:

§ 78B-1-142: "Every court, every judge, clerk and deputy clerk of any court, every justice, every notary public, and every officer or person authorized to take testimony in any action or proceeding, or to decide upon evidence, has the power to administer oaths or affirmations."

After taking the oath, state officials should file the original signed oath with the State Archives, as mandated by state law. (Utah Code § 52-1-2 (2))

How to File an Oath of Office for Public Officials with the Division of Archives and Records Service

Once administered the Oath of Office, an official should check with the agency that administered the oath, and the official's own agency, to see if there are specific procedures in place to ensure the oath is properly filed with the State Archives.

If there are no set procedures, the original signed hard copy oath should be sent to the State Archives, either by mail or deliver to:

Oaths of Office
Utah State Archives
346 S Rio Grande St
SLC, UT 84101

Even though there is no specific time frame as to when an oath should be filed with the State Archives, state officials should do so as soon as possible. Utah Code § 76-8-203 states, "A person is guilty of unofficial misconduct [a class B misdemeanor] if the person exercises or attempts to exercise any of the functions of a public office when the person has not taken and filed the required oath of office[.]"

OATH OF OFFICE
STATE OF UTAH

I, _____, *having been appointed to the office of*
Print Name

*do solemnly swear or affirm that I will support, obey and defend the
Constitution of the United States and the Constitution of this State, and
that I will discharge the duties of my office with fidelity.*

Signature

State of Utah,
County of _____

Subscribed and sworn to before me this _____ *day of* _____ *, 20* _____

*Person Administering Oath

Title

*Utah Code § 78B-1-142: "Every court, every judge, clerk and deputy clerk of any court, every justice, every notary public, and every officer or person authorized to take testimony in any action or proceeding, or to decide upon evidence, has the power to administer oaths or affirmations."

File oath by sending to: Oath of Office, Utah State Archives, 346 S Rio Grande St, Salt Lake City, UT, 84101

Recommendation for Sunrise High School - School LAND Trust Exemption for 2023-2024

Submitted by: Keith Mecham, Assistant Superintendent - Secondary Teaching and Learning

Recommendation:

It is recommended that the Box Elder School District Board of Education grant an exemption to Sunrise High School to receive School LAND trust funds without having a School Community Council for the 2023-2024 school year.

Recommended Motion:

I move that the Box Elder School District Board of Education approve the recommendation for exemption of a community council at Sunrise High School for the 2023-2024 school year.

Background:

This exemption has been granted the past 4 years in accordance with State Board Rule R277-491-3

(5)(a) A public school that is a secure facility, juvenile detention facility, hospital program school, or other small or special school may receive School LAND Trust Program funds without having a school community council if the school demonstrates and documents a good faith effort to:

- (i) recruit members;
- (ii) have meetings; and
- (iii) publicize the opportunity to serve on the council.

(b) A local school board shall make the determination whether to grant the exemption for a school described in Subsection (5)(a).

Policy Implications:

None

September 11, 2023

To the Board of Education;

As the principal of Sunrise High School, for several years I have had a significant difficulty forming and keeping a community council for my school. In the past we have posted on our website the need for parents to serve on our council. We have sent automated phone calls home as well, and in spite of our efforts, we have never had any response. When we did have a community council my secretary would start each year personally calling parent after parent asking them to please be a part of our council. She continued to call until we had the minimum of three parents agree to serve as well as a representative from one of our YIC sites. However, never did we have all three parents or the representatives attend a meeting at the same time. Our last year with a community council two parents attended the first meeting, and agreed to be the chair and vice chair. However, shortly after this one of their students quit attending and the parent quit coming as well. The other parent came pretty well, but it is difficult to have a discussion with only one parent. This was what happened each year we tried to have a community council. The year would start by begging parents to come. If we got three to agree, they would attend very sporadically, and seldom would continue coming the full year. This year we held a back to school night which was fairly well attended with over 50 students and 30 parents. We put up a table and tried to get parents to sign up to be on the council. We again posted the invite on our website, and social media sites. We sent texts and emails out as well and have not had a single person respond with interest.

Our student body changes regularly. Many of our students come mid-year after the trainings and councils have been set up. Many have trouble attending, and are at risk of not finishing. Some have disengaged parents, or single parents just trying to support the family. Some are living on their own with minimal parent contact. Whatever may be the case, it is very difficult to form, let alone maintain a functioning community council here at the alternative high school.

For this reason, I am asking that we be granted an exemption, as has been granted the past four years, and as is allowed for in State Board Rule R277-491-3 which states:

(5)(a) A public school that is a secure facility, juvenile detention facility, hospital program school, **or other small or special school** may receive School LAND Trust Program funds without having a school community council if the school demonstrates and documents a good faith effort to:

- (i) recruit members;
- (ii) have meetings; and
- (iii) publicize the opportunity to serve on the council.

(5)(b) A local school board shall make the determination whether to grant the exemption for a school described in Subsection (5)(a).

Our school continues to encourage parent involvement and will continue to solicit the help of parents who desire to serve. If at any time a parent expressed interest, we would gladly form a community council. We value outside ideas and strive to build good relationships with our parents and students. We also will continue to receive community input through an interagency council that meets quarterly. At this time, with our efforts I am asking once again for an exemption from you, our board of education.

Sincerely;



Gerald Jackman
Principal Sunrise High School

Recommendation to approve

Submitted by: Megan Bushnell

Recommendation:

It is recommended that the Board approves the Harassment-Free and Discrimination-Free Statement and Action Plan

Recommended Motion:

I move that the Board approves the Harassment-Free and Discrimination-Free Statement and Action Plan

Background:

The Utah State Board of Education (USB E), in accordance with R277-623-3, created the School Climate Survey to measure and assess stakeholder perceptions of school environments throughout Utah in all K-12 public schools. The survey was administered by Local Education Agencies (LEAs) between March 13 and May 5, 2023. The student survey is administered in the classroom by a teacher or aide. Respondent groups include students (grouped by grades), administrators, teachers, staff, parents, and School Resource Officers (SROs).

[USB E Safe and Healthy Schools](#)

Policy Implications:

Reporting requirements are under R277-609 Compliance Cycle
LEAs shall: (a) adopt a plan for harassment- and discrimination-free learning; and include as part of the LEA discipline plan, parental outreach and education regarding the plan (R277-609 & UCA 53G-8-802).

Per UCA 53G-8-802, LEAs shall send a notice to each student, parent, and LEA staff member stating the LEA's commitment to maintaining a school climate that is free from harassment and discrimination.

LEAs shall conduct outreach events or assemblies to inform students and parents of the plan adopted (UCA 53G-8-802-(4)(b))

Financial Implications:

Staff Implications: Training faculty, staff, students, and parents. Outreach to families.

Harassment-Free and Discrimination-Free Learning Environment

Position Statement:

Box Elder School District is dedicated to upholding a school atmosphere free of any form of harassment, bias, or discrimination. We firmly believe in the inherent duty of individuals to treat others with dignity and kindness.

According to Utah legislation, all students in public schools should have access to a secure, conducive learning environment free from unnecessary disturbances (as outlined in [53G-8-202](#)).

Consequently, Box Elder School District prohibits all acts of harassment, discrimination, bullying, cyberbullying, hazing, retaliation, and abusive behavior based on genuine or perceived attributes of students or staff members. These attributes encompass factors such as race, color, national origin, gender, disability, religion, gender identity, and sexual orientation, as well as physical or mental attributes, and adherence to or deviation from stereotypes (as stated in [USBE R277-613](#)).

This commitment applies comprehensively across all facets of the District's educational programs, encompasses the utilization of all District facilities, and encompasses involvement in all activities sponsored by the District.

References:

[Utah Code 53G-8-802](#): State Safety and Support Program – LEA Duties

[Utah Code 53G-8-202](#): Public School Discipline Policies

[USBE R277-609](#): Standards for LEA Discipline Plans and Emergency Safety Interventions

[USBE R277-613](#): LEA Policies and Training Regarding Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct

Harassment-Free and Discrimination-Free Learning Environment

Action Plan 2023-2024:

Data Review

- Review data from the 2023 state-administered school climate survey
- Review incident reports related to discriminatory harassment through Educator's Handbook

Policy Review and Development

- Review and revise bullying policy, safe school violation policy, and related procedures.
- Develop policy and related procedures to address harassment- and discrimination-free learning with the EDIA (equity, diversity, inclusion, access) committee

Training

- Provide training to administrators on investigation and reporting procedures
- Provide training to school staff on steps to maintain harassment- and discrimination-free learning environments
- Provide training to educators on the stop-on-the-spot strategy
- Provide training to students on harassment and discrimination and how to report incidents
- Provide notice to students and parents

Reference:

Respond to Bullying-[Stopbullying.gov](https://www.stopbullying.gov)

Recommendation for Box Elder Schools' Teacher and Student Success Framework Amendment

Submitted by: Heidi Jo West *Assistant Superintendent Elementary Teaching and Learning*

Recommendation: It is recommended that the Box Elder School District Board of Education approve the amendments to the Box Elder School District Teacher and Student Success Framework as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the Teacher and Student Success Framework Amendment.

Background:

Working with the state and looking at the needs of our district and schools, we have determined that it would be in the best interest of our students and teachers to allocate 25% of the awarded amount for TSSA funds to the Special Education Program. With the increases over the years to the TSSA allocation, schools will receive more than they have in the past. Additionally, we will be able to continue to provide additional support to our students with disabilities. This will have positive benefits for teachers as well.

Additionally, the state allows for 5% to be allocated by schools to teacher and student incentives. This has been added as an approved expense on our framework.

Policy Implications:

This action will have no policy implications.

Financial Implications:

There are no known negative consequences.

Staff Implications

N/A at the district level

Box Elder School District Teacher and Student Success Framework

Purpose:

The purpose of the *Box Elder School District Teacher and Student Success Framework* is to engage, challenge, and support all students. This will be accomplished through efforts directed toward teacher recruitment and retention, teacher recognition and leadership, and improved student performance and academic achievement.

Teacher Recruitment and Retention: Of the total distribution, 25% shall be used for **salaries to improve** teacher recruitment and retention. Box Elder School District recognizes the role that teacher compensation plays in ensuring students have access to the highest-quality educators. Therefore, Box Elder School District shall use 25% of the total distribution for increases to base salary and salary-driven benefits for school personnel (53G-7-1304, Subsection (2)(a)(ii)). **Additionally, Box Elder School District will use 25% of the total distribution to provide support to special education students throughout the district. These funds will be used for additional staffing, instructional materials, and supportive technology.**

Student Performance and Academic Achievement: Of the total distribution, **50%** shall be **allocated to schools to determine how it will be** used to promote improved student performance and student academic achievement. Box Elder School District recognizes the importance of school-level allocation of funds to support the unique student performance and academic needs in each school environment. A principal shall annually submit a *Teacher and Student Success Plan* Application and a *Teacher and Student Success Plan* Annual Report to the Box Elder School District Board (53G-7-1304, Subsection (5)). This Application shall include a detailed plan to improve student performance and student academic achievement, a budget, and measures of success. The Annual Report shall include progress toward measures of success, budgets and expenditures, and documentation of public posting. Each Application and Annual Report will be reviewed by the Box Elder School District Board for approval on or before June 30 of each year.

The application requires submission of:

- The *Teacher and Student Success Plan* which includes
 - At least **one** goal that supports improved student performance and student academic achievement
 - Action Plan Steps for reaching the goals
- A budget for proposed expenditures. Appropriate expenditures may include but are not limited to the following categories:
 - **Up to 5% Principal discretion for teacher and student incentives, recognition and appreciation.**
 - School personnel stipends for taking on additional responsibility and leadership outside of a typical work assignment;
 - Professional learning;
 - Additional school employees, including instructional coaches, behavioral specialists, MTSS aides, student and/or family advocates, counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
 - Social and emotional learning support;
 - College and career readiness skills;
 - Student leadership development;

- Technology;
- Before- or after-school programs
- Summer school programs
- Community support programs or partnerships;
- Early childhood education;
- Class size reduction strategies
(*Note - Expenditures may not supplant funding for existing public education programs or be used for capital expenditures.)
- Measures of success, including a description of how progress toward the goals will be measured.

The Annual Report requires submission of:

- Data which shows progress toward measures of success in the prior year;
- Budgeted expenditures as compared to actual expenditures for the prior year (budget sheet)
- Documentation showing that the school's *Teacher and Student Success Plan Annual Report* has been posted to the school's website (*Note - this will only occur after the first year of funding.)

The principal is responsible for the application, but is encouraged to solicit input on developing the school's *Teacher and Student Success Plan* from the school's:

- Educators including the Collaborative Leadership Team;
- Administrators;
- Students;
- Community Council members;
- Parents;
- Support professionals; or
- Additional community stakeholders.

The Box Elder School District Board shall:

- Annually review each *Teacher and Student Success Plan* application;
- Approve or disapprove each submitted plan in a regularly scheduled local board meeting; and
- If a plan is not approved, the Board shall:
 - Explain, in writing, the reason for disapproval;
 - Make recommendations for revision;
 - Allow the submitting principal to re-submit a revised plan for review; and
 - Approve a resubmitted plan, if the plan complies with the Board's recommendations for revision.
- Determine if the school:
 - Meets or exceeds the threshold of points determined by the Utah State Board of Education that designates a school that is succeeding in school performance and academic achievement; or
 - Has demonstrated at least a 1% increase in the school's total points received under the statewide accountability system compared to the previous year (53G-7-1306).
 - Schools which do not satisfy the above requirements will receive additional district-level support to address the school's performance, make any necessary modifications to the *Teacher and Student Success Plan*, and guide any adjustments to the school's allocation expenditures.

Recommendation to approve

Submitted by: Catherine Allen

Recommendation:

It is recommended that the school board approve the BESD Special Education Procedures and Policy Manual

Recommended Motion:

I move that the school board approve the BESD Special Education Procedures and Policy Manual

Background: Utah State has updated the Special Education Policies and Procedures Manual. BESD Special Education dept has updated their manual to align with the state policies

Policy Implications: There are several small changes that were made throughout the entire manual. There are no major policy changes. The changes are manly geared towards clarity of vocabulary.

Financial Implications: none

Staff Implications: none

Utah State Board of Education 2022 Special Education Rules Revision Summary

I. General Provisions

Updated Definitions

Behavior Intervention Plan (BIP)
Co-teaching
Functional Behavior Assessment (FBA)
Postsecondary Transition
Specially Designed Instruction
Student with a Disability

New Definitions

Discipline
Functional Performance
Inclusion
Interim Alternative Educational Setting
Science of Reading
Shortened School Day in definition of Day
Speech-Language Technician
Alternate Achievement Standards

II. Identification, Location, and Evaluation

- Updated components of reading instruction to include science of reading and to match United States Code.
- Updated Developmental Delay. Changed age range to ages three through eight to align with code of federal regulations (CFR) and practices. Removed language from Developmental Delay evaluation that limits assessment.
- Changed “Emotional Disturbance” to “Emotional-Behavioral Disability.” Provided clarifying language to the definition of emotional-behavioral disability. Revised emotional-behavioral eligibility criteria to consider interventions and observable emotional and behavioral responses more effectively. Revised emotional-behavioral disability evaluation to include a functional behavior assessment, and a social and developmental history.

III. Individualized Education Program (IEP) Development and Service Delivery

- Added language about material and substantial changes to the individualized education program (IEP).
- Included language regarding an annual IEP goal related to postsecondary transition.
- Included section on inclusionary practices and local education agency (LEA) requirements and aligned to Full Educational Opportunity in the CFR.

IV. Procedural Safeguards: Due Process Procedures for Parents and Students

- Added discipline to when parents and adult students receive procedural safeguards notice.
- Updated the State complaint procedures and clarified filing requirements, timing of filing, and State complaint dismissal.
- Added language regarding personally identifiable information (PII) and non-parent complainants.
- Updated mediation section and clarified language regarding USBE’s role and timing in communicating mediation requests.
- Added requirement that LEA inform hearing officer and State Director of Special Education (or designee) of all scheduled and completed resolution meetings to ensure compliance with the resolution timeline.

V. Discipline Procedures

- Included shortened school days in change of placement section.

- Added language to expedited due process hearing timelines and the inability to extend the timeline.

VI. Students with Disabilities in other Settings

- Included language about the Carson Smith Scholarship and Special Needs Opportunity Scholarship Program.
- Included language about evaluating students in private schools.
- Updated expenditure language to explain calculation.

VII. Preschool and Postsecondary Transitions

- Included language regarding an annual IEP goal related to postsecondary transition.
- Included language regarding the development of the summary of academic achievement.

VIII. Responsibilities of the Utah State Board of Education

- Updated significant disproportionality to include CFR language and outline comprehensive coordinated early intervening services.
- Updated rule citations regarding licensing.

IX. Local Education Agency (LEA) Eligibility and Responsibilities

- Added language about Policy and Procedure Process for new LEAs.
- Updated language to include inclusive practices that provide for a Full Educational Opportunity.
- Updated Funding Prevalence in Disabling Conditions to match code.
- Language regarding 10-day membership drop rule and free appropriate public education (FAPE) obligation.
- Updated Educator License Requirement language and citations to be consistent with USBE Rules.

X. Special Education Funding

- Included and developed rule language regarding construction and altering existing facilities as outlined in UCA 53F-2-307.
- Updated special education add-on calculation to align with UCA 53F-2-307.
- Updated Special education self-contained allowable use to include UCA 53F-2-307 and 53F-2-308.
- Clarified language that federal funds are calculated, allocated, and classified according to 34 CFR §300.705.
- Replaced Federal Special Education Funds Table to match State Funds Table, alignment with account codes used for requesting funds.
- Updated Permissive Used of Funds to match UCA 53F-2-307.

LEA Next Steps

- 1) Revised policies and procedures in alignment with current rules within one year of the final Board approval of these Rules (tentatively January 10, 2024).
- 2) Submit special education policies and procedures for approval by the Utah State Board of Education special education staff.
- 3) Submit special education policies and procedures for approval by local board in a public meeting.

- 4) Submit documentation of the local board's approval to the Utah State Board of Education special education staff.

BOX ELDER SCHOOL DISTRICT SPECIAL EDUCATION POLICIES AND PROCEDURES MANUAL

ALTERNATIVE SLD ELIGIBILITY METHOD

[Date]

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I. GENERAL PROVISIONS

I.A. PURPOSES (34 CFR § 300.1; RULES I.A.)

1. The primary purposes of this Box Elder School District's policies and procedures manual, consistent with Utah Code Annotated (UCA) Title 53E, Chapter 7, Part 2, Special Education Program; and the Individuals with Disabilities Education Improvement Act (IDEA), as amended; are:
 - a. To ensure that all students with disabilities ages 3 through 21 in Utah, including students with disabilities who have been suspended or expelled from school and students who have not graduated from high school with a regular high school diploma, have available to them a free appropriate public education
 - b. (FAPE) that emphasizes special education and related services, as specified on an Individualized Education Program (IEP) designed to meet their unique needs and prepare them for further education, employment, and independent living;
 - c. To ensure that the rights of students with disabilities and their parent(s) are protected;
 - d. To ensure that State standards are established for the provision of a FAPE to students with disabilities, as defined in these Rules;
 - e. To assess and ensure the effectiveness of efforts to educate students with disabilities.

I.B. DEFINITIONS AS USED IN THESE RULES (34 CFR §§ 300.4–300.45; RULES I.E.)

1. Box Elder School District has adopted all applicable definitions as found in Rule I.E.1-59.

I.C. FULL EDUCATIONAL OPPORTUNITY GOAL (34 CFR § 300.109; RULES IX.A.2.D.(2)(c))

1. Box Elder School District provides a free appropriate public education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Rules and the IDEA. Box Elder School District hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for

special education and related services, of the ages served by Box Elder School District, in accordance with all of the timeline requirements of the IDEA.

2. Box Elder School District follows all necessary requirements in the development and delivery of an individualized education program (IEP) for eligible students. Placement in the least restrictive environment (LRE) will be implemented to the maximum extent appropriate for students with special needs. Box Elder School District provides a continuum of placements to address the needs of students with disabilities to ensure those students receive special education and related services appropriate to their needs.

I.D. METHODS OF ENSURING SERVICES (34 CFR § 300.154; RULES IX.A.2.D.(2)(M))

3. Box Elder School District ensures each eligible student with disabilities enrolled in the school receives the services included in the IEP through a systematic process of IEP internal file reviews and monitoring of service delivery by Box Elder School District personnel.

II. IDENTIFICATION, LOCATION, AND EVALUATION

II.A. CHILD FIND SYSTEM (34 CFR §§ 300.109, 300.111; RULES II.A.)

1. Box Elder School District In accordance with the requirements of Part B of the IDEA and with the Rules, has developed policies and procedures to ensure that all students with disabilities residing within the jurisdiction of the LEA, including students with disabilities birth through 21 years of age and those attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. These policies and procedures include a practical method for determining which students are currently receiving needed special education and related services and provide a process to reevaluate those who are found eligible within the three-year timeframe.
2. The requirements of this section apply to:
 - a. Highly mobile students with disabilities (such as students who are migrant and experiencing homelessness) (34 CFR § 300.111(c)(2)).
 - b. Students who have been suspended or expelled from school (34 CFR § 300.101(a)).
 - c. Students who have not graduated from high school with a regular high school diploma (34 CFR § 300.102(a)(3)(iii)).
 - d. Students who are suspected of being a student with a disability under the Rules and who are in need of special education and related services, even though they are advancing from grade to grade (34 CFR § 300.111(c)(1)).
 - e. Students who are homeschooled and students enrolled in private schools within the school district's boundaries.
 - f. Students in State custody/care.
 - g. Students in nursing homes.
3. Public charter schools are responsible for child find for students enrolled in their own school and have no responsibility for child find for students in private schools. Charter schools may not refer enrolled students to the local school district for child find.

4. The determination that a student is a “student with a disability” under these Rules must be made on an individual basis, by a group made up of the parent or student who is an adult and school personnel determined by the student’s LEA.
5. Major components of the child find system include:
 - a. LEA implementation, coordination, and tracking of child find activities and students identified, including students who are home schooled and students enrolled in private schools within the school district’s jurisdiction (34 CFR § 300.131).
 - b. USBE staff provision of ongoing technical assistance to LEAs, private schools, and other State agencies in implementing the child find system.
 - c. Implementation of the statewide data collection system for reporting student information, including Federal student count (34 CFR §§ 300.132, 300.640– 641) and the data requirements found in the Rules VI.B.3., which includes that:
 - (1) Each school district must maintain in its records, and provide to the USBE staff annually, the following information related to parentally placed or student who is an adult nonprofit private school students:
 - (a) The number of students evaluated and reevaluated within three years;
 - (b) The number of students determined to be students with disabilities; and
 - (c) The number of students served.
 - d. School district collaboration and coordination with State and Local Department of Health, which has responsibility for providing early intervention services for infants and toddlers with disabilities, ages birth through two, under Part C of the IDEA (Interagency Agreement).
6. The collection and use of data to meet the requirements of this section are subject to the confidentiality of information provisions under these Rules and R277-487.

II.B. REFERRAL (34 CFR § 300.301; RULES II.B.)

1. Consistent with the consent requirements in Rules II.C., either a parent or the student who is an adult or an LEA may initiate a request for an initial evaluation to determine if a student is a student with a disability under Part B of the IDEA and

these Rules. Upon receipt of a request for an evaluation, Box Elder School District must respond within a reasonable timeframe. The response may not be delayed due to Box Elder School District's Response to Intervention process.

2. Box Elder School District shall provide an initial special education assessment for children who enter the custody of the Division of Child and Family Services (DCFS), upon request by that division and the LEA obtains appropriate parental consent for the evaluation for children whose school records indicate that they may have disabilities requiring special education services.

II.C. PARENTAL CONSENT (34 CFR § 300.300; RULES II.C.)

1. Parental consent for initial evaluation.
 - a. The LEA proposing to conduct an initial evaluation to determine if a student qualifies as a student with a disability under the Rules must, after providing prior written notice to the parent or student who is an adult, obtain informed consent, consistent with Rules I.E.9, from the parent of the student or the student who is an adult before conducting the evaluation.
 - (1) Consent from a parent or student who is an adult for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - (2) Box Elder School District must make reasonable efforts to obtain informed consent from the parent or student who is an adult for an initial evaluation to determine whether the student is a student with a disability.
 - (3) When conducting psychological evaluations, Box Elder School District must implement the parental or student who is an adult consent requirements of UCA 53E-9-203 (Student Privacy and Data Protection).
 - b. For initial evaluations only, if the student is a ward of the State and is not residing with the student's parent(s), Box Elder School District is not required to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability if:
 - (1) Despite reasonable efforts to do so, Box Elder School District cannot discover the whereabouts of the parent(s) of the student;
 - (2) The rights of the parent(s) of the student have been terminated in accordance with State law; or

- (3) The rights of the parent(s) to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.
 - c. If the parent(s) of a student or a student who is an adult enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation, or fails to respond to a request to provide consent, Box Elder School District may, but is not required to, pursue the initial evaluation of the student by utilizing the procedural safeguards or the due process procedures in Section IV of these Rules.
 - (1) Box Elder School District does not violate its obligation under the child find provisions of these Rules if it declines to pursue the evaluation by utilizing the procedural safeguards or the due process procedures.
2. Parental consent for services.
 - a. Box Elder School District that is responsible for making a FAPE available to a student with a disability must obtain informed consent from the parent(s) of the student or student who is an adult before the initial provision of special education and related services to the student.
 - b. Box Elder School District must make reasonable efforts to obtain informed consent from the parent(s) or student who is an adult for the initial provision of special education and related services to the eligible student with disabilities.
 - c. If the parent(s) of a student or student who is an adult fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, Box Elder School District:
 - (1) May not use the procedures in of these Rules IV., including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
 - (2) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which Box Elder School District requests consent; and

- (3) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which Box Elder School District requests such consent.
 - d. If, at any time subsequent to the initial provision of special education and related services, the parent(s) of a student or student who is an adult revokes consent in writing for the continued provision of special education and related services, Box Elder School District:
 - (1) May not continue to provide special education and related services to the student but must provide prior written notice in accordance with Rules IV.D. before ceasing the provision of special education and related services;
 - (2) May not use the procedures in Rules IV., including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
 - (3) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which Box Elder School District requests consent; and
 - (4) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which Box Elder School District requests such consent (34 CFR § 300.300).
3. Parental consent for reevaluations.
 - a. Box Elder School District must obtain informed parental or student who is an adult consent prior to conducting any reevaluation of a student with a disability.
 - b. If the parent or student who is an adult refuse to consent to the reevaluation, Box Elder School District may, but is not required to, pursue the reevaluation by using the dispute resolution procedures provided in the procedural safeguards, and including mediation or due process procedures.
 - c. Box Elder School District does not violate its obligation under child find if it declines to pursue the reevaluation.
 - d. The informed parental or student who is an adult consent need not be obtained if the LEA can demonstrate that:

- (1) It made reasonable efforts to obtain such consent; and
 - e. The student's parent or the student who is an adult has failed to respond.
4. Other consent requirements.
- a. Parental or student who is an adult consent is not required before:
 - (1) Reviewing existing data as part of an evaluation or a reevaluation; or
 - (2) Administering a test or other evaluation that is administered to all students unless consent is required for all students before administration of that test or evaluation.
 - b. Box Elder School District may not use a parent's or student who is an adult refusal to consent to one service or activity under Rules II.C.1., II.C.2., or II.C.3., to deny the parent or student any other service, benefit, or activity of the LEA, except as required by this part.
 - c. If a parent of a student or an student who is an adult who is home schooled or placed in a private school by the parent(s) or student who is an adult at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent or student who is an adult fails to respond to a request to provide consent, the LEA may not use the consent override procedures (described in Rules II.C.1.c., II.C.3.), and Box Elder School District is not required to consider the student as eligible for special education and related services.
 - d. To meet the reasonable efforts requirement in Rules II.C.1.a.2., II.C.1.b.1., II.C.2.b., and II.C.3.d.1., Box Elder School District must document its attempts to obtain parental or student who is an adult consent using the procedures in Rules III.G.3.
 - e. Unless parent(s) or the student who is an adult revoke consent for special education and related services or refuse consent for initial placement, disagreements regarding the provision of IEP services should be resolved by the IEP Team and result in a completed IEP which includes all components necessary for the provision of FAPE.

II.D. INITIAL EVALUATION (34 CFR § 300.301; RULES II.D.)

1. Box Elder School District must conduct a full and individual initial evaluation to determine whether a student is a “student with a disability” under Part B of the IDEA and the Rules, and to determine the educational needs of the student.
2. The initial evaluation:
 - a. Must be conducted within 45 school days of receiving parental or student who is an adult consent for the evaluation, unless:
 - (1) The initial evaluation is requested by the Division of Child and Family Services (DCFS) and Box Elder School District obtains appropriate consent for the evaluation, in which case Box Elder School District shall provide an initial special education evaluation to an individual who enters DCFS custody if DCFS suspects the individual may be an eligible student within 30 days after the day on which DCFS makes the request (UCA 53E-7-207).
 - (a) Box Elder School District may refuse to conduct an evaluation described in the Rules [II.D.2.] a. (1) if Box Elder School District reviews the relevant data regarding the individual and, within ten days after the day on which Box Elder School District received the request described in the Rules [II.D.2.] a.(1), gives the DCFS prior written notice of refusal to evaluate.
 - b. Must consist of procedures to determine:
 - (1) If the student is a student with a disability; and
 - (2) The educational needs of the student.
3. The timeframe shall not apply to Box Elder School District if:
 - a. The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or
 - b. The student who is an adult repeatedly fails or refuses to participate in evaluation activities; or
 - c. A student enrolls in Box Elder School District after the relevant timeframe has begun, and prior to a determination by the student’s previous LEA as to whether the student is a student with a disability.

