BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING
Detailed Agenda
Wednesday, October 8, 2025
ILSC Building, 960 South Main, Brigham City,
Utah 84302

"Always consider the effects on our students."

A. **If ADA accessibility is needed to attend this meeting, please contact the District Office at 435-734-4800 before 4:00 p.m. the day prior to the meeting.**

B. **Work Session** - **5:30 p.m.**

1. **Update on Building Projects - New, Remodels, and Additions** **5**
Corey Thompson, Facilities Director

C. **Administrative** - **6:30 p.m.**

1. **Call to Order**
Tiffani Summers, Board President
2. **Reverence**
Karen Cronin, Board Member
3. **Flag Salute/Pledge of Allegiance**
Bryan Smith, Board Member
4. **Recognitions**
Jamie Kent, Public Information Officer
   a. Read Marshall - Custodian at Century Elementary
   b. Trisha Day - 4th Grade DLI Teacher at Garland Elementary
   c. SEE Awards:
   Travis Mumford - BEHS
   Tyrell Neal - McKinley
   Tia Paxton - Three Mile Creek

D. **Approval of Agenda** - **6:45 p.m.**

E. **Public Comment** - **6:50 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** - **7:20 p.m.**

1. **Approval of Exemption of Community Council at Sunrise High School** **37**
Randy Rasmussen, Sunrise High Principal
2. **Approval of Positive Behavior Support Plans (PBS)** **40**
Megan Bushnell, Student Services Director
3. **Approval of LEA Specific Endorsements and LEA Specific Licenses** **126**
Coerina Fife, Executive Director of Personnel and Title IX

G. **Information Items** - **7:35 p.m.**

1. **Inland Port Presentation**
Stephanie Pack
2. **Social Media Monthly Theme Instructional Strategies** **127**
Jamie Kent, Director of Public Relations
3. **Science of Reading Awards** **128**
AshLee Nelson, Director of Literacy & Instructional Support
4. **October 1 Enrollment Report** **136**
Coerina Fife, Executive Director of Personnel and Title IX
5. **School Land Trust and TSSA Review** **137**

Keith Mecham & Heidi Jo West, Assistant Superintendents of Curriculum

6. **Exemption Approval from USBE** **348**

Steve Carlsen, Superintendent

7. **Monthly Financial Report** **354**

Neil Stevens, Business Administrator

8. **Board Committee Reports**

9. **September Employee Appreciation**

Eric Stamps, BRHS Teacher
Brooks Nelson, BRHS ESP
Aaron Crawford, BRMS Teacher
Jen Winward, BRMS ESP
Jordan Herzon, ACHI Teacher
Jess Principe, ACHI ESP
Caden Burrell, BEHS Teacher
Angie Morgan, BEHS ESP
Julie Rogers, BEMS Teacher
Daleine Allen, BEMS ESP
Nancy Steed, ACYI Teacher
Scott Petersen, ACYI ESP
Hayley Anderson, Sunrise Teacher
Darene Black, Sunrise ESP
Lindsey Holmes, Century Teacher
Piper Roper, Century ESP
Maegyn Hunt, Discovery Teacher
Kelsie Arbon, Discovery ESP
Tiffany Rhodes, Fielding Teacher
Linda Wilcox, Fielding ESP
Tiffani Roche, Garland Teacher
Lisa Peterson, Garland ESP
Leah Flinders, Golden Spike Teacher
Jami Jaques, Golden Spike ESP
Tracy McCurdy, Lake View Teacher
Gail Shinkle, Lake View ESP
Kortney Weathersby, McKinley Teacher
Cindy Moore, McKinley ESP
Alexandria Hardman, North Park Teacher
Jerianne Parkinson, North Park ESP
Natasha Wight, Three Mile Creek Teacher
Amber Peterson, Three Mile Creek ESP
Maya Lindsay, Willard Teacher
Jose Contreras, Willard ESP
Alexey Jonnes, Western Schools Teacher
John Evans, Western Schools ESP

H. **Policy Review** - **8:15 p.m.**

1. **First Reading**

a. Policy 1015 Fiscal Responsibilities 362
b. Policy 1030 Qualifications for Board Members 364
c. Policy 1032 Vacancies on the Board 366
d. Policy 1040 Board Member Elections and Redistricting 368

e. Policy 2182 School Safety 371
f. Policy 3007 Employment - Staff Code of Conduct 384
g. Policy 3008 Employee Communication/Addressing Concerns 392
h. Policy 3043 Redress of Grievances 394
i. Policy 3070 Alcohol and Drug Abuse - Employees 403
j. Policy 3096 Reporting Substantial Threats Against a School 409
k. Policy 3212 ESP: Paraprofessional Qualifications 410
l. Policy 4028 Special Programs: Education of Youth in Care 414
m. Policy 4040 Grade Level Retention of Students 418
n. Policy 4069 Curriculum: Firearm Safety 420
o. Policy 4078 Class Disclosure Statements - Elementary 422
p. Policy 4190 Driver Training 424
q. Policy 5009 Admissions and Attendance: Kindergarten 426
r. Policy 5140 Education and Family Privacy Rights 428
s. Policy 5230 Student Fees, Fines, and Charges 431
t. Policy 5390 Student Toilet Training 476
u. Policy 6015 School Community Councils 479
v. Policy 6045 Board of Education Hotline 493

2. **Second Reading**

a. Policy 2100 Gifts, Donations, and Bequests — Acceptance 499
b. Policy 3091 Postpartum and Parental Leave 504
c. Policy 3108 Certificated: Educator's Hours and Teaching Load 507
d. Policy 3126 Certificated: Sickness, Absences and Leaves 510
e. Policy 3208 ESP: Fringe Benefits and Leave of Absence 523
f. Policy 4033 Early Learning Plan 536
g. Policy 4067 Curriculum: Ethnic Studies 539
h. Policy 4175 Student Data Protection 541
i. Policy 4178 Internet Use 554
j. Policy 4185 Use of Video/Digital Media Materials 564
k. Policy 5010 Admissions Eligibility Requirements 569
l. Policy 5011 Admissions and Attendance of Military and Department of Defense (DOD) Civilian Children 598
m. Policy 5035 Attendance Requirements and Procedures 606
n. Policy 5050 Immunization Requirements 611
o. Policy 5060 Medical Treatment for Students 618
p. Policy 5061 Medical Treatment Directives 620
q. Policy 5064 Medical Recommendations by School Personnel to Parents 622
r. Policy 5065 Administration of Medication 628
s. Policy 5066 Students with Potentially Life-Threatening Allergies 637
t. Policy 5067 Student Asthma Emergency 644
u. Policy 5069 Student Treatment for Diabetes 648
v. Policy 5080 Mental Health Care 652
w. Policy 5090 Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting 655
x. Policy 5270 Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct 658
y. Policy 5282 Student Behavior Management 677

I. **Consent Items** - **8:25 p.m.**

1. **Minutes** **690**
2. **Claims** **696**
3. **Personnel** **709**

4. **Exemption from Compulsory Attendance (Home School)** **711**
5. **Clubs** **712**
6. **McGraw Hill Study Sync Renewal** **714**
7. **2025 Building Rental Rates** **718**
8. **Category II Salary Schedule Addendum** **722**

J. **Suggestions for Future Board Meetings** - **8:30 p.m.** **723**

K. **Board Handbook** **725**

L. **Closed Session to Discuss Personnel** - **8:35 p.m.**

M. **Closed Session for Sale or Lease of Real Property** - **8:50 p.m.**

N. **Approval of Sale or Lease of Real Property** - **9:10 p.m.**

Neil Stevens, Business Administrator

O. **Adjournment** - **9:15 p.m.**

The next meeting of the Board of Education will be held on Wednesday, November 12, 2025, with a Work Session at 5:30 and a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

BESD School Board Work Session

October 8, 2025

Work Session Agenda

- Please jot down questions and comments for a discussion at the end as time allows

BEHS Remodel

BRHS Remodel

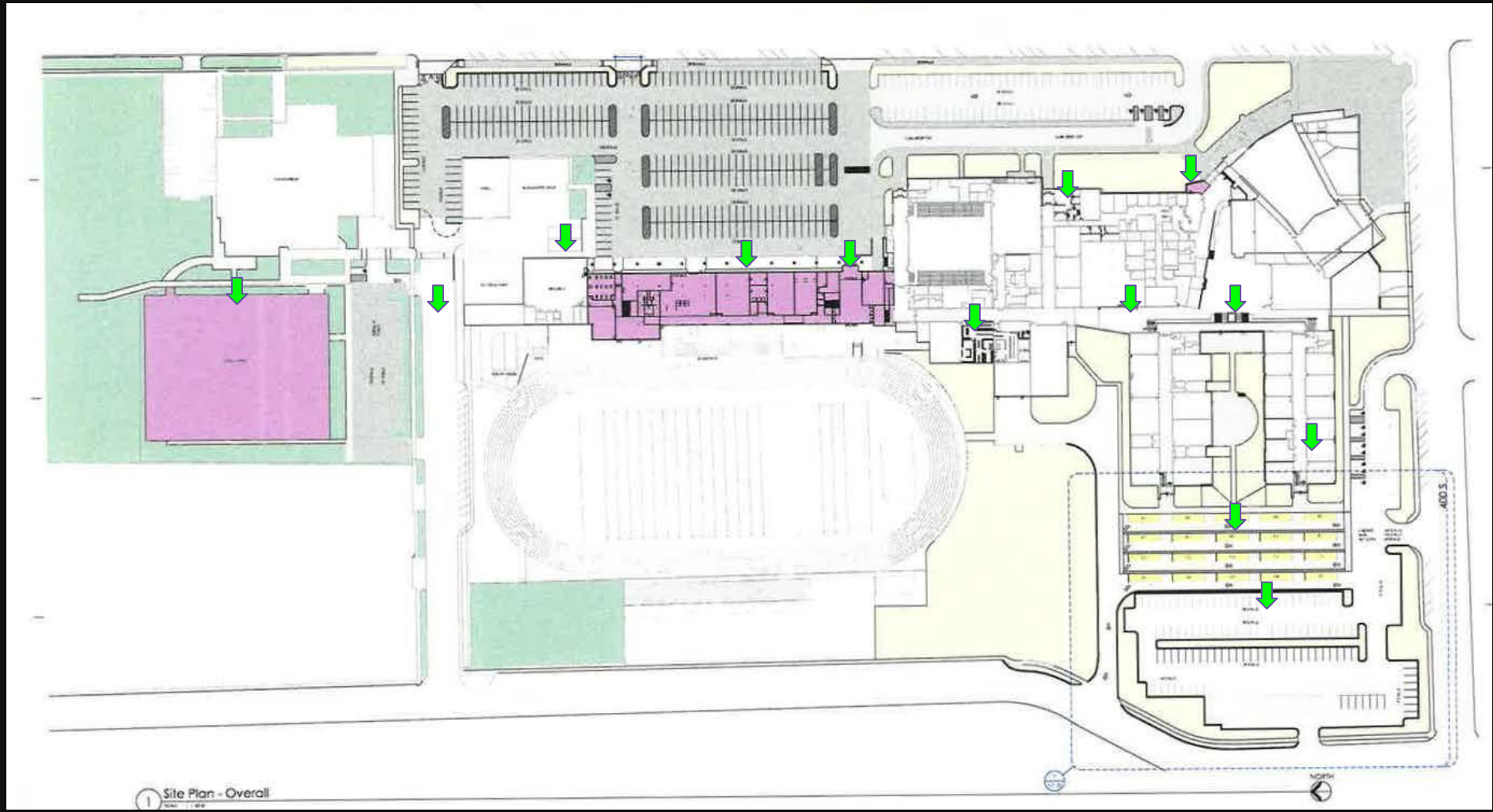
Discovery Addition

ES #14

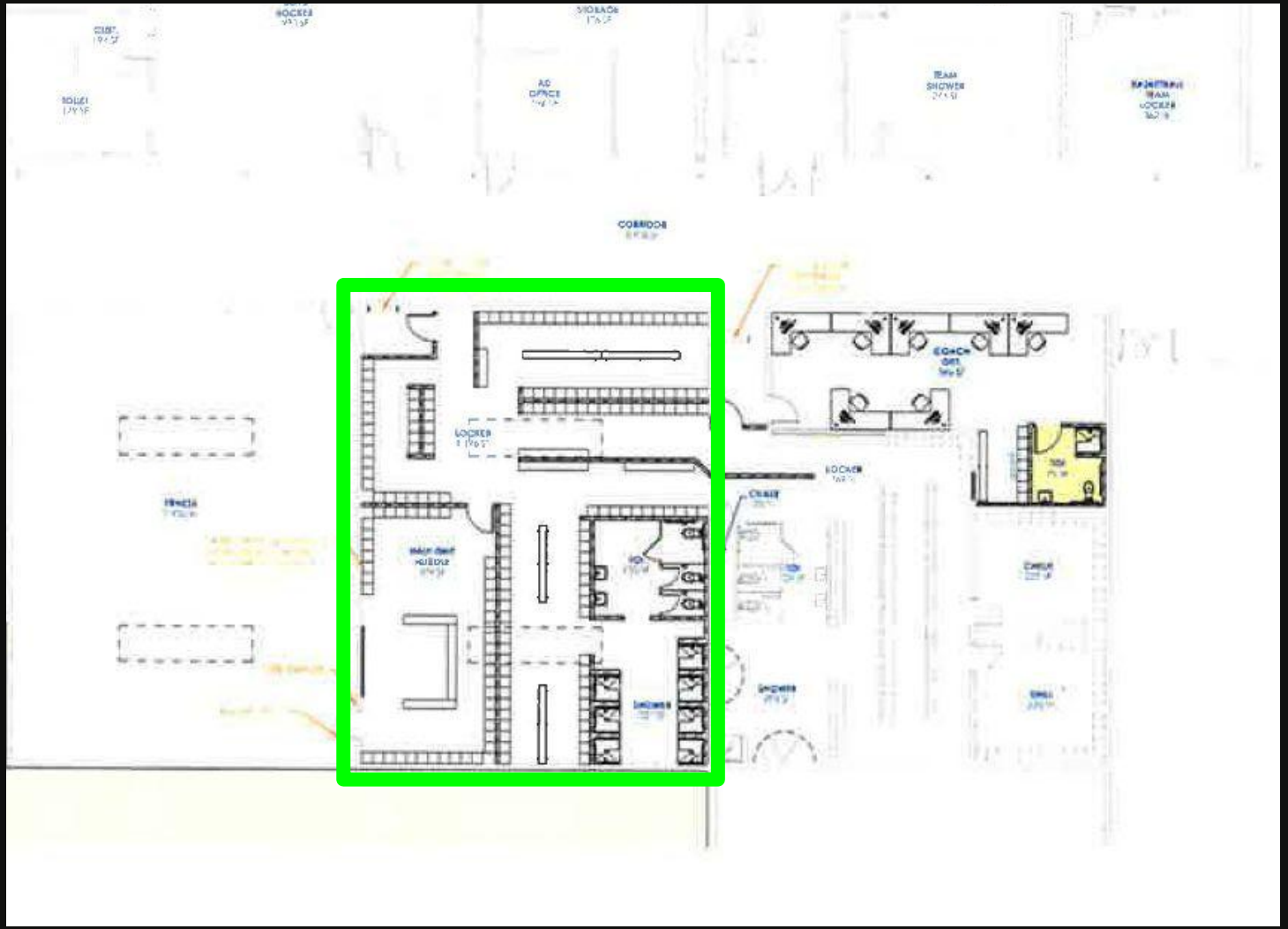
South Transport Fuel

Box Elder High School

- Addition to replace current CTE
- New bus drop off and pick up
- Some remodel of existing school
- New Health/Physical Education Building
- Cost Estimate $48,000,000?