- d. The exception in Rules II.D.3.c. applies only if Box Elder School District is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or student who is an adult and Box Elder School District agree to a specific time when the evaluation will be completed.

II.E. SCREENING FOR INSTRUCTIONAL PURPOSES (34 CFR § 300.302; RULES II.E.)

1. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. Results of screenings should be considered by Box Elder School District for child find purposes.

II.F. EVALUATION PROCEDURES (34 CFR § 300.304; RULES II.F.)

1. Box Elder School District has established and implemented procedures that meet the evaluation requirements of Part B of the IDEA and the Rules as follows:
 - a. In conducting the evaluation, Box Elder School District must:
 - (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by a parent or student who is an adult, that may assist in determining:
 - (a) Whether the student is a student with a disability; and
 - (b) The content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or, for a student in preschool, to participate in appropriate activities);
 - (2) Not use any single procedure as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student; and
 - (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors Box Elder School District must consider the publication date and continued validity of assessments in use when new editions are published.

- (4) Box Elder School District must ensure that assessments and other evaluation materials used to assess a student:
- (a) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (b) Are provided and administered in the student's native language or other mode of communication, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
 - (c) Are selected to assess the specific areas of concern identified by the assessment/evaluation group, including the parent(s) or student who is an adult;
 - (d) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (e) Are selected and administered by trained and knowledgeable personnel based upon the specific assessment's requirements; and
 - (f) Are administered and interpreted in accordance with any instructions and administrator requirements provided by the producer of the assessments and the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).
 - (i) Box Elder School District must ensure and document that all evaluators meet the assessment publishers' administrator/interpreter/user requirements, (e.g., appropriate degree, higher education coursework in tests and measures, and supervised clinical experiences/practica).
 - (ii) Box Elder School District shall provide documentation to USBE staff upon request.
- (5) Box Elder School District must ensure that:
- (a) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

- (b) Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
 - (c) The administration of psychological testing and the evaluation or assessment of personal characteristics, such as intelligence (e.g., cognitive, IQ), personality, abilities, interests, aptitudes, and neuropsychological functioning are only administered and interpreted by personnel who have been trained and fully meet the administrator/ interpreter/user qualifications of the test publisher (e.g., appropriate degree, higher education coursework in tests and measures, and supervised clinical experiences/practica).
 - (d) The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
 - (e) Assessments of students with disabilities who transfer from another LEA to Box Elder School District in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.
 - (f) In evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.
 - (g) Assessment tools and strategies provide relevant information that directly assists persons in determining the educational needs of the student are provided.
- b. The USDB is available to LEAs for assessments of students with visual impairment and hearing loss, as well as professional learning on appropriate

administration of assessments, and procedures to ensure appropriate interpretation of assessments (R277-800-7).

II.G. REEVALUATION PROCEDURES (34 CFR § 300.303; RULES II.G.)

1. Box Elder School District must ensure that a reevaluation of each student with a disability is conducted:
 - a. If Box Elder School District determines that the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation; or
 - b. If the student's parents or student who is an adult or teacher requests a reevaluation.
2. A reevaluation:
 - a. May occur not more than once a year, unless the parents or student who is an adult and Box Elder School District agree otherwise; and
 - b. Must occur at least once every three years, unless the parents or adult student and Box Elder School District agree that a reevaluation is unnecessary as there are data available to continue eligibility and determine the educational needs of the student. When the parents or student who is an adult and LEA agree that a reevaluation is unnecessary, the group must document data reviewed and used in an evaluation report and complete an eligibility determination.

II.H. ADDITIONAL REQUIREMENTS FOR INITIAL EVALUATIONS AND REEVALUATION PROCEDURES (34 CFR § 300.305; RULES II.H.)

1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, must:
 - a. Review existing evaluation data on the student, including:
 - (1) Evaluations and information provided by the parent(s) of the student or the student who is an adult;
 - (2) Current classroom-based, local, or State assessments, and classroom-based observations; and
 - (3) Observations by teachers and related services providers; and

- b. On the basis of that review, and input from the student's parent(s) or the adult student, identify what additional data, if any, are needed to determine:
 - (1) Whether the student is a student with a disability and the educational needs of the student; or, in the case of a reevaluation of a student, whether the student continues to have such a disability, and the educational needs of the student;
 - (2) The present levels of academic achievement and related developmental needs of the student;
 - (3) Whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and
 - (4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.
2. The IEP Team and other qualified professionals, as appropriate, may conduct its review of existing data without a meeting.
3. Box Elder School District must administer such assessments and other evaluation measures as may be needed to produce the data needed to determine continuing eligibility.
4. If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the LEA must notify the student's parent(s) or student who is an adult of:
 - a. That determination and the reasons for the determination; and
 - b. The right of the parent(s) or student who is an adult to request an assessment to determine whether the student continues to be a student with a disability, and to determine the student's educational needs.
5. Box Elder School District is not required to conduct the assessment for reevaluation described in Rules II.H.4.b unless requested to do so by the student's parent(s) or the student who is an adult.
6. Evaluations before change in eligibility.

- a. Box Elder School District must evaluate a student with a disability before determining that the student is no longer a student with a disability.
- b. The evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law (i.e., age 22).
- c. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under State law, Box Elder School District must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.

II.I. DETERMINATION OF ELIGIBILITY (34 CFR § 300.306; RULES II.I.)

1. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parents of the student or the student who is an adult determine eligibility under Part B of the IDEA and the Rules, including:
 - a. Whether that student is a student with a disability, and
 - b. The educational needs of the student.
2. Box Elder School District shall provide the parents or adult student with a copy of the evaluation report and the documentation of determination of eligibility.
3. A student must not be determined to be a student with a disability:
 - a. If the determinant factor for that determination is:
 - (1) Lack of appropriate instruction in the science of reading, including the essential components of reading instruction (explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies) (20 USC 6368(3));
 - (2) Lack of appropriate instruction in mathematics; or
 - (3) Limited English proficiency; and
 - b. If the student does not otherwise meet the eligibility criteria.

4. Procedures for determining eligibility and educational need.
 - a. In interpreting evaluation data for the purpose of determining if a student is a student with a disability and the educational needs of the student, Box Elder School District must:
 - (1) Draw upon information from a variety of sources, such as aptitude and achievement tests, parent or student who is an adult input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensure that information obtained from all of these sources is documented and carefully considered.
 - b. If a determination is made that a student has a disability and needs special education and related services, an IEP must be developed for the student within 30 calendar days.

II.J. CATEGORICAL DEFINITIONS, CRITERIA, AND ASSESSMENTS (34 CFR § 300.8; 34 CFR § 300.304 34 CFR § 300.306; RULES II.J.)

1. Box Elder School District has adopted the criteria and evaluation procedures, by category, for determining eligibility for a student with disabilities under Part B of the IDEA and the Rules II.J.1-13. Including: *Specific Learning Disabilities* (Rules II.J.11.).
 - a. Definition (34 CFR § 300.8(C)(10)); Rules II.J.11.a.)
 - (1) *Specific learning disabilities* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student's educational performance.
 - (2) *Specific learning disabilities* does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional behavioral disability; or of environmental, cultural, or economic disadvantage.

b. Procedures for Identifying Students with Specific Learning Disabilities (34 CFR § 300.307; Rules II.J.11.b.).

(1) Box Elder School District has adopted the following method for determining a student's eligibility under the specific learning disability category:

(a) Alternative Method.

(i) An other alternative research-based procedure (Patterns of Strengths and Weaknesses (PSW) approved by Box Elder School District's school board and submitted to the USBE called the Alternative method that demonstrates that the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in the Rules II.J.11.b.(3)(a) (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

(2) Additional group members (34 CFR § 300.308; Rules II.J.11.b.2).

(a) The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by the student's parent(s) or student who is an adult and a group of qualified professionals, which must include:

(b) The student's regular teacher; or

(c) If the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of the student's age; or

(d) For a student of less than school age; an individual qualified by the USBE to teach a student of the student's age; and

(e) At least one person qualified to conduct individual diagnostic examinations of students and interpret the results of those assessments (as per the publisher's assessment administration criteria), such as a school psychologist, speech language pathologist, reading teacher or reading specialist, or special education teacher.

(3) Determining the existence of a specific learning disability (34 CFR § 300.309; Rules II.J.11.b.3.).

- (a) The group described may determine that a student has a specific learning disability if:
- (b) The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards:
 - (i) Oral expression;
 - (ii) Listening comprehension;
 - (iii) Written expression;
 - (iv) Basic reading skills;
 - (v) Reading fluency skills;
 - (vi) Reading comprehension;
 - (vii) Mathematics calculation;
 - (viii) Mathematics problem solving.
- (c) The group determines that its findings are not primarily the result of:
 - (i) A visual, hearing, or motor disability;
 - (ii) Intellectual disability;
 - (iii) Emotional-behavioral disability;
 - (iv) Cultural factors;
 - (v) Environmental or economic disadvantage; or
 - (vi) Limited English proficiency.
- (4) The specific learning disability must adversely affect the student's educational performance.
- (5) The student with the specific learning disability must need special education and related services (34 CFR § 300.8(a); Rules II.J.11.b.5).
- (6) The group must determine that the specific learning disability is the student's primary disability.

- c. Evaluation (34 CFR § 300.309(b)–(c); Rules II.J.11.c).
- (1) An evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion.
 - (2) To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:
 - (a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student’s parent(s) or the student who is an adult.
 - (3) Box Elder School District must promptly request parental consent or consent of the adult student to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school-day evaluation timeframe, unless extended by mutual written agreement of the student’s parent(s) or student who is an adult and a group of qualified professionals:
 - (a) If, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by Box Elder School District when provided appropriate instruction, and
 - (b) Whenever a student is referred for an evaluation.
 - (4) Observation (34 CFR § 300.310(a)–(c); Rules II.J.11.b.4)
 - (a) Box Elder School District must ensure that the student is observed in the student’s learning environment (including the regular classroom setting) to document the student’s academic performance and behavior in the areas of concern.
 - (b) The group must decide to:
 - (i) Use information from an observation in routine classroom instruction and monitoring of the student’s performance that was done before the student was referred for an evaluation; or

- (ii) Have at least one member of the group conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent or consent of the student who is an adult is obtained.
 - (c) If the student is a home-schooled student, Box Elder School District may determine how to conduct the observation and who will conduct it.
 - (d) In the case of a student of less than school age or who is out of school, a group member must observe the student in an environment appropriate for a student of that age.
- (5) Specific documentation for the eligibility determination (34 CFR § 300.311; Rules II.J.11.b.5). The group's documentation of the determination of eligibility with a specific learning disability must contain a statement of:
- (a) Whether the student has a specific learning disability;
 - (b) The basis for making the determination, including an assurance that the determination has been made in accordance with Rules II.I.;
 - (c) The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;
 - (d) The educationally relevant medical findings, if any; and
 - (e) Whether the student meets the criteria of (f) below.
 - (f) Alternative. The use of other alternative research-based procedures (e.g., Patterns of Strengths and Weaknesses (PSW) approved by Box Elder School District's board and submitted to the USBE.
 - (i) Box Elder School District uses a method that demonstrates the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in the Rules II.J.11.b.(3)(a) when using Box Elder School District's local board approved research-based process (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

- (ii) The group must:
 - (A) Review data from multiple sources that examines the student's progress over time in the area(s) of concern when evidence-based instruction has been provided;
 - (B) Identify the student's strengths and weaknesses that are evident in both the classroom and standardized assessment results;
 - (C) Using standardized testing, determine a relationship between the student's cognitive processing delays and academic deficits exits;
 - (D) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an intraindividual weakness that is consistent with academic/classroom performance data;
 - (E) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an intraindividual strength that is consistent with academic/classroom performance data; and
 - (F) Identify that a relationship between the student's cognitive weakness and academic/classroom performance is evident over time.
- (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional- behavioral disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level;
- (7) The requirements of Rules II.D.–H. must be met.
- (8) Each group member must certify in writing whether the report reflects the member's conclusion (§ 300.311(b)). If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

III. IEP DEVELOPMENT AND SERVICE DELIVERY

III.A. INDIVIDUALIZED EDUCATION PROGRAM (IEP) (RULES III.A.)

1. Box Elder School District implements the following IEP requirements, including the Least Restrictive Environment (LRE) requirements, consistent with Part B of the IDEA and the Rules, as well as R277-750, R277-800, and R277-801.

III.B. WHEN IEPS MUST BE IN EFFECT (34 CFR § 300.323; RULES III.B.)

1. At the beginning of each school year, Box Elder School District must have an IEP in effect for each student with a disability within its jurisdiction.
2. Box Elder School District must ensure that:
 - a. A meeting to develop an IEP for a student is conducted within 30 calendar days of a determination that the student needs special education and related services; and
 - b. As soon as possible following development of the IEP, special education and related services are made available to the student in accordance with the student's IEP.
 - c. Box Elder School District must ensure that the student's IEP is:
 - (1) Accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation; and
 - (2) Each teacher and provider is informed of:
 - (a) The teacher's specific responsibilities related to implementing the student's IEP; and
 - (b) The specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.
3. Documentation of IEP implementation shall be provided to USBE upon request.

III.C. STUDENTS WHO TRANSFER (34 CFR § 300.323; RULES III.C.)

1. Transfers within Utah.

- a. In the case of a student with a disability with a current IEP who transfers from one LEA to another within the State within the same school year and enrolls in a new school, Box Elder School District, in consultation with the parent(s) or student who is an adult, must provide a FAPE to the student, including services comparable to those described in the previously held IEP, until such time as Box Elder School District:
 - (1) Adopts the previously held IEP, or
 - (2) Develops, adopts, and implements a new IEP that is consistent with Federal regulations and these Rules.
 - b. The requirements of 34 CFR § 300.323 also apply for students transferring from an LEA placement to a local juvenile or adult correctional facility or temporary State placement for observation and assessment.
2. Transfers from out of State.
- a. In the case of a student with a disability with a current IEP who transfers LEAs within the same school year, who enrolls in a new school, and who has an IEP that was in effect in another State, Box Elder School District, in consultation with the parent(s) or student who is an adult, must provide the student with a FAPE, including services comparable to those described in the previously held IEP, until Box Elder School District:
 - (1) Conducts an evaluation, if determined to be necessary by Box Elder School District; and
 - (2) Develops a new IEP, if appropriate, that is consistent with Federal and State law.
 - b. The evaluation for eligibility that may be conducted by Box Elder School District is considered an initial evaluation, not a reevaluation (71 Federal Register 4668- 82).
3. To facilitate the transition for a student described above:
- a. Box Elder School District must take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous LEA in which the student was enrolled; and

- b. The previous LEA in which the student was enrolled must take reasonable steps to promptly respond to the request from Box Elder School District.
 - c. The LEA transferring the records must keep a copy of the records for at least three years after the transfer as outlined in Rule VIII.S.
4. Experiencing difficulty in obtaining the IEP from the previous LEA does not relieve the LEA where the student is currently enrolled of its obligation to have a current IEP in place for a student who is eligible.

III.D. LEA RESPONSIBILITY FOR IEP MEETINGS (34 CFR § 300.323(C)(1); RULES III.D.)

1. Box Elder School District is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability age 3 through 21, consistent with these Rules.
2. A meeting to develop an IEP for a student who is eligible must be conducted within 30 calendar days of a determination that a student needs special education and related services.

III.E. IEP TEAM MEMBERSHIP (34 CFR § 300.321; RULES III.E.)

1. Box Elder School District must ensure that the IEP Team for each student with a disability includes:
 - a. The parents of the student or the student who is an adult;
 - b. Not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
 - c. Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
 - d. A representative of Box Elder School District who:
 - (1) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - (2) Is knowledgeable about the general education curriculum; and
 - (3) Is knowledgeable about the availability of resources of the LEA.

- (4) Box Elder School District may designate a Box Elder School District member of the IEP Team to also serve as the LEA representative, if the above criteria are satisfied.
- e. A representative of USDB and the LEA of residence when the student's placement is at USDB, when the IEP Team is considering placement at USDB, or when the student receives 180 minutes or more of special education and/or related services from USDB.
 - f. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in this section of these Rules;
 - g. At the discretion of the parent or student who is an adult or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
 - h. Whenever appropriate, the student with a disability.
 - i. The determination of knowledge or special expertise of any individual described in these Rules III.E.6 above must be made by the party (parents or student who is an adult or LEA) who invited the individual to be a member of the IEP Team.
 - j. If a purpose of the IEP Team meeting is consideration of the postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals, the LEA must invite the student with a disability to attend the student's IEP meeting. If the student does not attend the IEP meeting, Box Elder School District must take other steps to ensure that the student's preferences and interests are considered.
 - k. To the extent appropriate, with the written consent of the parents or student who is an adult, Box Elder School District must invite a representative of any participating agency that is likely to be responsible for providing or paying for postsecondary transition services.
 - l. Signatures on an IEP denote participation of IEP Team members in the development of the IEP.

III.F. IEP TEAM ATTENDANCE (34 CFR § 300.321; RULES III.F.)

1. A required member of the IEP Team is not required to attend a particular IEP Team meeting, in whole or in part, if the parents of a student with a disability or student who is an adult and the LEA agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A required member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - a. The parents or student who is an adult, in writing, and the LEA consent to the excusal; and
 - b. The member submits, in writing, to the parents or student who is an adult and the IEP Team, input into the development of the IEP prior to the meeting.

III.G. PARENT PARTICIPATION (34 CFR § 300.322; RULES III.G.)

1. Box Elder School District must take steps to ensure that one or both of the parents of a student with a disability or the student who is an adult are present at each IEP meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents or student who is an adult of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed-on time and place.
2. If the parents or student who is an adult cannot attend, Box Elder School District must use other methods to ensure participation of the parents or the student who is an adult, including individual or conference telephone calls. The parents of a student with a disability or the student who is an adult and Box Elder School District may agree to use alternative means of meeting participation, such as video conferences and conference calls (34 CFR § 300.328).
3. A meeting may be conducted without a parent or the student who is an adult in attendance if Box Elder School District is unable to convince the parent(s) or the student who is an adult that they should attend. In this case, Box Elder School District must keep a record of its attempts to arrange a mutually agreed-on time and place, such as:

- a. Detailed records of telephone calls made or attempted and the results of those calls;
 - b. Copies of correspondence sent to the parents or student who is an adult and any responses received; and
 - c. Detailed records of visits made to the parents' or student who is an adult home or place of employment and the results of those visits.
4. Box Elder School District must take whatever action is necessary to ensure that the parent(s) or student who is an adult understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parent(s) or student who is an adult with deafness or whose native language is other than English.
- a. Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for deaf and hard of hearing individuals.
 - b. An individual providing interpreting services other than those for deaf and hard of hearing individuals shall be trained.
5. The parent(s) of a student with a disability or student who is an adult are participants along with school personnel in developing, reviewing, and revising the IEP for their student. This is an active role in which the parent(s) or student who is an adult:
- a. Provide critical information regarding the strengths of the student and express their concerns for enhancing the education of the student;
 - b. Participate in the discussion of the student's need for special education and related services, and supplementary aids and services; and
 - c. Join with other participants in deciding how the student will be involved and progress in the general curriculum, how the student will participate in State- and LEA-wide assessments, and what services Box Elder School District will provide to the student and in what setting.
6. Box Elder School District must give the parent(s) or adult student a copy of the student's IEP at no cost to the parent(s) or student who is an adult.

III.H. NOTICE OF MEETING (34 CFR § 300.322; RULES III.H.)

1. The notice of meeting required to be provided to the parent(s) or student who is an adult must:
 - a. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b. Inform the parent(s) or student who is an adult of the provision for participation of other individuals who have knowledge or special expertise about the student on the IEP Team.
 - c. Inform the parent(s) that at their request the Part C service coordinator or other representatives of the Part C system may be invited to participate at the initial IEP Team meeting for a student previously served under Part C of the IDEA.
2. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, the IEP notice of meeting also must:
 - a. Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and postsecondary transition services for the student; and
 - b. Indicate that Box Elder School District will invite the student; and
 - c. Identify any other agency that will be invited, with parental or student who is an adult consent, to send a representative.
3. When conducting IEP Team meetings and placement meetings and carrying out administrative matters, the parent(s) of a student with a disability or student who is an adult and Box Elder School District may agree to use alternative means of meeting participation such as video conferences and conference calls (34 CFR § 300.328).

III.I. DEVELOPMENT, REVIEW, AND REVISION OF THE IEP (34 CFR § 300.324; RULES III.I.)

1. Development, review, and revision of the IEP.
 - a. In developing each student's IEP, the IEP Team must consider:
 - (1) The strengths of the student;

- (2) The concerns of the parent(s) or adult student for enhancing the education of the student;
 - (3) The results of the initial or most recent evaluation of the student, and
 - (4) The academic, developmental, and functional needs of the student.
- b. The IEP Team, in conducting a meeting to develop, review and, if appropriate, revise a student's IEP, must consider the following special factors:
- (1) In the case of a student with limited English proficiency (LEP), consider the language needs of the student as those needs relate to the student's IEP;
 - (2) In the case of a student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student;
 - (a) Prior to determining whether a student who is blind should use braille as the primary reading mode, the student's IEP Team must be provided (through pertinent literature or discussions with competent braille users and educators, or both) with detailed information about the use and efficiency of braille as a reading medium, in order to make an informed choice as to the student's primary reading.
 - (3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student's home or other setting; and
 - (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavior interventions and

supports, and other strategies (e.g., conduct an functional behavior assessment, develop a behavior intervention plan), to address that behavior.

- (a) When making decisions on behavior interventions, the IEP Team must refer to the USBE Technical Assistance (TA) manual that outlines the Least Restrictive Behavior Interventions (LRBI) for information on research-based intervention procedures.
 - (i) Emergency safety interventions may only be included in an IEP as a planned intervention when the IEP Team agrees that less restrictive means which meet circumstances in R277-608 have been attempted, an FBA has been conducted, and a BIP based on data analysis has been developed and implemented (R277-609).
 - (b) The purpose of the LRBI related to the use of positive behavior supports and behavior interventions in schools is to:
 - (i) Protect the safety and well-being of all students;
 - (ii) Provide protection for students, teachers, other school personnel, and LEAs; and
 - (iii) Ensure that parent(s) or students who is an adult are involved in the consideration and selection of behavior interventions to be used.
 - (c) When an emergency situation occurs that requires the immediate use of an emergency safety intervention to protect the student or others from harm, the staff shall comply with requirements in R277-609 with regards to time limitations and parental or student who is an adult notification.
 - (d) As appropriate, the student should receive an FBA and behavior intervention services and modifications that are designed to address the behavior (34 CFR § 300.530(d)(1)(ii)).
- c. If, in considering the special factors described above, the IEP Team determines that a student needs a particular device or services for educational purposes (including an intervention, accommodation, or other program modification) in

order for the student to receive a FAPE, the IEP Team must include a statement to that effect in the student's IEP.

- d. A regular education teacher of a student with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the student, including the determination of:
 - (1) Appropriate positive behavior interventions and supports and other strategies for the student; and
 - (2) Supplementary aids and services, program modifications, and support for school personnel consistent with the IEP.
2. Changes to the IEP.
 - a. In making changes to a student's IEP after the annual IEP Team meeting for a school year, the parent(s) of a student with a disability or student who is an adult and Box Elder School District may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP.
 - (1) The LEA shall convene a meeting with the IEP Team regarding material or substantial changes to the IEP (e.g., the amount of service time, change in placement, termination of services).
 - b. Upon request, the parent(s) or student who is an adult must be provided with a revised copy of the IEP with the amendments incorporated.
 - c. If changes are made to the student's IEP through the amendment process, Box Elder School District must ensure that the student's IEP Team is informed of those changes.
 3. To the extent possible, Box Elder School District must encourage the consolidation of reevaluation meetings and other IEP Team meetings for the student (34 CFR § 300.324(a)(5)).
 4. Review and revision of the IEP.
 - a. Box Elder School District must ensure that the IEP Team:
 - (1) Reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved; and

- (2) Revises the IEP, as appropriate, to address:
 - (a) Any lack of expected progress toward the annual goals in the IEP and in the general education curriculum, if appropriate;
 - (b) The results of any reevaluation;
 - (c) Information about the student provided to, or by, the parent(s) or adult student;
 - (d) The student's anticipated needs; or
 - (e) Other matters.
- (3) In conducting a review of the student's IEP, the IEP Team must consider the special factors in these Rules III.I.1.b.
- (4) A regular education teacher of the student, as a member of the IEP Team, must participate in the review and revision of the IEP of the student, if the student is or may be participating in the general education classroom.
- (5) If a participating agency, other than Box Elder School District, fails to provide the postsecondary transition services described in the IEP, Box Elder School District must reconvene the IEP Team to identify alternative strategies to meet the postsecondary transition objectives for the student set out in the IEP.
- (6) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any postsecondary transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

III.J. DEFINITION OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) (34 CFR § 300.320; RULES III.J.)

1. The term *individualized education program* (IEP) means a written statement for each student with a disability that is developed, reviewed, and revised in a meeting. The IEP is designed to meet the student's unique needs based on their disability, and prepare them for further education, employment, and independent living.
2. The IEP must include:

- a. A statement of the student's present levels of academic achievement and functional performance (PLAAFP), including:
 - (1) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same grade-level curriculum as for students who are non-disabled); or
 - (2) For students in preschool, as appropriate, how the disability affects the student's participation in appropriate activities; and
 - (3) For students who are blind, the results obtained from a braille-related or braille skills assessment;
- b. A statement of measurable annual goals, that describes what the student is reasonably expected to accomplish in a year and the conditions in which the goals will be performed, including academic and functional goals designed to:
 - (1) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and
 - (2) Meet each of the student's other educational needs that result from the student's disability;
- c. For a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.
- d. For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e., Essential Elements):
 - (1) Notification to the parent(s) or adult student that the student's academic achievement will be measured through an assessment of the grade-level Utah alternate achievement standards and how participation in such alternate achievement assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and
 - (2) A description of benchmarks or short-term objectives for each annual goal;
- e. A description of:
 - (1) How the student's progress toward meeting the annual IEP goals will be measured; and

- (2) When periodic reports to the parent(s) or adult student on the progress the student is making toward meeting the annual IEP goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- f. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
- (1) To advance appropriately toward attaining the annual goals;
 - (2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and
 - (3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;
- g. An explanation of the extent, if any, to which the student will not participate with similar-aged non-disabled students in the regular education environment and in the activities described in this section;
- h. A statement of:
- (1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and
 - (2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:
 - (a) The student cannot participate in the regular assessment; and
 - (b) The particular alternate assessment selected is appropriate for the student;
 - (c) All students, including students with disabilities, participate in statewide assessments. Box Elder School District reports the results of statewide assessments on the website. If more than one percent of

students with significant cognitive disabilities participate in an alternate assessment, Box Elder School District will submit justification to the USBE on the need to exceed the cap; and

- i. The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- j. A statement of school to post-school transition services.
 - (1) For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
 - (2) Appropriate measurable postsecondary goals based upon age-appropriate postsecondary transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
 - (3) The postsecondary transition services (including courses of study) needed to assist the student in reaching those goals.
- k. Transfer of rights at age of majority.
 - (1) Beginning not later than one year before the student reaches the age of majority (age 18 in Utah), the IEP must include a statement that the student has been informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority. The transfer of rights also occurs upon notification to the LEA that a student has married or become emancipated before age 18.
- l. Nothing in this section shall be construed to require that additional information be included in a student's IEP beyond what is explicitly required in Section 614 of Part B of the IDEA, or require the IEP Team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.
- m. IEP Teams should discuss and address, if appropriate, student participation in not only the grade-level Utah Core Standards, but other general education activities and courses (e.g., health and maturation, suicide prevention), as well as the Statewide Online Education Program (SOEP) or other online, distance, blended, or competency-based courses, as well as courses taken through

Career and Technical Education (CTE) programs and concurrent enrollment. Students with disabilities may require special education and related services and accommodations for equitable participation, in conjunction with Part B of the IDEA, these Rules, R277-418, R277-713, and R277-726.

III.K. IEP AND SERVICES FOR PRESCHOOL STUDENTS AGES THREE THROUGH FIVE (RULES III.K.)

1. IEP Development and Contents (34 CFR § 300.323):
 - a. In developing the IEP for a student with a disability age three through five or, at the discretion of Box Elder School District, a two-year-old student with a disability who will turn age three during the school year, the IEP Team must consider the contents of an IFSP that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre- literacy, language, and numeracy skills.
 - b. The IFSP may not serve as the IEP of the student.
 - c. The LEA must develop an IEP for the student in accordance with the procedures in these Rules.
2. Services for students with disabilities ages three through five, served in preschool programs of Box Elder School District, are to be provided consistent with the Rules including consideration of the continuum of alternative placement options (34 CFR § 300.124).
3. Preschool transition planning for students referred from Part C providers must be conducted consistent with the State's current interagency preschool transition agreement with Part C. This planning shall be implemented at least 90 calendar days, as required by Part C regulations 637(a)(9), before the student is eligible for the preschool program under Part B of the IDEA in accordance with the Rules. Box Elder School District will participate in the preschool transition planning meeting arranged by the lead agency for the Part C program (34 CFR § 300.124).
4. Services for students age three.
 - a. By the eligible student's third birthday, Box Elder School District must ensure that an IEP has been developed and is being implemented for the student (34 CFR § 300.124(b)).
 - b. If a student's third birthday occurs after the end of the school year, Box Elder School District must ensure that an IEP has been developed, and the student's

IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year.

5. Students counted under the preschool program who are being served by Head Start must meet all of the requirements in the Rules, including the eligibility criteria and provision of a FAPE.

III.L. PHYSICAL EDUCATION (34 CFR § 300.108; RULES III.L.)

1. Physical education services, specially designed if necessary, must be made available to every student with a disability receiving a FAPE, unless Box Elder School District enrolls students without disabilities and does not provide physical education to students without disabilities in the same grades.
2. Each student with a disability must be afforded the opportunity to participate in the regular physical education program available to students who are nondisabled unless:
 - a. The student is enrolled full time in a separate facility; or
 - b. The student needs specially designed physical education, as prescribed in the student's IEP.
3. If specially designed physical education (e.g., adapted physical education) is prescribed in a student's IEP, the LEA responsible for the education of that student must provide the services directly or make arrangements for those services to be provided through other public or private programs.
4. Box Elder School District responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services.

III.M. ASSISTIVE TECHNOLOGY (34 CFR § 300.105 AND R277-495; RULES III.M.)

1. Box Elder School District must ensure that assistive technology devices or assistive technology services, or both, are made available to a student with a disability if required as a part of the student's:
 - a. Special education,
 - b. Related services, or

- c. Supplementary aids and services.
2. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP Team determines that the student needs access to those devices in order to receive a FAPE.

III.N. EXTENDED SCHOOL YEAR (ESY) SERVICES (34 CFR § 300.106; R277-751; RULES III.N.)

1. *Extended school year services* mean special education and related services that:
 - a. Are provided to an eligible student with a disability:
 - (1) Beyond the normal school year of Box Elder School District;
 - (2) In accordance with the student's IEP; and
 - (3) At no cost to the parent(s) of the student or student who is an adult; and
 - b. Meet the standards of the USBE in R277-751.
2. Box Elder School District shall ensure that:
 - a. Extended school year services are available as necessary to provide FAPE, consistent with the Rules and considered for each individual student with a disability during an IEP, based upon a review of multiple data sources and factors.
 - b. ESY student programs are provided in the least restrictive environment.
 - c. ESY teachers and paraeducators meet USBE's and IDEA requirements.
3. Extended school year services must be provided only if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The annual IEP shall reflect the IEP Team's decision regarding the need for ESY services.
 - a. Parent(s) or the student who is an adult shall be provided with prior written notice of proposal or refusal to provide ESY services.
 - b. If determined as eligible for ESY services, the IEP Team shall determine the appropriate ESY program, based on the student's individual needs.
 - c. ESY eligibility decisions and prior written notice of ESY programs shall be provided to parent(s) or student who is an adult in sufficient time to permit

accessing dispute resolution options of the procedural safeguards, in the event of a dispute.

4. In implementing the requirements of this section, Box Elder School District may not:
 - a. Limit extended school year services to particular categories of disability, age, or grade level;
 - b. Unilaterally limit the type, amount, or duration of those services; or
 - c. Limit data consideration by IEP Teams to only an analysis of regression and recouplement.

III.O. LEAST RESTRICTIVE ENVIRONMENT (LRE) (34 CFR § 300.114; RULES III.O.)

1. Box Elder School District must ensure that:
 - a. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are nondisabled; and
 - b. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In the case of a student who is deaf or hard of hearing, consideration of a special class or school may be the least restrictive environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers.
 - c. LRE provisions apply to transition programs (i.e., preschool and postsecondary) and placement.
2. A state funding mechanism must not result in placements that violate the LRE requirements of the Rules III.P.–S.

III.P. INCLUSIONARY PRACTICES TO PROVIDE A FULL EDUCATIONAL OPPORTUNITY (34 CFR § 300.109; RULES III.P.)

1. Box Elder School District must develop inclusionary practices that include the components in the definition using evidence-based practices. LEA's may benefit from USBE Technical Assistance, and other resources.

III.Q. CONTINUUM OF ALTERNATIVE PLACEMENTS (34 CFR § 300.115; RULES III.Q.)

1. Box Elder School District must ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.
2. The continuum required must:
 - a. Include the following alternative placements for instruction:
 - (1) Regular classes,
 - (2) Special classes,
 - (3) Special schools,
 - (4) Home instruction, and
 - (5) Instruction in hospitals and institutions; and
 - b. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

III.R. PLACEMENTS (34 CFR § 300.116; RULES III.R.)

1. In determining the educational placement of a student with a disability, including a preschool or postsecondary transition-aged student with a disability, Box Elder School District must ensure that:
 - a. The placement decision:
 - (1) Is made by a group of persons, including the parent(s) or student who is an adult and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and
 - (2) Is made in conformity with the LRE provisions above.
 - b. The student's placement:
 - (1) Is determined at least annually;
 - (2) Is based on the student 's IEP; and
 - (3) Is as close as possible to the student 's home;

- c. Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that the student would attend if nondisabled;
- d. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs; and
- e. A student with a disability is not removed from education in age- appropriate regular classrooms solely because of needed modifications in the general education curriculum.

III.S. PARENTAL INVOLVEMENT IN PLACEMENT DECISIONS (34 CFR §§ 300.327, 300.501; RULES III.S.)

1. Box Elder School District shall ensure that the parent(s) of each student with a disability or adult student are members of any group that makes decisions on the educational placement of the parent's student or the student who is an adult (Rules IV.B).
2. In implementing this requirement, Box Elder School District shall use procedures for parent or student who is an adult involvement in placement decisions consistent with those used for parent participation in IEP meetings.
3. If neither parent or the student who is an adult can participate in a meeting in which a decision is to be made relating to the educational placement of the student, Box Elder School District shall use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.
4. A group may make a placement decision without the involvement of the parent(s) or student who is an adult if Box Elder School District is unable to obtain either parent's or student who is an adult participation in the decision. In this case, the LEA must have a record of its attempts to ensure their involvement.

III.T. NONACADEMIC SETTINGS AND EXTRACURRICULAR ACTIVITIES (34 CFR § 300.117; UCA 53G-6-709; RULES III.T.)

1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities in Rules III.V, Box Elder School District must ensure that each student with a disability participates with students who are nondisabled in the extracurricular

services and activities to the maximum extent appropriate to the needs of that student.

2. Box Elder School District must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the student to participate in nonacademic settings.
3. A student with a disability (under the age of 22 who has not graduated from high school with a regular high school diploma, whose IEP Team recommends participation) may not be denied the opportunity of participating in public school programs or extracurricular activities solely because of the student's age, unless the participation threatens the health or safety of the student. Box Elder School District, in cooperation with the Utah Department of Health, shall establish criteria used to determine the health and safety factor (UCA 53G-6- 709).

III.U. NONACADEMIC SERVICES (34 CFR § 300.107; RULES III.U.)

1. Box Elder School District must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
2. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Box Elder School District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by Box Elder School District and assistance in making outside employment available.

IV. PROCEDURAL SAFEGUARDS DUE PROCESS PROCEDURES FOR PARENT(S) AND STUDENTS (IDEA SUBPART E)

1. Consistent with the requirements of Part B of the IDEA and these Rules Box Elder School District shall establish, maintain, and implement procedural safeguards for students with disabilities and their parent(s) or students who is an adult. (34 CFR § 300.500).

IV.A. PARENTAL OPPORTUNITY TO EXAMINE RECORDS AND PARTICIPATE IN MEETINGS (34 CFR § 300.501; RULES IV.A.)

1. Opportunity to examine records.
 - a. The parent(s) of a student with a disability or student who is an adult must be afforded, in accordance with these Rules, an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
2. Parent participation in meetings.
 - a. The parent(s) of a student with a disability or student who is an adult must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
 - b. Box Elder School District must provide notice, consistent with the Rules, to ensure that parents of students with disabilities or adult students have the opportunity to participate in meetings.
 - c. A meeting does not include informal or unscheduled conversations involving Box Elder School District personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that Box Elder School District personnel engage in to develop a proposal or a response to a parent or student who is an adult proposal that will be discussed at a later meeting.
3. Parent involvement in placement decisions.
 - a. Box Elder School District must ensure that a parent of each student with a disability or student who is an adult is a member of any group that makes

decisions on the educational placement of the parent's student (34 CFR § 300.327), including notifying the parent(s) or student who is an adult of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed-on time and place (34 CFR § 300.322(a)).

- b. The notice of meeting must indicate the purpose(s), time, and location of the meeting, who will be in attendance, and inform the parents or student who is an adult of their right to bring other individuals who have knowledge or special expertise about the student (34 CFR § 300.322(b)).
- c. If neither parent or the student who is an adult can participate in a meeting in which a decision is to be made relating to the educational placement of the student, Box Elder School District must use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.
- d. A placement decision may be made by a group without the involvement of a parent or student who is an adult if Box Elder School District is unable to obtain the parents or student who is an adult participation in the decision. In this case, Box Elder School District must have a record of its attempt to ensure their involvement.

IV.B. INDEPENDENT EDUCATIONAL EVALUATION (34 CFR § 300.502; RULES IV.B.)

1. Definitions.
 - a. *Independent educational evaluation* (IEE) means an evaluation conducted by a qualified examiner who is not employed by Box Elder School District responsible for the education of the student in question.
 - b. *Public expense* means that Box Elder School District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent or student who is an adult.
2. Box Elder School District has established and implemented policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and the Rules.
3. The following requirements must be addressed:

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- a. The parents of a student with a disability or student who is an adult have the right to obtain an IEE of the student at public expense if they disagree with an evaluation obtained by Box Elder School District.
- b. Box Elder School District must provide to the parents or student who is an adult, upon request for an IEE, information about where an IEE may be obtained and the Box Elder School District criteria applicable for IEEs.
- c. If a parent or student who is an adult requests an IEE at public expense, Box Elder School District must, without unnecessary delay, either:
 - (1) File a request for a due process complaint and hearing to show that its evaluation is appropriate; or
 - (2) Ensure that an IEE is provided at public expense, unless Box Elder School District demonstrates in a due process hearing that the evaluation obtained by the parent or student who is an adult did not meet Box Elder School District criteria.
- d. If Box Elder School District files a due process complaint and request for hearing, and the final decision is that Box Elder School District's evaluation is appropriate, the parent or student who is an adult still has the right to an IEE, but not at public expense.
- e. If a parent or student who is an adult requests an IEE, Box Elder School District may ask for the parents' or student who is an adult's reason why the student who is an adult objects to the public evaluation. However, the explanation by the parent or student who is an adult may not be required and Box Elder School District may not unreasonably delay either providing the IEE at public expense or requesting a due process hearing to defend the public evaluation.
- f. A parent or student who is an adult is entitled to only one IEE at public expense each time Box Elder School District conducts an evaluation with which the parent or adult student who is an adult disagrees.
- g. If the parent or adult student who is an adult either obtains an IEE at public expense or shares an evaluation obtained at private expense with Box Elder School District, the results of the evaluation:
 - (1) Must be considered by Box Elder School District, in any decision made with respect to the provision of a FAPE to the student provided that the IEE meets Box Elder School District criteria; and

- (2) May be presented by any party as evidence at a hearing on a due process complaint regarding that student.
 - h. If a hearing officer requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.
 - i. If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Box Elder School District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's or student who is an adult right to an IEE.
 - j. Except for the criteria described above, Box Elder School District may not impose additional conditions or timelines related to obtaining an IEE at public expense.
4. An IEE conducted at Box Elder School District's expense becomes the property of Box Elder School District, in its entirety.

IV.C. PRIOR WRITTEN NOTICE (34 CFR § 300.503; RULES IV.C.)

1. Prior written notice must be given to the parents of a student with a disability or student who is an adult a reasonable time before Box Elder School District:
 - a. Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student; or
 - b. Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student.
2. The notice required must include:
 - a. A description of the action proposed or refused by Box Elder School District;
 - b. An explanation of why Box Elder School District proposes or refuses to take the action;
 - c. A description of each evaluation procedure, assessment, record, or report Box Elder School District used as a basis for the proposed or refused action;
 - d. A statement that the parent(s) of a student with a disability or student who is an adult have protection under the procedural safeguards of Part B of the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

- e. Sources for the parent(s) or student who is an adult to contact to obtain assistance in understanding the provisions of Part B of the IDEA;
 - f. A description of other options that the IEP Team considered and the reasons why those options were rejected; and
 - g. A description of other factors that are relevant to Box Elder School District's proposal or refusal.
3. The notice must be:
- a. Written in language understandable to the general public; and
 - b. Provided in the native language of the parent or student who is an adult or other mode of communication used by the parent or student who is an adult, unless it is clearly not feasible to do so.
 - (1) If the native language or other mode of communication of the parent or student who is an adult is not a written language, Box Elder School District must take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent or student who is an adult in the parent's or student who is an adult native language or other mode of communication;
 - (b) The parent or student who is an adult understands the content of the notice; and
 - (c) There is written evidence that the requirements above have been met.

IV.D. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.504; RULES IV.D.)

1. A copy of the procedural safeguards available to the parent(s) of a student with a disability or student who is an adult must be given to the parent(s) or student who is an adult only one time a year, except that a copy also must be given to the parent(s) or student who is an adult:
 - a. Upon initial referral or parent or student who is an adult request for evaluation;
 - b. Upon receipt of the first State complaint or a due process complaint in that school year;

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- c. In accordance with the discipline procedures in 34 CFR § 300.530(h) and Rules V.F.; and
 - d. Upon request by a parent or student who is an adult.
2. Box Elder School District may place a current copy of the procedural safeguards notice on its website if a website exists.
3. The procedural safeguards notice must include a full explanation of all the procedural safeguards relating to:
 - a. Independent educational evaluations;
 - b. Prior written notice;
 - c. Parental or student who is an adult consent;
 - d. Access to educational records;
 - e. The opportunity to present and resolve complaints through the, including:
 - (1) The time period in which to file a due process complaint or State complaint;
 - (2) The opportunity for the agency to resolve the due process hearing complaint or State complaint; and
 - (3) The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
 - f. The availability of mediation;
 - g. The student's placement during pendency of hearings on due process complaints;
 - h. Procedures for students who are subject to placement in an interim alternative educational setting (IAES);
 - i. Requirements for unilateral placement by parent(s) of students or by a student who is an adult in private schools at public expense;
 - j. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;

- k. State-level appeals;
 - l. Civil actions, including the time period in which to file those actions; and
 - m. Attorneys' fees.
4. The notice required must be in language understandable to the parent(s) or student who is an adult as set forth in 34 CFR § 300.503(c) and Rules IV.C.3.
 5. A parent of a student with a disability or student who is an adult may elect to receive prior written notice, procedural safeguards notice, and prior written notice following a due process complaint pursuant to Rules IV.H.6 by an electronic mail communication, if Box Elder School District makes that option available (34 CFR § 300.505).

IV.E. STATE COMPLAINT PROCEDURES (34 CFR § 300.151–153; RULES IV.E.)

Box Elder School District follows all requirements found in Rules IV.E regarding State complaint procedures.

IV.F. MEDIATION (34 CFR § 300.506; RULES IV.F.)

Box Elder School District follows all requirements found in Rules IV.E regarding Mediation.

IV.G. FILING A DUE PROCESS COMPLAINT (34 CFR § 300.507; UCA 53E-7- 208; RULES IV.G.)

Box Elder School District follows all requirements found in Rules IV.G regarding filing a due process complaint.

IV.H. DUE PROCESS COMPLAINT (34 CFR § 300.508; RULES IV.H.)

Box Elder School District follows all requirements found in Rules IV.H regarding due process complaints.

IV.I. RESOLUTION PROCESS (34 CFR § 300.510; RULES IV.J.)

Box Elder School District follows all requirements found in Rules IV.J regarding the resolution process.

IV.J. IMPARTIAL DUE PROCESS HEARING (34 CFR § 300.511; RULES IV.K.)

Box Elder School District follows all requirements found in Rules IV.K regarding impartial due process hearings.

IV.K. HEARING RIGHTS (34 CFR § 300.512; RULES IV.L.)

Box Elder School District follows all requirements found in Rules IV.L regarding hearing rights.

IV.L. HEARING DECISIONS (34 CFR § 300.513; RULES IV.M.)

Box Elder School District follows all requirements found in Rules IV.M regarding hearing decisions.

IV.M. FINALITY OF DECISION (34 CFR § 300.514; RULES IV.N.)

Box Elder School District follows all requirements found in Rules IV.N regarding finality of decisions.

IV.N. STATE ENFORCEMENT MECHANISMS (34 CFR § 300.537; RULES IV.O.)

Box Elder School District follows all requirements found in Rules IV.O regarding State enforcement mechanisms.

IV.O. TIMELINES AND CONVENIENCE OF HEARINGS (34 CFR § 300.515; RULES IV.P.)

Box Elder School District follows all requirements found in Rules IV.P regarding timelines and convenience of hearings.

IV.P. CIVIL ACTION (34 CFR § 300.516; RULES IV.Q.)

Box Elder School District follows all requirements found in Rules IV.Q regarding civil action.

IV.Q. ATTORNEY'S FEES (CFR §300.517; UCA 53E-7-208(4)(B); RULES IV.R.)

Box Elder School District follows all requirements found in Rules IV.R regarding attorneys' fees.

IV.R. STUDENT'S STATUS DURING PROCEEDINGS (34 CFR § 300.518; RULES IV.S.)

Box Elder School District follows all requirements found in Rules IV.S regarding student's status during proceedings.

IV.S. SURROGATE PARENTS (34 CFR § 300.519; RULES IV.T.)

1. Box Elder School District must ensure that the rights of a student are protected when:
 - a. No parent (as defined under 34 CFR § 300.30 and Rules I.E.34.) can be identified for a student under the age of majority;
 - b. Box Elder School District after reasonable efforts, cannot locate a parent for a student under the age of majority;
 - c. The student is a ward of the State under the laws of Utah; or
 - d. The student is an unaccompanied youth experiencing homelessness under the age of majority.
2. The duties of Box Elder School District include the assignment of an individual to act as a surrogate for the parent(s) for a student under the age of majority. This must include a method for determining whether a student under the age of majority needs a surrogate parent and for assigning a surrogate parent to the student.
3. In the case of a student who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the student's case, provided that the surrogate meets the requirements.
4. Box Elder School District may select a surrogate parent in any way permitted under State law.
5. Box Elder School District must ensure that a person selected as a surrogate parent:
 - a. Is not an employee of the USBE, Box Elder School District, or any other agency that is involved in the education or care of the student;
 - b. Has no personal or professional interest that conflicts with the interest of the student that the surrogate parent represents; and
 - c. Has knowledge and skills that ensure adequate representation of the student.

6. A person otherwise qualified to be a surrogate parent is not an employee of Box Elder School District solely because the person is paid by Box Elder School District to serve as a surrogate parent.
7. In the case of a student who is an unaccompanied youth experiencing homelessness, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogates until a surrogate can be appointed that meets all of the requirements.
8. The surrogate parent may represent the student in all matters relating to the identification, evaluation, and educational placement of the student, and the provision of a FAPE to the student.
9. The USBE and Box Elder School District must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 calendar days after Box Elder School District determines that the student needs a surrogate.

IV.T. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY (34 CFR § 300.520; RULES IV.U.)

1. When a student with a disability reaches the age of majority under State law (i.e., age 18) that applies to all students, except for a student with a disability who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated:
 - a. Box Elder School District must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and
 - b. All other rights accorded to parents under Part B of the IDEA transfer to the student.;
2. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution; and
3. Whenever a state transfers rights, Box Elder School District must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.

IV.U. CONFIDENTIALITY OF INFORMATION (34 CFR §§ 300.610–300.626; R277-487; RULES IV.V.)

1. Box Elder School District takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records

collected or maintained by Box Elder School District pursuant to Part B of the IDEA and R277-487. Box Elder School District follows all requirements found in Rules IV.V.1-19 regarding confidentiality of information including.

2. Definitions as used in Rules (34 CFR § 300.611). (Rules IV.V.2)
 - a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
 - b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR § 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (FERPA).
 - c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
3. Record of access (34 CFR § 300.614). (Rules IV.V.6)
 - a. Box Elder School District must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA and the Rules (except access by parents or student who is an adult and authorized employees of Box Elder School District), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
4. Records on more than one student (34 CFR § 300.615). (Rules IV.V.7)
 - a. If any education record includes information on more than one student, the parent(s) of those students or the student who is an adult have the right to inspect and review only the information relating to their student or themselves or to be informed of that specific information.
5. List of types and locations of information (34 CFR § 300.616). (Rules IV.V.8)
 - a. On request, Box Elder School District must provide parents or student who is an adult with a list of the types and locations of education records collected, maintained, or used by Box Elder School District.
6. Fees (34 CFR § 300.617). (Rules IV.V.9)
 - a. Box Elder School District may charge a fee for copies of records that are made for parent(s) or student who is an adult under Part B of the IDEA if the fee does

not effectively prevent the parent(s) or student who is an adult from exercising their right to inspect and review those records.

- b. Box Elder School District may not charge a fee to search for or to retrieve information under Part B of the IDEA.

7. Consent for disclosure of PII (34 CFR § 300.622). (Rules IV.V.14)

- a. Except as to disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR § 99, parental or adult student consent must be obtained before PII is:

- (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under Part B of the IDEA or the Rules:
or

- (2) Used for any purpose other than meeting a requirement of Part B of the IDEA or the Rules.

- b. Box Elder School District may not release information from education records to participating agencies without parental or adult student consent unless authorized to do so by 34 CFR §§ 99.31 and 99.34 (FERPA):

- (1) 34 CFR § 99.31 allows an LEA to disclose PII from the education records of a student without the written consent of the parent(s) of the student or student who is an adult, if the disclosure is:

- (a) To other school officials, including teachers, within the LEA who have been determined by the LEA to have legitimate educational interests.

- (b) To officials of another school or school site in which the student seeks or intends to enroll, subject to the requirements set forth in 34 CFR § 99.34 below.

- (2) 34 CFR § 99.34 requires that an LEA transferring the education records of a student pursuant to 34 CFR § 99.34 above shall make a reasonable attempt to notify the parent of the student or student who is an adult of the transfer of records at the last known address of the parent or student who is an adult, except that the LEA does not have to provide any further notice of the transfer of records when:

- (a) The transfer is initiated by the parent(s) or student who is an adult at the sending LEA.

- (b) The LEA includes in its annual notice of procedural safeguards, that it is the policy of the LEA to forward education records on request to a school in which a student seeks or intends to enroll.
 - (c) The LEA transferring the records must keep a copy of the records for three years after the transfer.
 - c. Box Elder School District, upon receiving PII from another educational agency or institution may make further disclosure of the information on behalf of the LEA without the prior written consent of the parent(s) or student who is an adult if the conditions of 34 CFR §§ 99.31 and 99.34 noted above are met, and if the educational agency informs the party to whom disclosure is made of these requirements.
 - d. If the parent(s) or student who is an adult refuses consent for the release of PII to a third party, then that party may proceed with statutory procedures in an effort to obtain the desired information.
 - e. Note: As authorized in 34 CFR § 99.31 (FERPA), Box Elder School District includes in the annual procedural safeguards notice that it is their policy to forward educational records of a student with disabilities without parental or student who is an adult consent or notice to officials of another school or school district in which a student seeks or intends to enroll.
- 8. Safeguards (34 CFR § 300.623). (Rules IV.V.15)
 - a. Box Elder School District must protect the confidentiality of PII at collection, storage, disclosure, and destruction stages.
 - b. One official at Box Elder School District must assume responsibility for ensuring the confidentiality of any PII.
 - c. All persons collecting or using PII must receive training or instruction regarding the State's policies and procedures in this section and 34 CFR § 99.
 - d. Box Elder School District must maintain, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to PII on students with disabilities.
- 9. Destruction of information (34 CFR § 300.624). (Rules IV.V.16)

Procedural Safeguards Due Process Procedures for Parent(s) and Students (IDEA Subpart E)

- a. Box Elder School District must inform parents or student who is an adult when PII collected, maintained, or used under Part B of the IDEA and these Rules is no longer needed to provide educational services to the student.
- b. The information no longer needed must be destroyed at the request of the parent(s) or student who is an adult. However, a permanent record of a student's name, address, phone number, the student's grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.
- c. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three years after the student graduates or three years after the student turns 22 under IDEA. Medicaid requires that records be maintained for at least five years after the provision of services.

10. Students' rights (34 CFR § 300.625). (Rules IV.V.17)

- a. The rights of privacy afforded to parent(s) are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order or the student has married or become emancipated.

V. DISCIPLINE PROCEDURES

V.A. DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES (34 CFR § 300.530; RULES V.A.)

1. Consistent with the requirements of Part B of the IDEA and the Rules, Box Elder School District shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

V.B. AUTHORITY OF SCHOOL PERSONNEL (34 CFR § 300.530(A–C); RULES V.B.)

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from the student's current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than ten consecutive school days (to the same extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, (as long as those removals do not constitute a change of placement because of disciplinary removal as set forth in 34 CFR § 300.536 and Rules V.D.).
3. After a student with a disability has been removed from the student's current placement for ten school days in the same school year, during any subsequent days of removal Box Elder School District must provide services to the extent required under 34 CFR § 300.530(d) and Rules V.C.
4. For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the tenth day of removal that constitutes a change in placement, Box Elder School District must provide services to the student as outlined in Rules V.C.

V.C. SERVICES (34 CFR § 300.530(D); RULES V.C.)

1. A student with a disability who is removed from the student's current placement must:
 - a. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
 - b. Receive, as appropriate, an FBA, and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an IAES.
3. Box Elder School District is only required to provide services during periods of removal to a student with a disability who has been removed from the student's current placement for ten school days or less in that school year if it also provides services to a student without disabilities who is similarly removed.
4. After a student with a disability has been removed from the student's current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under 34 CFR § 300.536 and Rules V.D., school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
5. If the removal is a change of placement, the student's IEP Team determines appropriate services to be provided during the removal.

V.D. CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS (34 CFR § 300.536; RULES V.D.)

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:
 - a. The removal is for more than ten consecutive school days, including shortened school days; or

- b. The student has been subjected to a series of removals that constitute a pattern, including shortened school days:
 - (1) Because the series of removals total more than ten school days in a school year;
 - (2) Because the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in the series of removals; and
 - (3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

- 2. As used in the Rules, shortened school days occur when a student’s school day is reduced solely by school personnel in response to the student’s behavior for disciplinary purposes, rather than the student’s IEP team or placement team for that student to receive a FAPE.
 - a. In general, the use of informal removals to address a student’s behavior, if implemented repeatedly throughout the school year, could constitute a disciplinary removal from the current placement. Therefore, the discipline procedures in 34 C.F.R. §§ 300.530 through 300.536 and Rules V. would generally apply unless all three of the following factors are met:
 - (1) The student is afforded the opportunity to continue to appropriately participate in the general curriculum;
 - (2) The student continues to receive the services specified on the student’s IEP; and
 - (3) The student continues to participate with nondisabled children to the extent they would have in their current placement. 71 Fed. Reg. 46715 (Aug. 14, 2006).

- 3. Box Elder School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

V.E. MANIFESTATION OF DETERMINATION (34 CFR § 300.530(E–G, I); RULES V.E.)

- 1. Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent or adult student, and relevant members of the student’s IEP Team (as determined

by the parent or student who is an adult and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent(s) or adult student to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - b. If the conduct in question was the direct result of Box Elder School District's failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent or student who is an adult, and relevant members of the student's IEP Team determine that:
- a. The misconduct was caused by or had a direct and substantial relationship to the student's disability; or
 - b. The misconduct was the direct result of Box Elder School District's failure to implement the IEP.
3. If the LEA, the parent or student who is an adult, and relevant members of the student's IEP Team determine that the misconduct was the direct result of the Box Elder School District's failure to implement the IEP, Box Elder School District must take immediate steps to remedy those deficiencies.
4. If the LEA, the parent(s) or student who is an adult, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team must:
- a. Either:
 - (1) Conduct a functional behavior assessment (FBA), unless Box Elder School District had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the student; or
 - (2) If a BIP has already been developed, review the BIP, and modify it, as necessary, to address the behavior;
 - b. And, unless the misconduct falls under the definition of special circumstances in Rules V.E.5., return the student to the placement from which the student was removed, unless the parent or adult student and the LEA agree to a change of placement as part of the modification of the BIP.