1 Site Plan - Overall

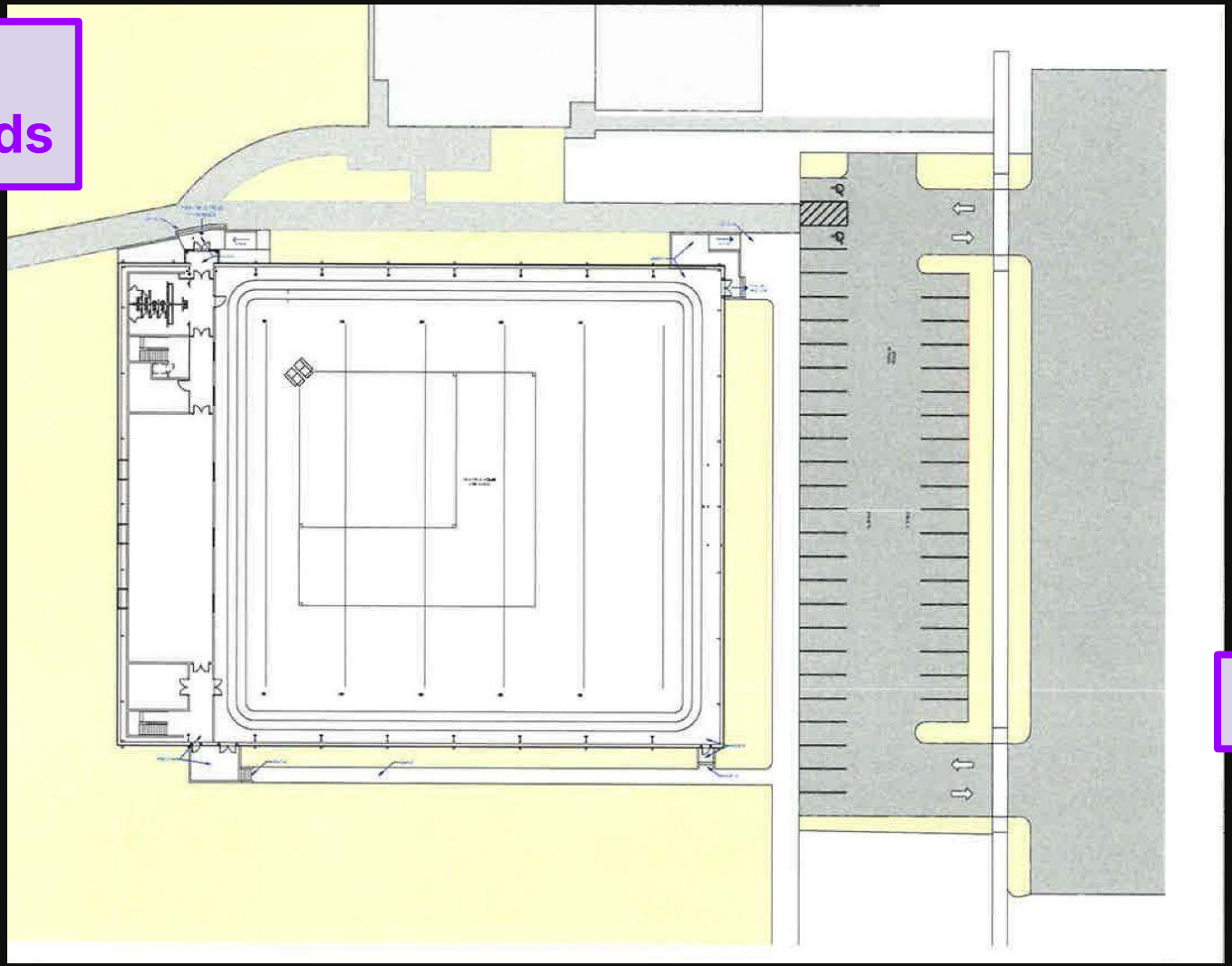

LOCKER
COACH
LOCKER
SHOWER

CLASS ROOM
WOODSHOP
WOOD SHOP
CERAMICS
CERAMICS
MUSIC ROOM
CLASS ROOM
CORE
ROBOTICS

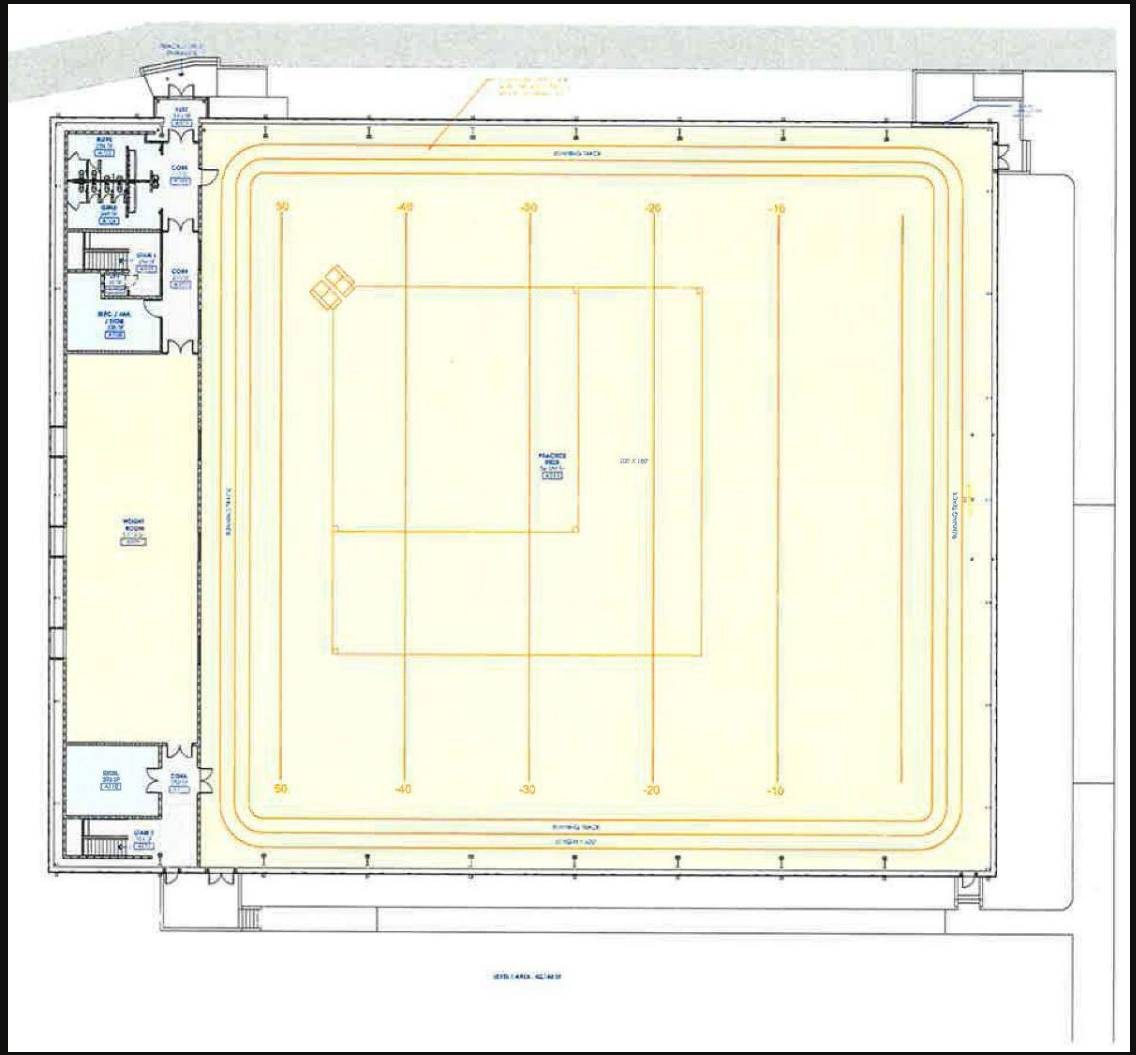
CLASS ROOM 1
CLASS ROOM 2
CLASS ROOM 3
CLASS ROOM 4
CLASS ROOM 5
STORAGE
CLASS ROOM 6
CLASS ROOM 7
CLASS ROOM 8
CLASS ROOM 9
CLASS ROOM 10
CORRIDOR
CLASS ROOM 14
SCIENCE LAB 1
SCIENCE LAB 2
CLASS ROOM 13
CLASS ROOM 14
CLASS ROOM 15
CLASS ROOM 12
CLASS ROOM 11
OFFICE
OFFICE
FOOD LABS
STAIR

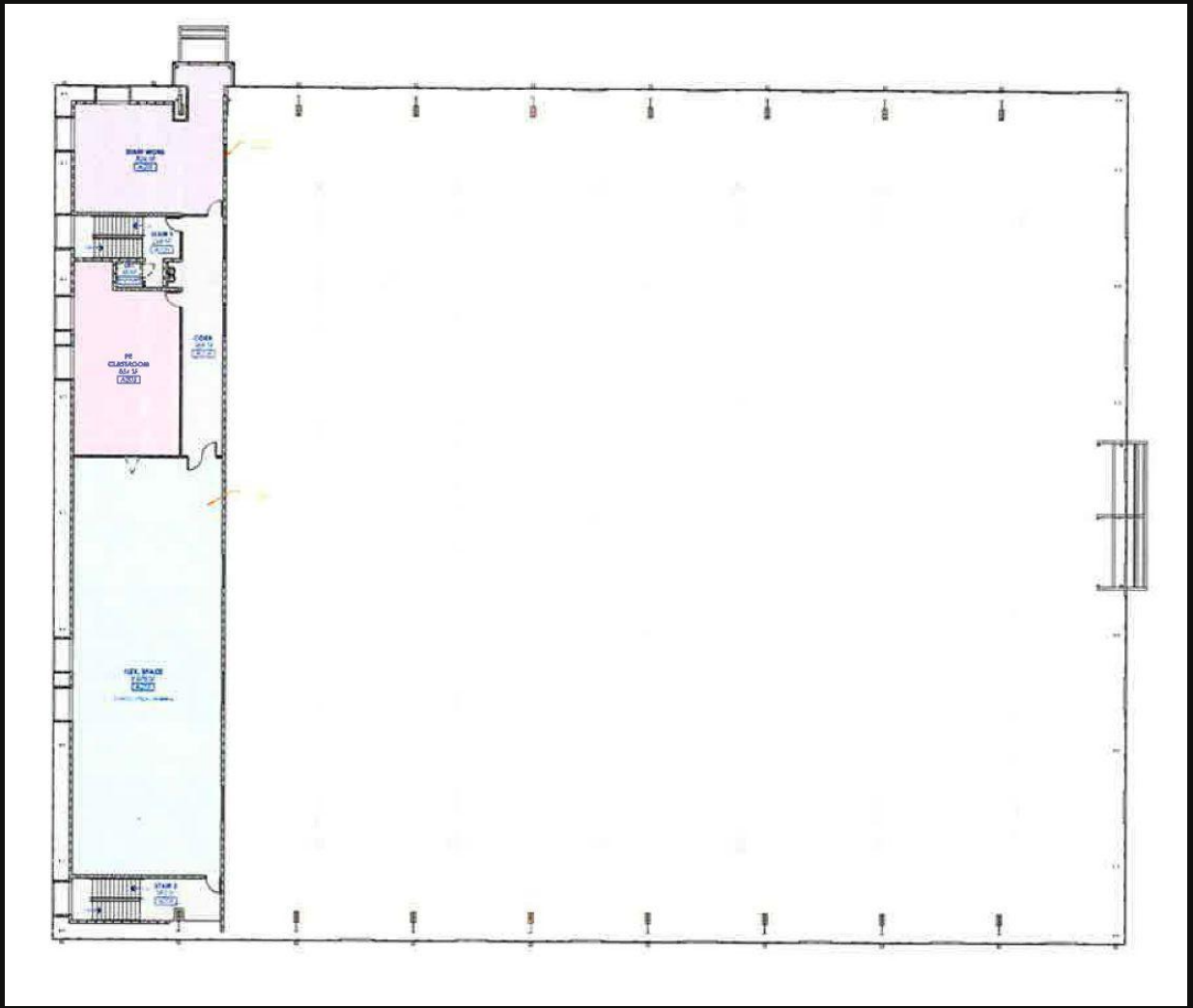
CLASS ROOM 6
SHELLED SPACE 7
CORRIDOR
SHELLED SPACE 5
SHELLED SPACE 4
SHELLED SPACE 3
SHELLED SPACE 2
OFFICE
OFFICE
ROOF (EXISTING)