5. Special circumstances.

- a. School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the Box Elder School District;
 - (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction Box Elder School District; or
 - (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of Box Elder School District.
- b. Definitions.
 - (1) For purposes of this section, the following definitions apply:
 - (a) *Controlled substance* means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
 - (b) *Illegal drug means* a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health- care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC § 812).
 - (c) *Serious bodily injury* means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC § 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (18 USC § 1365).

- (d) *Weapon* means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches (18 USC § 930).

V.F. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.530(H); RULES V.F.)

1. On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, Box Elder School District must notify the parent(s) or student who is an adult of that decision and provide the parent(s) or student who is an adult the procedural safeguards notice.

V.G. DETERMINATION OF SETTING (34 CFR § 300.531; RULES V.G.)

1. The student’s IEP Team determines the IAES for services if the behavior that gives rise to the removal is not a manifestation of the student’s disability, the removal constitutes a change of placement, or the behavior falls under the special circumstances in Rules V.E.5.

V.H. APPEALS BY PARENT OR LEA (34 CFR § 300.532; RULES V.H.)

1. The parent(s) of a student with a disability or student who is an adult who disagrees with any decision regarding placement or the manifestation determination, or if Box Elder School District believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by filing a due process hearing complaint and requesting a hearing.
2. Authority of hearing officer.
 - a. A due process hearing officer hears and makes a determination regarding an appeal under Rules V.H.1.
 - b. In making the determination, the hearing officer may:
 - (1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or the Rules or that the student’s behavior was a manifestation of the student’s disability; or

- (2) Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
 - c. The appeal procedures may be repeated if Box Elder School District believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
- 3. Expedited due process hearing.
 - a. Whenever a hearing is requested, the parent(s) or student who is an adult or Box Elder School District in the dispute must have an opportunity for an impartial due process hearing.
 - b. Box Elder School District is responsible for arranging the expedited due process hearing with the State Director of Special Education, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten school days after the hearing.
 - c. Unless the parent(s) or student who is an adult and Box Elder School District agree in writing to waive the resolution meeting, or agree to use mediation:
 - (1) A resolution meeting must occur within seven calendar days of receiving notice of the due process complaint; and
 - (2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the due process complaint.
 - d. Parties may not mutually agree to extend the resolution period to resolve an expedited due process complaint. Therefore, when the parties have participated in a resolution meeting or engaged in mediation and the dispute has not been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint, the expedited due process hearing may proceed.
 - e. A hearing officer may not extend the timeline for making a determination in an expedited due process hearing.
 - f. The decisions on expedited due process hearings are final, unless meeting the requirements of 34 CFR § 300.514(b) or 34 CFR § 300.516.

V.I. PLACEMENT DURING APPEALS (34 CFR § 300.533; RULES V.I)

1. When an appeal through a due process complaint has been made by either the parent or student who is an adult or Box Elder School District, the student must remain in the IAES pending the decision of the hearing officer or until the expiration of the time period specified, whichever occurs first, unless the parent(s) or adult student and Box Elder School District (or USBE if appropriate) agree otherwise.

V.J. PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (34 CFR § 300.534; RULES V.J.)

1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if Box Elder School District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
2. Box Elder School District must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - a. The parent(s) of the student or student who is an adult expressed concern in writing to supervisory or administrative personnel of Box Elder School District, or a teacher of the student, that the student is in need of special education and related services;
 - b. The parent(s) of the student or student who is an adult requested an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - c. The teacher of the student, or other personnel of Box Elder School District, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of Box Elder School District or to other supervisory personnel of Box Elder School District.
3. Box Elder School District would not be deemed to have knowledge that a student is a student with a disability if:
 - a. The parent(s) of the student or the student who is an adult:

- (1) Has not allowed an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - (2) Has refused services under this part; or
 - b. The student has been evaluated in accordance with 34 CFR §§ 300.300 through 300.311 and determined to not be a student with a disability under Part B of the IDEA.
4. If Box Elder School District does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
 - a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - (1) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
 - (2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by Box Elder School District and information provided by the parent(s) or adult student, Box Elder School District must provide special education and related services.

V.K. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR § 300.535; RULES V.K.)

1. Nothing in Part B of the IDEA prohibits Box Elder School District from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
2. Transmittal of records.
 - a. If Box Elder School District reports a crime committed by a student with a disability, it must ensure that copies of the special education and disciplinary

records of the student are transmitted for consideration by the appropriate authorities to whom Box Elder School District reports the crime.

- b. If Box Elder School District reports a crime under this section, it may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS

VI.A. PRIVATE SCHOOL PLACEMENTS BY LEAs (34 CFR § 300.325; RULES VI.A.)

1. Box Elder School District follows all requirements found in Rules VI.A regarding private school placements.

VI.B. STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENT(S) IN PRIVATE SCHOOLS WHEN FAPE IS NOT AT ISSUE (UNILATERAL PLACEMENT) (34 CFR § 300.130; RULES VI.B.)

1. Box Elder School District follows all requirements found in Rules VI.B regarding students with disabilities enrolled by their parent(s) in private schools when FAPE is not at issue (unilateral placement).

VI.C. STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENT(S) IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE (34 CFR § 300.148; RULES VI.C.)

1. Box Elder School District follows all requirements found in Rules VI.C regarding students with disabilities enrolled by their parent(s) in private schools when FAPE is at issue.

VI.D. STUDENTS WITH DISABILITIES ENROLLED IN HOME SCHOOL (RULES IV.D.)

1. Box Elder School District is responsible for location, identification, and evaluation for eligibility for home schooled students in its boundaries.
2. A student who is home schooled shall meet the eligibility criteria for students with disabilities in conformity with Rules II.C.–H., including proper documentation, using comparable procedures to those required for identifying a student eligible in a public school.
3. If a parent of a student or student who is an adult who is home schooled or placed in a private school by the parent(s) at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent or student who is an adult fails to respond to a request to provide consent (34 CFR § 300.300):
 - a. The school district may not use the dispute resolution procedures provided in the procedural safeguards, including mediation or due process procedures; and

- b. The school district is not required to consider the student as eligible for services.
4. Students enrolled in home school full time.
 - a. No student with a disability who is home schooled full time has an individual right to receive any of the special education and related services the student would receive if enrolled in a public school.
5. Box Elder School District must make the final decision with respect to the services, if any, to be provided to eligible home-schooled students with disabilities.
6. Box Elder School District may develop a services plan for students who are home schooled with disabilities who are eligible for special education and related services under Part B of the IDEA and the Rules. The services plan shall describe the special education and related services, if any, Box Elder School District will provide to the student, and must, to the extent appropriate:
 - a. Meet the IEP content requirements with respect to the services provided; and
 - b. Be developed, reviewed, and revised consistent with the IEP provisions in Rules III.I.
7. Box Elder School District shall determine where and when any services specified in the services plan will be provided.
8. Dual enrollment (R277-438 and UCA 53G-6-702).
 - a. A student with a disability who is simultaneously enrolled in both home school or private school and a public school is considered a student in dual enrollment.
 - b. A student with a disability seeking dual enrollment is entitled to special education and related services, under an IEP, for the time, or for the number of courses, the student is enrolled in the public school, based on the decision of the student's IEP Team. The IEP Team must consider the amount of time and courses needed for the provision of FAPE.
9. Home schools do not meet the definition of private schools (R277-438).

VI.E. STUDENTS WITH DISABILITIES ENROLLED IN ADULT EDUCATION (R277- 733; UCA 53E-10-205; RULES VI.E.)

1. Students with disabilities enrolled in Adult Education remain entitled to special education and related services until determined no longer meeting eligibility criteria, graduate with a regular high school diploma, or reach maximum age (i.e., age 22).
2. The responsibility for FAPE for students with disabilities enrolled in Adult Education classes remains with the school district of residence.

VI.F. STUDENTS WITH DISABILITIES ENROLLED IN VIRTUAL SETTINGS (RULES VI.F.)

1. Students with disabilities enrolled in public education virtual settings remain entitled to special education and related services until determined no longer meeting eligibility criteria, graduate with a regular high school diploma, or reach maximum age.
2. The responsibility for FAPE for students with disabilities enrolled in public education virtual settings remains with the LEA of enrollment, unless Board Rule specifies otherwise.

VI.G. STUDENTS WITH DISABILITIES CONVICTED AS ADULTS AND INCARCERATED IN ADULT PRISONS (34 CFR § 300.324; RULES VI.J.)

1. Box Elder School District follows all requirements found in Rules VI.J regarding students with disabilities convicted as adults and incarcerated in adult prisons.

VI.H. STUDENTS WITH DISABILITIES WHO ARE ALSO IN STATE CUSTODY/CARE (R277-709; UCA 62A-4A-701; RULES VI.K.)

1. Box Elder School District follows all requirements found in Rules VI.K regarding students with disabilities who are also in state custody/care.

VI.I. STUDENTS WITH DISABILITIES WHO RESIDE IN NURSING HOMES (RULES VI.L.)

1. Box Elder School District follows all requirements found in Rules VI.L regarding students with disabilities who reside in nursing homes. Students with disabilities residing in nursing homes and their parent(s) or students who is an adult have the same rights under IDEA as all other students who are IDEA-eligible students with disabilities.

VII. PRESCHOOL AND POSTSECONDARY TRANSITIONS

VII.A. PRESCHOOL TRANSITION FROM PART C TO PART B OF THE IDEA (RULES VII.A.)

1. At the beginning of each school year, Box Elder School District must have an IEP in effect for each student with a disability ages three through five within its jurisdiction (34 CFR § 300.323).
2. The USBE and Box Elder School District must have in effect policies and procedures to ensure that (34 CFR § 300.124):
 - a. Students participating in early intervention programs assisted under Part C of the IDEA, and who will participate in preschool programs assisted under Part B of the IDEA, experience a smooth and effective transition to those preschool programs;
 - b. By the eligible student's third birthday, an IEP has been developed and is being implemented for the student;
 - c. If a student's third birthday occurs after the end of the school year, the student's IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year; and
 - d. Box Elder School District will participate in preschool transition planning conferences arranged by the designated lead agency for Part C.
3. In developing the IEP for a student with a disability ages three through five or, at the discretion of Box Elder School District, a student who is two-years-old with a disability who will turn age three during the school year, the IEP Team must consider the contents of an IFSP that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre- literacy, language, and numeracy skills (34 CFR § 300.323).
4. In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services (34 CFR § 300.321).

VII.B. POSTSECONDARY TRANSITION SERVICES—SCHOOL TO POST-SCHOOL (RULES VII.B.)

1. Purpose (34 CFR § 300.1; Rules VII.B.1.).
 - a. To ensure that all students with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
2. Definition (34 CFR § 300.43; Rules VII.B.2.).
 - a. *Postsecondary Transition services* means a coordinated set of activities for a student with a disability that:
 - (1) Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability, to facilitate the student’s movement from school to post-school activities, including postsecondary education, vocational education, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or full community participation;
 - (2) Is based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests, and includes:
 - (a) Instruction;
 - (b) Related services;
 - (c) Community experiences;
 - (d) The development of employment and other post-school adult living objectives; and
 - (e) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
 - b. Postsecondary Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.
3. Parent or student who is an adult participation (34 CFR § 300.322; Rules VII.B.3).
 - a. For a student with a disability age 14 and older, or younger if determined appropriate by the IEP Team, the notice of meeting must indicate:

- (1) That a purpose of the meeting will be the consideration of the postsecondary goals and postsecondary transition services for the student;
 - (2) That the LEA will invite the student; and
 - (3) Identify any other agency that will be invited, with the consent of the parent(s) or student who is an adult, to send a representative.
4. IEP Team (34 CFR § 300.321; Rules VII.B.4).
- a. For an IEP Team meeting that includes as a purpose the development of a postsecondary transition plan:
 - (1) Box Elder School District must invite the student with a disability to attend the student's IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals.
 - (2) If the student does not attend the IEP meeting, Box Elder School District must take other steps to ensure that the student's preferences and interests are considered.
 - (3) To the extent appropriate, with the consent of the parent(s) or adult student, Box Elder School District must invite a representative of any participating agency that is likely to be responsible for providing or may be paying for postsecondary transition services.
5. Definition of IEP (34 CFR § 300.320(b); Rules VII.B.5).
- a. For a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.
 - b. Postsecondary transition services. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
 - (1) Realistic and reasonable measurable postsecondary goals based upon annual age-appropriate postsecondary transition assessments related to training or education, employment, and, where appropriate, independent living skills;

- (2) Postsecondary transition services (e.g., activities, experiences, specially designed instruction), that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (3) Multi-year courses of study that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (4) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed. If the student does not attend the IEP meeting, the IEP Team must take other steps to ensure the student's preferences and interests are considered;
 - (5) If appropriate, evidence that a representative of any participating agency that might be providing or paying for any postsecondary transition services was invited to the IEP Team meeting with written consent of the parent or adult student prior to the meeting; and
 - (6) Any modifications to graduation requirements, as permitted under R277-700.
- c. Students with disabilities must have access to all school services related to college and career readiness planning and must be actively invited and included in school activities which address course planning (including online courses), graduation, and postsecondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment) (R277-462).
6. Transfer of rights at age of majority (34 CFR §§ 300.320(c), 300.520; Rules VII.B.6).
- a. Not later than the student's 17th birthday, the IEP must include a dated statement, signed by the student, parent, and an LEA Representative, that the student and the student's parent(s) have been informed of parent's rights under Part B of the IDEA (i.e. Procedural Safeguards) that will transfer to the student on reaching the age of majority (i.e., age 18), except for a student with a disability who has been determined to be incompetent by a court.
 - b. All rights accorded to parents under Part B of the IDEA transfer to the student on the student's 18th birthday unless the IEP Team determines that:
 - (1) The parent has obtained legal guardianship, power of attorney, or conservatorship; or

- (2) The student has married or become emancipated (in which case the rights transfer at that time).
 - c. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution.
 - d. When a student with a disability reaches the age of majority under State law (i.e., age 18) that applies to all students, except for a student with a disability who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated:
 - (1) Box Elder School District must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and
 - (2) All other rights accorded to parents under Part B of the IDEA transfer to the student;
 - (3) All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution; and
 - e. Whenever a state transfers rights, Box Elder School District must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.
7. Termination of eligibility as a change of placement (34 CFR § 300.305; Rules VII.B.7).
 - a. An evaluation is not required before the termination of a student's eligibility under this part due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.
 - b. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, Box Elder School District must provide the student with a summary of the student's academic achievement and functional performance which shall include a statement of the student's postsecondary goals, recommendations on how to assist the student in meeting the student's postsecondary goals, and a statement of when and how accommodations were used for instruction and assessment.

- (1) Box Elder School District develops the summary of student's academic achievement and functional performance with the IEP Team and additional individuals as appropriate (e.g., school counselors, CTE teachers, Pre- Employment Transition Service representatives).
 - c. Receipt of a general educational development (GED) credential does not end eligibility for FAPE.
8. Failure to meet postsecondary transition objectives (34 CFR § 300.324; Rules VII.B.8)
 - a. If a participating agency, other than Box Elder School District, fails to provide the postsecondary transition services described in the IEP, Box Elder School District must reconvene the IEP Team to identify alternative strategies to meet the postsecondary transition objectives for the student set out in the IEP.
 - b. Nothing relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any postsecondary transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that LEA (34 CFR § 300.324).
 - c. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or an interagency agreement, to provide or pay for any services that are also considered special education or related services such as, but not limited to, services relating to assistive technology devices, assistive technology services, related services, supplementary aids and services, and postsecondary transition services, that are necessary for ensuring a FAPE to students with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement or as provided in an interagency agreement.
9. Students with disabilities in adult prisons (34 CFR § 300.324; Rules VII.B.9).
 - a. The requirements relating to postsecondary transition planning and postsecondary transition services do not apply with respect to those students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

- b. The obligation to make FAPE available to all students with disabilities does not apply with respect to students ages 18 through 21 to the extent that State law does not require that special education and related services under Part B of the IDEA be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility (34 CFR § 300.102):
 - (1) Were not actually identified as being a student with a disability; and
 - (2) Did not have an IEP under Part B of the IDEA.
- c. The exception does not apply to students with disabilities ages 18 through 21 who:
 - (1) Had been identified as a student with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
 - (2) Did not have an IEP in their last educational setting, but who had actually been identified as a student with a disability.

VII.C. GRADUATION (UCA 53E-7-202; R277-705; RULES VII.C.)

- 1. The obligation of Box Elder School District to make FAPE available to all students with disabilities does not apply to students with disabilities who have graduated from high school with a regular high school diploma (34 CFR §300.102(a)(3)(i)).
 - a. The exception in these Rules VII.C.1 does not apply to students that have graduated from high school but have not been awarded a regular high school diploma (34 CFR § 300.102(a)(3)(ii)).
 - b. Box Elder School District may not withhold a regular high school diploma from a student who has met State or LEA graduation requirements.
 - c. Graduation from high school with a regular high school diploma constitutes a change in placement, requiring prior written notice that must contain all the requirements in these Rules IV.D, including being given a reasonable time before the LEA proposed to terminate the student's eligibility under the IDEA by issuing the student a diploma (34 CFR § 300.503).
 - d. The term "regular high school diploma" does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED (34 CFR § 300.102(a)(3)(iv)).

2. A student with a disability served by a special education program shall satisfy high school completion or graduation criteria, consistent with State and federal law and the student's IEP. Box Elder School District may modify graduation requirements consistent with the student's IEP (R277-700-6(25)). Box Elder School District may award a student a certificate of completion consistent with state and federal law and the student's IEP.
3. The IEP Team must refer to the USBE Special Education Graduation Guidelines for additional information regarding modifying graduation requirements and IEP substitutions.

VII.D. TERMINATION OF SERVICES UPON REACHING AGE 22 (UCA 53E-7-201; R277-419-2(23)(B); RULES VII.D.)

1. If a student with a disability turns 22 any time after July 1, Box Elder School District must continue to provide FAPE until the end of that school year.

VIII. RESPONSIBILITIES OF THE UTAH STATE BOARD OF EDUCATION

VIII.A. GENERAL SUPERVISORY AUTHORITY (RULES VIII.A.)

1. In addition to the requirements listed below, Box Elder School District provides data as required for State and Federal reports and other State functions as listed in Rules VIII.
2. LEA special education program funding (Rules VIII.A.3.)
 - a. Box Elder School District shall provide, either singly or in cooperation with other school districts or public institutions, a FAPE for all students with disabilities who are residents of the district. The program shall include necessary special facilities, instruction, and education-related services. The costs of Box Elder School District's program, or share of a joint program, shall be paid from LEA funds.
 - b. Box Elder School District shall receive funds under UCA 53F-2-1, State Funding--Minimum School Program (MSP), and other applicable laws to provide special education services in accordance with these Rules.
 - c. Box Elder School District may, singly or in cooperation with other public entities, provide education and training for persons with disabilities who are younger than 3 or older than 22. The cost of such a program may be paid from fees, contributions, and other funds received by LEA for support of the program but may not be paid from public education funds.
 - d. The requirements of Part B of the IDEA and these Rules are binding on each LEA and other public agency that has direct or delegated authority to provide special education and related services in the State of Utah.

VIII.B. STATE ELIGIBILITY (RULES VIII.B.)

1. Program options (34 CFR § 300.110; RULES VIII.B.3.)
 - a. Box Elder School District takes steps to ensure that its students with disabilities have available to them the variety of educational programs and services available to students who are nondisabled in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

VIII.C. USBE PROGRAM MONITORING (RULES VIII.D.2-3.)

1. Box Elder School District is involved in the UPIPS monitoring system, as required under Part B of the IDEA, R277-709, and R277-114-3.
2. Box Elder School District shall complete the required activities according to the timeline provided by the USBE staff.
3. Results of the monitoring process are publicly available, upon request.

VIII.D. PERSONNEL QUALIFICATIONS (34 CFR § 300.156; RULES VIII.K.3-5.)

1. Qualifications for special education teachers (34 CFR § 300.156; R277-301).
 - a. The USBE and IDEA established qualifications for each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school.
 - b. The qualifications established by USBE and IDEA ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school –
 - (1) Has obtained full State certification as a special education teacher (including certification obtained through an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 CFR 200.56(a)(2)(ii)), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher;
 - (2) Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) Holds at least a bachelor's degree.
 - c. A teacher will be considered to meet the standard of this section if that teacher is participating in an alternate route to special education certification program under which:
 - (1) The teacher:
 - (a) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;

- (b) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
 - (c) Assumes functions as a teacher only for a specified period of time not to exceed three years; and
 - (d) Demonstrates satisfactory progress toward full certification as prescribed by the State; and
 - (2) The State ensures, through its certification and licensure process, that the provisions of this section are met.
 - d. An adapted physical education endorsement, attached to a general or special education license, is requirement for educators to teach adapted physical education.
2. Related services personnel and paraeducators (R277-301, R277-306, and R277-324).
- a. The qualifications include qualifications for related services personnel and paraeducators that:
 - (1) Are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and
 - (2) Ensure that related services personnel who deliver services in their discipline or profession:
 - (a) Meet the requirements; and
 - (b) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) Allow paraeducators and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part, to be used to assist in the provision of special education and related services under Part B of the IDEA to students with disabilities.
 - (4) Interpreters for the Deaf.

- (a) Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for students who are deaf and hard of hearing.
3. Notwithstanding any other individual right of action that a parent, student who is an adult, or student may maintain under this part, nothing in this part shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of the USBE or Box Elder School District, or other public agency employee to be highly qualified, or to prevent a parent or adult student from filing a State complaint or due process complaint about staff qualifications with the State Director of Special Education.

VIII.E. REPORTING ON SUSPENSION AND EXPULSION RATES (34 CFR § 300.170; RULES VIII.M.)

1. Through daily uploads, Box Elder School District shall report to the USBE staff, through the UTREx reporting system, on the rates of long-term suspensions and expulsions of students with disabilities and students who are nondisabled, including data disaggregated by race and ethnicity. The USBE staff shall examine these data to determine if significant discrepancies are occurring:
 - a. Between students who are nondisabled and students with disabilities within Box Elder School District.
2. If discrepancies are occurring, the USBE staff shall review and, if appropriate, require revisions in both USBE and LEA policies, procedures, and practices to ensure compliance with Part B of the IDEA.
3. Policies, procedures, and practices to be reviewed and, if appropriate, revised, include:
 - a. The development and implementation of IEPs;
 - b. The use of positive behavior interventions and supports; and
 - c. Procedural safeguards.

VIII.F. PROHIBITION ON MANDATORY MEDICATION (34 CFR § 300.174; RULES VIII.X.)

1. The USBE prohibits State and Box Elder School District personnel from requiring parents or student who is an adult to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act

for a student as a condition of attending school, receiving an evaluation, or receiving services under Part B of the IDEA (21 USC § 812(c)).

2. Nothing in Rules VIII.X.1. shall be construed to create a Federal prohibition against teachers and other school personnel consulting or sharing classroom- based observations with parent(s) or student who is an adult regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services related to child find.

IX. LEA ELIGIBILITY AND RESPONSIBILITIES

IX.A. LEA ELIGIBILITY FOR IDEA PART B FUNDS (34 CFR §§ 300.211–212, 220; RULES IX.A.)

1. Federal special education funding is made available through a grant to the state from the OSEP. These funds are restricted and may only be used to provide services and program for students who qualify under Part B of the IDEA. Funds are available for students who are 3–5 (section 619 Preschool) and for students age 3– 21 (section 611 School-Age). Some funds are retained at the state level for administration and for state level activities. The remaining funds are distributed to Utah Local Education Agencies (LEAs) by formula.
2. Annually, the USBE staff shall notify Box Elder School District of the availability of Federal funds under Part B of the IDEA. In order to receive IDEA Part B flow-through funds, Box Elder School District must have in effect a USBE-approved special education program (Rules X.B.2.), including policies and procedures that are consistent with the Rules.
3. Box Elder School District must have a USBE-approved special education program (UCA 53F-2- 307). Box Elder School District’s program is approved by the state board when Box Elder School District ’s special education policies and procedures are approved by the USBE special education staff and then by Box Elder School District’s local board in a public meeting. The LEA must submit documentation of the local board’s approval to the USBE special education staff.
4. The USBE approval of Box Elder School District’s policies and procedures includes the approval of any supporting documentation necessary to ensure their implementation. All required minimum components of Rules IX.A.4.a-e are addressed in this policies and procedures manual.
5. As part of establishing eligibility for Part B funds, Box Elder School District must have revised policies and procedures in alignment with the IDEA 2004 final regulations and current rules within one year of the final Board approval of the Rules.
6. Policies and procedures submitted by Box Elder School District in accordance with this section, and approved by the USBE staff, remain in effect until any of the following occur (34 CFR § 300.220):

- a. Box Elder School District submits modifications to the USBE staff that the USBE or LEA determines are necessary;
 - (1) The provisions of the Rules apply to any modifications in an LEA's policies and procedures in the same manner and to the same extent as the LEA's original policies and procedures.
 - b. The USBE staff gives Box Elder School District notice of a new interpretation of the IDEA by Federal or State courts, or a change in Federal statute; or
 - c. There is an official finding of noncompliance with Federal or State law or regulations that requires a change in Box Elder School District 's policy and procedures.
7. Box Elder School District must have on file with the USBE staff information to demonstrate that it will make available to parents of students with disabilities or student who is an adult and to the general public all documents relating to the eligibility of the LEA under Part B of the IDEA (34 CFR § 300.212).
 8. Box Elder School District creates annual improvement goals based on the State Performance Plan (SPP) and Annual Performance Report (APR) Indicators to improve outcomes for students with disabilities (Rules IX.A.4.d(2)(s)).
 9. Box Elder School District collects and provides additional information which the USBE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, personnel information, and others (Rules IX.A.4.e).

IX.B. USE OF PART B FEDERAL FUNDS BY THE LEA (34 CFR §§ 300.200–206, 208; RULES IX.B.)

1. Box Elder School District submits a plan that provides assurances to the USBE that Box Elder School District meets each of the conditions in this section (34 CFR § 300.200).
2. Box Elder School District, in providing for the education of students with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established in Rules (34 CFR § 300.201).
3. Use of amounts (34 CFR § 300.202).

- a. Box Elder School District must have on file with the USBE staff information to demonstrate that amounts provided to the LEA under Part B of the IDEA:
 - (1) Must be expended in accordance with the applicable provision of the Rules;
 - (2) Must be used only to pay the excess costs of providing special education and related services to students with disabilities consistent with the Rules; and
 - (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.
4. The excess cost requirement prevents Box Elder School District from using funds provided under Part B of the IDEA to pay for all the costs directly attributable to the education of a student with a disability.
5. Box Elder School District meets the excess cost requirement if it has spent at least a minimum average amount for the education of its students with disabilities before funds under Part B of the IDEA are used.
6. Maintenance of effort (MOE) (34 CFR § 300.203).
 - a. Eligibility standard.
 - (1) For purposes of establishing Box Elder School District's eligibility for an award for a fiscal year, the USBE must determine that Box Elder School District budgets for the education of students with disabilities for at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:
 - (a) Local funds only;
 - (b) The combination of State and local funds;
 - (c) Local funds only on a per capita basis; or
 - (d) The combination of State and local funds on a per capita basis.
 - (2) When determining the amount of funds that Box Elder School District must budget to meet the requirement in these Rules IX.B.6.a.(1), Box Elder School District may take into consideration, to the extent the information

is available, the exceptions and adjustment provided in 34 CFR §§ 300.204 and 300.205 that Box Elder School District:

- (a) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which Box Elder School District is budgeting; and
 - (b) Reasonably expects to take in the fiscal year for which Box Elder School District is budgeting.
 - (3) Expenditures made from funds provided by the Federal government for which the USBE is required to account to the Federal government or for which Box Elder School District is required to account to the Federal government directly or through the USBE may not be considered in determining whether Box Elder School District meets the standard in Rules IX.B.6.a.(1).
- b. Compliance standard.
- (1) Except as provided in 34 CFR §§ 300.204 and 300.205, funds provided to Box Elder School District under Part B of the IDEA must not be used to reduce the level of expenditures for the education of students with disabilities made by Box Elder School District from local funds below the level of those expenditures for the preceding fiscal year.
 - (2) Box Elder School District meets this standard if it does not reduce the level of expenditures for the education of students with disabilities made by Box Elder School District from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in 34 CFR §§ 300.204 and 300.205:
 - (a) Local funds only;
 - (b) The combination of State and local funds;
 - (c) Local funds only on a per capita basis; or
 - (d) The combination of State and local funds on a per capita basis.
 - (3) Expenditures made from funds provided by the Federal government for which the USBE is required to account to the Federal government or for which Box Elder School District is required to account to the Federal

government directly or through the USBE may not be considered in determining whether an LEA meets the standard of Rules IX.B.6.b.(1) and IX.B.6.b.(2).

c. Subsequent years.

- (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, Box Elder School District fails to meet the requirements of 34 CFR § 300.203 in effect at that time, the level of expenditures required of Box Elder School District for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not Box Elder School District's reduced level of expenditures
- (2) If, in any fiscal year beginning on or after July 1, 2015, Box Elder School District fails to meet the requirement of Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) and Box Elder School District is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of Box Elder School District for the fiscal year subsequent to the year of the failure is the amount that would have been required under Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) in the absence of that failure, not Box Elder School District's reduced level of expenditures.
- (3) If, in any fiscal year beginning on or after July 1, 2015, Box Elder School District fails to meet the requirement of Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) and Box Elder School District is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of Box Elder School District for the fiscal year subsequent to the year of the failure is the amount that would have been required under Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) in the absence of that failure, not Box Elder School District's reduced level of expenditures.

d. Consequence of failure to maintain effort.