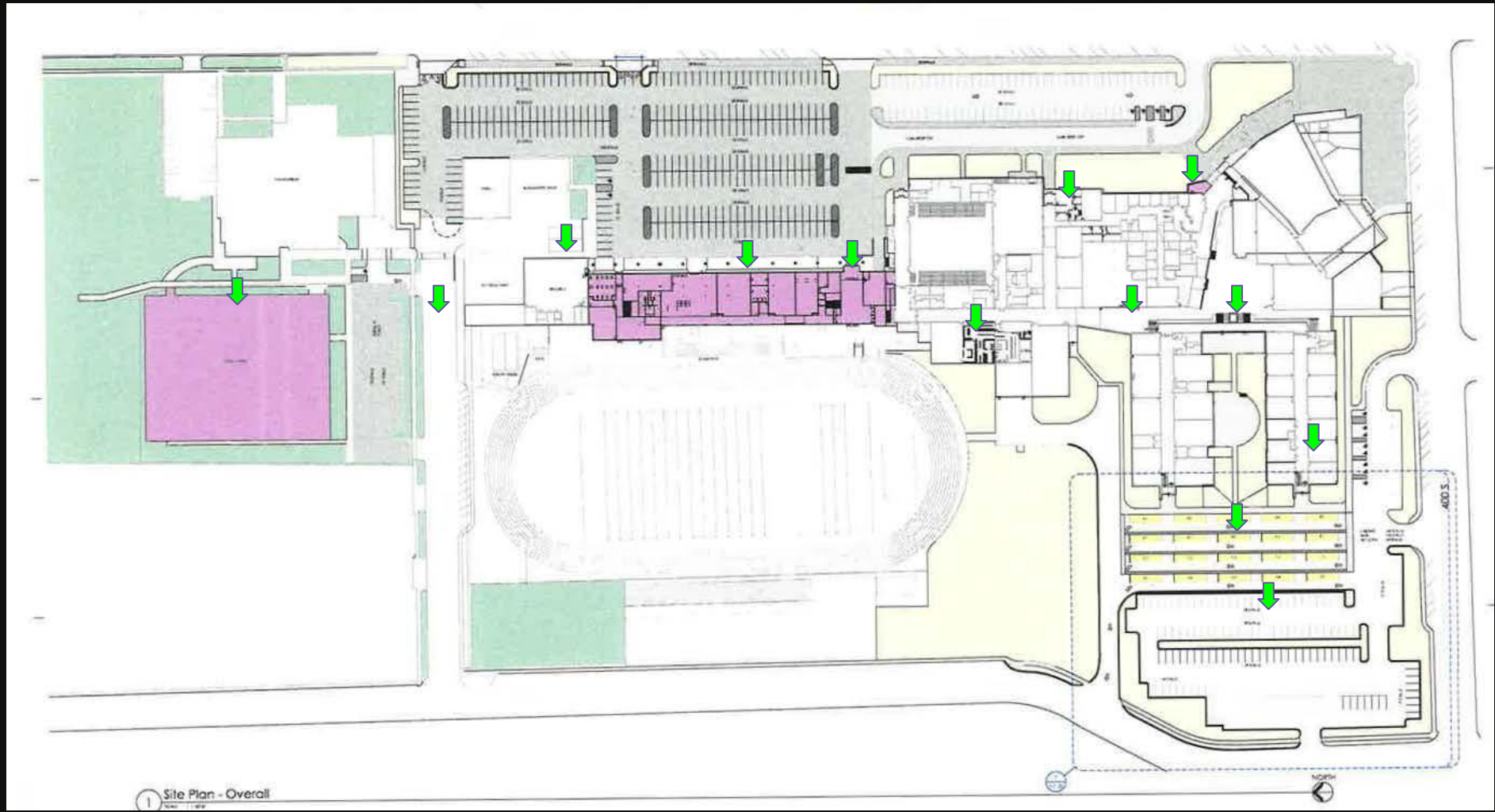
Ball Diamonds



Stadium


50
40
30
20
10
50
40
30
20
10

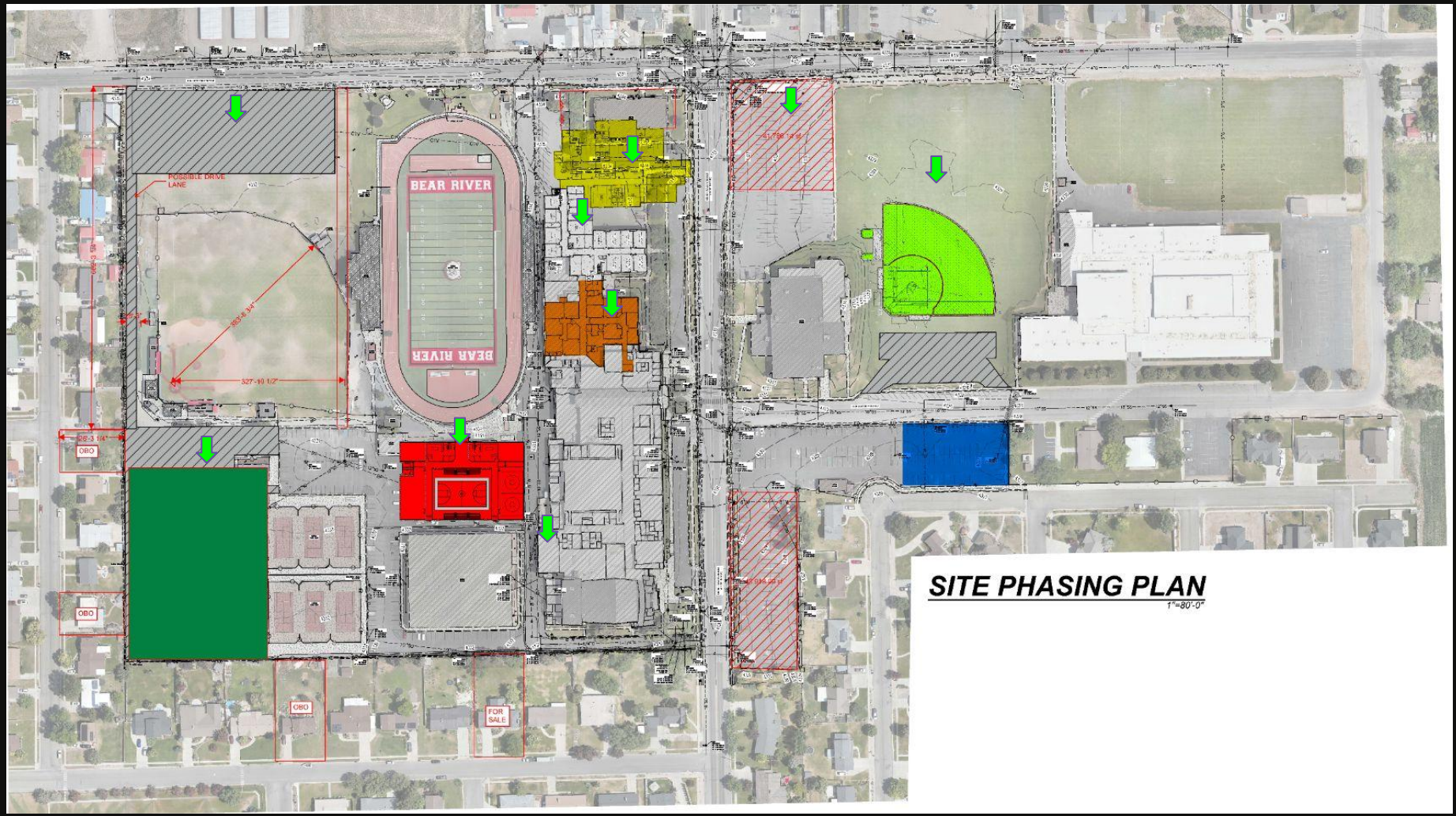




1 Site Plan - Overall

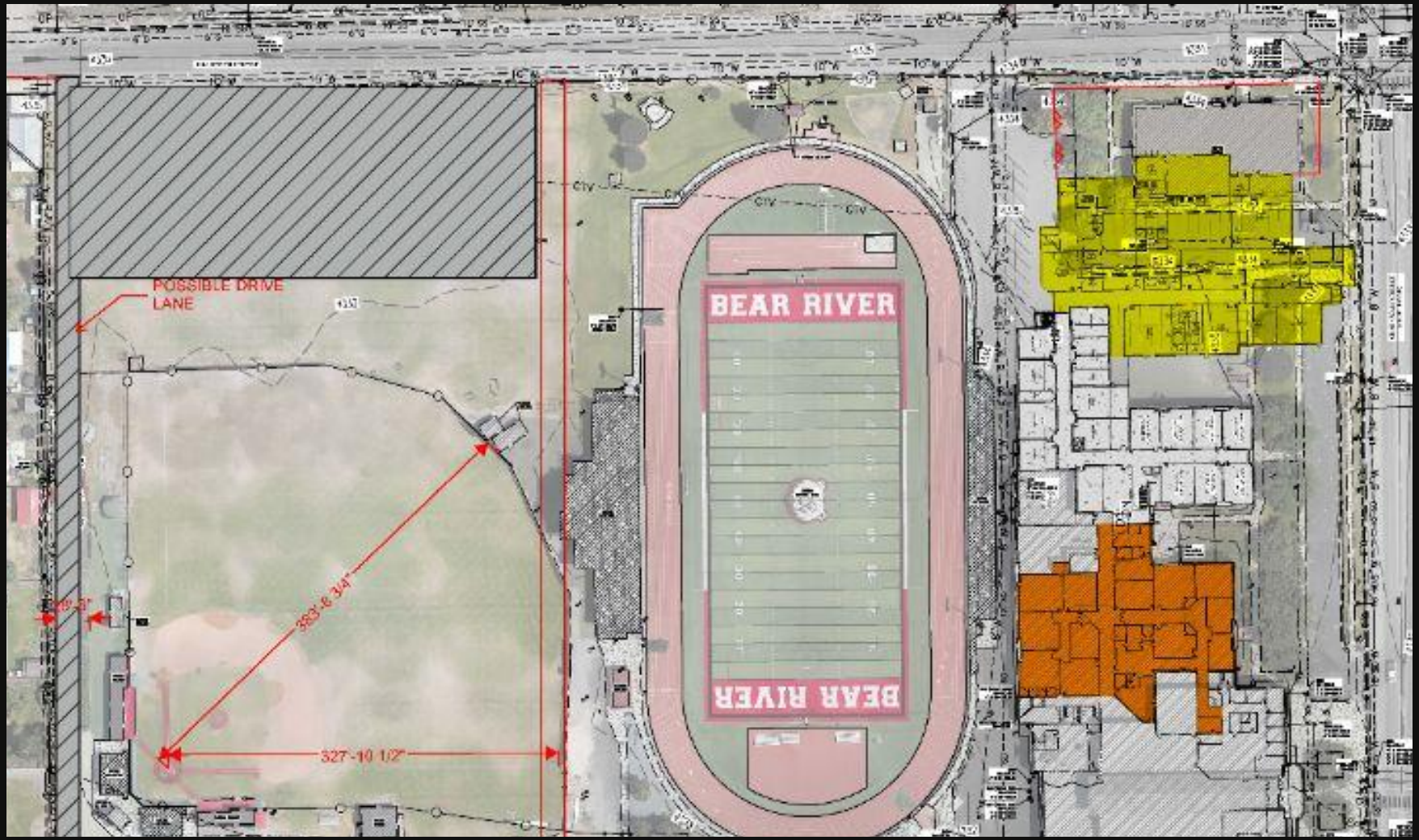
Bear River High School

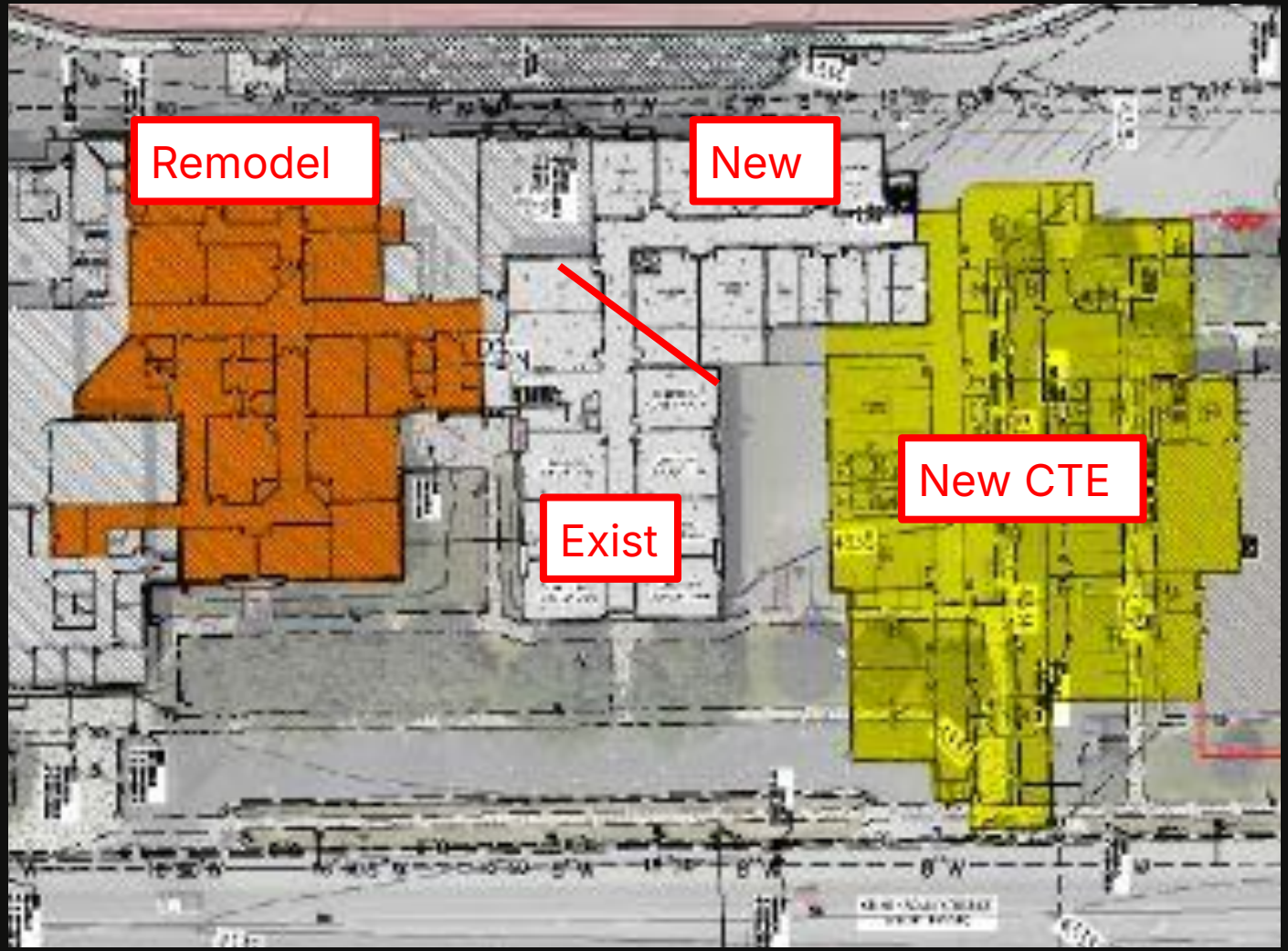
- Addition to extend north
- Possibly purchase seminary building
- New softball field east of BR Nat
- Additional parking
- Remodel of existing school
- New Health/Physical Education Building
- Cost Estimate $40,000,000?

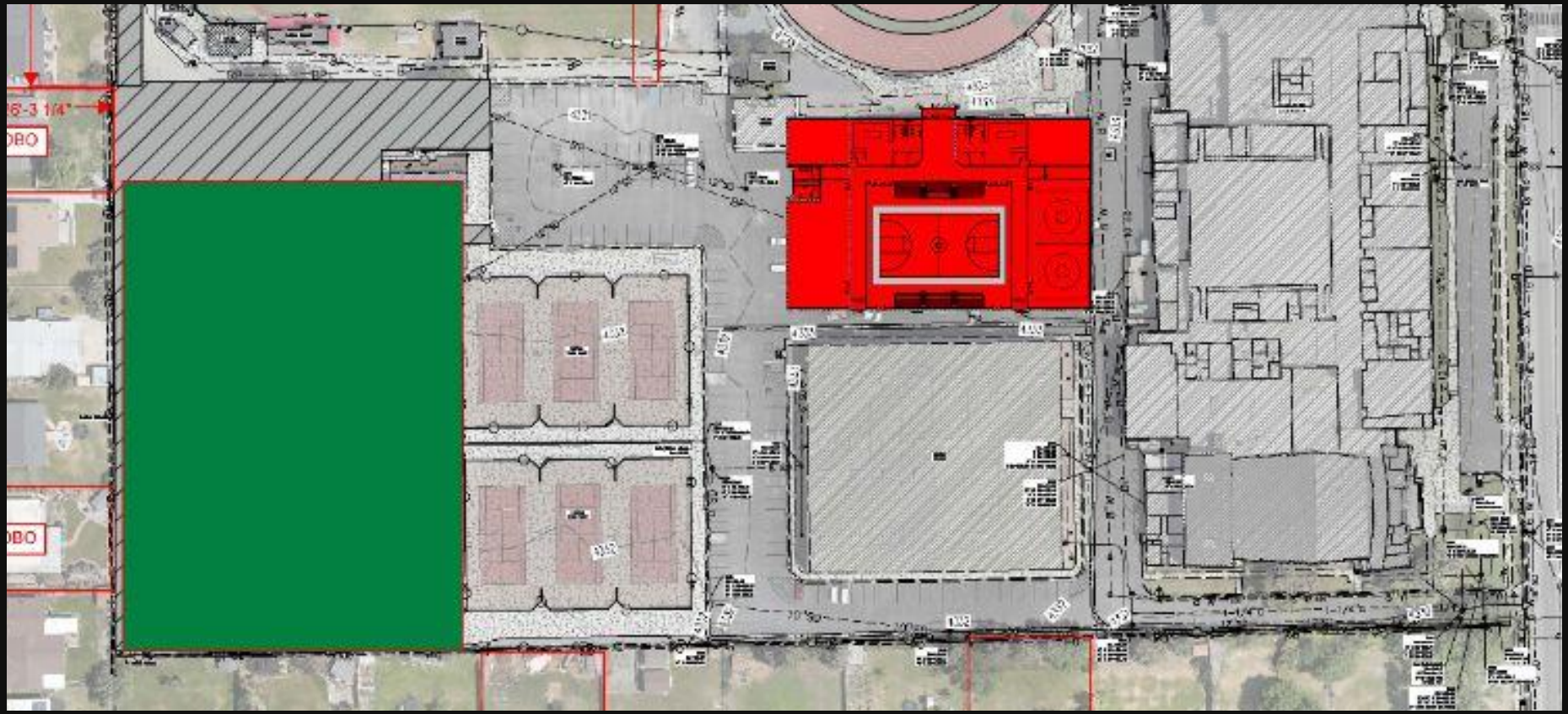


SITE PHASING PLAN

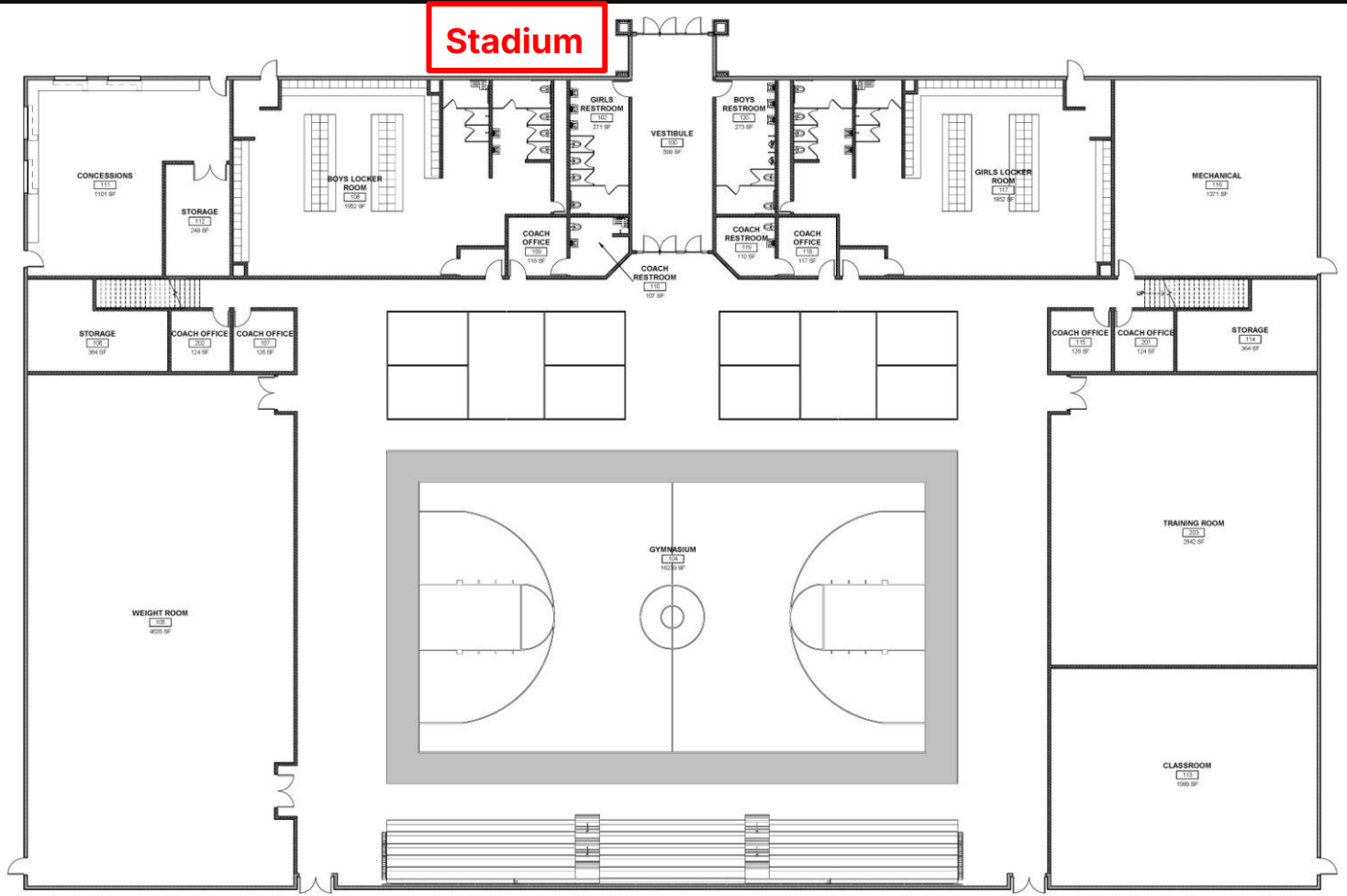
1"=80'-0"

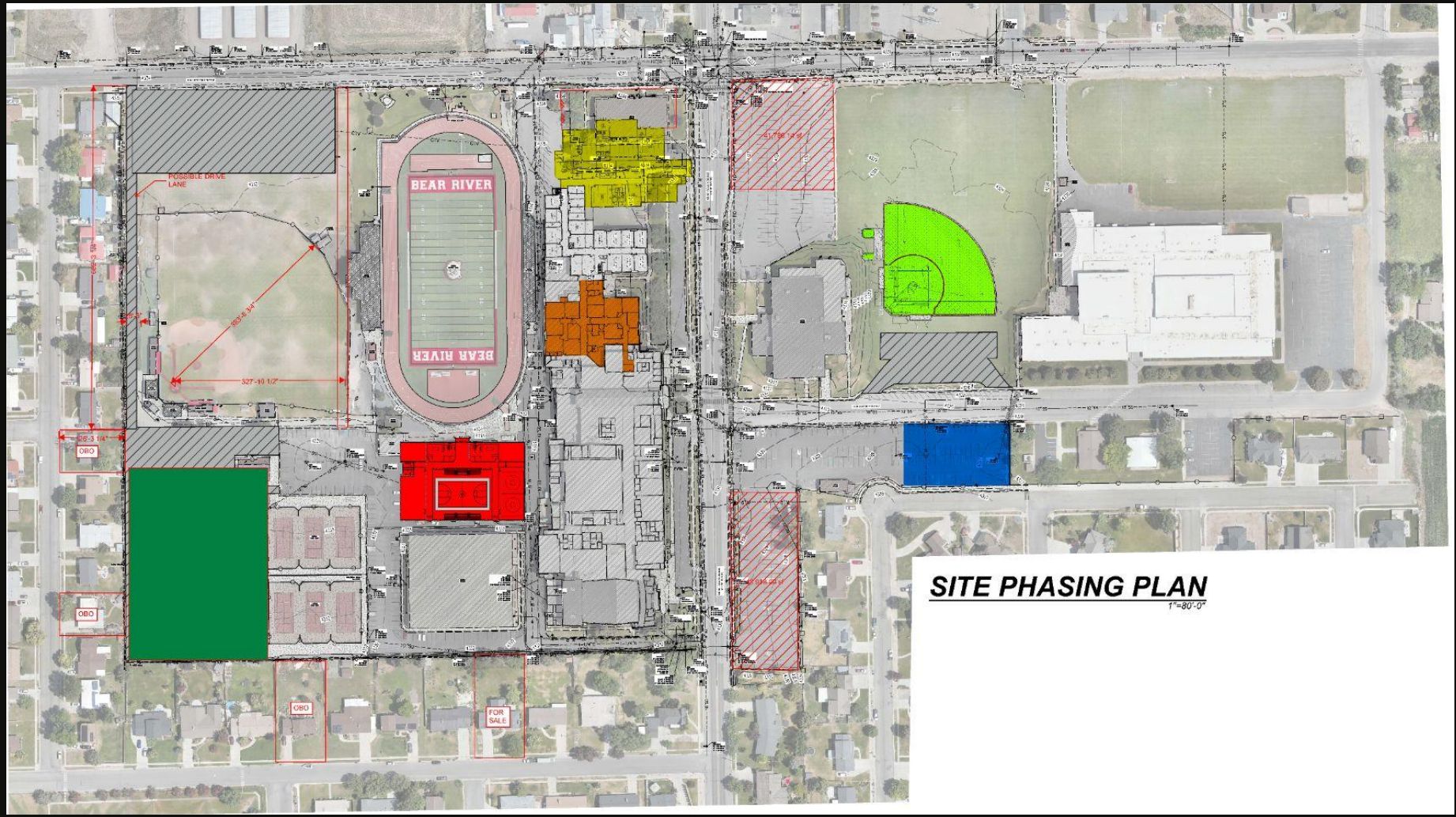

POSSIBLE DRIVE LANE
BEAR RIVER
BEAR RIVER
353'-6 3/4"
327'-10 1/2"


Remodel
New
Exist
New CTE
North



Stadium


CONCESSIONS
111
1101 SF
STORAGE
112
248 SF
BOYS LOCKER ROOM
108
1952 SF
GIRLS RESTROOM
102
271 SF
COACH OFFICE
109
116 SF
VESTIBULE
100
599 SF
COACH RESTROOM
110
107 SF
BOYS RESTROOM
120
273 SF
COACH RESTROOM
119
110 SF
COACH OFFICE
118
117 SF
GIRLS LOCKER ROOM
117
1952 SF
MECHANICAL
116
1371 SF
STORAGE
106
364 SF
COACH OFFICE
202
124 SF
COACH OFFICE
201
126 SF
WEIGHT ROOM
105
4035 SF
GYMNASIUM
104
16229 SF
COACH OFFICE
115
126 SF
COACH OFFICE
201
124 SF
STORAGE
114
364 SF
TRAINING ROOM
203
2642 SF
CLASSROOM
113
1999 SF



SITE PHASING PLAN

1"=80'-0"

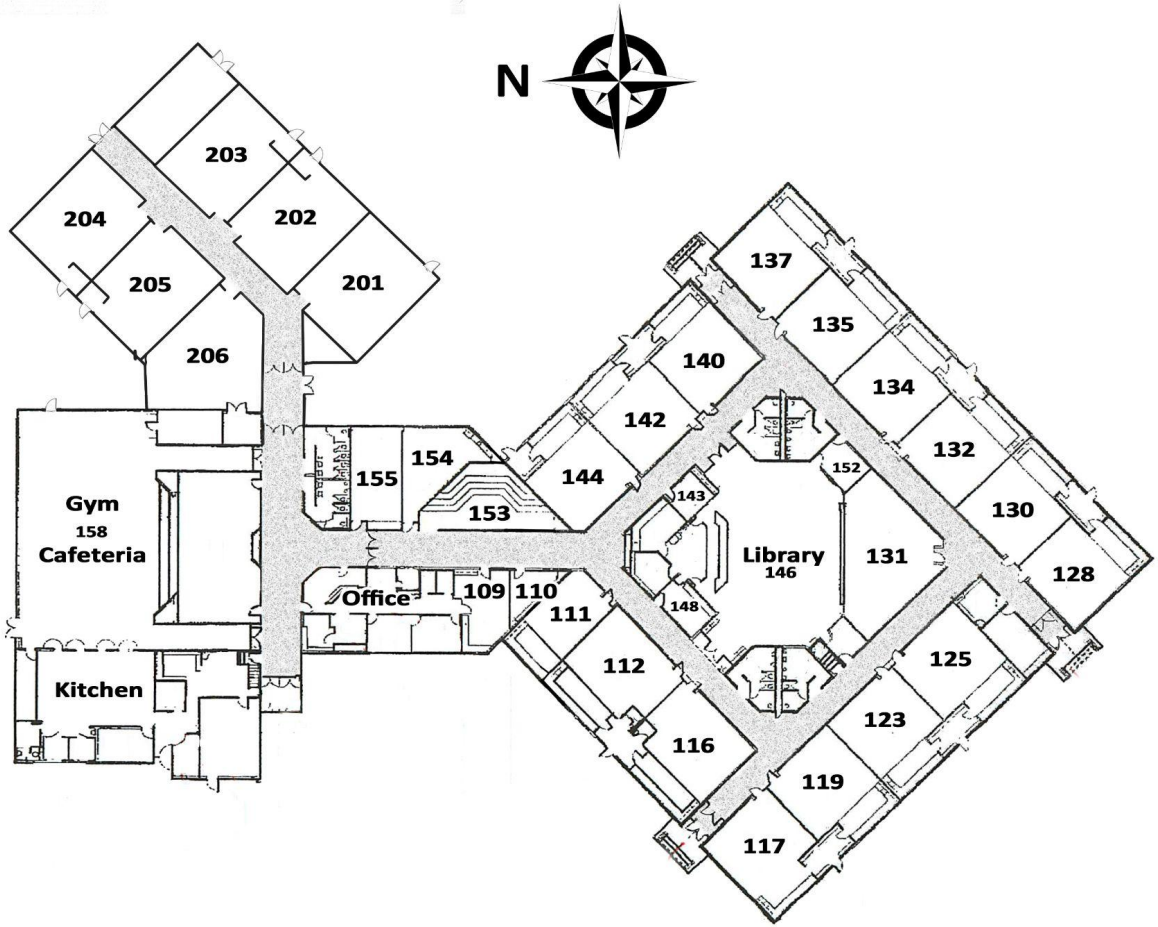
Discovery Elementary Addition

- 12 classrooms
- Gymnasium
- Restrooms
- Common Area
- Itinerant Offices
- Bus Drop Off, Pick Up & Additional Parking
- Cost Estimate $11,000,000?

W 600 N
W 650 N
E 600 E
Davis Park

Park

Discovery Elementary

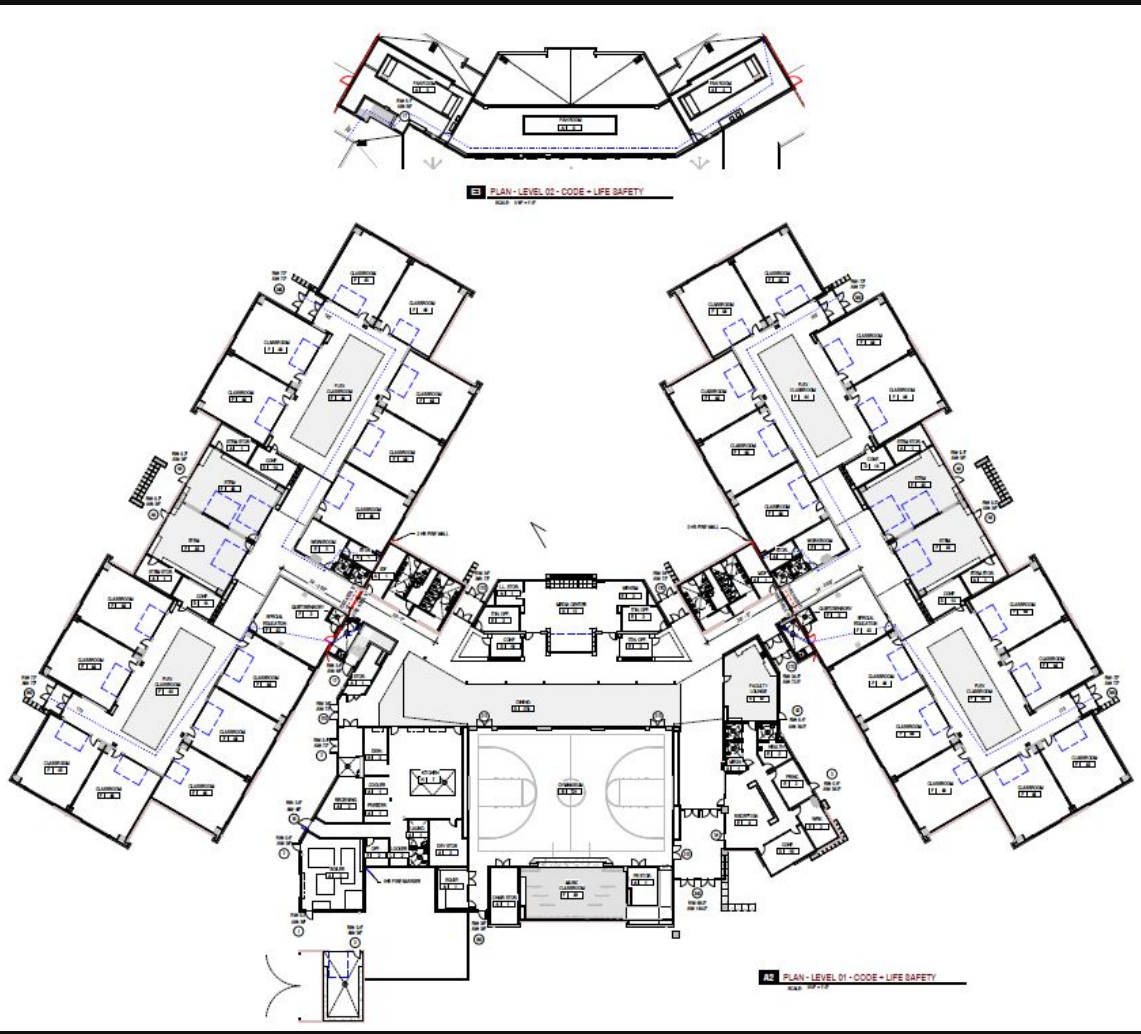


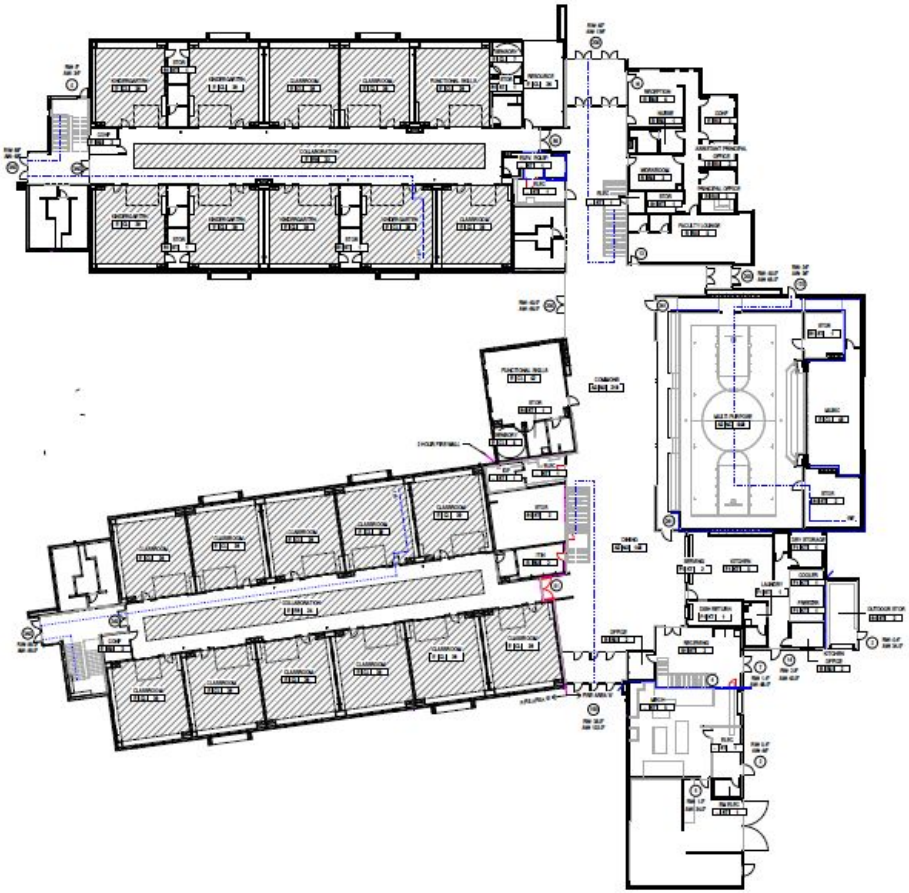
ES #14 in west Tremonton

- In addition to the current number of elementary schools
- Custom design=83,000 sf (2017)
- GSE=104,000 sf because we added 8 classrooms - compared to VCBO's base design
- Cost Estimate $38,000,000+

ES #14 in West Tremonton

- 11.74 acre lot ready to build
- **Option A**
  - Pre-designed custom plan
  - 83,000 sf, 32 gen. classrooms (some would become support areas, counseling, etc)
- **Option B**
  - RFP for a repeat design
  - Example: GSE - 104K SF, 41 gen. classrooms


B PLAN - LEVEL 02 - CODE + LIFE SAFETY
A2 PLAN - LEVEL 01 - CODE + LIFE SAFETY



A3 PLAN - LEVEL 01 - EGRESS

South Transportation Fuel Tank

- Initial rough civil estimate, $421,300
- Fuel Tank, $125,000 approx
- North end fuel tank paid for itself in 6 months due to the savings

FLAMMABLE
NO SMOKING
0
2
0
FIREGUARD

Work Session

- discussion time

BEHS Remodel

BRHS Remodel

Discovery Addition

ES #14

South Transport Fuel

Recommendation to approve

Submitted by: Randall Rasmussen

Recommendation:
It is recommended that the Box Elder School District School Board grant an exemption to Sunrise High School to seat a School Community Council, pursuant to R277-491-3 paragraph 5, for the 2025-2026 school year.

Recommended Motion:
I move that Sunrise High School be granted an exemption to the requirement to have a school community council, pursuant to R277-491-3 paragraph 5, for the 2025-2026 school year

Background:
Please see attached letter.

Policy Implications:
The above action is allowed for and in accordance with state rules

Financial Implications:
No financial impact to the district budgets.
The exemption will allow Sunrise High School to receive Trustlands funds to fulfill the Trustlands plan submitted for the 2025-2026 school year.

Staff Implications:
The Trustlands goal is to raise graduation rates. We use the funds to hire a mentor to work with students to earn the credits they need for graduation.

SUNRISE
HIGH SCHOOL

Sunrise High School
Box Elder Adult Education

230 W 200 S
Brigham City, UT 84302
Phone (435)734-4834 • Fax (435)734-4860

October 2025

To the Box Elder Board of Education;

For the past several years, Sunrise High School has had significant difficulty forming and keeping a community council. We have posted on our website the need for parents to serve on our counsel. We have solicited involvement during our Back-to-School night. 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, the 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 parents 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 40 students and 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 training 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.

This summer and fall, I also solicited volunteers for the Sunrise High School Community Council. Unfortunately, no one has responded or volunteered to serve.

Sunrise High School
Box Elder Adult Education

230 W 200 S
Brigham City, UT 84302
Phone (435)734-4834 • Fax (435)734-4860

For the above stated reasons, I am asking that we be granted an exemption, as has been granted the past several 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 expresses interest, we will 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;

Randall Rasmussen
Principal - Sunrise High School

Recommendation to approve

Submitted by: Megan Bushnell

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

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

Background:
HB 58 requires that each school principal or designated person (plan specialist) craft a Positive Behavior Plan to prevent the use of tobacco by students of BESD. The PBS report is a summation of the implementation of the plan.

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

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

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

Century's Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
May 2025	Educators	Educator's Handbook Data	21/26 (81%) Class teachers documented 4 or less incidents. 12/26 (46%) documented 0 incidents into Educator's Handbook the whole school year of 2024-25. Over 50% of incidents are office referrals.
March/April 2025	Students	Panorama survey	Out of 195 (3rd-5th grade students) who took the Panorama survey 26% of students responded "Sometimes, Once in Awhile, or Almost Never" to how often they felt happy. That is a 6% decline from Fall 2024.
August 2025	Staff	Meeting	Counselor outlined expectations and counselor roles. Staff provided feedback on which issues they

			considered important for the counselor to focus on.
September 2025	Students & Parents	School climate survey	50% of parents believe that bullying is a problem in our schools. 43% of 3-5 students strongly agree that they feel comfortable reporting a problem at school. 42% K-2 students say yes they have been bullied at school.

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible**
Goal #1 Increase by 2 percentage points of	**Strategy #1** Teachers will teach 50% of 7 mindsets curriculum to students by	• District funded program Panorama	Block Grant Funds needed for: • School Wide	Goal Lead: Counselor

students who respond favorably to feeling happy.	February of 2026. **Strategy #2** Counselor will teach classroom lessons monthly addressing emotions, regulation, and building relationships with students. **Strategy #3** Counselor will hold tier 2 small groups addressing any concern of emotion regulation, friendship, and social skills. **Strategy #4** Each school will review their suicide prevention plan and ensure that all the required elements are in place, including relationship and skill building opportunities. **25-26 Suicide Preventi...**	• Small group curriculums • Classroom guidance lessons • Empowerment Club	activities with Empowerment Club	
Goal #2 Increase school wide attendance from 79% to 88% by June 2026. 25-26 Attendance ... Panorama Attend...	**Strategy #1** Create a culture of attendance through Everyday counts campaign. **Strategy #2** Implement Attendance letters when absences are exceeding 5 & 10 days. **Strategy #3** Have an Attendance Awareness Week to inform parents and students	• Bulletin Board • Grade level trophies • Attendance Week planned • Panorama, Aspire, and Pinnacle for data • Attendance fliers • Attendance handout to	• Treats/prizes for random attendance days •	Goal Lead: Counselor

	Strategy #4 Weekly recognition of the top attending classroom in each grade with a trophy for the week, and their class name presented on bulletin board. **Strategy #5** Continue random class numbers being called for attendance throughout the year	parents		
Goal #3 100% of classroom teachers will document at least 3 incident into Educator's Handbook each trimester.	**Strategy #1** Provide a teacher training on Educator's Handbook & have teachers roster their classes **Strategy #2** Check in with teachers about rostering, and documenting incidents **Strategy #3** Provide data each trimester	• Access to district wide incident documentation program •		Goal Lead: Principal

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
The Positive Behaviors Specialist at each school will submit their plans to the Student Services Director to be presented to the Local Board for re-approval by November 2025. Each plan will include all of the required elements.	Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Each school has a designated School Counselor to coordinate the school's suicide prevention program. The designated School Counselor submits a yearly report to the principal regarding the school's suicide prevention efforts. 25-26 Suicide Prevention Program	School Counselor

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	Student Services Director

Discovery Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
September 2025	Students & Parents	School climate survey	50% of parents believe that bullying is a problem in our schools. 43% of students strongly agree that they feel comfortable reporting a problem at school.
September 2025	Staff	Meeting	Staff provided feedback on which issues they considered important for the counselor to focus on.
September 2025	Admin	Meeting	Discussed goals

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible**
Goal #1: By May 2026, the percentage of students who responded favorably to the question "During the past week, how often did you feel excited?" will increase from 86% to 88%.	**Strategy #1:** Teachers will teach weekly 7 Mindsets lessons **Strategy #2:** Pod squad will support activities within the school to support a culture where all are invited. **Strategy #3:** Staff will give pod cards out to students who display the school rules. **Strategy #4:** Principal will provide reinforcement to students who receive Pod cards.	• 7 Mindsets Curriculum • School staff • Pod squad • Panorama data • Botvin	Block Grant Funds needed for: • Purchase 7 Mindsets curriculum	Goal Lead: Counselor
Goal #2: We will create	**Strategy #1:** Outline all tiers	• Office staff		Goal Lead: Todd

one specific attendance protocol and follow it.	**Strategy #2:** All staff will have a specified role **Strategy #3:** Attendance team will meet bimonthly **Strategy #4:** Pod Squad will host activities on random attendance days **Strategy #5:** Create an attendance portfolio with data	• District support • District policy • Certified letters • Attendance HERO program	• Parent support	
Goal #3: By May 2026, the percentage of challenging feelings will increase from 52% to 54%.	**Strategy #1:** Counselor teach and communicate to students and families about bullying definitions and consequences. **Strategy #2:** Counselor classroom lessons specific to challenging feelings. **Strategy #3:** Pod squad awards chosen by staff for students being "beacons of hope" **Strategy #4:** Admin will support parents with a "Parent Appreciation" morning to highlight successes students have had due to parent involvement	• Panorama data	• Specific lesson plans on worry, anger, and sadness	Goal Lead: Counselor

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
The admin at each school will submit their plans to the Student Services Director by November 2025. Each plan will include all of the required elements.	Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Each school has a designated school counselor to coordinate the school's suicide prevention program. The designated school counselor submits a yearly report to the principal regarding the school's suicide prevention efforts.	Counselor

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information**

	Not scored; for LEA planning purposes only.
All personnel are required to complete an emergency safety intervention USBE online Canvas course by December 2025. The training includes information on how trauma can impact student learning and issues a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	District BELT

Fielding Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
September 2025	Students & Parents	School climate survey (district wide)	50% of parents believe that bullying is a problem in our schools. 43% of students strongly agree that they feel comfortable reporting a problem at school. (district wide)
September 2025	Staff	Email	Shared last years behavior data and Prevention Plan
Quarterly	Parents	Meeting- Community Council	Quarterly updates from counseling program
April 2026	Staff	Meeting	Results of behavior and panorama data from goals

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant*	**Person(s) Responsible**

	achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.	*goal.*	*funds for.*	
Goal #1: Using panorama data, increase indicators of Social Awareness and specifically increase students ability to describe their feelings (62% 2025 data) by 5%.	**Strategy #1** Teachers receive training on the curriculum. 100% of teacher will deliver at least 70% of the planned curriculum, as measured by lesson plan completion documented on the 7 mindsets dashboard. **Strategy #2** Counselors provide a pacing guide for teachers to follow. **Strategy #3** Counselors check in with teachers to support the implementation in classrooms. **Strategy #4** Weekly reminders on what lesson we are on, on the weekly SEL email that is sent **Strategy #5** Weekly announcements focusing on	• 7 Mindsets Coordinator • Curriculum book • Counselor • District support • 7 Mindsets website • District purchased curriculum • District-wide • Panorama • Botvin lessons	Block Grant Funds needed for: • Purchase curriculum	Goal Lead: Counselor, Principal, and District Leaders

	the topic			
Goal #2: By the end of the school year, students will show a decrease in Educator Handbook incidents by 5% and an increase of Panther Store ticket redemptions by 5%. 2024-2025 Data	**Strategy #1** Provide students with education and skills related to school rules -Be respectful, responsible, and safe through videos/ wondergrove, , discussion, and PBIS initiatives. **Strategy #2** All schools are continually re-evaluating their positive behaviors plan and providing students with opportunities to develop meaningful relationships through restorative practices -like think sheets, conflict resolution, and accountability reports. **Strategy #3** Parents will be informed of major incidents that happen at school and repetitive minor incidents. **Strategy #4** Weekly Educator Handbook review as counselor, admin, behavior aide, and coach. **Strategy #5** Provide teachers/staff with training on how to record incidents in E.H along with distributing	• Educators Handbook • Panther Store (general funds and donations) • Office Secretary to log ticket redemption • Ticket and disbursement	Block Grant Funds needed for:	Goal Lead: Counselor, Principal

	tickets monthly and as needed. Remind teachers that it is part of our PBIS initiative and the expectation to record.			

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
The Positive Behaviors Specialist at each school will submit their plans to the Student Services Director to be presented to the Local Board for re-approval by November 2025. Each plan will include all of the required elements.	Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Each school has a designated School Counselor or Suicide Prevention Specialist to coordinate the school's suicide prevention program. The designated School Counselor submits a quarterly report to the District Health and Wellness Specialist regarding the school's suicide prevention efforts.	Health and Wellness Specialist

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning,

including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	Student Services Director

Garland Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*
Plan presented to Garland School Community Council on Sept. 29, 2025. Approval vote was unanimous.

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
March/April 2025	Students	Panorama survey	Out of 335 (3rd-5th grade students) who took the Panorama survey 54% of students feel challenging emotions. This is 3% less than the average for Box Elder School District.
August 2025	Staff	Meeting	Staff provided feedback on which issues they considered important for the counselor to focus on.
September 2025	Admin	Meeting	Discussed goals and went over the Prevention Plan.

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible**
Goal #1: By May 2026, the percentage of challenging feelings will increase from 54% to 57%.	**Strategy #1** Teachers/Character Ed teacher will receive training on the curriculum. **Strategy #2** Counselors provide a pacing guide for teachers/Character Ed to follow. Final CE & Counseling sc... **Strategy #3** Counselors check in with teachers/Character Ed to support the implementation in classrooms. **Strategy #4** By the end of	• 7 Mindsets Coordinator • Curriculum book • Counselor • District support • 7 Mindsets website • Specific teacher specialists • District purchased curriculum of 7 Mindsets and Botvin workbooks.	Block Grant Funds needed for: • Purchase 7 Mindsets curriculum	Goal Lead: Counselor

	May 2026, The Character Ed prep teacher will deliver at least 90% of the planned curriculum lessons for K-4th grade students, as measured by lesson plan completion documented on the 7 mindsets dashboard. Character Ed prep teacher will deliver at least 60% of the 7 Mindset lessons and 100% of Botvin lessons to 5th grade students.	• District-wide • Panorama surveys		
Goal #2: We will follow the district wide attendance policies to reach 95% or greater of school wide attendance for the 2025-2026 school year.	**Strategy #1:** Follow district attendance policies **Strategy #2:** All staff will have a specified role **Strategy #3:** Admin will meet monthly to talk about attendance issues **Strategy #4:** School counselor will have a school wide attendance week (Sept 8th-12th), and teach the importance of attendance to all students as well as send information home to parents about the importance of being at school. **Strategy #5:** Create an Attendance Initiative for the	• Office staff • District support • District policy • Certified letters • Attendance Initiative for the 25-26 school year. 2025-26 Att...	• Parent support	Goal Lead: Admin and Counselor

	25-26 school year. 2025-26 Attendance Initi...			

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
Admin will submit their plans to the Student Services Director, Megan Bushnell, by November 2025. Our plan will include all of the required elements.	Vanica Crane, Principal

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Our School Counselor has been designated to coordinate the school's suicide prevention program. Our School Counselor submits a yearly report to the principal regarding the school's suicide prevention efforts. **25-26 Garland Suicide & Bully Prevention Program**	Counselor

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	District BELT

GS

Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
September 2025	Students & Parents	District-wide school climate survey	50% of parents believe that bullying is a problem in our schools. 42% of K-2 students feel they have been bullied at school. 11% of students K-2 reported they do not like coming to school.
September 2025	Admin	Meeting	Admin provided feedback on which issues they considered important for the counselor to focus on.
September 29, 2025	Community Council	Meeting	Share key points of the plan with the council, seeking input.