- (1) If Box Elder School District fails to maintain its level of expenditures for the education of students with disabilities in accordance with Rules IX.B.6.b, the USBE is liable in a recovery action under section 452 of the GEPA (20 USC § 1234a) to return to the Department, using non-Federal

funds, an amount equal to the amount by which Box Elder School District failed to maintain its level of expenditures in accordance with Rules IX.B.6.b. in that fiscal year, or the amount of Box Elder School District's Part B subgrant in that fiscal year, whichever is lower.

- (2) If the USBE is required to return funds to the Department because of Box Elder School District's failure to meet the Maintenance of Effort requirement, the USBE shall reduce the amount provided to the Box Elder School District's MSP Basic Program on a 1/12 basis.

7. Exception to maintenance of effort (34 CFR § 300.204).

- a. Box Elder School District may reduce the level of expenditures by Box Elder School District under Part B of the IDEA below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

- (1) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- (2) A decrease in the enrollment of students with disabilities.
- (3) The termination of the obligation of Box Elder School District, consistent with this part, to provide a program of special education to a particular student with a disability that is an exceptionally costly program, as determined by the USBE staff, because the student:
 - (a) Has left the jurisdiction of Box Elder School District;
 - (b) Has reached the age at which the obligation of Box Elder School District to provide a FAPE to the student has terminated; or
 - (c) No longer needs the program of special education.
- (4) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- (5) The assumption of cost by the high-cost fund (i.e., Intensive Services fund) operated by the USBE staff.

8. Adjustment to local fiscal efforts in certain fiscal years (34 CFR § 300.205).

- a. For any fiscal year for which the allocation received by Box Elder School District under Part B of the IDEA exceeds the amount Box Elder School District

received for the previous fiscal year, Box Elder School District may reduce the level of expenditures otherwise required by maintenance of efforts requirements by not more than 50 percent of the amount of that excess.

- b. Use of amounts to carry out activities under ESEA/ESSA.
 - (1) If Box Elder School District exercises the authority to reduce the level of expenditures due to an increase in Part B funds, Box Elder School District must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the ESEA/ESSA, regardless of whether Box Elder School District is using funds under the ESEA/ESSA for those activities.
 - c. The USBE staff must prohibit Box Elder School District from reducing the level of expenditures for a fiscal year, if the USBE staff determines that:
 - (1) Box Elder School District is unable to establish and maintain programs of FAPE that meet the requirements of Part B of the IDEA, or
 - (2) The USBE staff has taken action against Box Elder School District under Section 616 of the IDEA and subpart F of the regulations (Monitoring, Technical Assistance, and Enforcement).
 - d. The amount of funds expended by Box Elder School District for mandatory or voluntary Coordinated Early Intervening Services shall count toward the maximum amount of expenditures that Box Elder School District may reduce under the requirements of this section.
9. If the USBE staff determines that Box Elder School District is not meeting the requirements of Rules, the USBE staff may prohibit Box Elder School District from treating funds received under Part B of the IDEA as local funds under this section for any fiscal year, but only if it is authorized to do so by the State constitution or State statute.
10. School-wide programs under Title I of the ESEA/ESSA (34 CFR § 300.206).
- a. Box Elder School District may use funds received under Part B of the IDEA for any fiscal year to carry out a school-wide program under section 1114 of the ESEA/ESSA, except that the amount used in any school-wide program may not exceed the amount received by Box Elder School District under Part B of the IDEA for that fiscal year:

- (1) Divided by the number of students with disabilities in the jurisdiction of the LEA; and
 - (2) Multiplied by the number of students with disabilities participating in the school-wide program.
- b. The funds described in this section must be considered as Federal Part B funds for purposes of the calculations required for excess costs and supplanting.
 - c. The funds may be used without regard to the requirements of 34 CFR § 300.202(a)(1) of the IDEA.
 - d. All other requirements of Part B of the IDEA must be met by Box Elder School District using Part B funds for school-wide programs under section 1114 of the ESEA/ESSA, including ensuring that students with disabilities in school-wide program schools:
 - (1) Receive services in accordance with a properly developed IEP; and
 - (2) Are afforded all of the rights and services guaranteed to students with disabilities under Part B of the IDEA.

IX.C. CHARTER SCHOOLS AND THEIR STUDENTS (34 CFR § 300.209; RULES IX.C.)

1. Nothing in these Rules prohibit school districts and charter schools from developing a Memorandum of Understanding (MOU) to address student specific needs and/or placements.

IX.D. COORDINATED EARLY INTERVENING SERVICES (CEIS) (34 CFR § 300.226; RULES IX.D.)

1. Box Elder School District may not use more than 15 percent of the amount Box Elder School District receives under Part B of the IDEA for any fiscal year, less any amount reduced by the LEA pursuant to maintenance of effort, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated early intervening services (CEIS), which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
2. In implementing CEIS, Box Elder School District may carry out activities that include:

- a. Professional learning (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavior interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
 - b. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
3. CEIS may not be used to limit or create a right to FAPE under Part B of the IDEA or to delay appropriate evaluation of a student suspected of having a disability.
4. Box Elder School District that develops and maintains coordinated early intervening services (either mandatory or voluntarily) under this section must annually report to the USBE staff on:
 - a. The number of students served under this section who received early intervening services; and
 - b. The number of students served under this section who received early intervening services and subsequently receive special education and related services under Part B of the IDEA during the preceding two-year period.
5. Funds made available to carry out this section may be used to carry out coordinated early intervening services aligned with activities funded by, and carried out under, the ESEA/ESSA if those funds are used to supplement, and not supplant, funds made available under the ESEA/ESSA for the activities and services assisted under this section.

IX.E. PERSONNEL DEVELOPMENT (34 CFR § 300.207; RULES IX.E.)

1. Box Elder School District must ensure that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and section 2122 of the ESEA/ESSA, as well as 34 CFR § 300.156; R277-304, R277-306, R277-320, and R277-324.
2. Paraeducators, when used to carry out Part B of the IDEA, must be appropriately trained and supervised, and utilized in accordance with the USBE Paraeducator Standards.

- a. Box Elder School District shall provide documentation of training and supervision to USBE staff upon request.

IX.F. FUNDED PREVALENCE OF DISABLING CONDITIONS (UCA 53F-2-307; RULES IX.F.)

1. When calculating and applying the growth factor, a school district's total special education average daily membership (ADM) for a given year is limited to the following percentage of the school district's total student ADM for the same year:
 - a. For a school district in a county of the first, second, or third class, 14%; and
 - b. For a school district in the county of the fourth, fifth, or sixth class, 20%.

IX.G. LEA PROVISION OF FAPE (34 CFR § 300.101; RULES IX.G.)

1. Box Elder School District remains obligated to provide a student with a disability with a FAPE even when Box Elder School District has not personally engaged with the student during the prior ten consecutive days and therefore may no longer count the student as an eligible student under pupil accounting (R277-419).
2. Box Elder School District will oversee the caseload of each special educator (including psychologists, social workers, speech language pathologists, occupational therapists, physical therapists, adapted physical education specialists, and any other related servers) to ensure that a FAPE is available to all eligible students with disabilities.

IX.H. ROUTINE CHECKING OF HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES (34 CFR § 300.113; RULES IX.H.)

1. Hearing aids. Box Elder School District must ensure that hearing aids worn in school by students with hearing loss, including deafness, are functioning properly.
2. External components of surgically implanted medical devices.
 - a. Subject to Rules IX.H.2.b, each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.
 - b. For a student with a surgically implanted medical device who is receiving special education and related services, Box Elder School District is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

IX.I. EDUCATOR LICENSE REQUIREMENTS (R277-301, R277-304, R277-306, AND R277-320; RULES IX.I.)

1. Professionals providing services to students with disabilities must hold a Utah Professional Educator License or Endorsement in the area in which they provide services. This includes special education teachers, speech/language pathologists, school psychologists, school social workers, and other professionals. Physical and occupational therapists must hold appropriate Utah licensure. Box Elder School District superintendent or charter school administration shall be responsible for the evaluation of the appropriateness of licenses and endorsements when assigning staff members. Box Elder School District refers to the USBE Teaching, Leadership, and Paraeducator Standards.
2. "License areas of concentration" or "license area" means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:
 - a. Early Childhood;
 - b. Elementary;
 - c. Secondary;
 - d. School Leadership
 - e. Career and Technical Education or "CTE";
 - f. School Counselor;
 - g. School Psychologist;
 - h. Special Education;
 - i. Preschool Special Education;
 - j. Deaf Education;
 - k. Speech-Language Pathologist;
 - l. Speech-Language Technician;
 - m. School Social Worker; and
 - n. Audiologist. (R277-301-2.7(a)).

3. Individuals providing psychological evaluation services for students with disabilities must hold a Utah education license for school psychologists or State licensure and meet the assessment publisher's criteria for administration.
4. An adapted physical education endorsement is required for special educators and general educators to teach adapted physical education.

IX.J. PURCHASE OF INSTRUCTIONAL MATERIAL IN ACCESSIBLE FORMATS (34 CFR § 300.210; RULES IX.J.)

1. An LEA that chooses to coordinate with the NIMAC, when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as the USBE under Rules VIII.W.
2. If Box Elder School District chooses not to coordinate with the NIMAC, Box Elder School District must provide an assurance to the USBE that Box Elder School District will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
3. Nothing in this section relieves Box Elder School District of its responsibility to ensure that students with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.
4. For all purposes of this section, the USBE defines timely manner as follows: the USBE and LEAs must take reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

IX.K. SCHOOL DISTRICTS TO PROVIDE USDB CLASS SPACE (UCA 53E-8- 410; RULES IX.K.)

1. If Box Elder School District has students who reside within the school district's boundaries and are served by the USDB shall make a good faith effort to provide the USDB with space required for programs offered by the USDB.

X. SPECIAL EDUCATION FUNDING

1. The USBE has a responsibility under both Federal and State law to monitor implementation of the IDEA by LEAs through a system of general supervision that improves educational results and functional outcomes and ensures that public agencies meet program requirements. The special education program that is funded both from federal and state funds and it is critical to understand the similarities and differences of these funding sources.
2. *Federal special education funds* means funds paid to the State under IDEA Part B for the purposes of special education.
3. *State special education funds* means state funds appropriated to public education for the purposes of special education.
4. Federal special education funds are calculated, allocated, and classified differently than state special education funds. These Rules outline the regulations, restrictions, and allowable costs and activities applicable to each funding source; some requirements are the same for both funding sources and some provisions apply only to one or the other.

X.A. STATE SPECIAL EDUCATION FUNDS GENERALLY (UCA 53F-2-307; RULES X.A.1-2.)

1. State special education funds may be spent only for direct costs and construction or altering existing facilities, as outlined in the Rules.
 - a. Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities.
 - b. Constructing facilities or altering existing facilities if:
 - (1) The costs are necessary costs and reasonable costs;
 - (2) The costs are not for the general purpose of bringing facilities into compliance with:
 - (a) Section 504 of the Rehabilitation Act of 1973; or
 - (b) The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.;

- (3) The construction or alteration meets the needs of one or more students with disabilities; and
 - (4) Box Elder School District submits an application for review by the state board;
 - (5) The state board approves the expenditure in accordance with rules, including requirements that:
 - (a) Box Elder School District has not been identified with significant disproportionality;
 - (b) Box Elder School District has no outstanding uncorrected findings of non-compliance;
 - (c) Box Elder School District has no dispute resolution findings related to FAPE in the past year;
 - (d) Box Elder School District has been determined to “meet requirements” based on the USBE’s programmatic Results Driven Accountability/Annual Performance Report (RDA/APR); and
 - (e) No other evidence, e.g., from school accreditation, fiscal audits, etc., indicators that Box Elder School District is not adequately providing FAPE.
2. State special education funds are appropriated to the MSP and provide restricted (categorical) monies that must be spent for the education of students with disabilities.

X.B. ALLOCATION OF STATE SPECIAL EDUCATION FUNDS FOR PROGRAMS FOR STUDENTS WITH DISABILITIES (UCA 53F-2-307; R277-479; RULES X.B.3.)

1. Box Elder School District must be current with the UPIPS monitoring requirements, including correction of noncompliance within one year of notification, annual Corrective Action Plan (CAP) and PIP reports, and desk audit submissions to be eligible for State special education funds.

X.C. SPECIAL EDUCATION ADD-ON ALLOWABLE USE (FUND1205) (UCA 53F-2-307(1); RULES X.C.)

1. Box Elder School District must use funds in accordance with Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

X.D. SPECIAL EDUCATION SELF-CONTAINED ALLOWABLE USE (FUND 1210) (UCA 53F-2-307, -308(3); RULES X.E.)

1. *Self-contained* means a student in public-school with an IEP or a youth in custody/care (YIC) who receives 180 minutes or more of special education or YIC services during a typical school day per R277-419-2(35).
2. Box Elder School District must use Special Education Self-Contained funds only for direct costs attributable to the cost of the special education of students with disabilities whose placement is a special class or self-contained environment.

X.E. STATE SPECIAL EDUCATION IMPACT AID ALLOWABLE USE (FUND 1225) (UCA 53F-2-307(1); RULES X.I.)

1. Must be used for direct costs attributable to the cost of administering the special education program as follows:
 - a. Costs for students in state custody (prisons, detention facilities, and the state hospital)
 - b. Additional costs attributable for services to students with low-incidence disabilities
2. Funds must be used in accordance with Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

X.F. STATE SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) ALLOWABLE USE (FUND 1220) (UCA 53F-2-308(2); RULES X.K.)

1. Must be used for direct costs attributable to the cost of ESY provided to students with disabilities, determined by the student's IEP team to require ESY) in order to receive a FAPE and in accordance with R277-751.
2. Funds must be used in accordance with Rules X.B. and to cover the direct costs of providing special education to students with disabilities in accordance with R277-751.

X.G. STATE EXTENDED SCHOOL YEAR STIPEND FOR SPECIAL EDUCATORS (EYSE) ALLOWABLE USE (FUND 1278) (UCA 53F-2-310; RULES X.M.)

1. Must be used for salaries and allowable benefits of Special Education Teachers, or Speech Language Pathologists who provide eligible services under R277- 525- 2.

2. A special educator receiving a stipend shall: (a) work an additional day beyond the number of days contracted with the special educator's school district or school for each daily stipend; (b) schedule the additional days of work before or after the school year; and (c) use the additional days of work to perform duties related to the IEP process, including: administering student assessments, conducting IEP meetings, writing IEP's, conferring with parent(s) or student who is an adult, and preparing and maintaining records.

X.H. STATE SPECIAL EDUCATION INTENSIVE SERVICES ALLOWABLE USE (FUND1230) (UCA 53F-2-309(1); RULES X.O.)

1. Must be used for direct costs attributable to the cost of implementing IEPs for students with disabilities.
2. Cost of services to a student with a disability must be in excess of three times the annual average per pupil expenditure (APPE) as calculated by USBE Financial Operations.
3. Costs must meet the eligibility requirements outlined in R277-752.

X.I. STATE SPECIAL EDUCATION FUNDS ALLOWABLE USE (UCA 53F-2-307; RULES X.P.)

1. State special education funds may be spent only for direct costs and construction or altering existing facilities as outlined in Rules X.A. and X.B., Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities (Rules X.A.1.).
2. The costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP of the student are allowable.
3. The costs of providing inclusive special education preschool services are an allowable excess cost.
4. The costs of including peer models in IEP services that require a peer model are allowable.

5. The costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction are allowable.
6. Box Elder School District follows the allowable use of state special education funds as listed in Rules X.P.6

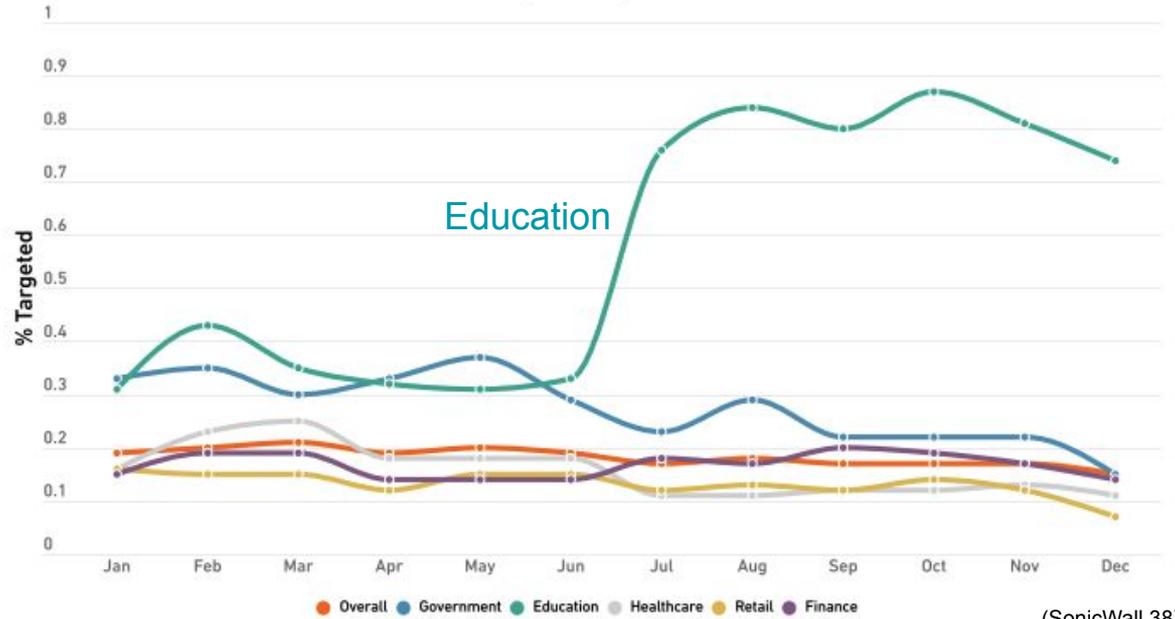
X.J. ALLOWABLE COSTS FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (RULES X.R.1., 4-8.)

1. Funds paid to the State under IDEA Part B for the purposes of special education ("Federal special education funds") are calculated, allocated, and classified according to 34 CFR §300.705.
2. Box Elder School District will use Federal special education funds for the costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education- related setting to a student with a disability in accordance with the IEP of the student are allowable.
3. Box Elder School District will use Federal special education funds for the costs of providing inclusive special education preschool services are an allowable excess cost under IDEA (34 CFR § 300.16).
4. Box Elder School District will use Federal special education funds for the costs of including peer models in IEP services that require a peer model are allowable.
5. Box Elder School District will use Federal special education funds for the costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction are allowable.
6. Box Elder School District follows the allowable use of Federal special education funds, as listed in Rules X.R.8.

K12 Cyber Threat Landscape

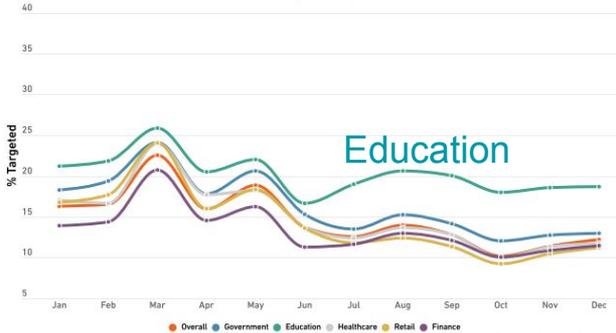
Increasing threat

% of Customers Targeted by Ransomware in 2022



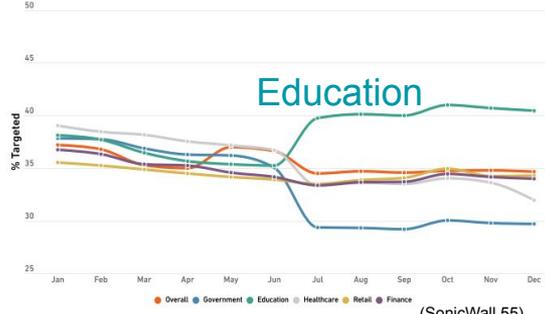
(SonicWall 38)

% of Customers Targeted by Malware in 2022



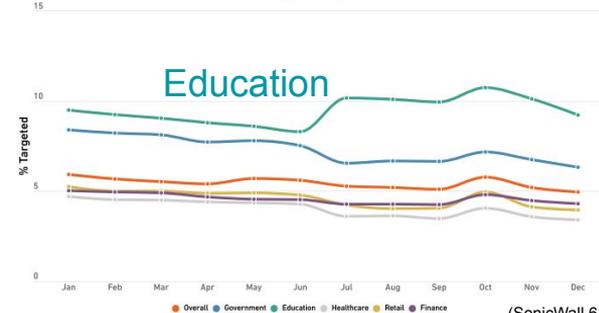
(SonicWall 32)

% of Customers with an Intrusion Attempt in 2022



(SonicWall 55)

% of Customers Targeted by IoT Malware in 2022



(SonicWall 61)

Why Us?

School districts have a weaker security posture

A large enough budget to seek ransom/extortion

Large amounts of data on kids

Example Attack

https://docs.google.com/presentation/d/e/2PACX-1vT-7MP5-0iQoIU6KPoAloUUx2ShBI_7K7p3JnRQ6lrAzqRIS8AoXGCsZI9Eq6G-i7qvhdtdfAXHT7p-U/pub?start=false&loop=false&delayms=3000&slide=id.g10f023f1d0a_0_454

What we can do?

Incident Response Plan

- Cyber tabletop exercises

- Security Awareness trainings

- Phishing

Growing our network of technical contacts

- MS-ISAC, and CISA.

- TCC meetings

- UETN and UtahSaint organizations

Multi Factor Authentication

Considerations

To pay or not to pay?

Not recommended by FBI, CISA, etc.

What are our most critical services and systems and how long can they be down?

Move to online learning during an incident?

What is my role in an incident?

Resources

SonicWall. "2023 SonicWall Cyber Threat Report." 2023. *sonicwall.com*, <https://www.sonicwall.com/2023-cyber-threat-report>.

MONTHLY FINANCIAL REPORT
AUGUST 31, 2023

	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	28,900,000	203,773	0.7%	2.4%	691,935	29,305,305
6	Tuitions	450,000	21,308	4.7%	4.8%	22,470	470,779
7	Inv Earnings	250,000	111,982	44.8%	2.7%	35,746	1,319,767
8	Indirect Costs	325,000		298.4%	0.0%		969,682
9	Rental Fees/Building/Field	90,000	11,918	13.2%	0.0%		84,848
10	Other	1,090,000	29,798	2.7%	1.6%	12,517	793,712
11	State	90,355,626	17,476,994	19.3%	25.7%	20,380,540	79,395,835
12	Federal	5,750,000	1,096,168	19.1%	17.5%	1,668,268	9,512,564
13	Misc./ Fund Bal	250,000		0.0%	0.0%		0
14	TOTAL M & O						
15	REVENUE	127,460,626	18,951,942	14.9%	18.7%	22,811,476	121,852,492
16	Beg Balance						1,642,130
17	Less:						
18	Ending Balance						
19	TOTAL M & O FUNDS						
20	available	127,460,626	18,951,942	14.9%	18.5%	22,811,476	123,494,622
21	EXPENDITURES:						
22	Instruction (1000)						
23	Salaries	62,083,815	4,674,083	7.5%	8.2%	3,922,974	47,974,248
24	Benefits	21,205,976	1,825,493	8.6%	10.2%	1,917,859	18,781,014
25	Purchased Serv.	3,824,104	176,303	4.6%	9.1%	257,390	2,826,365
26	Supplies/Textbooks	5,385,400	648,425	12.0%	15.2%	1,047,868	6,872,811
27	Equipment	1,600,000	2,317	0.1%	3.1%	12,094	393,818
28	Other	715,000		0.0%	0.0%		633,919
29	Total	94,814,295	7,326,622	7.7%	9.2%	7,158,185	77,482,175
30							
31	Student Services (2100)						
32	Salaries	4,103,024	377,963	9.2%	8.8%	329,504	3,730,022
33	Benefits	1,500,511	151,723	10.1%	9.6%	140,194	1,456,806
34	Other	410,000	9,796	2.4%	6.3%	30,632	486,996
35	Total	6,013,535	539,482	9.0%	8.8%	500,330	5,673,824
36							
37	Instructional Staff (2200)						
38	Salaries	1,929,567	223,848	11.6%	14.6%	229,121	1,572,334
39	Benefits	645,466	97,925	15.2%	16.1%	98,330	608,931
40	Other	662,972	206,138	31.1%	1.7%	11,125	643,662
41	Total	3,238,005	527,912	16.3%	12.0%	338,576	2,824,927

MONTHLY FINANCIAL REPORT
AUGUST 31, 2023

	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
42	District Administration (2300)						
43	Salaries	408,979	71,593	17.5%	16.7%	61,966	371,799
44	Benefits	209,100	38,353	18.3%	22.8%	34,692	151,856
45	Purch Services	370,000	19,617	5.3%	14.7%	32,756	223,319
46	Liability Insurance	181,715	0	0.0%	0.8%	1,364	173,062
47	Supplies	49,000	15,311	31.2%	12.2%	6,527	53,428
48	Other	50,000	24,781	49.6%	50.2%	25,015	49,848
49	Total	1,268,794	169,654	13.4%	15.9%	162,322	1,023,312
50	School Administration (2400)						
51	Salaries	5,678,870	742,640	13.1%	14.1%	663,059	4,708,064
52	Benefits	2,187,422	285,965	13.1%	14.0%	263,242	1,880,992
53	Prof Serv/Travel	98,800	7,059	7.1%	2.6%	1,681	64,103
54	Other	16,500	14,169	85.9%	0.0%		12,745
55	Total	7,981,592	1,049,834	13.2%	13.9%	927,981	6,665,904
56							
57	Business & Support (2500)						
58	Salaries	845,411	127,409	15.1%	20.4%	157,002	770,339
59	Benefits	316,780	45,890	14.5%	19.5%	56,285	287,982
60	Purchased Services	244,060	3,330	1.4%	0.6%	1,050	189,625
61	Other	35,000	-651	-1.9%	1.5%	840	55,108
62	Total	1,441,251	175,978	12.2%	16.5%	215,177	1,303,053
63							
64	Operation & Maintenance (2600)						
65	Salaries	6,264,165	1,006,603	16.1%	16.1%	919,439	5,694,695
66	Benefits	2,350,968	420,789	17.9%	18.1%	398,166	2,196,585
67	Electricity	1,129,683	89,267	7.9%	5.7%	56,160	984,716
68	Purchased Service	802,000	121,662	15.2%	10.4%	63,188	609,313
69	Telephone	362,130	29,433	8.1%	9.2%	29,037	314,327
70	Natural Gas	958,304	14,988	1.6%	0.8%	7,027	855,629
71	Prop Insurance	345,000		0.0%	0.0%		317,730
72	Repair	387,000	47,754	12.3%	52.5%	112,614	214,375
73	Supplies	798,570	229,793	28.8%	15.0%	109,036	725,973
74	Other	2,500		0.0%	0.0%		323
75	ESSER III A/C	4,000,000	1,202,793	30.1%	0.0%		2,268,341
76							
77	Total	17,400,320	3,163,082	18.2%	11.9%	1,694,667	14,182,008
78							

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	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
79	Transportation (2700)						
80	Salaries	3,800,436	264,370	7.0%	6.5%	215,986	3,319,224
81	Benefits	1,008,265	121,246	12.0%	12.0%	109,559	916,070
82	Purch Serv	255,000	10,175	4.0%	5.3%	12,198	228,853
83	Fuel	1,013,018	10,820	1.1%	0.0%		755,801
84	Supplies	858,036	26,477	3.1%	4.1%	33,315	807,944
85	Other/Property	142,010		0.0%	0.0%		4,382
86	Total	7,076,765	433,088	6.1%	6.2%	371,058	6,032,274
87	Community Services (3300)						
88	Salary	721,479	104,111	14.4%	14.4%	94,292	655,890
89	Benefits	213,685	32,860	15.4%	15.9%	29,852	187,913
90	Purchased Serv	30,000	2,853	9.5%	7.0%	909	13,030
91	Supplies/Util	110,500	20,257	18.3%	12.8%	9,091	70,938
92	Property	8,500	4,427	52.1%	0.0%		4,767
93	Other Objects	15,550	1,585	10.2%	1.3%	70	5,277
94	Desig. Fund Bal						
95	Total	1,099,714	166,093	15.1%	14.3%	134,213	937,816
96	Total Expenditures	140,334,271	13,551,745	9.7%	9.9%	11,502,509	116,125,293
97	Interfund Trans						
98	Change Desig Fund Bal						
99	Other/Budget Cuts						
100	TOTAL EXPENDITURERS						
101	M & O	140,334,271	13,551,745	9.66%	9.9%	11,502,509	116,125,293