Goals, Strategies, and Resources:

Goals *Please use the SMART*	**Strategies** *Include evidence-based*	**Current Resources** *Personnel, funds, etc. that*	**Needed Resources** *Be sure to specify which*	**Person(s) Responsible**

goal format.	*early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	*are in place to help the LEA in accomplishing the goal.*	*resources the LEA is requesting Block Grant funds for.*	
Goal #1: Teachers will deliver at least 50% of the planned curriculum lessons by January 26th, as measured by lesson plan completion documented on the 7 mindsets dashboard. Also, 50% of the BASE curriculum and 50% of the resource hub taught in the specials rotation by the end of the May 2026.	**Strategy #1** Teachers receive training on the curriculum. **Strategy #2** Counselors provide a pacing guide for teachers to follow. **Strategy #3** Counselors check in with teachers to support the implementation in classrooms. **Strategy #4** Counselors/Principals will send out positive feedback when teachers are on track **Strategy #5** Principals will reach out to teachers who are off-track on the schedule **Strategy #6** Weekly announcements on mindsets	• 7 Mindsets Coordinator • Digital curriculum • BASE curriculum • School counselor(s) • District support • 7 Mindsets website • Coaches • Panorama survey results	Block Grant Funds needed for: • Purchase curriculum • Print costs for the lesson plans for teachers • Supplies for the activities in the lessons	Goal Lead: Counselors Principals

Goal #2: By May 2026, we will increase the attendance rate of students below 90% by at least 5 percentage points through parent outreach, incentives, and weekly monitoring.	**Strategy #1** Attendance week activities **Strategy #2** Two or less is best prizes **Strategy #3** Run attendance reports and review data in CHAT. **Strategy #4** Home visits **Strategy #5** Positive postcards home **Strategy #6** Tier 2 and 3 interventions for students in critical and at-risk ranges **Strategy #7** Parent informational handouts and parent contact/meetings **Strategy #8** School Refusal Assessment for difficult to identify function behind school avoidance	• School counselors • Principals • Secretary • Panorama, Aspire • Counseling Budget	Block Grant Funds needed for: • Postcards • Prizes • Printing costs of certificates & handouts	Goal Lead: Counselors Principals
Goal #3: By December 2025, kindergarten students with the highest behavioral and emotional needs will participate in the WonderGrove social skills program for 5–10 minutes daily, receiving at least 28 lessons. Groups will rotate	**Strategy #1** Instructional paras will meet with students daily until they complete all 28 lessons **Strategy #2** Students will get retaught the lesson for each re-offense of the behavior **Strategy #3** Paras will track lessons taught in a spreadsheet and counselors will oversee the spreadsheet	• School counselors • Principals • Secretary to help print social story booklets • WonderGrove Curriculum	Block Grant Funds needed for: • Purchase curriculum • Print costs for the social stories • Supplies for the activities in the lessons	Goal Lead: Counselors Instructional Paras

based on student needs.	**Strategy #4** Students will be given a social story booklet to review as needed. **Strategy #4** Groups will rotate as students graduate and new student's needs present themselves.			

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
The Positive Behaviors Specialist at each school will submit their plans to the Student Services Director to be presented to the Local Board for re-approval by November 2025. Each plan will include all of the required elements.	Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Each school has a designated School Counselor or Suicide Prevention Specialist to coordinate the school's suicide prevention program. The designated School Counselor submits a quarterly report to the District Health and Wellness Specialist regarding the school's suicide prevention efforts.	Health and Wellness Specialist

Golden Spike Suicide Prevention Program	

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	Student Services Director

Lake View Comprehensive Prevention Plan

Aug 2025-June 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
2025	Parents	School climate survey	
Spring 2025	Members of the community council including parents and school staff.	Community council meetings	Concerns about behaviors.

Goal #1 Increase attendance of students who are attending 90% of the school year from 75% to 77% of students.	**Strategy #1** Weekly meetings with attendance team **Strategy #2** Newsletter from counselor with attendance information each month to both teachers (data) and parents(information) **Strategy #3** Attendance days each month to celebrate being at school **Strategy #4** Home visits with teachers, and postcard homes.	**Current Resources** 1. The attendance team consists of Admin, counselor and office staff. 2. Budget to help provide rewards 3. Attendance team will meet once a week 4. Access to panorama 5. Community resources to help with barriers keeping students from school.	**Needed Resources** 1. Attendance day banner 2. Supplies to give out during attendance day.	**Person(s) Responsible** 1. *Attendance team.*

Goal #2 By using Educators Handbook, our goal is to decrease the amount of students who receive office referrals from 24% of our students to 22% of our students. From spring of 2025 to spring of 2026.	**Strategy #1** Tier 1 behavior lessons taught by the teacher every day. **Strategy #2** Tier 2 behavior lessons taught by school staff. **Strategy #3** School wide activities like Red Ribbon Week and Kindness week. **Strategy #4** 7 Mindset curriculum **Strategy #5** Small groups taught by the school counselor	1. PTA support for Red Ribbon week and kindness week 2. Personnel to run the small groups. 3. 7 Mindset curriculum purchased and supplied by the district.	1. Supplies for activities.	1. School Counselor 2. School Administration
Goal # 3 Increase our social awareness score on panorama from 74% in spring of 2025 to 76 % in spring of 20 26.	**Strategy #1** Tier 1 classroom behavioral lessons taught by the teacher each day. **Strategy #2** Tier 1 counselor lessons in the classroom and schools wide activities **Strategy #3** Tier 2 behavioral	1. 7 Mindset curriculum 2. Access to panorama. 3. Survey distributed to all 3-5 grade students.	1. Supplies for activities.	1. School Counselor and 2. Computer Prep teacher who administers the survey.

	lessons taught by school staff **Strategy #4** Teachers teaching the 7 mindsets lessons. **Strategy #5** Botvin being taught to all 4-5th grade students			

Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.	
Plan The Positive Behavior Specialist at each school will submit their plans to the Student Services Director to be presented to the Local Board for re-approval by Nov 2025. Each plan will include all of the required elements.	**Person Responsible for LEA Positive Behaviors Plans** Not scored; for LEA planning purposes only. Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan Each school has a designated School Counselor to coordinate the school's suicide prevention program.	**Person Responsible for LEA Suicide Prevention Programs** Health and Wellness Specialist

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel are required to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both training include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	Student Services Director

McKinley Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
September 2025	Students & Parents	School Climate Survey	50% of parents believe that bullying is a problem in our schools. 43% of students strongly agree that they feel comfortable reporting a problem at school.
September 2025	Staff	Staff Survey	Staff provided feedback on which issues they considered important for the counselor and admin to focus on, which was primarily behavior.

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant*	**Person(s) Responsible**

	opportunities to build resiliency skills.	*goal.*	*funds for.*	
Goal #1: By April 2026, the percentage of students who responded favorably to the question "During the past week, how often did you feel safe?" will increase from 53% to 70%.	**Strategy #1** Teachers teach the 7 mindsets curriculum **Strategy #2** Counselor will teach classroom lessons on safe schools **Strategy #3** Admin has implemented behavior supports that keep our tier 3 behaviors managed **Strategy #4** ChAT team implemented with fidelity	• 7 Mindsets Coordinator • School Staff • Panorama • Safe space classroom • ChAT team meetings	Block Grant Funds needed for: • Purchase 7 Mindsets	Goal Lead: Counselor
Goal #2: Increase our schoolwide attendance rate to 95% by April 2026 through targeted schoolwide initiatives and individual attendance interventions, as measured by monthly attendance data.	**Strategy #1** Host Attendance Week: Organize spirit days, deliver an attendance focused lesson, reward attendance randomly, and share announcements highlighting the importance of being present. **Strategy #2** Implement Random Rewards: Give surprise incentives to students who arrive on time and maintain consistent attendance, reinforcing positive habits throughout the year. **Strategy #3** End-of-Year Raffle: Hold a raffle for	• District support • Community partners for attendance reward donations • Attendance Works Website • USBE Attendance Website • Utah parent center	Not applicable	Goal Lead: Counselor

	students with 95% or higher attendance, with attractive prizes to motivate sustained attendance. **Strategy #4** Attendance meeting to evaluate students at risk and make contact with parents			
Goal #3: Receive a 15% increase in positive responses on the family survey on communication.	**Strategy #1** Examine existing communication methods through the survey **Strategy #2** Analyze the data **Strategy #3** Draft the communication plan (languages, platforms, schedule)	• Social media • Webpage • Email communication (newsletters) • Individual teacher communication • Thrillshare	Not applicable	Goal Lead: Assistant Principal

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
The admin at each school will submit their PBIS plans to the Student Services Director by November 2025. This plan will outline the PBIS plan for McKinley Elementary and specific information on how it will be carried out.	Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Each school has a designated school counselor to coordinate the school's suicide prevention program. The designated school counselor submits a yearly report to the principal regarding the school's suicide prevention efforts.	McKinley School Counselor

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel will have to complete the USBE online Canvas course by December 2025. The training includes information on how trauma can impact student learning and issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	Student Services Director

North Park Comprehensive Prevention Plan 2025-2026

Goals

1. Improve the percentage of students who respond favorably to the question, "During the past week, how often do you feel safe?" on the Panorama survey from 55% to 60% by the administration of the Spring, 2026 survey.

2. At least 30% of the students who are identified as high risk on the Fall 2025 SRSS will be identified as moderate or low risk on the Spring 2026 SRSS.

3. North Park's consistent attendance rate will increase from 58% to 65% by June of 2026.

Strategies

Date	Stakeholder Group	Focus Area	Intervention	Assigned To
August	students, families, community	All	Resource Fair at Back to School Night	Evin
August	teachers	All	PBIS & Morning Meetings PD	Evin
September	students, families, community	All	Owl Pride Night	Culture Club
September	students, community	Attendance	Attendance Week	Evin
February	students	Bullying Prevention	Kindness Classroom Lessons	Evin
February	students, families, staff	Bullying Prevention	Kindness Week	Evin, Empowerment Club
May	students	Suicide Prevention	Mental Health SEL Lessons	Evin
?	students	Substance Abuse Prevention	Botvin Lifeskills Program	teachers
Year-round	students	Bullying Prevention	School-wide PBIS Program	Evin
Year-round	students, community	Suicide Prevention	Empowerment club	Evin
Year-round	students	All	7 Mindsets Lessons	Teachers
Year-round	families	All	7 mindsets letters home	Teachers
Year-round	students	All	USBE Health Standards Lessons	Evin
Year-round	students, teachers	All	Morning Meetings	Teachers
?	students, teachers, families, community	Substance Abuse Prevention	Red Ribbon Week	PTA, Evin
?	students, teachers, families, community	All	White Ribbon Week	PTA, Evin
Year-round	students, families	Attendance	Missed Day Postcards	Evin
Year-round	students, families	Attendance	Attendance Letters home	Evin
Year-round	students, families	All	Wrap-around meetings	Behavior Team, teacher
Year-round	students, teachers, community	Attendance	Attendance Assemblies & Competition	Evin

Year-round	students	Attendance	Attendance Tracker	Evin
Year-round	students, teachers	Behavior	Check-in Check-out	Evin
Three Times/Year	students, teachers, families, community	All	SRSS Response Meetings	Evin, Heather, Kristen

TMC Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
September 2025	Students & Parents	School climate survey	50% of parents believe that bullying is a problem in our schools. 43% of students strongly agree that they feel comfortable reporting a problem at school.
September 2025	Staff	Meeting	Staff provided feedback on which issues they considered important for the counselor to focus on.

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible**

	risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.			
Goal #1: By the end of April 2026, 100% of teachers will deliver at least 50% of the planned curriculum lessons, as measured by lesson plan completion documented on the 7 mindsets dashboard.	**Strategy #1** Teachers receive training on the curriculum. **Strategy #2** Counselors provide a pacing guide for teachers to follow. **Strategy #3** Counselors check in with teachers to support the implementation in classrooms.	• 7 Mindsets Coordinator • Curriculum book • Counselor • District support • 7 Mindsets website • Specific teacher specialists • District purchased curriculum • District-wide • Panorama ○ Specifically want positive feelings to increase because it has been declining since Fall 2023-2024. (The biggest loss has been with the	Block Grant Funds needed for: • Purchase curriculum • Making books?	Goal Lead: Counselor

		question: During the past week, how often did you feel excited?)		
Goal #2: By the end of the school year, students will show an increase from pre- to post-survey in (a) comfort level talking with a trusted adult about their mental health and (b) ability to identify examples of trusted adults, as measured by the percentage of correct or positive responses to the following questions	**Strategy #1** Provide students with education and skills related to vaping prevention. (Health Education Core Standards, Catch My Breath, and Botvin LifeSkills). **Strategy #2** All schools are re-evaluating their positive behaviors plan and providing students with opportunities to develop meaningful relationships through clubs, service opportunities and other positive activities. **Strategy #3** Each of the three parent education nights will include information to address the issue of vaping. Topics covered will include youth substance use trends, increasing protective factors, tips on talking to kids about substance use/vaping, warning signs of substance use/vaping, and suggestions on what to do if their child is already using substances/vaping. Resources will also be provided. **Strategy #4** In collaboration	• Health Education teachers. • Positive Behaviors Plan Specialists at each school. • $3,000 of positive behaviors specialist funding per school for stipends and $1,000 per school to implement the plan • The LSAA/Community Prevention Coalition will be providing their expertise and some funds to help towards the parents nights and positive norms campaign	Block Grant Funds needed for: • Expansion of the Botvin LifeSkills Training program to include 6th grade	Goal Lead: Student Services Director

	with our Local Substance Use Area Authority (LSAA), we will begin a positive norms campaign focused on highlighting the fact that most youth don't vape.			

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan **Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.** **Plan**	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
By April 2026, Positive Behaviors Specialists will ensure that at least 50% of the planned prevention curriculum lessons are delivered and documented on the 7 Mindsets dashboard, supporting consistency in social-emotional and substance use prevention education.	Student Services Director

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Person Responsible for LEA Suicide Prevention Programs	Health and Wellness Specialist

Each school has a designated School Counselor or Suicide Prevention Specialist to coordinate the school's suicide prevention program. The designated School Counselor submits a quarterly report to the District Health and Wellness Specialist regarding the school's suicide prevention efforts.	MASTER Suicide Prevention Program

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	Student Services Director

Willard Comprehensive Prevention Plan

August 2025-May 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
September 2025	Students & Parents	School climate survey	50% of parents believe that bullying is a problem in our schools. 43% of students strongly agree that they feel comfortable reporting a problem at school.
September 2025	Staff	Needs Assessment	Staff provided feedback on which issues they considered important for the counselor to focus on. 100% of teacher responses indicate that students need more self management skills.

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible**
Goal #1: By May 2026, the percentage of teachers who respond favorably to the number of students using the self management skill will increase by 2% from September 2025.	**Strategy #1:** Teachers will teach weekly 7 Mindsets lessons **Strategy #2:** All staff will support activities within the school to support a culture where all are encouraged and taught to use self management skills. **Strategy #3:** Staff will give coins out to students who display self management and the school rules. **Strategy #4:** Principal will	• 7 Mindsets Curriculum • School staff • Teacher Survey	Block Grant Funds needed for: • Purchase 7 Mindsets curriculum • Funds to purchase reinforcement activities	Goal Lead: Counselor

	provide reinforcement to students who receive coins.			
Goal #2: By May 2026, the percentage of teachers reporting students with challenging feelings will decrease by 2% from September 2025.	**Strategy #1:** Counselor will teach and communicate to students and families about bullying definitions and consequences. **Strategy #2:** Counselor classroom lessons specific to challenging feelings. **Strategy #3:** Students will be given monthly reward activities for being safe, responsible and respectful. **Strategy #4:** Support parents with a "Parent Appreciation" activity to highlight successes students have had due to parent involvement	• Teacher survey Panorama data	• Specific lesson plans on coping with strong feelings.	Goal Lead: Counselor

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
The Positive Behaviors Specialist at each school will submit their plans to the Student Services Director to be presented to	Student Services Director

the Local Board for re-approval by November 2025. Each plan will include all of the required elements.	

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Each school has a designated School Counselor to coordinate the school's suicide prevention program. The designated School Counselor submits a yearly report to the principal regarding the school's suicide prevention efforts. 25-26 Willard Suicide Prevention Program	Counselor

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2025 or to complete the USBE online Canvas course by December 2025. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.	Student Services Director

Box Elder Western Schools - Snowville, Park Valley and Grouse Creek

Comprehensive Prevention Plan Template

July 1, 2024-June 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
9/29	Counselors	Meeting	Went over the data and needs
9/29	Staff	Email	Sent goals and current practices, asking for input
9/29	Parents	Meeting with community Council	Sent goals and current practice, asking for input

9/29	Student Body Officers	Meeting	Sent goals and current practices, asking for input

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible** *Not scored; for LEA planning purposes only.*

	(53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.			
Goal #1 - By Spring 2026, the average student attendance across all K–10 students in the five schools will increase from 94.56% to 96%, and the percentage of students with chronic absenteeism (10+ absences) will decrease by 5%, as measured by SIS attendance records.	**Strategy #1- Early identification of at-risk students: Monitor attendance monthly to identify students trending below 95%. Strategy #2-Resiliency Building: Help students develop time-management, goal-setting, and self-regulation skills to prevent absenteeism. Strategy #3- Parent Engagement: Automated**	**SIS attendance system** **Counselors, teachers, secretary, principal** **Automated attendance phone/email system**	**Incentives for attendance programs (HERO Club, certificates, small prizes)** **Funds for parent engagement materials (letters, communications)** **Supplies for schoolwide campaigns, incentives and events**	**Principal, Counselors, Teachers, Secretary**

	phone/email notifications, trimester attendance reports, newsletters, and communication about attendance importance. **Strategy #4 - Counselor Support (Tier 2/3): Individual interventions for students with chronic absenteeism, including check-ins and goal-setting.**			
Goal #2-By May 2026, at least 80% of students in grades 3–10 will demonstrate improved knowledge of healthy	**Strategy #1-Botvin and health class for 6-10 Life Skills Training: Weekly lessons teaching refusal skills, decision-making, and peer pressure**	**Teachers, counselors, SBO/Student Council advisors** **Prior year DARE program, Red Ribbon Week**	**Incentives/prizes for Red Ribbon Week and student leadership participation** **Materials for Botvin lessons and**	**Counselors, Teachers, Principal, SBO/Student Council Advisors**

decision-making, refusal skills, and strategies to resist peer pressure, as measured by counselor/teacher observations and pre/post lesson surveys.	resistance. Strategy #2-Red Ribbon Week: Annual schoolwide awareness campaign. Strategy #3-Student Leadership & Peer Mentoring: Monthly meetings and mentorship opportunities to model positive choices. Strategy #4-Counselor/ teacher -Led Lessons for Grades K–10 (Bullying/ 7 mindset/ peer pressure): Age-appropriate lessons on safe and	materials Botvin Life Skills curriculum 7 Mindset Curriculum Second steps curriculum	K–10 classroom activities Guest speakers (law enforcement, prevention specialists)	

	healthy choices, recognizing peer influence, and communicating concerns to trusted adults. **Strategy #5-Resiliency Skills/ social skill group: Students practice problem-solving, goal-setting, self-control, and assertiveness to resist risky behaviors.**			
Goal # 3-By May 2026, 100% of staff and at least 85% of students in grades 6–10 will participate in at least one suicide prevention training; K-5 emotional	**Strategy #1-Kindness Week & Second Step Lessons: Promote social-emotional learning, empathy, and connectedness.** **Strategy #2-Tier 2 and 3 Counselor**	**Counselors, teachers, principal** **Panorama Survey data** **Second Step curriculum** **Kindness Week**	**Materials for Kindness Week and classroom lessons** **Training costs for staff on suicide prevention programs (e.g., QPR, Hope Squad)**	**Counselors, Teachers, Principal**

regulation lessons or activity,and teacher/counselor observations will show a 5% improvement in students' ability to identify a trusted adult at school.	**Support: Individualized interventions for at-risk students.** **Strategy #3-Trusted Adult Campaign: Posters, classroom discussions, and counselor visits to help students identify safe adults.** **Strategy #4-Community & PTO Events: Foster connectedness, support networks, and resilience.** **Strategy #5-Resiliency Skills: Teach coping strategies, emotional regulation, stress**	**materials and prior-year events**	**Incentives for student participation in resiliency activities**	

	management, and help-seeking behaviors. Strategy #6- Anonymous Reporting Options: Safe ways for students to share concerns about self-harm.			

Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
This plan will guide schools in teaching and reinforcing positive behaviors, supporting students who need extra help, and creating a safe and respectful school	Melissa Morris, Principal, in collaboration with school counselors and prevention team members.

environment. It uses lessons, programs, and activities to help students build social-emotional skills, make good choices, and stay engaged in school.	

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
This plan will help schools prevent suicide by teaching students how to identify trusted adults, manage their emotions, and seek help when needed. It includes lessons, activities, and counseling support to build resilience, coping skills, and a safe, supportive school environment.	Melissa Morris, Principal, in collaboration with school counselors and the prevention team.

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525

Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
This plan will provide school personnel with information about how childhood trauma can affect student learning and behavior. It will include guidance on supporting students while advising educators not to diagnose, treat, or practice medicine. The goal is to help staff respond appropriately and supportively to students' needs.	Melissa Morris, Principal, in collaboration with school counselors and the prevention team.

ACYI Comprehensive Prevention Plan

July 1, 2024-June 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
November 1, 2025	Students	SHARP Data	Reviewed the 2023 SHARP data with the Local Substance Use Area Authority and discussed areas of collaboration between schools and the community.
February 2026	Parents	Meeting	The Community Council discussed concerns related to student vaping, attendance, and mental health.
March 2026	Administrators	Meeting	Discuss with the Administrators about the excesses of absences.
April 2026	Staff	Meeting	The presentation discusses the comprehensive prevention plan. Determined focus areas, attendance, and mental health.

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible**
Goal #1: looking at Panorama Data. Increase overall on-track attendance rates from 72% to 77% by June 2026.	Attendance week, Messages to parents, mediation meetings, letter sent home, home visits as needed, JJYs small groups with ADApT. School counselors will have small groups to support teachers in making their reports with students.	Counselors, attendance secretary, administration, teachers who are emailing any time a student is absent more than 3 days in a row.	Money, additional manpower to make visits, and hire check and connect people. In addition, transportation for low-socio-economic students.	Teachers, admin, counselors
Goal #2: Educate all 6 & 7th-grade students on the risks of use of tobacco/vaping and other substances	**Strategy #1:** Provide skills and education related to vaping through a vaping course to all students at ACYI through the language arts classes in 7th grade and social skills classes in 6th	Nurses	Additional staff to run the classes more often during the school year, addition aides to supervise more efficiently during non instructional time	Nurses

	grade. **Strategy #2:** Provide meaningful opportunities for students to create supportive relationships through boys and girls club, EEC, GYC and student government in addition to any reward activities done at least twice a trimester			
Goal # 3 Suicide prevention we will implement Erica's Lighthouse at ACYI in place of Hope Squad. Mental health lessons will be taught in 6th and 7th grade in Study skills and CCA. We will encourage students to take additional mental breaks at the Nest.	**Strategy #1 C**ounselors will teach the lessons once a trimester for 6th graders and once a year for 7th graders **Strategy #2:** The Eagle Empowerment Club will carry out lunch activities **Strategy #3:** Students will be allowed to use CloseGap as a daily check-in if desired. **Strategy #4:** Groups targeted at mental health will be run in our school **Strategy #4** we will advertise and encourage the use of resources from BRMH and the use of our LCSW	JJYS, LCSW, counselors, teachers, the Nest (NEst aide)	Money, additional training to be able to identify warning signs, and training for teachers	Teachers,counselors, outside agencies, LCSW, parents

Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.	
Plan	**Person Responsible for LEA Positive Behaviors Plans**
The Assistant principal over PBIS at ACYI will complete and propose the plan which will be discussed with counselors and presented to the Community Council. Baseline data will be gathered and compared to EOY data.	Assistant Principal

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan	**Person Responsible for LEA Suicide Prevention Programs.**
ACYI will assign one counselor to be in charge of coordinating suicide prevention program including in class lessons	EEC lead advisor

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan	**Person Responsible for Distributing Trauma-Informed Information**
A video will be created that all staff will be required to watch and respond to. LCSW will train everyone on QPR and ACES. Administration will remind ALL staff that they are not practicing medical professionals and may not diagnose or suggest treatment plans.	LCSW at ACYI, Administration

ACHI Comprehensive Prevention Plan

Date	Stakeholder *Parents, students, educators, and student support staff.*	Format *Survey, meetings, focus groups etc.*	Notes *Stakeholder input*
October 8, 2025	*Student Survey*	*Panorama Survey in Advisory*	*Reminder email sent to parents, Opt out list sent to teachers*
April 8	*Student Survey*	Panorama Survey in Advisory	

Goals, Strategies, and Resources:

Goals	Strategies	Current Resources	Needed Resources	Persons Responsible
Please use the SMART goal format.	Include evidence-based early intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention, positive behavior plans. Include providing students with opportunities to build resiliency skills.	Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.	Be sure to specify which resources the LEA is requesting Block Grant funds for.	*Not scored; for LEA planning purposes only.*
Goal #1: Decrease number of office referrals by 5% down from 777 from 2024-2025 to 738 in 2025-2026.	*Strategy #1 Weekly review of school rules and expectations during advisory.* *Strategy #2 Teacher will contact parents on first minor incident.* *Strategy #3 Ongoing tracking and reflection of office referral data to identify trends and provide targeted supports. We will review monthly in faculty meeting.* *Strategy #4 Recognition of positive behaviors with "You did it right" tickets.*	We have some small rewards that carried over from last year for the "You did it right " cards, we will need to purchase more for this to continue.	You did it right rewards- purchasing small treats and toys for students	Jerry Jackman (Principal) reviewing data weekly
Goal #2 Our school will improve the daily student attendance rate from 88.6% in 2024–2025 to 90% in 2025–2026.	Strategy #1 Create a teacher committee to oversee recognition programs and attendance rewards for student attendance. Strategy #2 Attendance meetings with students missing 5 or more days. Strategy #3 Create an attendance campaign reviewed in advisory weekly	We currently have time to use in advisory for tier 1 instruction for our attendance campaign.	We will need to buy attendance rewards to recognize students who are attending.	Admin will head up the attendance campaign in advisory, also the culture committee will work to recognize student attendance.
Goal #3 Following the Panorama SEL Survey on October 8th, our school will identify one of our lowest-performing SEL categories (such as Self-Management, Sense of Belonging, or Emotion Regulation) and develop a targeted goal to address that area of need.	Strategy #1 We will review our Panorama Data and choose our lowest performing SEL category Strategy #2 We will use two days a week in advisory to address this area. Strategy #3	We will use the 7 mindsets curriculum, and we will continue the HOPE challenge that started at our school this year.	Purchase of items for week long initiatives	Counselors and Admin will support.

Implementation plan for positive behavior plans in accordance with UCA 53G-10-407

Plan Aim for 1-3 sentences	**Persons Responsible for LEA PBS Programs**

This year at ACHI, we will implement our three schoolwide goals—behavior, attendance, and SEL—to strengthen student success and school culture. We have created new teacher committees to better support our students, including a Culture Committee focused on promoting positive attendance and a Student Recognition Committee dedicated to celebrating students who are doing great things at school. Each week during advisory, we will teach and reinforce our schoolwide expectations as part of our Tier 1 supports. In addition, we will continue to provide Tier 2 and Tier 3 interventions for students who need extra support. Through these efforts, we aim to build a positive, consistent, and supportive environment where every student can thrive.	Jon Call, Jerry Jackman, Launa Julander, Karen Christiansen. Also teacher committees under our supervision.

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702

Plan Aim for 1-3 sentences	**Persons Responsible for LEA Suicide Prevention Programs**
School Counselors provided depression awareness education through advisory periods to ensure every student received critical mental health information. Additionally, counselors lead the Erika's Lighthouse Beacon of Hope student team, which organizes a week-long suicide prevention campaign. This includes peer-led initiatives, student training on recognizing warning signs and symptoms, and promoting help-seeking behaviors. As part of our school-wide effort, counselors also provide education on identifying trusted adults and how to ask for help. When students report suicidal ideation, counselors follow district protocols and submit safety reports to ensure timely support and intervention.	Counselors will oversee the suicide prevention program for the school

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment

Plan Aim for 1-3 sentences	**Persons responsible for distributing trauma-informed information**
We will provide teachers with trauma-informed information and resources throughout the year. In addition, all teachers will receive formal training on trauma-informed practices through our annual GCN courses.	GCN trainings and school counselors

BEMS Suicide Prevention Plan

Date	*Stakeholder*	*Format*	*Notes*
9/30/2025	*District Office*	*email*	*submit plan to district for approval*

Goals, Strategies, and Resources:

Goals	*Strategies*	*Current Resources*	*Needed Resources*	*Persons Responsible*
By the end of the 2025-26 school year Box Elder Middle School will implement the 7 mindsets curriculum in all 8th- and 9th-grade advisory classes to increase students' knowledge of coping skills and awareness of suicide prevention resources. We will implement this with 90%	Advisory lessons with specific schedule	7 mindsets	Curriculum for 7 Mindsets	Advisory teachers, followed up by Admin/ Counselors
By the end of the 2025-26 school year Box Elder Middle School will decrease the percentage of students missing 10 or more school days by 5%.(60%) We will do this by parent communication, recognition programs for good attendance, and targeted supports for students with frequent absences.	Random rewards for attendance, Early communication with tardies and absences, Monthly attendance reminders for all students	Para support, **We are currently at 55% of student who are attending more than 90% of the school year. 24-25**	Incentives (otter pops) Para support	Admin to supply incentives Student Government for advertising ISS para for communication
Box Elder Middle School will decrease the number of vaping incidents by 2% for the 2025-26 school year. We will do this through substance abuse education in 8th grade health classes and Counselor lessons to all 9th graders.	Tier 1 instruction to all students, prompt responses to vape alerts and use of outside resources (JJYS, Bobbi)	Vape detection in Restrooms	Curriculum for counselors and health teachers	8th grade Health teachers School Counselors

Implementation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407

Plan	*Persons Responsible for LEA Positive Behavior Plans*
Stinger cards, student of the day, these positive behavior incentives will help students strive for recognition and help our schools climate become more postive. Nope Ambassadors provide monthly opportunities to build connections with others within our school community. Studies show that students who feel connected to their peers are less likely to succumb to peer pressure and use substances.	Administration to ensure the plan is in place. All staff to implement and uphold the plan.

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment

Plan	*Person responsible for distributing trauma-informed information*
Counselors will be a part of a staff meeting where teachers will be taught about ACE's and the effects it has on students learning and social interactions. We will discuss state law and what a school can and cannot do (House Bill 281)	School Counselors

BEHS Comprehensive Prevention Plan

2025-26 School Year

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
10/6/25	Parents and Staff	School Community Council	

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible** *Not scored; for LEA planning purposes only.*
Goal #1 BEHS will increase our average weekly attendance by 2% overall.	**Strategy #1 -** Attendance recognition and incentives **Strategy #2 -** Consistent messages	**Strategy #1 -** Secretaries and Administration working collectively - $3000 budget for entire school year	Block funding to support positive incentives for students - $1000	

	home about attendance **Strategy #3 -** Continue to build and improve school climate to be welcoming to all **Strategy #4 -** Attendance letters, mentoring and check-ins with at-risk attendance students. **Strategy #5 -** School involvement - increase student participation in clubs, sports, activities and events	**Strategy #2 -** Consistent messages home about attendance **Strategy #3 -** Whole staff - all teachers, secretaries, administration, cooks, custodians, paras, support staff **Strategy #4 -** Attendance Secretary and Assistant Principals working collectively **Strategy #5 -** club advisor, coaches, administration, teachers		
Goal #2 Decrease the number of EHB referrals for nicotine or drugs by 2% compared to last year.	**Strategy #1 -** Identify and monitor high-usage areas on campus where there is higher use of nicotine or other drugs **Strategy #2 -** Work	**Strategy #1 -** administration, SRO, student tips, teachers, and past behavior documentation **Strategy #2 -** GYC Teacher Advisor,		

	with our Governor's Youth Council to promote healthy lifestyles **Strategy #3 -** Identify and support students with Check and Connect Mentor, or Prevention/Intervention Specialist, or other Cessation courses **Strategy #4**	student leadership, administration - $500 budget **Strategy #3 -** C&C Mentor, Intervention/Prevention specialist, counselors, administration, and outside support agencies (JJYS)		
Goal # 3 Decrease the number of suicidal ideas, plans, attempts, etc. by 2% compared to last year.	**Strategy #1 -** Use our HELP Squad to promote kids helping and supporting other kids **Strategy #2 -** Promote and support SafeUT app to help support struggling youth and students **Strategy #3 -** Use	**Strategy #1 -** Help Squad Advisors, student participants, counselors, administration - $___ budget **Strategy #2 -** SafeUT app, school and district administration, counselors **Strategy #3 -** Gaggle email alerts,		

	Gaggle - a district-purchased warning system to help monitor and identify students that may need extra support. **Strategy #4**	counselors, school and district administration		

Implementation

Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
Promote school attendance through competitions and rewards for good attendance - including being present to class and on-time to class.	Clark Funk

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.

Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
Improve communication with parents and students about resources available and recognizing students who may need additional support.	A.J. Gilmore

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
Train and remind students of ACES. This will occur during professional developments that happen every Friday.	A.J. Gilmore

Sunrise High School Comprehensive Prevention Plan

2025-2026

Sunrise High School Stakeholder Input used to inform plan: (Administrators, Teachers, Staff, Parents, Students)

Date	Stakeholder	Format	Brief Notes
2024-2025	Students	SOAR Data	Attendance/ Graduation Rates
Spring 2025	Students	Panorama Data	Self Efficacy / Grit/ Self management
Spring 2025	Students/ Parents/ Staff/ Teachers/ Administrators	CSI/ Graduation Rate Data	Keep graduation rate above 68%

Goals	Strategies	Current Resources	Needed Resources	Persons Responsible

Please use the SMART Goal format	**Include evidence-based early-intervention and prevention practices tailored to achieve utcomes and mitigate risk factors consistent with substance use prevention programs, youth suicide prevention programs, & positive behavior plans. Include providing students wit opportunities to build resiliency skills.**	**Personnel, funds, etc. that are in place to help Sunrise High in accomplishing the goal.**	**Be sure to specify which resources the LEA is requesting Block Grant funds.**	
Goal #1 *(Attendance) Increase average attendance by 5% across the year.*	**Strategy 1:** Increased engagement in the classroom through schoolwide strategies each term. **Strategy 2:** Maintain a schoolwide contact list to ensure each student is receiving a contact once per week. **Strategy 3:** Daily phone calls go home **Strategy 4:** Attendance Intervention	**1.** Schoolwide attendance data sheet that each teacher maintains on a weekly basis 2. Schoolwide contact list 3. Weekly attendance data sheet 4. Time in weekly PLC meetings	1. Attendance Intervention Para (Debi)	1. Teachers will maintain the classroom engagement attenandance form and it will be monitored by the PLC team leaders. 2. Teachers and staff will record their contacts in the schoolwide contact form. 3. Kelly will maintain the weekly attendance tracker 4. Debi will be in charge of the schoolwide attendance intervention 5. Kim will monitor the computer attendance phone calls home
Goal #2 *(PBIS) During the 2025-2026 school year, every student will participate in school wide PBIS engagement strategies to earn rewards for attendance and classroom engagement which will be measured*	**Strategy 1:** Every 6 weeks students with attendance above 80% will be awarded. **Strategy 2:** (Christmas Store) The last day of school before Christmas break, students will be awarded "$" for attendance and engagement to purchase family gift items from the store. Strategy 3: During the 2025-2026 school year, faculty will utilize the LiveSchool program to award points to students which can then be used to purchase rewards.	1. PBIS funds to purchase term awards. 2. Donations from outside sources/ letters to community 3. CSI funds 4. LiveSchool Program 5. Awards	1. PBIS funds 2. CSI funds 3. Donations from the community	1. Kelly will monitor the 80% attendance awards. 2. Randy and Kim will reach out to community resources through letters 3. Randy will monitor the use of CSI funds. 4. Anne will provide training and implementation of the LiveSchool Program. 5. Faculty will determine appropriate awards for the LiveSchool points and Kim and Randy will monitor funds and ordering of the rewards.

Goal #3 *(Suicide Prevention) During the 2025-2026 school year, students will increase their grit and resiliency score on Panorama by 3%.*	**Strategy 1:** Students will receive 9 weeks of ADAPT instruction during the 2nd trimester. **Strategy 2:** Schoolwide celebration of Red Ribbon week **Strategy 3**: All studies skills classes will receive the Box Elder Suicide Preventin Coalition Presentation in October. **Strategy 4**: Increase our Panorama Early Warniing System Survey participation by 5%.	1. ADAPT Program 2. Suicide Prevention funds through counseling office. 3. Panorama Survey/ Early Warning System Surveys 4. Suicide Prevention funds	1. Suicide Prevention funds 2. Dates for Panorama Survey 3. ADAPT lesson plans	1. Kelly will teach the ADAPT program 2nd trimester to all study skills classes. 2. Box Elder Suicide Coalition is scheduled for Red Ribbon Week. 3. Randy/ Kelly will ensure Panorama Survey is administered. 4. Kellly will monitor the Suicide Prevention funds budget.

Plans for ensuring school implementation of schoolwide attendance intervention plan.	
Plan	**Persons Responsible**
Randy will personally train Debi to run the reports necessary to monitor the attendance of indiividual students. Debi will use contract hours on Fridays to schedule meetings and mail attendance letters. PLC leaders will monitor the recording of the engagement/attendance data in weekly attendance meetings.	Kelly/ Debi/ Randy/ Teachers in PLC meetins

Implemetation plan for positive behavior plans (substance use prevention plan) in accordance with UCA 53G-10-407	
Plan	**Persons Responsible**
Sunrise High will use attendance rewards, LiveSchool, and classroom engagement rewards to positively reward students. Data will be monitored in weekly PLC team meetings.	PLC leadership/ Teachers/ Debi

Implemetation plan for sucicide preventin programs in accordance with UCA 53G-9-702.	
Plan	**Persons Responsible**
The counseling office will schedule Box Elder Suicide Prevention coalition and the Panorama surveys. Red Ribbon week will also be administered through the counseling office. ADAPT classes will be taught by Kelly during 2nd trimester in the study skills classes.	Counseling Office/ Paraprofessionals

Bear River Middle School

Comprehensive Prevention Plan

July 1, 2024-June 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
	Student	Panorama Survey	Shows grit and growth mindset as being consistently low. Shows students feel low in changing interest level in a subject and being talented in school.
2023	Student	SHARPS Survey	Alcohol and marijuana are most abused substances, but use is declining.