MONTHLY FINANCIAL REPORT
AUGUST 31, 2023

	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
102	School Activity Fund (21)						
103							
104	REVENUE:						
105	School Deposits	4,500,000	996,567	22.1%	22.1%	942,616	4,264,562
106							
107	Other					0	
108	Total Revenue	4,500,000	996,567	22.1%	22.1%	942,616	4,264,562
109	EXPENDITURES:						
110	Purchased Services	860,200	35,435	4.1%	5.3%	30,959	583,560
111	Supplies	3,064,800	596,037	19.4%	11.9%	392,456	3,299,016
112	Equipment/Property	290,000		0.0%	41.2%	16,402	39,796
113	Desig/Other/Adm	285,000		0.0%	0.0%		197,681
114	Total Expenditures						
115	School Activity	4,500,000	631,472	14.0%	10.7%	439,817	4,120,052
116	DEBT SERVICE FUND (31)						
117							
118	REVENUE:						
119	Property Tax	3,351,027	24,278	0.7%	2.4%	86,938	3,682,041
120	Interest	106,200	46,643	43.9%	5.0%	7,246	145,766
121	Other						
122	Total	3,457,227	70,921	2.1%	2.5%	94,184	3,827,807
123	Beginning Bal	4,412,508		0.0%	79.3%	5,524,003	6,963,672
124	LESS:						
125	Ending Balance			0.0%	61.9%	2,731,437	4,412,508
126	Funds Available	4,298,485		0.0%	36.2%	2,731,437	7,536,479
127	EXPENDITURE:						
128	Bond Debt	3,521,250	2,949,773	68.6%	88.8%	2,886,750	3,252,000
129	Fees	50,000		0.0%	0.0%		3,000
130	Other Uses					0	0
131	Total	3,571,250	2,949,773	82.6%	88.7%	2,886,750	3,255,000

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	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
132	CAPITAL OUTLAY FUND (32)						
133							
134	REVENUE:						
135	Property Tax	11,640,438	82,437	0.7%	2.4%	259,454	10,988,589
136	Interest	170,500	75,751	44.4%	3.3%	25,304	768,832
137	Other	52,000	5,119	9.8%	1.3%	1,489	116,016
138	State	1,835,469	900,094	49.0%	44.8%	1,681,260	3,754,299
139	Federal /MBA	250,000		0.0%	0.0%		20,112
140	Ins./Prop.Recry	220,000		0.0%	0.0%		24,991
141	Total Revenue	14,168,407	1,063,401	7.5%	12.6%	1,967,506	15,672,839
142	Lease Revenue MBA						
143	Other Sources(F50)	345,580					
144	Desig. Fund Bal						
145	TOTAL REVENUE CAPITAL						
146	OUTLAY	14,513,987	1,063,401	7.3%	12.6%	1,967,506	15,672,839
147	Beg. Balance	2,638,711					17,523,561
148	Less:						
149	Ending Balance	3,505,600					2,638,711
150	Capital Outlay Funds						
151	available	13,647,098	1,063,401			1,967,506	30,557,688

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	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
152	EXPENDITURES:						
153	Oper/Maint			0.0%	0.0%		
154	Other Equipment			0.0%	0.0%		
155	Purchased Services	5,000	2,500	50.0%	16.2%	1,164	7,188
156	Technology/Software	2,500,000	330,881	13.2%	28.5%	406,080	1,425,789
157	Improvement						
158	Buildings Maint	2,200,000	496,124	22.6%	67.6%	686,809	1,016,206
159	Vehicles/Buses	1,100,000		0.0%	26.9%	451,006	1,674,969
160	Furniture/Equip	1,600,500	222,931	13.9%	0.6%	9,720	1,576,492
161	Other Objects		426	0.0%	0.0%		
162	Vehicle charges						
163	Total Capital	7,405,500	1,052,861	14.2%	27.3%	1,554,780	5,700,646
164	Other/Portables			0.0%	0.0%		
165	Grouse Creek	1,850,000	190,020	10.3%	0.0%		1,520,734
166	Golden Spike	2,100,000	373,284	17.8%	0.0%		5,956,980
167	HS Athletic Facilities	1,285,000		0.0%	0.0%		0
168	Property/Other	1,500,000	21,712	1.4%	0.0%		331,633
169	Total Construction	6,735,000	585,015	8.7%	0.0%		7,809,347
170	Desig. F Bal						
171	MBA/Bond Fee/Fund 50	1,990,500		0.0%	0.0%		1,897,580
172	Other						1,061
173	TOTAL EXPENDITURES C*						
174	OUTLAY	16,131,000	1,637,876	10.2%	10.1%	1,554,780	15,408,634

MONTHLY FINANCIAL REPORT
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	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
175	SCHOOL FOOD SERVICE FUND (49)						
176							
177	REVENUE:						
178	Lunch Sales	1,371,500	-7,351	-0.5%	0.3%		1,374,329
179	State	782,400	330,025	42.2%	0.0%	4,483	772,140
180	Federal	2,545,000		0.0%	0.0%		3,596,580
181	Other/Inventory Adj	3,500				1,197	
182	TOTAL REVENUE SCHOOL						
183	FOODS	4,702,400	322,674	6.9%	0.1%	5,679	5,743,050
184	Beg. Balance	5,371,320					5,604,342
185	Less:						
186	Ending Balance	5,210,025					5,371,320
187	School Food Service Funds						
188	available	4,863,695	322,674	6.6%	0.1%	5,679	5,976,071
189	EXPENDITURES:						
190	Salaries	1,925,494	142,707	7.4%	7.9%	131,999	1,674,343
191	Benefits	739,977	68,170	9.2%	13.3%	63,496	477,229
192	Food/Supplies	3,198,000	32,623	1.0%	2.3%	57,527	2,449,145
193	Equipment	55,000		0.0%	4.5%	1,758	38,994
194	Other Costs	25,000	58,477	233.9%	44.8%	16,313	36,382
195	Dir/Indirect Costs	325,000		0.0%	0.0%		
196	TOTAL EXPENDITURES SCHOOL						
197	FOODS	6,268,471	301,976	4.8%	5.8%	271,092	4,676,093

MONTHLY FINANCIAL REPORT
AUGUST 31, 2023

	ENDING AUG 2023	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			16.67%	16.67%		
	Percent of 9 month contract completed			0.00%	0.00%		
198	Foundation Fund (75)						
199							
200	REVENUE:						
201	Total Revenue	350,000	130,372	37.2%	16.1%	56,626	352,508
202	Available Revenue	350,000	130,372	37.2%	16.1%	56,626	352,508
203	EXPENDITURE:						
204	Expenses	292,000	33,246	11.4%	18.5%	47,784	258,570
205	Changes/Desg Fund Bal						0
206	TOTAL EXPENDITURE	292,000	33,246	11.4%	18.5%	47,784	258,570
207	Agency Fund (76)						
208							
209	REVENUE:						
210	Agent Services	39,500	1,525	3.9%	8.5%	2,370	27,861
211	State	5,000		0.0%	0.0%		
212	Federal						
213	Other	7,000		0.0%	0.0%	80	
214	TOTAL REVENUE/BB						
215	AGENCY FUND	51,500	1,525	3.0%	8.8%	2,450	27,861
216	EXPENDITURE:						
217	Instruction	25,000	105	0.0%	0.6%	70	10,865
218	NUCC	7,000		0.0%	-32.6%	-5,900	18,121
219	Other	5,000	237	3.4%	22.3%	519	2,330
220	Changes/Desg Fund Bal			0.0%	0.0%		
221	TOTAL EXPENDITURES						
222	AGENCY FUND	37,000	342	0.9%	-17.0%	-5,312	31,316
223							
224							
225			SUMMARY			SUMMARY	
226							
227	GRAND TOTAL FUNDS AVAILABLE						
228	ALL FUNDS	155,876,998	21,537,402	13.8%	17.1%	25,880,538	151,741,119
229	GRAND TOTAL EXPENDITURE		92%				
230	ALL FUNDS	171,133,992	19,106,430	11.2%	11.6%	16,697,421	143,874,960

POLICY 2160

Building & Grounds Rental and Supervision Permit and Use Agreement

- A. The district recognizes the fact that the building and grounds belong to the residents of Box Elder County and thus should be made available for their use. The use of school buildings and grounds is granted by permit pursuant to the Utah Civic Center statutes for non-commercial groups or individuals. The district is immune from liability for Civic Center use by Utah Law.

[Utah Code § 53G-7-209 \(2018\)](#)

[Utah Code § 53G-7-210 \(2018\)](#)

[Utah Code § 63G-7-301 \(2019\)](#)

- B. The district does, however, have the responsibility to protect and maintain the tax payer's investment in facilities for the education of our students. Rental fees are to be sufficient to cover all costs associated with building use, necessary supervision, and liability protection. To this end, the following policy has been adopted. Information regarding rental rates may be found at: [District Property Rentals](#)
1. The school principal is responsible for the buildings, grounds and equipment under his/her jurisdiction. Permission to use any building, grounds, and/or equipment of a school must be secured in advance from the school principal or his/her designee. Requests for use of a building by outside groups must be made in writing on District approved forms. Scheduling of the facility should be done as far in advance as possible. A minimum of one (1) week is required.
 2. Charges in accordance with the fees adopted by the Board will be collected by the school principal or his/her designee. All monies collected, including any money collected for breakage, etc., shall be remitted to the district office. Charges for liability insurance coverage may be waived by permit under Civic Center statutes in Utah law ([Utah Code § 53G-7-209 \(2018\)](#) and [Utah Code § 53G-7-210 \(2018\)](#)). Commercial renters will still be required to provide liability insurance coverage.
 3. The buildings and equipment may be used at no cost for approved student functions, PTA meetings, meetings of teachers and other employees for the improvement of the educational program, and adult/community education programs. In cases of emergency the Red Cross, Civil Defense or other civil emergency agencies may use buildings upon permission of the principal and/or the Superintendent.

4. Requests for rental of facilities will only be considered when not in conflict with regular school related activities or with community/adult education activities. The school district reserves the right to cancel a rental agreement when changes in a school's calendar require the use of the facility by a school sponsored activity. The cancellation of a rental agreement requires a two-week notification.
5. The applicant for the use of the buildings, grounds or equipment shall be responsible to pay all rental fees and enforce all Board policies and rules governing the use of such facilities and equipment. No tobacco or intoxicants will be permitted at any time on school property. The applicant shall agree to pay all damages to buildings, equipment, or grounds that occur due to activities associated with the rental.
6. A facility manager may be required by the principal as part of a rental agreement. The facility manager's responsibility is to be present during use of the building(s). This person has authority to take the necessary steps required to protect the buildings and equipment from improper use. The facility manager is not responsible to supervise rental participants. This additional supervision cost is the responsibility of those renting the facility.
7. The appropriate rental fees must be charged when an employee uses district facilities for outside activities in which the employee gains monetary value. Examples include private instruction and/or lessons, recitals, planning student trips in which the reward is a "free" trip for the employee, and some athletic camps.
8. Outside properties may not be brought into the building without prior approval of the principal. When permission is granted, all property must be removed immediately following its use. No signs, posters, properties, etc., shall be attached to the building by tape, tacks, etc., without permission of the principal. School equipment may not be used except as included in the rental agreement. School supplies may not be used at any time by the renter.
9. The Box Elder County School District, individual members of the Governing Board, and all employees, thereof, shall be held free and harmless from any loss, damage, liability, cost and expense that may exist or arise during or because of the use of school premises by the contracting party from any cause whatsoever.
10. A rental charge, based on the Board adopted rental schedule, is to be made for use of school facilities by all groups, other than those listed in Section C of this policy. A deposit of the estimated rental fee will be required before the facility is actually used. Variance from the published rental schedule must be approved by the Business Administrator.

11. Regardless of the group using the facilities or prior arrangements that have been made, a clean-up fee may be charged at the discretion of the building principal when in his/her opinion, the facility has been left in poor condition.
 12. A facility manager must be provided per non-school group for the use of the following facilities:
 - a. Auditoriums
 - b. Gymnasiums & Showers
 - c. Swimming Pools & Showers
 - d. School Lunch Kitchens & Cafeterias
 13. The District reserves the right to refuse use of a specific facility and/or all facilities to any group requesting permission due to previous misuse of the facility, a lack of payment for rental fees, or other reasons permissible by state or federal law.
- C. The principal shall make buildings available at no charge for registered political parties, without discrimination, to be used for political party activities if:
1. The party requests the use of the meeting facility at least 30 calendar days before the day on which the use by the political party will take place.
 2. The meeting facility is not already scheduled for another purpose at the time of the proposed use.
 3. Schools are discouraged from scheduling other activities on the same evening as an announced party caucus meeting.

The school will make an effort to utilize current staff for building supervision for these activities. Extra supervision costs should be approved by the Business Administrator.

[Utah Code § 20A-8-404 \(2019\)](#)

Policy 6050

Community Use of School Facilities

A. Public school buildings and grounds are civic centers and may be used by district residents for supervised recreational activities and meetings, subject to the requirements and restrictions set forth below. Use of school property as a civic center may not interfere with a school function or purpose and is considered a “permit” for governmental immunity purposes.

B. School buildings and grounds are only available for civic center use to organizers who are residents of the District. Requests for civic center use must be accompanied by appropriate documentation of the requester’s residence within the School District.

[Utah Code § 53G-7-209\(4\) \(2018\)](#)

C. The Board may set and charge a reasonable fee for such use to compensate the district for the use of school property as a civic center and to fully compensate for any and all expense incurred in that use. The fee charged may take into account increased overhead expense, including utilities, personnel, and other areas affected by use of the facilities. See Policy 2160 for rental procedures and fees.

[Utah Code § 53G-7-209\(2\)\(c\) \(2018\)](#)

D. The business administrator is designated as the district's special functions officer. The special functions officer shall have charge of the grounds and shall take reasonable measures to protect school property when used for civic center purposes. The business administrator may designate a district employee to serve as special functions officer in connection with particular uses of the facilities for civic center purposes. The school principal will serve as special functions officer for civic center functions held in the school unless otherwise notified by the superintendent.

E. The Principal shall allow the use of school facilities and shall also be responsible for collection of monies, notification of personnel involved (custodian, lunch manager, or technician), and the determination of free use of the building according to policy and procedures.

F. The school district shall make all meeting facilities in buildings under its control available to registered political parties, without discrimination, to be used for political party activities if the political party requests the use of the meeting facility before 5:00 p.m. no later than 30 calendar days before the day on which the use by the political party will take place and the meeting facility is not already scheduled for another purpose at the time of the proposed use. The political party shall pay the District the actual costs

incurred by the District for custodial services to clean the meeting facilities after the political party's use. In addition, the political party shall pay the District the actual cost of any services requested by the political party and provided by the District.

[Utah Code § 20A-8-404\(3\) \(2019\)](#)

[Utah Code § 20A-8-404 \(2019\)](#)

- G. The rental of school facilities for other than school use or civic centers shall be according to the following guidelines:
1. Application for rental will be made with the principal of the school. Application requires the signatures of the applicant and the principal. The principal is responsible for the building and the protection and maintenance thereof. The principal of the school shall accept application from only those groups who can assure adherence to the standards of behavior of the school. Tobacco, intoxicating drinks, and boisterous conduct are expressly prohibited. The following will not be tolerated and are expressly prohibited by the Board:
 - a. vandalism;
 - b. use without consent, or abuse of school furniture or other school property; and,
 - c. appropriation or abuse of books, supplies, or athletic equipment belonging to the school or to its students. School athletic equipment may only be used with prior approval of the principal.
 - d. Rental rates will be determined according to the rental rate schedule approved by the Board of Education.
 - e. Payments will be collected by the Principal, recorded, and sent to the District Office with a copy of the original application.
 - f. Personnel charges will be added according to the rates listed on the rental schedule.
 - g. Commercial, sports organizations, and non-civic center users must provide a certificate of liability insurance with limits of not less than \$500,000. The District shall be named as an additional insured. (This provision (g) can only be waived in writing by the Board of Education or through use as a civic center.) A Hold Harmless Agreement shall also be entered into.
- H. The principal shall be responsible for adequate supervision of the school during rental hours. Any non-school group occupying school property shall provide adult supervision adequate to maintain order and prevent the destruction of school property. Facilities shall not be available at the time of use unless the supervisor or supervisors are present

as agreed. At the time of rental, arrangements shall be made for adequate supervision. School supervision shall consist of a minimum of one designated employee of the district to care for the interest of the district and its property. In the absence of the principal the designee shall be in complete charge of the building and grounds.

- I. Arrangements for adequate supervision shall be made in keeping with the use for which the rental is made to ensure proper conduct in and around the building and the proper care of the school and its equipment.
- J. The use of school ground facilities will be allowed at no cost provided fields are not abused or used during extremely wet conditions or other times when the field would be damaged. Community groups such as youth football or soccer will be allowed to use specified areas of the school grounds as approved by the Principal. Groups wishing to reserve specific times for fields must enter into a written rental agreement with the principal.
- K. Due to excessive use of the regular playing fields within the regular school program, the necessity of keeping certain playing fields in top condition for school league play makes the regular use of these fields by non-school groups impractical. High school stadiums are available to community organizations for rent; however, the stadiums shall not be used at any time that would interfere with a school function or purpose. Any other equipment rental requests shall be made to the Principal; such requests shall be granted upon the approval of the Principal and may result in a fee for expenses incurred.
- L. A "political sign" is any sign or document that advocates the election or defeat of a candidate for public office or the approval or defeat of a ballot proposition. Schools and the school district are not required to allow the posting of political signs on school property. However, if the district or a district administrator or their designee posts or permits the posting of a political sign on school property, then the district shall also permit the posting of all other political signs, subject to the same requirements and restrictions. Any requirements or restrictions placed on the posting of political signs must be politically neutral and content neutral and therefore are not allowed in Box Elder schools.

[Utah Code § 20A-17-103 \(2023\)](#)

- M. The Board may refuse to permit the use of school property as a civic center if it determines the use to be inadvisable.

[Utah Code § 53G-7-209\(3\) \(2018\)](#)

TENTATIVE MINUTES OF A WORK MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
AUGUST 9, 2023

Work Session of the Board of Education, Box Elder School District, held Wednesday evening August 9, 2023 at 5:00 p.m. at Independent Life Skills Center.

Grade Configurations and Capital Outlay Options

Those in attendance at the meeting included Board President Wade Hyde, Vice President Connie Archibald, Tiffani Summers, Julie Taylor, Nancy Kennedy, Karen Cronin, and Danielle Wright. Also, present were Superintendent Steve Carlsen, Assistant Superintendents Keith Mecham, Heidi Jo West, Business Administrator David Roberts, Director of Facilities Corey Thompson, Department Secretary Irlanda Stevens and David Cox from VCBO.

Closed Session for Discussion of Purchase or Sale of Real Property

Nancy Kennedy made the motion to go into closed session, second by Connie Archibald. The motion passed unanimously. Moved into closed session at 6:16 p.m.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor - yes

Karen Cronin made the motion to leave the closed session, second by Julie Taylor. The motion passed unanimously. Moved out of closed session at 6:26 p.m.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor - yes

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
AUGUST 9, 2023

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening August 9, 2023 at 6:30 p.m. at Independent Life Skills Center.

Those in attendance at the meeting included Board President Wade Hyde, Vice President Connie Archibald, Tiffani Summers, Julie Taylor, Nancy Kennedy, Karen Cronin, and Danielle Wright. Board member Bryan Smith was excused. Also, present were Superintendent Steve Carlsen, Assistant Superintendent Keith Mecham, Heidi Jo West, IT Director Robert Gordon and Business Administrator David Roberts; members of the press, employees and patrons.

President Wade Hyde called the meeting to order and welcomed those in attendance and conducted the business of the meeting.

After the reverence which was offered by Superintendent Steve Carlsen, the pledge of allegiance was led by Connie Archibald.

Approval of Agenda

Karen Cronin made the motion to approve the agenda, second by Danielle Wright. The motion passed unanimously.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor - yes

Public Comment

No one signed up for public comment.

Information Items

AP Results

Jeremy Young, Assessment Director, presented AP numbers for the District. He mentioned the DLI numbers in correlation with the AP numbers.

Assessment & Accountability Report

Jeremy Young, Assessment Director, in future will report in June. This report primarily gives an overall view of the assessments. This is the first time our District has created this. All are State assessments.

Bus Routes and Runs

Marci Summers, Route Coordinator, reported that the goal was to reduce the length of routes and the number of students as the routes were adjusted to coordinate with new bell schedule and all-day kindergarten.

Board Committee Reports

Julie asked who is this year's student board member.

Danielle reported the Safety and Security committee met twice.

Nancy Kennedy confirmed how well the BEHS active shooter training went.

Action Items

Truth in Taxation

Nancy Kennedy made the motion to move into Truth and Taxation, second by Connie Archibald. The motion passed unanimously.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor - yes

Robert Breitenbeker for, DeAnna Hardy against, Lorraine Vernon against, Russell Scott against, Jeff Dinsdale against, Doug Powell against, Val Bennett against, Stewart Murray for, Doug Payne against.

Julie Taylor made the motion to move out of Truth and Taxation, second by Karen Cronin. The motion passed unanimously.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes

Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor – yes

Information Items (cont.)

Monthly Financial Report

David Roberts, Business Administrator – beginning year financial numbers presented.

Action Items (cont.)

Approval of Tax Rates

David Roberts, Business Administrator – explained that the recapture of rates would be used to cover the cost of inflation. Overall total tax rate even with the recapture is less than the previous tax year.

Karen Cronin asked for a follow up on some of the statistical numbers that were presented through public comment. Contact will be made with two individuals specifically.

Tiffanie Summers made the motion to approve the proposed tax rate of .005805, second by Connie Archibald. The motion passed unanimously.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor - yes

Approval of Lexia Core5 as Early Intervention Software

Heidi Jo West in place of Ashlee Nelson, Director of Literacy & Instructional Support – need for RFP proposal was followed, funds are coming from State. Districts are now responsible for managing early intervention software.

Connie Archibald made the motion to approve Lexia Core5 as the Early Intervention Software, second by Danielle Wright. The motion passed unanimously.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes

Tiffani Summers – yes
Julie Taylor - yes

Consent Items

Karen Cronin made the motion to approve the consent items, second by Nancy Kennedy. The motion passed unanimously.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor - yes

Approval of the minutes of working and regular meeting for July 12, 2023.

Approval of claims: 00044891 - 00045095, 08073123, 7073123A, 9073123A, 9073123B

Personnel

As detailed in the agenda.

Suggestions for Future Board Meetings

Wade Hyde – October enrollment numbers reviewed in a work session October 4th starting at 6 p.m.

Karen Cronin – reiterated the desire to have taxation formulas and numbers.

New student board member is Alyssa Lyman, from Box Elder High School.

Adjournment:

Motion by Karen Cronin to adjourn the meeting, second by Tiffani Summers. The motion passed unanimously; Board meeting ended at 8:20 pm.

Nancy Kennedy – yes
Karen Cronin – yes
Danielle Wright – yes
Wade Hyde – yes
Connie Archibald – yes
Tiffani Summers – yes
Julie Taylor – yes

The next meeting of the Board of Education will be held on Wednesday, September 13, 2023, with the Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main Brigham City, Utah.