			Students meaning in school work is declining. Bathrooms and parking lots most unsafe. Self reported suicide ideation is increasing slightly.
Ongoing	Educator and Support Staff	Educator's handbook	Educator's Handbook contains referrals for vaping, elopement/truancy

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible** *Not scored; for LEA planning purposes only.*

	substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.			
Goal #1 Increase overall student attendance by 5% by the end of the year	**Strategy #1** Attendance Study Skills Lessons **Strategy #2** Counselor Home Visits **Strategy #3** Rewards & Incentives for Good Attendance **Strategy #4** Attendance Committee **Strategy #5** Check and Connect	**HB 396 funds if home visits take place outside of school hours; check and connect mentor and "Block Grant" to continue after 2025-26 school year; school counselors; funds to purchase rewards and incentives**	**Block grant for Check and Connect Mentor program to continue after 2025-26 school year**	**Aaron Tesch, School Counselor** **Jennifer Winward, Head Secretary** **Rachel Williams Financial Secretary**

	Mentor (Block Grant)			
Goal #2 substance abuse	**Strategy #1** Check and Connect mentor (block grant) **Strategy #2** GYC will increase awareness of vaping and substance abuse **Strategy #3** 8th Grade Health Class unit on substance abuse and Box Elder County Strike Force presentation **Strategy #4** At risk mentor to visit with students who have vaping violations	**Check and Connect funding through block grant; minimal resources for GYC to run activities; strike force coordination is donated time; At Risk Mentor provided by Box Elder School District**	**Block grant funding beyond the 2025-26 school year; At Risk Mentor provided by the District**	**Aaron Tesch School Counselor** **Shamra Nielsen Health Teacher** **Bonnie Young At Risk Student Mentor** **Kelli Rose School Counselor & GYC Advisor**
Goal # 3 suicide ideation and self harm	**Strategy #1** Empowerment Club will increase awareness of risk factors, warning signs, and protective factors for self harm **Strategy #2** School	**Funds from Comprehensive Guidance for Empowerment Club Activities;**	**Suicide prevention funding ($1,000)**	**Aaron Tesch School Counselor * Empowerment Club Advisor** **Shamra Nielsen Health Teacher**

	counselors will present coping strategies to all students at BRMS during their classroom presentations **Strategy #3** 8th Grade Health class has presenters and a unit discussing mental health including depression, anxiety and suicide ideation **Strategy #4** Licensed Clinical Social Workers will work with students to develop plans			**Tiffany Burnhope LCSW**

Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
Bear River MS strives to find ways to positively reward students for good behavior through positive adult - student relationships (high on Panorama), prevention planning, and a variety of prevention resources like school counselors, Check and Connect mentors, LCSW, and in class units and presenters.	Aaron Tesch

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Suicide Prevention Programs** *Not scored; for LEA planning purposes only.*
BRMS seeks to improve the mental health of its students by promoting coping strategies, building resiliency, and provide access to mental health services.	Aaron Tesch

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
School counselors will inform the faculty of the way childhood trauma impacts student success and well being. The approach will include LCSW, School Counselors and restorative practices.	Aaron Tesch

BRHS ~~[LEA]~~ Comprehensive Prevention Plan Template

July 1, 2024-June 30, 2026

LEA Stakeholder Input used to Inform the Plan: *(Parents, students, educators, and student support staff are required.)*

Date	**Stakeholder Type** *Parents, students, educators, and student support staff.*	**Format** *Survey, meetings, focus groups etc.*	**Brief notes outlining key stakeholder input**
9/16/2025	Counselor and Administration	Meeting	

Goals, Strategies, and Resources:

Goals *Please use the SMART goal format.*	**Strategies** *Include evidence-based early-intervention and prevention practices tailored to achieve outcomes and mitigate risk factors consistent with substance use prevention programs (53E-3-522), youth suicide prevention programs (53G-9-702), & positive behavior plans (53G-10-407). Include providing students with opportunities to build resiliency skills.*	**Current Resources** *Personnel, funds, etc. that are in place to help the LEA in accomplishing the goal.*	**Needed Resources** *Be sure to specify which resources the LEA is requesting Block Grant funds for.*	**Person(s) Responsible** *Not scored; for LEA planning purposes only.*
Goal #1	**Strategy #1 Senior Class room**	**School Counselors, College Advisor,**	**None needed at this time**	**School Counselors, CTE Teachers,**

By the end of the 2025–2026 school year, increase the number of high school seniors who are College and Career Ready by implementing targeted academic support, college prep resources, and career readiness programs as measured by the amount of college applications filled out or pathways completed.	presentation Strategy #2 Individual meetings with students Strategy #3 PCCR's, College Application Night, FAFSA Night Strategy #4 Enrolled in Pathway courses	Native Connections Coordinator, Pathways Coordinator, CTE Teachers		College Advisor, Pathways Coordinator,
Goal #2 By the end of the 2025–2026 school year, reduce the number of students receiving referrals for	Strategy #1 Dimensions class (JJYS) Strategy #2 Check n Connect Mentors	Check n Connect Mentors, Parents, Coaches, JJYS, Administration, Counselors, School Nurse	Drug testing kits, Continued Funding for Check n Connect	Administration

substance abuse cessation from 16 to 10 or less by implementing targeted prevention education, staff training, and early intervention strategies.	**Strategy #3** **Parent Meetings** **Strategy #4** **Drug Testing**			
Goal # 3 **By the end of the 2025–2026 school year, increase the school's average daily attendance rate from _ to _ through targeted parent communication, student incentive programs, and early interventions for students with chronic absences.**	**Strategy #1** **Incentives for students who attend 90% of the time** **Strategy #2** **Meeting with students and parents that are struggling to attend regularly** **Strategy #3** **Letters sent home to students**	**Incentive Committee** **Attendance Committee**	**Rewards and Incentives**	**Incentive and Attendance Committee, Administration**

	parents/guardians **Strategy #4 Athletics/Clubs attendance policies**			

Implementation plan for positive behavior plans in accordance with UCA 53G-10-407.	
Plan *Aim for one-three sentences.*	**Person Responsible for LEA Positive Behaviors Plans** *Not scored; for LEA planning purposes only.*
We will be using committees to develop plans to reward desired outcomes.	Committees, Teachers, Administration

Implementation plan for suicide prevention programs in accordance with UCA 53G-9-702.	
Plan	**Person Responsible for LEA Suicide Prevention**

Aim for one-three sentences.	**Programs** *Not scored; for LEA planning purposes only.*
We will utilize Gaggle and SAFEUT. We will utilize faculty and GCN training. We will utilize LCSW's and School counselors available.	School Counselors LCSW Adminstration

Plans for ensuring school personnel receive information on the impact of childhood trauma on student learning, including information advising educators against practicing medicine, giving a diagnosis, or providing treatment. 53F-2-525	
Plan *Aim for one-three sentences.*	**Person Responsible for Distributing Trauma-Informed Information** *Not scored; for LEA planning purposes only.*
We will provide district and state wide training through GCN and Canvas courses.	District Level HR and Adminstrations

Recommendation to approve

Submitted by: Coerina Fife, Executive Director of Personnel and Title IX

Recommendation:

It is recommended that the school board approve the 25-26 LEA Specific Endorsements and Licenses

Recommended Motion:

I move that the 2025-2026 LEA-specific endorsements and Licenses be approved.

Background:

Due to a shortage of educators graduating with teaching degrees and the required endorsements, we have a program to hire the right individuals for these positions and then assist them in earning the necessary endorsements and licenses. Also, there are instances where a teacher earns their degree and is waiting for the university they graduated from to report their degree to the state so they can receive their teaching license.

Policy Implications:

This is in accordance Policy 3022, Employment: Box Elder School District – Local Education

Agency Specific Teacher License/Endorsement

Financial Implications:

n/a

Staff Implications:

Through our program, we have educators earning 45 new endorsements and an additional 29 educators working on professional teaching licenses.

BOX ELDER School District

Social Media Monthly Theme Instructional Strategies Calendar 2025-26

September
Hands-On Learning
- Interactive science experiments
- Science labs: measure, mix, observe
- Math manipulatives for fractions/geometry
- History "artifact analysis" stations

October
Formative Assessment & Feedback
- Exit tickets for comprehension
- Quick quizzes or Kahoot
- Peer feedback on assignments
- Checks for Understanding

November
Inquiry-Based Learning
- Students design experiments to test hypotheses
- Investigating real-world issues & solutions
- Student-driven research projects
- Socratic seminars in texts

December
Technology Integration
- Coding robots in STEM
- Digital presentations or videos
- Virtual science labs/simulations
- Tablets for interactive math or reading

January
Differentiated Instruction
- Choice boards for assignments
- Stations with varying difficulty
- Project-based learning tailored to skill level
- Think-Pair-Share, Tic-Tac-Toe strategies

February
Literacy Strategies (All Contents)
- Interactive read-alouds with discussion questions
- Shared writing and story mapping
- Vocabulary games & activities
- Student-created books

March
Project-Based Learning / Real-World Problem Solving
- Community service projects
- Cross-curricular projects
- Designing solutions to environmental or engineering challenges

April
Collaborative Learning
- Group projects
- Literature circles with student leaders (all contents)
- Peer editing writing assignments
- Team challenges or problem-solving competitions

May
Growth Celebrations
- Showcasing student portfolios/projects
- Celebrating improvements
- Class presentations or exhibitions
- Recognizing personal growth milestones

Learning is Everything

Box Elder School District

Utah State Board of Education

10% or Higher Growth

Beginning of Year to End of Year

2024-25

Awarded to the **1st grade teams** at

Century Elementary

Discovery Elementary

Lake View Elementary

North Park Elementary

Box Elder School District

Utah State Board of Education

10% or Higher Growth

Beginning of Year to End of Year

2024-25

Awarded to the **2nd grade teams** at

Century Elementary

Fielding Elementary

Garland Elementary

Lake View Elementary

Box Elder School District

Utah State Board of Education

10% or Higher Growth

Beginning of Year to End of Year

2024-25

Awarded to the **3rd grade teams** at

Discovery Elementary

Fielding Elementary

Garland Elementary

Golden Spike Elementary

McKinley Elementary

Box Elder School District

Utah State Board of Education

20% or Higher Growth

Beginning of Year to End of Year

2024-25

Awarded to the **1st grade team** at

McKinley Elementary

Box Elder School District

Utah State Board of Education

20% or Higher Growth

Beginning of Year to End of Year

2024-25

Awarded to the **2nd grade team** at

McKinley Elementary

Box Elder School District

Utah State Board of Education

20% or Higher Growth

Beginning of Year to End of Year

2024-25

Awarded to the **3rd grade team** at

Century Elementary

Box Elder School District

Utah State Board of Education

20% or Higher growth

Beginning of Year to End of Year

2024-25

Awarded to the **Kindergarten teams** at

Century Elementary

Discovery Elementary

Fielding Elementary

Garland Elementary

Golden Spike Elementary

Lake View Elementary

McKinley Elementary

North Park Elementary

Willard Elementary

Box Elder School District
Utah State Board of Education

70% Reading on Grade Level

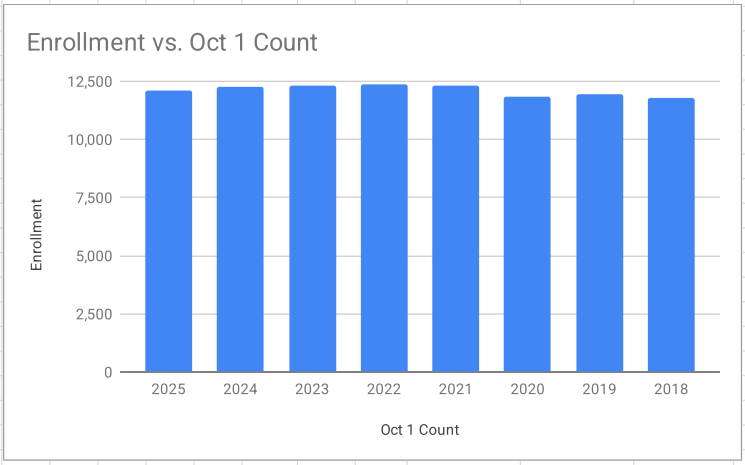
Awarded to the **3rd grade team** at
Fielding Elementary

Box Elder School District - October 1, 2025

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Oct 1, 2025	Oct 1, 2024	Difference	South	North
Sunrise										0	1	4	52	92	149	161	(12)		
BRHS												437	384	375	1,196	1202	(6)		-6
BEHS											1	583	565	505	1,654	1644	10	10	
BRMS										428	414				842	848	(6)		-7
BEMS										508	565				1,073	1127	(54)	-54	
Harris								422	444	1				1	868	861	7		7
Young								493	510						1,003	1008	(5)	-5	
Century		67	70	58	71	77	89								432	440	(8)	-8	
Discovery		68	69	61	60	73	102								433	448	(15)	-15	
Fielding	42	81	95	95	93	106	94								564	539	25		25
Garland		86	101	94	105	117	129								632	658	(26)		-26
Golden Spike	134	129	128	138	120	144	138								797	775	22	22	
Lake View		81	93	88	99	104	98								563	573	(10)	-10	
McKinley	70	97	74	87	71	87	85								501	504	(3)		-3
No. Park	35	90	110	96	113	96	104								609	645	(36)		-36
Three Mile				106	106	128	156								496	530	(34)	-34	
Willard	52	103	122												225	214	11	11	
Grouse Creek		1	1	2	0	2	0		1	0			0		7	9	-2		
Park Valley	0	2	2	3	1	3	3	1	4	2	5		0		26	28	-2		
Snowville		3	3	3	3	5	2								19	28	-9		
Out of State				1			1	1		2		2	2	2	11	14	(3)		
Totals:	333	808	868	832	842	942	1,001	917	959	941	986	1,026	1,003	975	12,100	12256	(156)	-83	-46
															12,566	Includes Adult Ed/Preschool			

District Wide	Oct 1	Oct 1	Jul 17	Oct 1	Oct 1
Grade	2025	2024	DIFF	2023	2022
Kindergarten	**808**	**882**	**-74**	**822**	**831**
Grade 1	**868**	**821**	47	**848**	**947**
Grade 2	**832**	**850**	**-18**	**939**	**981**
Grade 3	**842**	**931**	**-89**	**986**	**908**
Grade 4	**942**	**981**	**-39**	**913**	**949**
Grade 5	**1001**	**909**	92	**941**	**899**
Grade 6	917	961	**-44**	910	949
Grade 7	959	916	43	943	951
Grade 8	941	972	**-31**	973	1009
Grade 9	986	1011	**-25**	1041	994
Grade 10	1026	1040	**-14**	1001	1063
Grade 11	1003	985	18	1007	988
Grade 12	975	983	**-8**	961	869
Regular Total	12100	12242	-142	12285	12338

Elem Growth	Sec Growth
-81	39



Oct 1 Count	Enrollment
2025	**12,111**
2024	**12,242**
2023	**12,284**
2022	**12,338**
2021	**12,294**
2020	**11,840**
2019	**11,914**
2018	**11,766**

TSSA Plan Report Elementary Schools

WELCOME

2023-2024

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Century

Goal #1

The goal is Century students will increase their proficiency by 5% from BOY to EOY according to Acadience ELA Benchmark Assessments.

Final Report

- K-3 Acadience Data
  BOY - MOY - EOY
  - K: 51% - 74% - 87%
  - 1st: 65% - 76 % - 86%
  - 2nd: 80% - 70% - 81%
  - 3rd: 66% - 70 % - 77%
  - 4th: 60% - 66% - 74%
  - 5th: 60% - 69% - 64%

We met our reading goal in every grade except second and fifth. These grades both still saw an increase in proficiency.

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Century

Goal #2

The goal is Century grades 1-3 students will increase their proficiency by 8% from BOY to EOY according to Acadience Math Benchmark Assessments.

Final Report

- 1-3 Acadience Data - BOY - MOY - EOY
  - 1st: 37% - 64% - 71%
  - 2nd: 45% - 34% - 84%
  - 3rd: 58% - 76% - 84%

We met our goal of 1-3 grade students increasing their proficiency by 8% on Acadience Math in every grade level.

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Century

List Expense Here	Total	Salaries 100	*1.0765 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Instructional Paraprofessional Salaries	$7,745.17	$7,745.17							
Instructional Paraprofessional Benefits	$592.51		$592.51						
Materials & Supplies	$4,437.96						$4,437.96		
Teacher Incentives	$1,326.61						$1,326.61		
Team Leader Stipends	$4,000.00	$4,000.00							
Team Leader Stipends Benefits	$1,254.00		$1,254.00						
Teacher Stipends	$2,407.49	$2,407.49							
Teacher Stipends Benefits	$754.51		$754.51						
Professional Development	$240.00			$240.00					
BTS Music Teacher Salary	$6,129.50	$6,129.50							
BTS Music Teacher Benefits	$1,709.59		$1,709.59						
	$0.00								
	$0.00								
	$0.00								
	$0.00								
Total Subcategories	$30,597.34	$20,282.16	$4,310.61	$240.00	$0.00	$0.00	$5,764.57	$0.00	$0.00

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Discovery

Goal #1

TSSA: 2023-2024-We will increase the percentage of K-5 students, in each grade level, that demonstrate typical or above progress on the Acadience Pathways of Progress Report from BOY to MOY. 2023-2024 MOY Pathways of Progress Goal:

This was a stretch goal, and while were sad to not meet the goal, we were happy to see that over half of all students had typical or above growth in all but one grade!

Final Report

Grade	Goal	MOY Result
K	85	83
1	85	50
2	80	56
3	85	63
4	75	46
5	85	66

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Discovery

Goal #2

We will focus on elevating faculty and staff appreciation and student connections

Final Report

Faculty and staff appreciation- We used funds from TSSA purchase resources that teachers requested, such as the REWARDS reading program. We also adjusted the amount for the stipend that guiding coalition members receive to ensure they got $500 after taxes for the extra work they did.

Expand student connections- We used TSSA funds to help pay for things such as our monthly PBIS incentives and our annual Candy Bomber tradition, which celebrates students reading at home throughout the year. This was the first year we allowed ALL students to attend, with additional rewards for diligent readers.

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Discovery

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Instructional Paras for math, literacy, and/or SEL	$43,339.00	$43,339.00							
Employee Benefits	$11,713.00		$11,713.00						
Stipend for working through the PLC, curriculum development, and parent engagement	$2,700.00	$2,700.00							
Substitutes and/or training for teachers and paras to improve instructional skills.	$500.00			$500.00					
Behavior incentives and rewards to promote and reinformce appropriate behaviors.	$500.00						$500.00		
Teacher appreciation	$3,118.00						$3,118.00		
Supplies and materials.	$500.00						$500.00		
Total Subcategories	$62,370.00	$46,039.00	$11,713.00	$500.00	$0.00	$0.00	$4,118.00	$0.00	$0.00

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Fielding

Goal #1

Fielding Elementary will decrease office referrals by 10% from the MOY 2022-23 to the MOY 2023-24.

Final Report

This year we are not on track to reach our goal, but we have some encouraging data. We have 60 office referrals and 83 minor incidents. Our teachers are much better about recording incidents in Educators handbook so we are able to track students more effectively. Even though the data doesn't reflect it, we feel our behavior has improved overall for the majority of our students. Our data shows that the majority of incidents are committed by 2 students. Our behavior aide has been very beneficial for our students and teachers.

Behavior Incidents:
2022-23 : Office Referrals 56
Minor Incidents 42
2023-24 : Office Referrals 60
Minor Incidents 83

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Fielding

Goal #2

Fielding Elementary will increase our students reaching at or above benchmark by 5% on our 2023-24 MOY Acadience Math Assessment. 2022-23 Benchmark Data: 1st Grade- 68% 2nd Grade - 58% 3rd Grade 62% Total 63**%**

Final Report

Student Acadience 2023-2024 Math MOY Data.

1st Grade - 71%
2nd Grade - 70%
3rd Grade - 64%

Total: 68%

Fielding Elementary increased our students reading at or above benchmark by 5%!

2022-23 - 63%
2023-24 - 68%

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Fielding

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Instructional Paraprofessional	$12,200.00	$11,315.50	$884.50						
Instructional Paraprofessional	$12,200.00	$11,315.50	$884.50						
Instructional Paraprofessional	$6,100.00	$5,657.75	$442.25						
Instructional Paraprofessional	$12,200.00	$11,315.50	$884.50						
Behavior Para	$14,976.00	$13,890.24	$1,085.76						
Leadership Stipend	$656.70	$500.00	$156.70						
Leadership Stipend	$656.70	$500.00	$156.70						
Leadership Stipend	$656.70	$500.00	$156.70						
Leadership Stipend	$656.70	$500.00	$156.70						
Leadership Stipend	$656.70	$500.00	$156.70						
Leadership Stipend	$656.70	$500.00	$156.70						
Leadership Stipend	$656.70	$500.00	$156.70						
Teacher Stipend	$656.70	$500.00	$156.70						
Substitutes	$1,200.00			$1,200.00					
Culture/Incentives	$3,500.00						$3,500.00		
Recess School Supplies	$525.00						$525.00		
Student Incentives	$3,000.00						$3,000.00		
Leveled Chapter Books	$1,500.00						$1,500.00		
	$0.00								
	$0.00								
Total Subcategories	$72,654.60	$57,494.49	$5,435.11	$1,200.00	$0.00	$0.00	$8,525.00	$0.00	$0.00

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Garland

Goal #1

The goal is Garland Elementary will increase the number of students at or above benchmark on the Acadience composite reading score by 5% from MOY 2022-2023 to MOY 2023-2024.

MOY 22-23

K=88%
1st=58%
2nd=63%
3rd=68%
4th=87%
5th=79%

Final Report

MOY 23-24

K=77%	We have changed our focus to reading/blending, with less focus on sounding out/breaking down words. This looks like a decrease in our data, but we feel strongly will lead to overall lasting growth for all readers.
1st=54%	Our DLI classes needed more support. We worked with All stakeholders and put in place an immediate, short term intervention, which has led to a 21% increase in proficiency for phonics skills since MOY.
2nd=58%	After MOY, we restructured our 2nd grade literacy block to ensure enough time for reading, Lexia and faster tier 2 interventions were built in.
3rd=71%	Grew by 3% but didn't meet 5% mark.
4th=82%	Decrease by 5%. Team has 3 new teachers this year. (all in their first year).
5th=87%	Met goal.