APPROVED: _____

ATTESTED: _____

Business Administrator
Box Elder School District

President, Board of Education

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00045096	105.00	08/03/23	1 ALEC OR KATIE WINEGAR	C
01	00045097	90.50	08/03/23	1 RON BAILEY	C
01	00045098	5,857.92	08/03/23	66192 3STRANDS GLOBAL FOUNDATION	C
01	00045099	50.00	08/03/23	85556 BEAR RIVER HEALTH DEPARTMENT	C
01	00045100	2,295.00	08/03/23	85738 BEAR RIVER HIGH SCHOOL	C
01	00045101	263.96	08/03/23	87120 BEEHIVE TELEPHONE CO	C
01	00045102	5,566.97	08/03/23	100913 BORDER STATES INDUSTRIES, INC	C
01	00045103	356.40	08/03/23	104370 BOX ELDER NEWS JOURNAL	C
01	00045104	1,453.47	08/03/23	19070 C&R AUTO AND TRAILER SALES	C
01	00045105	9,963.75	08/03/23	38091 DATAIO LLC	C
01	00045106	68.00	08/03/23	8699 CLARK FUNK	C
01	00045107	4,979.28	08/03/23	304217 GARLAND CITY	C
01	00045108	9,088.87	08/03/23	324430 GRAYBAR ELECTRIC COMPANY INC	C
01	00045109	1,640.30	08/03/23	100774 JEPPESEN DISTRIBUTING/JEFF JEPPESEN	C
01	00045110	6,910.12	08/03/23	58246 LINDE GAS & EQUIPMENT INC	C
01	00045111	1,556.70	08/03/23	576620 M & M TOOL AND MACHINERY	C
01	00045112	60.32	08/03/23	61204 KASSIDY MICKELSON	C
01	00045113	104.00	08/03/23	61182 WHITNEY NELSON	C
01	00045114	5,026.76	08/03/23	111273 NUCO2 LLC	C
01	00045115	200.00	08/03/23	3050 OBSERVERTAB, LLC	C
01	00045116	242.69	08/03/23	700077 PERRY CITY	C
01	00045117	20,271.88	08/03/23	892645 ROCKY MOUNTAIN POWER	C
01	00045118	143.20	08/03/23	810361 STANDARD PLUMBING SUPPLY	C
01	00045119	35.95	08/03/23	110914 SUPERIOR WATER AND AIR INC	C
01	00045120	385.00	08/03/23	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
01	00045121	43.59	08/03/23	24580 VERIZON WIRELESS	C
01	00045122	7,793.50	08/03/23	924155 WASTE MGMT OF UTAH INC	C
01	00045123	168.48	08/03/23	102168 PETE WATKINS	C
01	00045124	5,354.66	08/03/23	38032 AMAZON CAPITAL SERVICES INC	C
01	00045125	1,945.00	08/03/23	106497 APPLE STORE	C
01	00045126	240.84	08/03/23	110791 COLONIAL FLAG	C
01	00045127	1,386.05	08/03/23	386370 HYKO SUPPLY CO	C
01	00045128	10,556.13	08/03/23	901150 IMT COMPANIES LLC	C
01	00045129	1,281.16	08/03/23	102697 INTERCONNECT SERVICES INC	C
01	00045130	10,000.00	08/03/23	54470 LEVEL LEARNING	C
01	00045131	185.96	08/03/23	110154 MEDCO SCHOOL	C
01	00045132	681.55	08/03/23	55387 NATIONAL BUSINESS FURNITURE	C
01	00045133	4,562.82	08/03/23	633340 OFFICE DEPOT	C
01	00045134	552.95	08/03/23	38563 SPHERO INC	C
01	00045135	1,941.57	08/03/23	157371 STAPLES	C
01	00045136	611.84	08/03/23	21210 SPIRALEDGE INC	C
01	00045137	1,312.02	08/07/23	890740 CENTURYLINK	C
01	00045138	987.87	08/10/23	6617 ACME WATER CO	C
01	00045139	756.41	08/10/23	812477 ALSCO/AMERICAN LINEN	C
01	00045140	1,335.00	08/10/23	36784 AMERICAN RED CROSS	C
01	00045141	575.25	08/10/23	4260 BCI / UTAH BUREAU OF CRIMINAL IDENTIF	C
01	00045142	255.50	08/10/23	85768 BEAR RIVER SEWER DEPT	C
01	00045143	62,732.68	08/10/23	108217 BRIGHAM CITY CORPORATION	C
01	00045144	2,333.19	08/10/23	113116 BRYSON SALES & SERVICE	C
01	00045145	150.00	08/10/23	111190 PETER BURT	C
01	00045146	2,097.14	08/10/23	3271 CANON SOLUTIONS AMERICA	C
01	00045147	135.00	08/10/23	107994 CERTIFIED SHRED	C
01	00045148	800.00	08/10/23	111223 COUNTRY CARPET CLEANING LLC	C
01	00045149	688.44	08/10/23	162470 CRUS OIL INC	C
01	00045150	76.15	08/10/23	14958 CULLIGAN	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00045151	247.50	08/10/23	111159 HEATHER DAHLE	C
01	00045152	20.00	08/10/23	62413 DARCI DAVIS	C
01	00045153	6,032.91	08/10/23	729332 ECONO WASTE INC	C
01	00045154	550.00	08/10/23	110425 EDUCATIONAL TESTING SERVICE	C
01	00045155	5,684.47	08/10/23	143160 FRONTIER COMMUNICATION	C
01	00045156	93.60	08/10/23	61956 JACOB FUHRIMAN	C
01	00045157	24.10	08/10/23	52280 ANGELA GREENE	C
01	00045158	1,107.25	08/10/23	110559 HARMONY HOME HEALTH LLC	C
01	00045159	4,729.67	08/10/23	61530 INTELEPEER CLOUD COMMUNICATIONS, LLC	C
01	00045160	3,908.51	08/10/23	49026 IVY LANE PEDATRICS	C
01	00045161	167.50	08/10/23	455120 JACKS TIRE & OIL INC	C
01	00045162	258.30	08/10/23	100550 JOSTENS INC	C
01	00045163	175.00	08/10/23	61298 BRADLY KELLEY	C
01	00045164	657.34	08/10/23	29858 MOUNTAINLAND SUPPLY COMPANY	C
01	00045165	97.50	08/10/23	49859 JACKSON GROUP LOCKBOX	C
01	00045166	492.47	08/10/23	732367 RAFT RIVER RURAL	C
01	00045167	165.00	08/10/23	60186 JEANNA BURNETT	C
01	00045168	129.09	08/10/23	66397 KRISTINA SCHROEDER	C
01	00045169	39.95	08/10/23	110789 CORE BUSINESS TECHNOLOGIES (SIP)	C
01	00045170	792.00	08/10/23	111109 TOM RANDALL DIST	C
01	00045171	953.88	08/10/23	109356 TRANSPORT DIESEL	C
01	00045172	113.56	08/10/23	44512 TREMONTON LEADER	C
01	00045173	4,375.00	08/10/23	875087 UKON WATER CO	C
01	00045174	1,100.00	08/10/23	109816 UTAH SAFETY COUNCIL	C
01	00045175	10,819.56	08/10/23	892916 DGO FUEL NETWORK TEAM	C
01	00045176	177.15	08/10/23	941217 WILLARD CITY CORP	C
01	00045177	426.23	08/10/23	21679 ACCO BRANDS USA LLC / GBC	C
01	00045178	5,200.38	08/10/23	38032 AMAZON CAPITAL SERVICES INC	C
01	00045179	1,125.00	08/10/23	11517 COMPUNET, INC	C
01	00045180	2,275.42	08/10/23	61930 CONTINENTAL	C
01	00045181	923.50	08/10/23	158220 COVER UP	C
01	00045182	887.96	08/10/23	62235 DEX IMAGING LLC	C
01	00045183	1,295.00	08/10/23	66303 EDUCAIDE SOFTWARE	C
01	00045184	61,498.03	08/10/23	212299 EDUTEK CORPORATION	C
01	00045185	889.54	08/10/23	57207 FILTERBUY INC.	C
01	00045186	9,775.00	08/10/23	100148 HIGH NOON BOOKS	C
01	00045187	13,576.23	08/10/23	386370 HYKO SUPPLY CO	C
01	00045188	5,262.90	08/10/23	633340 OFFICE DEPOT	C
01	00045189	4,375.00	08/10/23	63371 RAPID FIRE PROTECTION, INC	C
01	00045190	1,424.84	08/10/23	54313 SCHOOL SPECIALTY, LLC	C
01	00045191	856.90	08/10/23	157371 STAPLES	C
01	00045192	712.78	08/10/23	111788 THE LIFEGUARD STORE	C
01	00045193	1,552.63	08/10/23	16535 VEX ROBOTICS	C
01	00045194	19,190.00	08/10/23	110040 WALL 2 WALL	C
01	00045195	34.15	08/17/23	1 ALISHA DEAKIN	C
01	00045196	167.60	08/17/23	1 AMANDA OLTMAN	C
01	00045197	198.60	08/17/23	1 DEBBY KAY	C
01	00045198	40.25	08/17/23	1 JENA LYNN LANGFORD	C
01	00045199	154.95	08/17/23	1 JESSI THOMPSON	C
01	00045200	11.50	08/17/23	1 PETER RONA	C
01	00045201	174.90	08/17/23	1 RYAN PORTER	C
01	00045202	152.65	08/17/23	1 TAMMI JAMES	C
01	00045203	15.00	08/17/23	1 ZHANG XIANGXU	C
01	00045204	58.00	08/17/23	4611 ABS/ARCHITECT BUILDING SUPPLY	C
01	00045205	657.80	08/17/23	14575 AIRMOTIVE SERVICE	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00045206	1,238.78	08/17/23	25909 AMERIGAS PROPANE	C
01	00045207	130.00	08/17/23	66443 TIMBER BAILEY	C
01	00045208	234.00	08/17/23	66478 JAMES BAKER	C
01	00045209	1,000.00	08/17/23	85556 BEAR RIVER HEALTH DEPT	C
01	00045210	126.00	08/17/23	95835 JASON V BINGHAM	C
01	00045211	13,566.00	08/17/23	50156 EDUCATORS HANDBOOK.COM	C
01	00045212	94.50	08/17/23	6831 FASTENAL COMPANY	C
01	00045213	598.50	08/17/23	58971 GEARHEAD OIL ANALYSIS, LLC	C
01	00045214	22.00	08/17/23	66370 GRAMMYS FRUIT AND PRODUCE	C
01	00045215	3,718.00	08/17/23	36455 HEARTLAND SCHOOL SOLUTIONS	C
01	00045216	2,544.00	08/17/23	106568 IRON GATE CATERING	C
01	00045217	3,518.76	08/17/23	49026 IVY LANE PEDATRICS	C
01	00045218	222.75	08/17/23	512588 LAKE VIEW SCHOOL	C
01	00045219	126.76	08/17/23	17353 JANELL MATHEWS	C
01	00045220	60.39	08/17/23	34576 RHONDA PACE	C
01	00045221	162.24	08/17/23	111189 PATRICK PARKER	C
01	00045222	70.50	08/17/23	104992 PRINT SHOP	C
01	00045223	420.00	08/17/23	35955 PROMO PLUS	C
01	00045224	170.00	08/17/23	64777 SUZANNE ROBINSON	C
01	00045225	4,274.40	08/17/23	892645 ROCKY MOUNTAIN POWER	C
01	00045226	191.92	08/17/23	55336 S & D CARWASH MANAGEMENT, LLC	C
01	00045227	1,623.19	08/17/23	25976 SHERWIN-WILLIAMS	C
01	00045228	1,807.68	08/17/23	802087 SNOWVILLE WATERWORKS INC	C
01	00045229	350.00	08/17/23	100795 STURDY BUILT	C
01	00045230	3,935.45	08/17/23	852617 TREMONTON CITY CORP	C
01	00045231	200.00	08/17/23	65579 TURNTABLE EVENTS LLC	C
01	00045232	125.00	08/17/23	27383 UTAH RESTAURANT ASSOCIATION	C
01	00045233	3,410.00	08/17/23	891181 UTAH STATE UNIVERSITY/BRIGHAM CAMPUS	C
01	00045234	602.50	08/17/23	891133 UTAH/YAMAS CONTROLS INC	C
01	00045235	203.80	08/17/23	110931 WEESE GLASS LLC	C
01	00045236	352.00	08/17/23	48062 WHITAKER, LEWIS	C
01	00045237	2,500.00	08/17/23	102931 ZIONS BANK CORPORATE TRUST	C
01	00045238	6,987.37	08/17/23	38032 AMAZON CAPITAL SERVICES INC	C
01	00045239	5,716.95	08/17/23	11517 COMPUNET, INC	C
01	00045240	756.18	08/17/23	100293 DELL INC	C
01	00045241	136.32	08/17/23	57207 FILTERBUY INC.	C
01	00045242	466.72	08/17/23	778870 GOPHER SPORT	C
01	00045243	22,363.16	08/17/23	386370 HYKO SUPPLY CO	C
01	00045244	245.11	08/17/23	100522 INTERMOUNTAIN FARMERS ASSOC / IFA	C
01	00045245	1,919.08	08/17/23	102697 INTERCONNECT SERVICES INC	C
01	00045246	2,200.00	08/17/23	53082 LEXIA LEARNING SYSTEMS LLC	C
01	00045247	1,227.70	08/17/23	545971 MARC / MID AMERICAN RESEARCH	C
01	00045248	58,931.43	08/17/23	586159 MOUNTAIN STATE TEXTBOOK DEP	C
01	00045249	86,050.00	08/17/23	56855 MYSTERY SCIENCE INC.	C
01	00045250	323.62	08/17/23	105708 NICKYS FOLDERS/ROCHESTER 100	C
01	00045251	133.65	08/17/23	633340 OFFICE DEPOT	C
01	00045252	1,182.83	08/17/23	104436 POWER ENGINEERING INC	C
01	00045253	449.18	08/17/23	110417 RESCO	C
01	00045254	2,527.20	08/17/23	759360 ROTO AIRE	C
01	00045255	245.27	08/17/23	54313 SCHOOL SPECIALTY, LLC	C
01	00045256	1,288.99	08/17/23	157371 STAPLES	C
01	00045257	125.00	08/17/23	100652 TARBETS CONCRETE CUTTING INC	C
01	00045258	372.45	08/17/23	866716 UCI ACCOUNTS RECEIVABLE	C
01	00045259	5,088.20	08/17/23	898860 VCBO ARCHITECTS	C
01	00045260	3,624.00	08/17/23	110040 WALL 2 WALL	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00045261	1,356.00	08/17/23	41068 ZOHO CORPORATION	C
01	00045262	7,876.51	08/22/23	892645 ROCKY MOUNTAIN POWER	C
01	00045263	4,500.00	08/22/23	66524 JAMES E FEGER CONSULTING, INC	C
01	00045264	835.60	08/31/23	999014 AFLAC / AMERICAN FAMILY LIFE ASSURANCE	C
01	00045265	3,990.50	08/31/23	999014 AMERICAN FAMILY LIFE COMP	C
01	00045266	80.00	08/31/23	999027 B E SCHOOL BOARD FUND	C
01	00045267	844.00	08/31/23	999110 BONNEVILLE BILLING & COLLECTIONS	C
01	00045268	527.34	08/31/23	999024 BOSTON MUTUAL LIFE INS CO - W	C
01	00045269	214.00	08/31/23	999055 BOX ELDER FOUNDATION	C
01	00045270	1,358.00	08/31/23	999033 BUREAU CHILD SUPPORT SERV	C
01	00045271	31,337.97	08/31/23	65781 DELTA DENTAL INSURANCE COMPANY	C
01	00045272	5,850.00	08/31/23	999021 ELEVATE CREDIT UNION	C
01	00045273	591.26	08/31/23	999019 EMI HEALTH	C
01	00045274	69.12	08/31/23	999017 GLOBE LIFE INSURANCE CO	C
01	00045275	22,706.63	08/31/23	999035 HORACE MANN INSURANCE COMPANY	C
01	00045276	615.00	08/31/23	51080 IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	C
01	00045277	304.73	08/31/23	5851 JOHNSON MARK ATTORNEYS LLC	C
01	00045278	437.82	08/31/23	999111 MEADE RECOVERY SERVICES LLC	C
01	00045279	1,170.84	08/31/23	55727 MOUNTAIN PEAK LAW GROUP PC	C
01	00045280	8,930.00	08/31/23	999084 NATIONAL BENEFITS SERVICES LLC	C
01	00045281	3,605.02	08/31/23	999008 OPTICARE	C
01	00045282	311.07	08/31/23	999038 OUTSOURCE RECEIVABLES	C
01	00045283	753,596.42	08/31/23	999079 PUBLIC EMPLOYEES HEALTH P	C
01	00045284	1,300.95	08/31/23	999032 PRE-PAID LEGAL SERVICES	C
01	00045285	21,065.73	08/31/23	999018 THE HARTFORD	C
01	00045286	484.06	08/31/23	48119 TITANIUM FUNDS	C
01	00045287	490.00	08/31/23	999012 UESP	C
01	00045288	247,732.79	08/31/23	999003 UTAH STATE TAX COMMISSION	C
01	00045289	15.00	08/31/23	1 AMANDA VELASQUEZ	C
01	00045290	45.05	08/31/23	1 ASPEN WHITE	C
01	00045291	15.60	08/31/23	1 BARBARA SWENSON	C
01	00045292	48.60	08/31/23	1 KAYLYNN KOTTER	C
01	00045293	300.00	08/31/23	1 KERRI KOFOED	C
01	00045294	381.55	08/31/23	1 KIRT ENRIGHT	C
01	00045295	28.50	08/31/23	1 LAURA WHITEFORD	C
01	00045296	18.90	08/31/23	1 LEZLIE ASHBY	C
01	00045297	46.35	08/31/23	1 SHERRY GIBBS	C
01	00045298	98.45	08/31/23	1 VICKY SLEEMAN	C
01	00045299	719.70	08/31/23	1 WITNEY WAYMENT	C
01	00045300	76.00	08/31/23	10103 CATHERINE ALLEN	C
01	00045301	144.00	08/31/23	36784 AMERICAN RED CROSS	C
01	00045302	2,535.98	08/31/23	59471 TORIA BIGHAM	C
01	00045303	4,041.27	08/31/23	100913 BORDER STATES INDUSTRIES, INC	C
01	00045304	97.75	08/31/23	104348 BOX ELDER MIDDLE SCHOOL	C
01	00045305	752.40	08/31/23	104370 BOX ELDER NEWS JOURNAL	C
01	00045306	172.00	08/31/23	111635 BRIDGERLAND BAND INSTRUMENT REPAIR	C
01	00045307	76.00	08/31/23	6319 MEGAN BUSHNELL	C
01	00045308	108.16	08/31/23	66680 NICOLE CAPENER	C
01	00045309	1,591.65	08/31/23	890740 CENTURYLINK	C
01	00045310	640.62	08/31/23	890740 CENTURYLINK LONG DISTANCE	C
01	00045311	839.06	08/31/23	104223 CODALE ELECTRIC	C
01	00045312	6,000.00	08/31/23	1490 COGNIA INC	C
01	00045313	560.00	08/31/23	44504 CROWN EQUIPMENT CORP	C
01	00045314	4,424.00	08/31/23	56197 DENTONS DURHAM JONES PINEGAR PC	C
01	00045315	675.00	08/31/23	203737 EAST GROUSE CREEK WATER	C

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01	00045316	42,304.45	08/31/23	107136 ERS HEATING & COOLING	C
01	00045317	1,900.32	08/31/23	59374 JOURNEY GREENWELL	C
01	00045318	1,854.00	08/31/23	106568 IRON GATE CATERING	C
01	00045319	80.00	08/31/23	46086 MICHAEL JENSEN	C
01	00045320	247.02	08/31/23	543168 MADDOX RANCH HOUSE	C
01	00045321	42.85	08/31/23	62405 GABLE MUNN	C
01	00045322	750.00	08/31/23	57800 JAMES NELSON	C
01	00045323	635.04	08/31/23	35955 PROMO PLUS	C
01	00045324	16,381.58	08/31/23	109484 PUBLIC CONSULTING GROUPS INC	C
01	00045325	4,000.00	08/31/23	35270 CMRS-POC	C
01	00045326	404.33	08/31/23	35270 QUADIENT, INC	C
01	00045327	938.57	08/31/23	63371 RAPID FIRE PROTECTION, INC	C
01	00045328	249.60	08/31/23	106495 TYSON RICHARDS	C
01	00045329	22,681.84	08/31/23	892645 ROCKY MOUNTAIN POWER	C
01	00045330	2,183.96	08/31/23	60020 RON KELLER TIRE INC	C
01	00045331	2,144.58	08/31/23	108783 SIGN PRO	C
01	00045332	36.28	08/31/23	810361 STANDARD PLUMBING SUPPLY	C
01	00045333	264.00	08/31/23	34614 TREND INTERIORS INC	C
01	00045334	67.52	08/31/23	9113 EVA TYGER	C
01	00045334	-67.52	09/01/23	9113 EVA TYGER	CV
01	00045335	35.00	08/31/23	100686 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
01	00045336	625.00	08/31/23	892918 USBA / UTAH SCHOOL BOARDS ASSN	C
01	00045337	220.00	08/31/23	891162 USSA / UTAH SCHOOL SUPT ASSN	C
01	00045338	8,215.00	08/31/23	999016 UTAH RETIREMENT SYSTEMS	C
01	00045339	691.50	08/31/23	891133 UTAH/YAMAS CONTROLS INC	C
01	00045340	9,130.84	08/31/23	24580 VERIZON WIRELESS	C
01	00045341	76.00	08/31/23	48178 HEIDI JO WEST	C
01	00045342	18,006.28	08/31/23	38032 AMAZON CAPITAL SERVICES INC	C
01	00045343	229.00	08/31/23	106497 APPLE STORE	C
01	00045344	953.98	08/31/23	108543 B & H PHOTO VIDEO	C
01	00045345	22,500.00	08/31/23	110222 BENCHMARK EDUCATION CO	C
01	00045346	6,150.00	08/31/23	108911 BUTTARS TRACTOR	C
01	00045347	3,000.00	08/31/23	5568 CANNON SALES INC	C
01	00045348	9,352.50	08/31/23	61930 CONTINENTAL	C
01	00045349	8,117.53	08/31/23	158220 COVER UP	C
01	00045350	301.00	08/31/23	100293 DELL INC	C
01	00045351	528.80	08/31/23	66621 DISC TECH LLC	C
01	00045352	1,055.55	08/31/23	57207 FILTERBUY INC.	C
01	00045353	1,199.00	08/31/23	4456 GOLDEN SPIKE ELECTRIC	C
01	00045354	12,950.48	08/31/23	386370 HYKO SUPPLY CO	C
01	00045355	10,651.13	08/31/23	901150 IMT COMPANIES LLC	C
01	00045356	104.97	08/31/23	109248 J W PEPPER MUSIC	C
01	00045357	171,223.00	08/31/23	53082 LEXIA LEARNING SYSTEMS LLC	C
01	00045358	6,860.00	08/31/23	37010 MANDARIN MATRIX INC	C
01	00045359	438.00	08/31/23	52833 MANUVERING THE MIDDLE, LLC	C
01	00045360	890.00	08/31/23	50555 MD ENTERPRISES PROPANELS	C
01	00045361	26.14	08/31/23	110154 MEDCO SCHOOL	C
01	00045362	15,704.05	08/31/23	586159 MOUNTAIN STATE TEXTBOOK DEP	C
01	00045363	2,268.75	08/31/23	58734 NWEA	C
01	00045364	2,728.52	08/31/23	633340 OFFICE DEPOT	C
01	00045365	619.99	08/31/23	33030 OTICON INC	C
01	00045366	517.33	08/31/23	100683 REALLY GOOD STUFF INC	C
01	00045367	3,392.00	08/31/23	49220 ROCKALINGUA INC	C
01	00045368	147.50	08/31/23	102477 SCHOOL NURSE SUPPLY	C
01	00045369	731.76	08/31/23	54313 SCHOOL SPECIALTY, LLC	C

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01	00045370	4,000.84	08/31/23	157371 STAPLES	C
01	00045371	6,200.00	08/31/23	100795 STURDY BUILT	C
01	00045372	919.02	08/31/23	866716 UCI ACCOUNTS RECEIVABLE	C
01	00045373	34,811.00	08/31/23	110040 WALL 2 WALL	C
01	00045374	1,060.95	08/31/23	111629 WEST MUSIC COMPANY	C
01	00045375	3,570.00	08/31/23	32824 YES PRINT COPY N MORE, LLC	C
01	05081023	153,029.68	08/10/23	888540 US BANK	M
01	07083123	153,143.32	08/31/23	999070 HEALTH EQUITY INC	M
01	08083123	1,487,725.83	08/31/23	999005 UTAH STATE RETIREMENT FUND	M
01	09080423	398.91	08/31/23	999140 BANK OF UTAH	M
01	09081823	84,356.02	08/31/23	999140 BANK OF UTAH	M
01	09082223	531.20	08/31/23	999140 BANK OF UTAH	M
01	09083123	1,294,364.35	08/31/23	999140 BANK OF UTAH	M
Total Bank No 01		5,411,523.46			
02	00101191	230.36	08/03/23	38032 AMAZON CAPITAL SERVICES INC	C
02	00101192	1,343.22	08/03/23	111629 WEST MUSIC COMPANY	C
02	00101193	82.99	08/10/23	104338 BOX ELDER HIGH SCHOOL	C
02	00101194	1,000.00	08/10/23	109682 BYU FINANCIAL OFFICE	C
02	00101195	1,420.12	08/10/23	140 VALLEY BUSINESS MACHINES	C
02	00101196	3,000.00	08/10/23	100471 WEBER STATE UNIVERSITY	C
02	00101196	-3,000.00	08/14/23	100471 WEBER STATE UNIVERSITY	CV
02	00101197	701.18	08/17/23	38032 AMAZON CAPITAL SERVICES INC	C
02	00101198	2,000.00	08/17/23	100471 WEBER STATE UNIVERSITY	C
02	00101199	1,000.00	08/17/23	100471 WEBER STATE UNIVERSITY	C
02	00101200	2,292.91	08/31/23	38032 AMAZON CAPITAL SERVICES INC	C
02	00101201	731.30	08/31/23	85748 BEAR RIVER MIDDLE SCHOOL	C
02	00101202	10,000.00	08/31/23	104321 BOX ELDER SCHOOL DISTRICT	C
02	00101203	750.00	08/31/23	85559 CENTURY ELEMENTARY	C
02	00101204	750.00	08/31/23	512588 LAKE VIEW SCHOOL	C
02	00101205	3,000.00	08/31/23	561078 MCKINLEY SCHOOL	C
02	00101206	1,000.00	08/31/23	804830 SOUTHERN UTAH UNIVERSITY	C
02	00101207	1,000.00	08/31/23	109542 UNIVERISTY OF UTAH	C
02	00101208	6,518.15	08/31/23	891181 UTAH STATE UNIVERSITY/BRIGHAM CAMPUS	C
02	00101209	1,000.00	08/31/23	100471 WEBER STATE UNIVERSITY	C
02	00101210	1,000.00	08/31/23	100471 WEBER STATE UNIVERSITY	C
02	00101211	225.00	08/31/23	941226 WILLARD SCHOOL	C
Total Bank No 02		36,045.23			
11	01104957	20,000.00	08/03/23	109023 ARBITERPAY TRUST ACCOUNT	A
11	01104958	5,117.12	08/03/23	101520 BELL JANITORIAL	A
11	01104959	676.07	08/03/23	102177 BRADY INDUSTRIES LLC	A
11	01104960	1,155.60	08/03/23	53473 CHARLIE'S PRODUCE	A
11	01104961	7,750.00	08/03/23	60500 DOABLE WELLNESS	A
11	01104962	5,051.10	08/03/23	728870 DOMINION ENERGY UTAH	A
11	01104963	194.54	08/03/23	322776 GRAINGERS INC	A
11	01104964	1,794.25	08/03/23	100590 WAXIE SANITARY SUPPLY	A
11	01104965	10,607.95	08/10/23	101520 BELL JANITORIAL	A
11	01104966	236.16	08/10/23	102177 BRADY INDUSTRIES LLC	A
11	01104967	72,976.64	08/10/23	105301 CACHE VALLEY ELECTRIC INC	A
11	01104968	332.23	08/10/23	106437 CARSON ELEVATOR CO INC	A
11	01104969	1,851.67	08/10/23	134250 CEM SALES & SERVICE	A
11	01104970	34.68	08/10/23	322776 GRAINGERS INC	A
11	01104971	42.00	08/10/23	40320 JACINDA HEYDER	A
11	01104972	84.00	08/10/23	58858 ANNA SHERMAN	A
11	01104973	1,689.00	08/10/23	100866 VALCOM	A

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Bank	Check No	Amount	Date	Vendor	Type
11	01104974	2,995.28	08/10/23	100590 WAXIE SANITARY SUPPLY	A
11	01104975	108.00	08/10/23	40002 MAURY WHEATLEY	A
11	01104976	5,103.69	08/17/23	101520 BELL JANITORIAL	A
11	01104977	265.68	08/17/23	102177 BRADY INDUSTRIES LLC	A
11	01104978	7,977.00	08/17/23	105301 CACHE VALLEY ELECTRIC INC	A
11	01104979	40,150.00	08/17/23	100325 CDW GOVERNMENT INC	A
11	01104980	1,380.80	08/17/23	108940 CERTIFIED INSPECTION SERVICES/ C MAEDGEN	A
11	01104981	210.12	08/17/23	110876 CAROL DITTLI	A
11	01104982	4,615.11	08/17/23	728870 DOMINION ENERGY UTAH	A
11	01104983	453.32	08/17/23	322776 GRAINGERS INC	A
11	01104984	50.00	08/17/23	16934 SANNA NELSON	A
11	01104985	661.80	08/17/23	803050 SHI INTERNATIONAL CORP	A
11	01104986	5,664.69	08/17/23	12688 SYSCO	A
11	01104987	1,150.00	08/17/23	100866 VALCOM	A
11	01104988	8,178.71	08/17/23	100590 WAXIE SANITARY SUPPLY	A
11	01104989	6,941.56	08/31/23	101520 BELL JANITORIAL	A
11	01104990	93.73	08/31/23	102177 BRADY INDUSTRIES LLC	A
11	01104991	63,289.43	08/31/23	105301 CACHE VALLEY ELECTRIC INC	A
11	01104992	400.00	08/31/23	100325 CDW GOVERNMENT INC	A
11	01104993	2,333.82	08/31/23	134250 CEM SALES & SERVICE	A
11	01104994	3,499.71	08/31/23	728870 DOMINION ENERGY UTAH	A
11	01104995	2,068,653.33	08/31/23	107656 DWA CONSTRUCTION INC	A
11	01104996	416.88	08/31/23	322776 GRAINGERS INC	A
11	01104997	20,714.72	08/31/23	13021 ROGUE FITNESS	A
11	01104998	24.00	08/31/23	47686 TNT ENGRAVING	A
11	01104999	12,268.46	08/31/23	100590 WAXIE SANITARY SUPPLY	A
Total Bank No 11		2,387,192.85			
20	10400509	3,217.00	08/31/23	45500 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 20		3,217.00			
21	12500801	51.66	08/25/23	109652 DREWES FLORAL & GIFTS	C
21	12500802	18.52	08/25/23	489250 KENTS MARKET PL/BRIGHAM	C
Total Bank No 21		70.18			
22	13200719	556.43	08/16/23	38032 AMAZON CAPITAL SERVICES INC	C
22	13200720	768.59	08/16/23	104321 BOX ELDER SCHOOL DISTRICT	C
22	13200721	76.50	08/16/23	27510 LINDSI FLORENCE	C
22	13200722	83.16	08/16/23	489240 KENTS MARKET PL/TREMONTON	C
22	13200723	48.66	08/31/23	38032 AMAZON CAPITAL SERVICES INC	C
22	13200724	1,694.44	08/31/23	66516 SCHOOL LIFE	C
22	13200725	65.00	08/31/23	39667 SIGN GYPSIES BOX ELDER	C
Total Bank No 22		3,292.78			
24	13601088	393.43	08/17/23	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601089	445.50	08/22/23	56421 WE DO BALLOONS	C
24	13601090	161.88	08/30/23	43567 PENCIL WHOLESALE LLC	C
Total Bank No 24		1,000.81			
26	16401094	1,377.94	08/29/23	106895 BADGER SCREEN PRINTING CO	C
26	16401095	275.00	08/29/23	61808 BOUNCE AROUND	C
26	16401096	32.97	08/29/23	104321 BOX ELDER SCHOOL DISTRICT	C
26	16401097	239.91	08/29/23	104321 BOX ELDER SCHOOL DISTRICT	C
26	16401098	316.67	08/29/23	104321 BOX ELDER SCHOOL DISTRICT	C
26	16401099	1,579.88	08/29/23	104321 BOX ELDER SCHOOL DISTRICT	C
26	16401100	375.00	08/29/23	47660 ANDREW DAVIS	C
Total Bank No 26		4,197.37			

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28	16701215	216.31	08/15/23	104321 BOX ELDER SCHOOL DISTRICT	C
28	16701216	139.95	08/15/23	14958 CULLIGAN	C
28	16701217	80.00	08/22/23	55905 MD SECURE STORAGE	C
Total Bank No 28		436.26			
29	16800531	491.47	08/30/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 29		491.47			
30	17200643	178.21	08/16/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 30		178.21			
31	18800379	51.09	08/16/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 31		51.09			
32	20000296	359.52	08/22/23	45500 BOX ELDER SCHOOL DISTRICT	C
32	20000297	2,154.88	08/22/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 32		2,514.40			
33	30402903	2,242.42	08/02/23	38032 AMAZON CAPITAL SERVICES INC	C
33	30402904	1,000.00	08/02/23	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402905	651.71	08/08/23	38032 AMAZON CAPITAL SERVICES INC	C
33	30402906	55.02	08/08/23	106895 BADGER SCREEN PRINTING CO	C
33	30402907	1,552.63	08/08/23	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402908	105.42	08/08/23	103604 SCHOLASTIC MAGAZINES	C
33	30402909	2,473.25	08/08/23	57533 SPIRITWEAR.COM	C
33	30402910	891.52	08/15/23	38032 AMAZON CAPITAL SERVICES INC	C
33	30402911	2,652.00	08/15/23	158220 COVER UP	C
33	30402912	260.66	08/15/23	109463 WOODWIND AND BRASSWIND	C
33	30402913	90.98	08/15/23	835626 TEACHER'S DISCOVERY	C
33	30402914	1,529.24	08/23/23	38032 AMAZON CAPITAL SERVICES INC	C
33	30402915	150.00	08/23/23	158220 COVER UP	C
33	30402916	140.00	08/23/23	56340 IMAGINE IT VINYL	C
33	30402917	748.50	08/23/23	109248 J W PEPPER MUSIC	C
33	30402918	2,318.00	08/23/23	57533 SPIRITWEAR.COM	C
33	30402919	72.00	08/31/23	1 TRICIA PENNINGTON	C
33	30402920	20.00	08/31/23	612068 NORTH PARK SCHOOL	C
33	30402921	240.18	08/31/23	5908 WALMART COMMUNITY	C
Total Bank No 33		17,193.53			
34	30803411	40.00	08/10/23	1 JUSTIN GORMAN	C
34	30803412	35.00	08/10/23	1 STACEY CANFIELD	C
34	30803413	492.50	08/10/23	38032 AMAZON CAPITAL SERVICES INC	C
Total Bank No 34		567.50			
35	40403175	50.00	08/01/23	1 NATHAN PACE	C
35	40403176	100.00	08/01/23	999140 BANK OF UTAH	C
35	40403177	55.00	08/01/23	41998 BEAR RIVER FLORAL & GIFTS	C
35	40403178	36.40	08/01/23	45500 BOX ELDER SCHOOL DISTRICT	C
35	40403179	8.27	08/01/23	327480 GREER'S HARDWARE	C
35	40403180	13.59	08/01/23	489240 KENTS MARKET PL/TREMONTON	C
35	40403181	330.00	08/01/23	1457 U S POSTMASTER	C
35	40403182	1,149.00	08/21/23	51810 TEXAS ROADHOUSE LOGAN	C
35	40403183	2,109.82	08/30/23	38032 AMAZON CAPITAL SERVICES INC	C
35	40403184	18,445.00	08/30/23	104321 BOX ELDER SCHOOL DISTRICT	C
35	40403185	975.00	08/30/23	286060 FLINN SCIENTIFIC	C
35	40403186	2.98	08/30/23	489240 KENTS MARKET PL/TREMONTON	C
35	40403187	386.25	08/30/23	57223 SCHOOL CHECK IN / NAVIGATE 360	C
35	40403188	753.82	08/30/23	103604 SCHOLASTIC MAGAZINES	C
35	40403189	3,269.33	08/30/23	102470 THE BOOK TABLE	C

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Total Bank No 35		27,684.46			
36	40804239	499.07	08/08/23	38032 AMAZON CAPITAL SERVICES INC	C
36	40804240	316.00	08/08/23	45500 BOX ELDER SCHOOL DISTRICT	C
36	40804241	6,359.94	08/08/23	104321 BOX ELDER SCHOOL DISTRICT	C
36	40804242	1,430.00	08/08/23	25674 STUDIO R MEDIA	C
36	40804243	47.61	08/08/23	5908 WALMART COMMUNITY	C
36	40804244	83.00	08/09/23	1 LINDSEY CARRIGAN	C
36	40804245	933.09	08/15/23	104321 BOX ELDER SCHOOL DISTRICT	C
36	40804246	9,186.90	08/15/23	158220 COVER UP	C
36	40804247	2,256.36	08/31/23	38032 AMAZON CAPITAL SERVICES INC	C
36	40804248	33.21	08/31/23	104321 BOX ELDER SCHOOL DISTRICT	C
36	40804249	131.41	08/31/23	157371 STAPLES	C
36	40804250	102.50	08/31/23	804825 SUNRISE HIGH SCHOOL	C
36	40804251	1,098.03	08/31/23	5908 WALMART COMMUNITY	C
36	40804252	194.50	08/31/23	924370 WATKINS PRINTING	C
Total Bank No 36		22,671.62			
37	70413416	-500.00	08/21/23	55859 KIRK NELSON	CV
37	70413417	-3,500.00	08/21/23	55840 THOMAS NELSON	CV
37	70413424	228.94	08/03/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413425	120.00	08/03/23	104338 BOX ELDER HIGH SCHOOL	C
37	70413426	10,413.00	08/03/23	104321 BOX ELDER SCHOOL DISTRICT	C
37	70413427	2,491.00	08/03/23	104321 BOX ELDER SCHOOL DISTRICT	C
37	70413428	60.00	08/03/23	37672 EWELL EDUCATIONAL SERVICES INC	C
37	70413429	220.93	08/03/23	4790 HOME DEPOT CREDIT SERVICE	C
37	70413430	1,815.78	08/03/23	43893 ISTITCH	C
37	70413431	4,076.00	08/03/23	4910 NATIONAL FFA ORGANIZATION	C
37	70413432	495.00	08/03/23	66354 JOSIE LYNNE RICHARDS	C
37	70413433	400.00	08/03/23	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70413434	1,003.80	08/03/23	769715 SAM'S CLUB BUSINESS PAYMENTS	C
37	70413435	222.51	08/03/23	157371 STAPLES	C
37	70413436	700.00	08/03/23	33227 TAYLOR MATH CONSULTING	C
37	70413437	5,100.00	08/03/23	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
37	70413438	880.00	08/03/23	30872 UTAH VALLEY UNIVERSITY	C
37	70413439	1,873.75	08/03/23	43753 VISTA HIGHER LEARNING, INC.	C
37	70413440	28.65	08/03/23	32824 YES PRINT COPY N MORE, LLC	C
37	70413441	35.00	08/10/23	1 DEVIN ALLRED	C
37	70413442	140.00	08/10/23	1 REBECCA CAIN	C
37	70413443	1,749.67	08/10/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413444	200.00	08/10/23	66419 CALEB BARFUSS	C
37	70413445	324.40	08/10/23	107102 BEAR RIVER BOWLING CENTER / THE GRILL	C
37	70413446	1,512.35	08/10/23	31658 BSN SPORTS	C
37	70413447	2,631.40	08/10/23	158220 COVER UP	C
37	70413448	8,996.00	08/10/23	30520 FLAMES6 INC	C
37	70413449	90.00	08/10/23	65315 ANDI GARDNER	C
37	70413450	267.40	08/10/23	38644 GREEN CANYON HIGH SCHOOL	C
37	70413451	124.31	08/10/23	327480 GREER'S HARDWARE	C
37	70413452	1,602.34	08/10/23	51764 JONES SHIRTS & SIGNS	C
37	70413453	572.55	08/10/23	489240 KENTS MARKET PL/TREMONTON	C
37	70413454	8,330.50	08/10/23	61492 KILLIN IT BRANDING INC	C
37	70413455	281.25	08/10/23	52892 LG DESIGN & PHOTOGRAPHY	C
37	70413456	33.83	08/10/23	7161 MILLER GAS CO, INC	C
37	70413457	395.60	08/10/23	103604 SCHOLASTIC MAGAZINES	C
37	70413458	200.00	08/10/23	66400 DAXTON RYAN SORENSEN	C
37	70413459	1,625.12	08/10/23	25674 STUDIO R MEDIA	C

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Bank	Check No	Amount	Date	Vendor	Type
37	70413460	173.93	08/10/23	830460 TACO TIME/TREMONTON	C
37	70413461	409.40	08/10/23	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
37	70413462	600.00	08/10/23	7528 UMEA	C
37	70413463	751.10	08/10/23	16535 VEX ROBOTICS	C
37	70413464	117.00	08/18/23	1 JOEY ROCHE	C
37	70413465	100.00	08/18/23	1 STACEY ASHBY	C
37	70413466	149.48	08/18/23	1724 ACE HARDWARE TREMONTON	C
37	70413467	2,739.26	08/18/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413468	11,023.94	08/18/23	106895 BADGER SCREEN PRINTING CO	C
37	70413469	20.00	08/18/23	104327 BOX ELDER COUNTY LANDFILL	C
37	70413470	5,964.57	08/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
37	70413471	20,714.72	08/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
37	70413472	128.40	08/18/23	15725 COSTCO MEMBERSHIP	C
37	70413473	204.00	08/18/23	158220 COVER UP	C
37	70413474	650.00	08/18/23	66486 JULIA DONATO	C
37	70413475	500.00	08/18/23	12483 FIREWORKS WEST	C
37	70413476	943.95	08/18/23	66508 HOMEWOOD SUITES-DRAPER HOTEL HOLDINGS	C
37	70413477	4,875.00	08/18/23	100550 JOSTENS INC	C
37	70413478	500.00	08/18/23	58084 SAUNDERS TOURS	C
37	70413479	65.00	08/18/23	39667 SIGN GYPSIES BOX ELDER	C
37	70413480	3,680.00	08/18/23	103945 SKYWAY GOLF COURSE	C
37	70413481	465.85	08/18/23	830460 TACO TIME/TREMONTON	C
37	70413482	1,200.00	08/18/23	7528 UMEA	C
37	70413483	170.00	08/18/23	66494 WEBER ELITE VOLLEYBALL CLUB	C
37	70413484	114.00	08/24/23	1 AMY BARSON	C
37	70413485	145.00	08/24/23	1 ANNEDELYN RASSI	C
37	70413486	114.00	08/24/23	1 ASPEN WHITE	C
37	70413487	100.00	08/24/23	1 KATRINA ESQUIVEL	C
37	70413488	784.03	08/24/23	6092 A W MARSHALL CO	C
37	70413489	2,900.29	08/24/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413490	589.00	08/24/23	6076 BAND SHOPPE	C
37	70413491	7,990.00	08/24/23	66605 BARKER GLASS	C
37	70413492	1,179.58	08/24/23	106055 BLICK ART MATERIALS	C
37	70413493	2,900.00	08/24/23	4618 COLEMAN KNITTING MILL	C
37	70413494	1,200.00	08/24/23	66613 EVI HARTVIGSEN	C
37	70413495	13,000.00	08/24/23	13420 HUDL	C
37	70413496	1,389.46	08/24/23	12912 LIFETOUCH PHOTOGRAPHY	C
37	70413497	170.44	08/24/23	51187 METALMART INC.	C
37	70413498	59.00	08/24/23	56979 PROACTIVE COACHING LLC	C
37	70413499	1,000.00	08/24/23	5924 PITNEY BOWES BANK INC RESERVE ACCOUNT	C
37	70413500	419.74	08/24/23	55115 RIVERSIDE CORNER LLC	C
37	70413501	34.22	08/24/23	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70413502	355.25	08/24/23	16535 VEX ROBOTICS	C
37	70413503	93.10	08/24/23	32824 YES PRINT COPY N MORE, LLC	C
37	70413504	280.00	08/29/23	1 CALEB HARDY	C
37	70413505	232.00	08/29/23	111287 BOWCUTT'S FLOWERS & GIFTS	C
37	70413506	5,539.08	08/29/23	4790 HOME DEPOT CREDIT SERVICE	C
37	70413507	30.00	08/29/23	66672 JEROME HIGH SCHOOL	C
37	70413508	1,320.00	08/29/23	37591 ONEIGHTY ATHLETICS LLC	C
37	70413509	100.00	08/29/23	24465 SODA SPRINGS HIGH SCHOOL	C
37	70413510	575.48	08/29/23	104233 STAKER PARSONS COMPANIES	C
37	70413511	2,100.00	08/29/23	100686 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
37	70413512	385.44	08/29/23	5908 WALMART COMMUNITY	C
37	70413513	1,809.49	08/31/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413514	838.87	08/31/23	106055 BLICK ART MATERIALS	C

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Bank	Check No	Amount	Date	Vendor	Type
37	70413515	215.00	08/31/23	47007 SPANISH FORK HIGH SCHOOL	C
37	70413516	5,424.51	08/31/23	769715 SAM'S CLUB BUSINESS PAYMENTS	C
37	70413517	700.00	08/31/23	108783 SIGN PRO	C
37	70413518	20.50	08/31/23	40010 SOUTHEASTERN PERFORMANCE APPAREL	C
37	70413519	7,420.20	08/31/23	33014 SPECTATOR BLANKET II LLC	C
37	70413520	260.00	08/31/23	25674 STUDIO R MEDIA	C
37	70413521	2,060.00	08/31/23	11843 UTAH SHAKESPEARE FESTIVAL	C
37	70413522	199.43	08/31/23	109804 WARD'S NATURAL SCIENCE	C
Total Bank No 37		175,433.79			
38	70813328	-1,100.00	08/29/23	52817 LEXI LABRUM	CV
38	70813348	1,239.76	08/01/23	38032 AMAZON CAPITAL SERVICES INC	C
38	70813349	100.36	08/01/23	6661 BAILEY POTTERY EQUIPMENT CORP	C
38	70813350	130.00	08/01/23	45500 BOX ELDER SCHOOL DISTRICT	C
38	70813351	642.60	08/01/23	31658 BSN SPORTS	C
38	70813352	133.06	08/01/23	107267 DOMINO'S PIZZA / BRIGHAM	C
38	70813353	514.80	08/01/23	103987 EWING IRRIGATION	C
38	70813354	1,124.00	08/01/23	66311 PORT WILLIAM ACADEMY	C
38	70813355	771.80	08/01/23	892964 UTAH STATE TAX COMMISSION	C
38	70813356	2,326.80	08/08/23	38032 AMAZON CAPITAL SERVICES INC	C
38	70813357	714.47	08/08/23	11185 BEST WESTERN LANDMARK INN	C
38	70813358	2,677.21	08/08/23	31658 BSN SPORTS	C
38	70813359	800.00	08/08/23	102017 DAVIS HIGH SCHOOL	C
38	70813360	350.00	08/08/23	57789 DO GOOD DESIGNS UTAH	C
38	70813361	82.77	08/08/23	107267 DOMINO'S PIZZA / BRIGHAM	C
38	70813362	30.00	08/08/23	109652 DREWES FLORAL & GIFTS	C
38	70813363	150.00	08/08/23	66338 ALLEJANDRA EVANS	C
38	70813364	937.95	08/08/23	103987 EWING IRRIGATION	C
38	70813365	1,006.71	08/08/23	8087 KRISTINE HARDING	C
38	70813366	601.20	08/08/23	3263 IMAGE MATTERS	C
38	70813367	2,145.60	08/08/23	106568 IRON GATE CATERING	C
38	70813368	385.09	08/08/23	109248 J W PEPPER MUSIC	C
38	70813369	8,043.04	08/08/23	66320 KSA EVENTS	C
38	70813370	4,000.00	08/08/23	10723 NORTHRIDGE HIGH SCHOOL	C
38	70813371	546.43	08/08/23	698980 PEPSI-COLA OF OGDEN	C
38	70813372	285.13	08/08/23	5010 RED MOUNTAIN WHOLESALE	C
38	70813373	257.70	08/08/23	18244 TENNIS WAREHOUSE	C
38	70813374	3,715.00	08/08/23	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70813375	235.98	08/17/23	1 ANDREA GREGORY	C
38	70813376	125.00	08/17/23	1 CAROL CHRISTENSEN	C
38	70813377	105.00	08/17/23	1 LESA MAY	C
38	70813378	114.00	08/17/23	1 NATALIE STRICKLAND	C
38	70813379	1,402.42	08/17/23	38032 AMAZON CAPITAL SERVICES INC	C
38	70813380	114.00	08/17/23	85738 BEAR RIVER HIGH SCHOOL	C
38	70813381	304.76	08/17/23	106055 BLICK ART MATERIALS	C
38	70813382	6,153.51	08/17/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70813383	240.50	08/17/23	64017 COPPER CANYON APPAREL	C
38	70813384	450.00	08/17/23	12734 CITY OF ST GEORGE	C
38	70813385	125.00	08/17/23	819370 CLASSICAL STRINGS / G WILHELMSSEN	C
38	70813386	480.00	08/17/23	57789 DO GOOD DESIGNS UTAH	C
38	70813387	280.00	08/17/23	107267 DOMINO'S PIZZA / BRIGHAM	C
38	70813388	769.81	08/17/23	65587 ELITE SPORTSWEAR, L.P.	C
38	70813389	177.00	08/17/23	28991 FAMILY CAREER AND COMMUNITY LEADERS OF	C
38	70813390	1,658.63	08/17/23	109248 J W PEPPER MUSIC	C
38	70813391	83.88	08/17/23	25119 SIZZLING PLATTER	C

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Bank	Check No	Amount	Date	Vendor	Type
38	70813392	2,346.65	08/17/23	110154 MEDCO SCHOOL	C
38	70813393	974.92	08/17/23	64033 NEVCO SPORTS, LLC	C
38	70813394	1,200.00	08/17/23	36510 RIDGELINE HIGH SCHOOL	C
38	70813395	500.00	08/17/23	8303 SKY VIEW HIGH SCHOOL	C
38	70813396	880.66	08/17/23	10731 SMITH'S CUSTOMER CHARGES	C
38	70813397	169.60	08/17/23	5223 SWIRE COCA-COLA	C
38	70813398	2,200.87	08/17/23	63550 THE SELFIE METHOD LLC	C
38	70813399	35.00	08/17/23	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70813400	4,601.91	08/17/23	5908 WALMART COMMUNITY	C
38	70813401	81.24	08/17/23	924370 WATKINS PRINTING	C
38	70813402	19,693.52	08/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70813403	4,457.05	08/29/23	38032 AMAZON CAPITAL SERVICES INC	C
38	70813404	167.19	08/29/23	62430 ARYSE	C
38	70813405	35.00	08/29/23	45500 BOX ELDER SCHOOL DISTRICT	C
38	70813406	438.00	08/29/23	52922 BOWS BY ALLY	C
38	70813407	92.89	08/29/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70813408	2,234.11	08/29/23	64017 COPPER CANYON APPAREL	C
38	70813409	12,979.50	08/29/23	110791 COLONIAL FLAG	C
38	70813410	651.30	08/29/23	158220 COVER UP	C
38	70813411	1,562.00	08/29/23	57789 DO GOOD DESIGNS UTAH	C
38	70813412	6,000.00	08/29/23	66591 DRAGON DYNAMITE DISPLAYS	C
38	70813413	42.00	08/29/23	109652 DREWES FLORAL & GIFTS	C
38	70813414	720.72	08/29/23	103987 EWING IRRIGATION	C
38	70813415	100.00	08/29/23	65315 ANDI GARDNER	C
38	70813416	99.68	08/29/23	9725 MOLLIANN HOLMES	C
38	70813417	308.83	08/29/23	109248 J W PEPPER MUSIC	C
38	70813418	83.88	08/29/23	25119 SIZZLING PLATTER	C
38	70813419	149.00	08/29/23	66540 NATIONAL SPEECH & DEBATE ASSOCIATION	C
38	70813420	212.85	08/29/23	4987 PICTURELINE INC	C
38	70813421	2,698.00	08/29/23	66133 SIMPLIFASTER LLC	C
38	70813422	60.00	08/29/23	64483 BENJAMIN SOHOLT	C
38	70813423	9,200.00	08/29/23	66567 SPECIALTY MINING & INFIELD SUPPLIES	C
38	70813424	9,753.50	08/29/23	19488 T SHIRT CHOP SHOP	C
38	70813425	180.00	08/29/23	7692 WASATCH HIGH SCHOOL	C
Total Bank No 38		130,340.84			
39	77800578	130.00	08/17/23	45500 BOX ELDER SCHOOL DISTRICT	C
39	77800579	154.72	08/17/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 39		284.72			
40	11500034	117.76	08/16/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 40		117.76			

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Bank	Check No	Amount	Date	Vendor	Type
				Total Manual Checks	3,173,549.31
				Total Computer Checks	2,671,930.69
				Total ACH Checks	2,387,192.85
				Total Other Checks	.00
				Total Electronic Checks	.00
				Total Computer Voids	-8,167.52
				Total Manual Voids	.00
				Total ACH Voids	.00
				Total Other Voids	.00
				Total Electronic Voids	.00
				Grand Total	8,224,505.33
				Number of Checks	615

Batch Yr	Batch No	Amount
24	000071	-1,100.00
24	000104	26,471.67
24	000105	1,573.58
24	000133	-4,000.00
24	000164	50,286.35
24	000165	30,808.91
24	000166	37,583.05
24	000167	41,287.26
24	000168	552.95
24	000176	593.26
24	000177	4,656.38
24	000181	3,242.42
24	000190	30,129.36
24	000195	1,312.02
24	000196	31,161.49
24	000197	70,330.14
24	000198	14,908.54
24	000199	215,454.62
24	000200	3,701.18
24	000201	2,503.11
24	000213	29,055.10
24	000221	8,652.62
24	000223	4,838.03
24	000225	83.00
24	000230	567.50
24	000234	31,046.15
24	000239	37,822.14
24	000240	20,297.33
24	000241	3,065.77
24	000242	281,690.90
24	000243	5,088.20
24	000261	10,119.99
24	000262	356.26
24	000263	3,804.18
24	000267	90.98
24	000269	1,484.68
24	000270	178.21
24	000272	117.76
24	000276	51.09
24	000281	284.72
24	000282	25,810.34
24	000285	54,211.17
24	000291	393.43
24	000299	19,693.52
24	000303	1,149.00

A/P Summary Check Register

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<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>	
				Batch Yr	Batch No	Amount
				24	000305	56,442.38
				24	000306	38,219.66
				24	000307	49,405.02
				24	000308	422,333.99
				24	000309	2,069,819.25
				24	000310	28,267.36
				24	000316	4,885.74
				24	000318	7,876.51
				24	000319	80.00
				24	000320	4,500.00
				24	000322	2,514.40
				24	000328	445.50
				24	000333	34,537.11
				24	000339	70.18
				24	000342	153,029.68
				24	000345	4,197.37
				24	000347	52,225.50
				24	000349	10,562.00
				24	000356	25,942.20
				24	000360	4,128,968.48
				24	000362	491.47
				24	000372	161.88
				24	000374	3,217.00
				24	000375	332.18
				24	000376	3,816.01
				24	000377	18,948.00
				24	000389	1,808.10

For September 13, 2023 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
BRHS	Lene Arias	SpEd Para	Retired
ACHI	Stacey Liechty	Custodian	Resigned
DO	Audrey Amundson	SLT	Resigned
Century	Emily Stacy	Office Aide	
Discovery	Britni Roberts	Instructional Para	
Lake View	Melissa Brown	Instructional Para	
District Office	Jacob Fuhriman	Roaming Custodian	
BEMS	Susan Richardson	Cook	
ILSC	Jonathon Wilson	Functional Skills Para	
Golden Spike	Rebecca Stahl	Cook	
McKinley	Natalie Tustian	Resource Para	
BRMS	Amber Wadman	Functional Skills Para	
Lake View	Katherine McCalmant	Head Reading Para	
North Park	Amelia Potter	LEAP Para	
Golden Spike	Monica Bunderson	Trustlands Para	
McKinley	Lynette Haltiner	TSSA Para	
North Park	Marnee Theurer	Intervention Para	
BRHS	Lene Arias	Sped Para	
Harris	Stacey Liechty	Custodain	
BRHS	Julia Hawkes	Math Aide	
Transportation	Amanda Francis	Bus Driver	

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>
Golden Spike	Xiangxiu Zhang (Melody)	DLI Teacher
Garland	Oleksandra Omelchenko	DLI Spanish Teacher
Garland	Elinda Leal De Hernandez	DLI Spanish Teacher
BEHS	Ruby (Cindy) Parry	Life Skills Aide
BRHS	Juan Villavicencio	Spanish Teacher
North Park	Alyssa Ogden	Kindergarten Teacher
BEHS	Michele Barker	Comp Guidance Clerk
BRMS	Penni Dennis	ED Para
Golden Spike	Amy Forsberg	Receptionist
Lake View	Angela Greene	Elementary Principals Secretary
Lake View	Amanda Kunzler	Office Aide
Bear River Middle	Shawn Miller	ISS Para
Century	Amanda Morris	Media Aide
Garland	Alicia Porritt	Instructional Para 3rd & 4th Grade
Golden Spike	Brittney Rackham	Functional Skills Para
Harris	Ashlea Wilcox	Instructional Para
Harris	Ronda Percival	Instructional Para
Harris	Heather Crozier	Instructional Para
Harris	Nicole Ochsenbein	WIN/LL Para
ILSC	Anita Port	Functional Skills Para
Snowville	Sabrina Burmester	Speech/Instructional Para/Bus Driver
McKinley	Talease Jones	Office Aide
Fielding	April Earl	Office Aide
District Office	Kenley Kellerstrass	Nurse
BEMS	Rachel Robinson	Functional Skills Para
TMC	Kimberly Jarman	Office Aide

PERSONNEL ACTION

Sunrise	Abby Oblock	Instructional Para
Sunrise	Tracy O'Dell	Adult Ed Para
Harris	Melanie Francis	Media Aide
BRHS	Maylee Flinders	Functional Skills Para
BRHS	Jacob Batke	ED Para
BRMS	Amber Wadman	Functional Skills Para
BEHS	Tiffany Seber	Functional Skills Para
TMC	Heather Behunin	ED Para
Grouse Creek	Alexis Tibbitts	Secretary, Sped Para
BEMS	Nathan Minert	Accompanist
BEHS	Elizabeth Henriquez	Latino Liaison/ELL Para
District Office	Robin Storey	Benefits Secretary
ACYI	Savannah Ellis	Functional Skills Para
Garland	Riley Marble	Custodian
Golden Spike	Kimberly Wyatt	Functional Skills Para
North Park	Jessica Thornton	Functional Skills Para
Willard	Darci Edwards	Functional Skills Para
TMC	Annie Mecham	LEAP Para/Instructional Para
Transportation	Jack Stickney	Asst. Dispatcher
Transportation	Kristal Small	Office Manager/Dispatcher
Transportation	Kara Morriss	Bus Driver
Transportation	Anna Sherman	Bus Driver
Transportation	Jay Lynn Staheli	Bus Driver
Transportation	John Bryan	Bus Driver
District Office	Robert "Robbie" Lee	Roaming Custodian - North
BEHS	Kortney Bruner	ED Para
BEHS	Emily Bodily	Trustlands Para
BEHS	Jennifer Shaw	Trustlands Para
Garland	Janette Skimore	Cook
Sunrise	Emilee Burnham	Care & Connect Mentor
BRHS	Tifani Golzaes	Functional Skills Para
Discovery	Hallie Christensen	Resource Para
TMC	Sheri Wyatt	Functional Skills Para
BEHS	Hailee Braegger	ED Para
ACYI	Chris Baird	Custodian
BEHS	Andrea Stacey	Ed Para
Snowville	Alexey Jones	Functional Skills Para
McKinley	Katherine Kofoed	Resource Para
BRHS	Keely Major	Functional Skills Para
BEHS	Sharee Thackeray	Functional Skills Para
BRHS	Chris Haltiner	Custodian
Golden Spike	Tawni Osterman	Functional Skills Para
Garland	Sara Taylor	ED Para

Suggestions for Future Board Meetings

October 18, 2023 – (tentative)

- October 1 Enrollment Report – Mark Taylor
- Exemption from Compulsory Attendance (Home School) – Steve Carlsen
- Approval of PBS Plans – Megan Bushnell
- RISE and Utah Aspire Plus Data – Jeremy Young
- Policy Review

November 8, 2023 – (tentative)

- Audit Report – David Roberts
- Policy Review
- Report on BESD Foundation – Colleen Shaffer

December 13, 2023 – (tentative)

- Approval of New Courses – Keith Mecham
- Approval of 2023-24 School District Calendar – Mark Taylor
- Policy Review

January 10, 2024 – (tentative)

- Approval of 2-year contract for Business Administrator
- First public comment on School Fees
- School Fees – Keith Mecham (Information Item)
- 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 14, 2024 – (tentative)

- Second Public Comment on School Fees
- Approval of School Fees – Keith Mecham
- Legislative Update – Steve Carlsen
- Policy Review

March 13, 2024 – (tentative)

- Negotiations Team Approval – Mark Taylor
- Legislative Update – Steve Carlsen
- Policy Review

April 10, 2024 – (tentative)

- ESP Recognitions – Mark Taylor
- 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 8, 2024 – (tentative)

- Retirement Recognitions – Mark Taylor
- Administrative Association Recognitions - BEAA
- Approval of School Land Trust Plans –Keith Mecham and Heidi Jo West
- Approval of PBS (HB 58) Plans – Megan Bushnell
- Approval of 2023-2024 Board Meeting Calendar – Steve Carlsen
- Policy Review

June 12, 2024 – (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 – Mark Taylor
- Tentative Ratification of Negotiated Agreement with BEEA – Mark Taylor
- Tentative Ratification of Negotiated Agreement with BESPAs – Mark Taylor
- Declaration of Open Enrollment Schools – Mark Taylor
- Approval of TSSA Plans – Keith Mecham and Heidi Jo West
- Policy Review
- Sunrise High School Schedule Discussion

July 9, 2025 – (tentative)

- Approval of Sex Education Committee – Keith Mecham
- 2021-22 TSSA Plan Results – Keith Mecham and Heidi Jo West
- Bullying Report

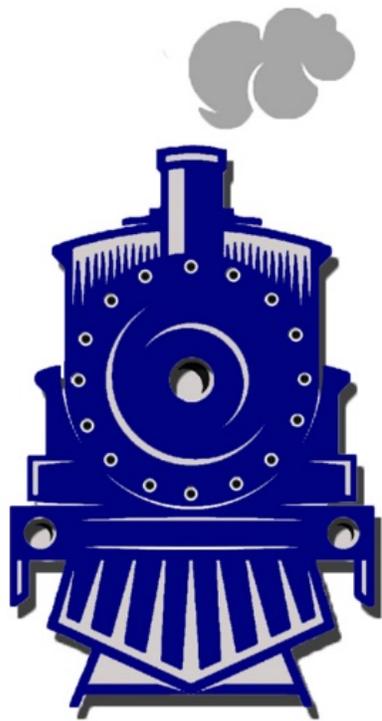
August 14, 2024 – (tentative)

- Approval of Early Literacy Plan – Heidi Jo West
- AP Results – Jeremy Young
- Policy Review

September 11, 2024 – *(tentative)*

- Walmart Grants Presentation
- Nucor Grants Presentation
- Swearing in of Student Board Member – David Roberts
- 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