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Garland

Goal #2

The goal is Garland Elementary will increase our grade 1-5 students reaching at or above benchmark by 5% from MOY 2022-2023 to 2023-2024 on the Math Acadience Assessment.

22-23 MOY Math Acadience

K=
1st=47%
2nd=40%
3rd=53%
4th=67% (Computation)
5th= 19% (Computation)

Final Report

MOY 23-24 Math Acadience

1st=39%	Our Kindergarten team has previously not been teaching math using the HMH program effectively. This year that has been addressed and we are very much hoping our 1st grade data will be positively affected by Kindergarten efforts.
2nd=42%	2% gain. VERY excited about interventions our 2nd grade team have implemented since MOY. They have gone back and checked every skill from K-2 to find all gaps and are doing intervention groups to fill those gaps.
3rd=62%	Met goal
4th=64%	Decreased by 3% (Computation)
5th=36%	Met Goal (Computation)

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Garland

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
KayCee Summers (para)	$11,887.68	$11,083.80	$803.88						
Alicia Porritt (para)	$5,660.80	$5,278.00	$382.80						
Deidra Walker (para)	$11,887.68	$11,083.80	$803.88						
Instructional Para (Jodi Pedersen)	$11,887.68	$11,083.80	$803.88						
Instructional Para (Kerrie Young)	$11,887.68	$11,083.80	$803.88						
Friday Lunchtime Supervision	$3,952.80	$3,685.50	$267.30						
Student Council Advisor (Lauri)	$1,313.40	$1,000.00	$313.40						
5 Prep Teachers Prep time (90 mins/wk)	$4,245.60	$4,023.75	$221.85						
Teacher Incentives (5% of $89,100)	$4,455.00								$4,455.00
Guiding Coalition (Marcia)	$1,313.40	$1,000.00	$313.40						
Extra Para Hours for Lunch (first/last 2 weeks of school)	$2,732.80	$2,592.80	$140.00						
Morning Library Open Hours (Libby)	$1,072.50	$1,000.00	$72.50						
Team Leader (Breanna B.)	$0.00	$500.00	$156.70						
Team Leader (Trisha D.)	$4,245.60	$500.00	$156.70						
Team Leader (Cindy F.)	$4,455.00	$500.00	$156.70						
Team Leader (Tristin L.)	$1,313.40	$500.00	$156.70						
Team Leader (KayDee S.)	$2,732.80	$500.00	$156.70						
Team Leader (Bunny B.)	$1,072.50	$500.00	$156.70						
Substitutes (25X200 at teacher tax rate)	$5,000.00	$3,806.91	$1,193.09						
Total Subcategories	$81,237.22	$69,722.16	$7,060.06	$0.00	$0.00	$0.00	$0.00	$0.00	$4,455.00

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Golden Spike

Goal #1

We will increase the percentage of 1-5 students, in each grade level, that demonstrate benchmark (move from red/yellow to green/blue) based on grade level standards by 3% from 2023 EOY to 2024 MOY benchmark periods while maintaining those already at benchmark status based on cohort data.
*The kindergarten goal is an increase of 3% from the EOY 2023 but is not a cohort goal.

Final Report

	2023 EOY	2023 BOY	2024 MOY	% +/-
Kindergarten	79%	65%	77%	
First Grade	64%	63%	61%	-18%
Second Grade	68%	72%	69%	+5%
Third Grade	69%	74%	76%	+8%
Fourth Grade	77%	74%	69%	+/-0%
Fifth Grade		63%	71%	-6%

Golden Spike met the goals in both second and third grades. There were several barriers to meeting this goal, including a large percentage of new teachers and an earlier benchmarking period than in previous years. Additionally, because of the change in the assessment (particularly in kindergarten through second grades), the overall goal of increasing proficiency from one year to the next was not appropriate.

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Golden Spike

Goal #2

We will increase our Tier 1 score on the Tiered Fidelity Inventory by 10%.

- Implementation of School-Wide Behavior Management Plan as created by the team
- Increasing opportunities for positive student recognition
- Increase student connections to the school through positive interactions and activities
- Utilizing Second-Steps and other SEL teaching opportunities with fidelity in all tiers
- Supporting students through the CHAT Team process for tier 2 and 3.
- Providing structured recess and zones with para training as necessary
- Train on and use Educators Handbook for al minor and major incidents

Tier 1 TFI: 8/15 (May 2023)
Tiered Fidelity Walk-Through Tool:
-Staff 47% know the rules, 80% have taught the rules, 73% are using the reward system
-Students 20% know all the rules, 33% have received the reward system (May 2023)

Final Report

	2023 EOY	2024 BOY	2024 MOY
TIER 1 TFI Score	8/15	11/15	11/15
Staff KNow the Rules	47%	96%	96%
Staff Taught The Rules	80%	87%	100%
Staff Using Reward System	73%	47%	93%
Students Know the Rules	20%	82%	96%
Students Received the Reward	33%	13%	93%

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Golden Spike

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Instructional Para (Non-Contracted)	$13,626.00	$12,638	$988						
Instructional Para (Non-Contracted)	$13,626.00	$12,638	$988						
Behavior Para (Non-Contracted)	$13,626.00	$12,638	$988						
BTS Teacher (Contracted)	$16,133.00	$11,077.00	$5,056.00						
GC PD Day (Annette Brinkman)	$2,041.00			$2,041.00					
Stipends-Tier 1 Behavior Team (Cont)	$5,256.00	$5,256.00							
Teacher Appreciation/Recognition	$3,725.00						$3,725.00		
IEP and Observation Subs	$3,000.00			$3,000.00					
New Teacher PD/Resources	$1,497.00						$1,497.00		
GC PD Day Stipends	$1,970.00	$1,547.00	$423.00						
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
Total Subcategories	$74,500.00	$55,794.00	$8,443.00	$5,041.00	$0.00	$0.00	$5,222.00	$0.00	$0.00

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Lake View

Goal #1

The goal is
The 2022-2023 MOY report showed x% typical progress on the Acadience Pathway to Progress Report. The goal is to increase to y% for the 2023-2024 MOY Report. The goal is to increase by 3% at each grade level.
K- 65% to 68%
1 - 61% to 68%
2 - 64% to 67%
3 - 62% to 67%
4 - 63% to 66%
5 - 63% to 66%

Final Report

With our testing moving to December for MOY Acadience we did not meet our POP goals.

Goal to Actual
K- 68% to MOY 56.8% EOY 85%
1 - 68% to MOY 57.7% EOY 72%
2 - 67% to MOY 41.7% EOY 74%
3 - 67% to MOY 42.4% EOY 72%
4 - 66% to MOY 49.5% EOY 67%
5 - 66% to MOY 58.6% EOY 80%

At the EOY Testing, we exceeded our goals.

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Lake View

Goal #2

The goal is
Lake View will decrease office referrals by 5%. (Current Referrals 265 Previous year data unavailable as the system wasn't used by all staff.) Lake View will focus on refining and implementing its school wide behavior plan. This plan will focus on tier 1 instruction with tier 2 and 3 interventions as needed. This will decrease the time spent by teachers dealing with behavioral incidents in the classroom thus increasing the academic time available in the classroom. We will also incorporate the Second Steps program. This social-emotional behavior program will be led by the school counselor and supported by all teachers and staff in the school. Additional teacher training will be given, and a book study will build teacher skills.

Final Report

We worded this goal very poorly. With better documentation, and a more responsive team this year, we have made a big impact on our school, and school safety.
As of 3/5/24 we have 348 office referrals.
Although we did not meet this goal, we have been very successful at reducing disruptive behaviors in the classroom, and getting students the support that they need.
At EOY, we had 605 office referrals. We were able to reduce the more severe and threatening behaviors and avoid any district level safe school hearings.

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Lake View

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Reading Incentivees	$1,587.65						$1,587.65		
Teacher Appreciation recognitic	$2,278.11						$2,278.11		
Instructional Paras	$66,079.11	$22,685.20	$10,354.00		$33,039.91				
Professional Learning for Staff	$2,038.64			$2,038.64					
Subs	$68.00			$68.00					
Teacher Stipends	$7,938.52	$5,450.59	$2,487.93						
Technology	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								

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McKinley

Goal #1

Our goal is that in grade levels 1st-5th we will have 70% of students on or above grade level in accuracy proficiency on the EOY acadience assessment.

EOY 2021-2022 as a school in grades 1-5 we had 51% of our students achieve on or above grade level in accuracy.

We surpassed our goal of having 58% of students on or above grade level in accuracy and ended with 65% . We will continue on this trajectory and will meet our goal of 70% of students on or above grade level in accuracy proficiency on the EOY acadience assessment.

Final Report

This is our current accuracy proficiency percentages.

1st- 33%
2nd- 57%
3rd- 67%
4th- 67%
5th- 75%

School total- 59.8%
Our goal is to be at 70% by the end of the year. We need to get 10.2% by accuracy by end of the year.

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McKinley

Goal #2

McKinley will decrease the number of office referrals by 10% from EOY 2023 to EOY 2024.

Final Report

At the end of 2023-2023 We ended with 84 office referrals.

Since this time we have hired a behavior coach and a refocus para to help with behaviors.

As of 3/1/2024 we have 34 office referrals. If we continue on this trajectory we will meet our goal of reducing the number of office referrals by 10%.

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McKinley

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Instructional Para	$14,558.00	$13,503.00	$1,055.00						
Instructional Para	$14,558.00	$13,503.00	$1,055.00						
Instructional Para	$14,558.00	$13,503.00	$1,055.00						
Instructional Para	$6,575.00	$5,000.00	$1,575.00						
Team Leader Stipend	$732.00	$500.48	$231.52						
Team Leader Stipend	$735.00	$500.48	$231.52						
Team Leader Stipend	$735.00	$500.48	$231.52						
Team Leader Stipend	$735.00	$500.48	$231.52						
Team Leader Stipend	$735.00	$500.48	$231.52						
Team Leader Stipend	$735.00	$500.48	$231.52						
Instructional Para	$14,558.00	$13,503.00	$1,055.00						
Student incentives	$3,500.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
Total Subcategories	$69,199.00	$62,014.88	$7,184.12	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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North Park

Goal #1

We will increase the percentage of K-5 students that demonstrate typical or above progress on the Acadience Pathways of Progress report from BOY-MOY by a minimum of 3%.

Final Report

Students at or above typical progress (Composite scores):

BOY	MOY
K=63%	K= 77%
1=41%	1=51%
2=71%	2=67%
3=60%	3=68%
4=65%	4=61%
5=66%	5=66%

Growth:

K=15%	4=-4%
1=10%	5=0%
2=-4%	
3=8%	

Met the goal as a whole school and individually in K, 1, and 3.

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North Park

Goal #2

We will increase our Tier 1 score on the Tiered Fidelity Inventory by 10%.

- Implementation of School-Wide Behavior Management Plan as created by the team
- Increasing opportunities for positive student recognition
- Increase student connections to the school through positive interactions and activities
- Utilizing Second-Steps and other SEL teaching opportunities with fidelity in all tiers
- Supporting students through the CHAT Team process for tier 2 and 3.
- Providing structured recess and zones with para training as necessary

Tier 1 TFI:
Tiered Fidelity Walk-Through Tool:

Final Report

Staff knowledge of school rules
BOY - 77% MOY- 93% Gain - 16%

Teachers who have taught rules and expectations:
BOY - 80% MOY - 100% Gain - 20%

Staff who have given out Owl Tickets
BOY - 73% MOY - 80% Gain - 7%

Student who know the school rules
BOY - 75% Moy - 91% Gain - 16%

Students who have received an Owl Ticket
BOY - 60% MOY - 87 % Gain - 27%

- Also Owlstanding Awards every Friday

Activities - Light the Hill, Halloween Carnival, Halloween Parade, Attendance Parties, Increase assemblies, Heroes and Hot Chocolate, Food Drive, Red Ribbon, White Ribbon, Corn Husking.

CHAT Meetings every Monday to review Educator Handbook and make behavior plans.

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North Park

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
CS STEM Para (Non C)	$8,300.00	$7,738.92	$561.08						
Behavior Para (non C)	$8,550.00	$7,972.02	$577.98						
PE Teacher Extra (Non C)	$4,000.00	$3,729.60	$270.40						
Computer Teacher Extra (Non C)	$4,000.00	$3,729.60	$270.40						
Art Teacher Extra (Non C)	$4,000.00	$3,729.60	$270.40						
Intramurals Teacher Stipend (C)	$1,313.00	$1,000.00	$313.00						
Subs	$3,000.00			$3,000.00					
Teacher Appreciation	$3,188.00						$3,188.00		
Back to School PD	$2,124.00			$2,124.00					
Lunch Break Para (non C)	$6,800.00	$6,307.00	$493.00						
Instructional Paras	$33,160.00	$30,918.41	$2,241.59						
	$0.00								
	$0.00								
Total Subcategories	$78,435.00	$65,125.15	$4,997.85	$5,124.00	$0.00	$0.00	$3,188.00	$0.00	$0.00

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Three Mile

Goal #1

According to 2022/2023 MOY data in Acadience, 74% of all students are either reading at or above grade level and/or making typical or above growth. For the 2023/2024 school year, 82% of all students will be reading at or above grade level or making typical or above growth on the EOY Acadience Reading Assessment.

Final Report

For BOY Accadience testing, 75% of all students were reading at or above grade level.

According to MOY data, 76% of all students were reading at grade level and 60% of all students were making typical or above growth.

We still need an increase of 6% of students reading at grade level or 22% more of students making typical or above growth.

According to EOY data, 88% of all students were reading at grade level or making typical or above growth.

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Three Mile

Goal #2

For the 2023-2024 school year, Three Mile Creek students will raise the percent proficient by 5% from BOY to EOY on the Accadience Math assessment in 2nd and 3rd grade.

Final Report

According to the BOY Accadience Math, 57% of all 2nd and 3rd graders were performing at grade level.

According to MOY, 52% of all 2nd and 3rd graders are performing at grade level.

We need to have 62% of all 2nd and 3rd graders performing at grade level according to Accadience math. This is a 10% increase from MOY to EOY.

According to EOY data, 71% of all students were reading at grade level or making typical or above growth. We made a 14% increase!

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Three Mile

List Expense Here	Total	Salaries 100	Employee Benefits 200	Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Including Equipment 700	Other 800
Taylor Meredith-BTS Teacher	$6,859.57	$5,371.40	$1,488.17						
Teacher Incentives	$4,063.00								$4,063.00
Instructional Paras	$55,261.00	$49,952.00	$5,309.00						
Materials & Supplies	$2,119.43						$2,119.43		
Teacher Stipend	$6,567.00	$5,000.00	$1,567.00						
Substitutes Literacy Training-2	$1,600.00				$1,600.00				
Professional Development	$3,000.00				$3,000.00				
Substitutes for Training-9 days	$1,800.00				$1,800.00				
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
Total Subcategories	$81,270.00	$60,323.40	$8,364.17	$0.00	$6,400.00	$0.00	$2,119.43	$0.00	$4,063.00

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Willard

Goal #1

Willard Elementary will have 85% of our Kindergarten and 1st grade students reach typical or better on Pathways of Progress on EOY Reading composite.

Final Report

At MOY 96% of our kindergarten students demonstrated typical or better growth on Pathways of Progress, and 41% of first grade students demonstrated typical or better growth on Pathways of Progress.
At EOY 99% of our kindergarten students were at typical or better on Pathways of Progress on EOY reading composite, which exceeded our goal. However, only 65% of our first grade students reach typical or better on Pathways of Progress on EOY reading compositie. Although it was a 24% improvement from MOY, our first grade students did not reach our goal. We were able to use this data to improve our practices and instruction for the following year. We have identified our population of students that need more extensions or need to be challenged to make the years worth of growth.

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Willard

Goal #2

Willard Elementary will have 85% of our 1st grade students reach typical or better on Pathways of Progress on EOY Math composite.

Final Report

At MOY, 75% of our first grade students demonstrated typical or better growth on Pathways of Progress.
At EOY 88% of our 1st grade students reached typical or better on Pathways of Progress on EOY math composite. We reached this goal by identifying our target students from our MOY data, and provided the attentional interventions needed for those students.

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Willard

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Paraprofessionals	$31,298.05	$29,182.33	$2,115.72						
	$0.00								
	$0.00								
	$0.00								
	$0.00								
Total Subcategories	$31,298.05	$29,182.33	$2,115.72	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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TSSA Plan Report Western Schools

WELCOME

2023-2024

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Grouse Creek

Goal #1

The goal is to have 50% of K-5 students will be on or maintain a grade level benchmark on Acadience composite. Those not making progress will have a 30 point gain from BOY to MOY on the composite score. 50%of students K-5 will be at Typical or higher on Pathways of Progress.

Final Report

25% of students in k-5 were on grade level benchmark on Acadience Composite at MOY.

75% of students had a 30 + point gain from BOY to MOY. The average point gain was 70.25 points.

75% of students in K-5 had a typical or higher pathways of progress growth.

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Grouse Creek

Goal #2

The goal is to decrease negative behavior incidents by 1% for the 2023-24 school year.

2022-2023 Behavior Incidents:
Elementary 5- office 2 minor
Secondary 0 office 1 minor

Final Report

Grouse Creek School had an overall 87% increase in negative behavior incidents in the 2023-2024 school year.

2023-2024 Behavior Incidents
Elementary 1 office 14 minor
Secondary- 0 office 0 minor

There was an increase in Elementary incidents due to more training on Educators handbook and clear expectations of what is entered into the system and by whom. There was also a 75% turnover in staff.

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Grouse Creek

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Books/ Decodables/ scripts	$200.00						$200.00		
NetSmartz program	$100.00						$100.00		
Supplies/ materials for goals/ reqrds/ prime time activity	$300.00						$300.00		
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
	$0.00								
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	$0.00								
	$0.00								
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	$0.00								
	$0.00								
Total Subcategories	$600.00	$0.00	$0.00	$0.00	$0.00	$0.00	$600.00	$0.00	$0.00

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Park Valley

Goal #1

The goal is 85%of students in K-6 will be on or maintain grade level benchmark on Acadience composite. Those not making progress will have a 40 point gain from BOY to MOY on the composite score. 80% of students K-6 will have typically or above growth using PathWays to Progress from BOY to MOY.

Final Report

72% of students in k-6 were on grade level benchmark on Acadience Composite at MOY.

60% of students had a 40 + point gain from BOY to MOY. The average point gain was 21.6 points.

78% of students in K-5 had a typical or higher pathways of progress growth.

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Park Valley

Goal #2

The goal is to decrease negative behavior incidents by 1% for the 2023-24 school year.

2022-2023 Behavior Incidents:

Elementary 1- office 2 minor

Secondary 1 office 7 minor

Final Report

Park Valley School had an overall 36% decrease in negative behavior incidents in the 2023-2024 school year.

2023-2024 Behavior Incidents
Elementary 3 office 4 minor
Secondary- 0 office 0 minor

There was an increase in Elementary incidents due to more training on Educators handbook and clear expectations of what is entered into the system and by whom.

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Park Valley

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
PLC team Lead-	$500.00	$380.70	$119.30						
NetSmartz internet program	$100.00			$100.00					
Funds used to pay additional hours for para (combine with Trustlands)- sally/ New Para		$432.52					$500.00		
Library 2 hrs a week- Jean Morris	$1,167.48	$889.00	$278.48						
	$0.00								
	$0.00								
	$0.00								
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	$0.00								
	$0.00								
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	$0.00								
	$0.00								
	$0.00								
	$0.00								
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	$0.00								
Total Subcategories	$2,700.00	$1,702.22	$397.78	$100.00	$0.00	$0.00	$500.00	$0.00	$0.00

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Snowville

Goal #1

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

Final Report

79% of students in k-6 were on grade level benchmark on Acadience Composite at MOY.

83 % of students had a 30 + point gain from BOY to MOY. The average point gain was 44.6 points.

72 % of students in K-5 had a typical or higher pathways of progress growth.

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Snowville

Goal #2

The goal is Snowville will hold specific Professional Development sessions based on the needs of our staff and students- specifically ; behavioral (CHAMPS), reading(Language Live, Read Naturally, Successful Reading programs like those implemented at other schools), writing (Step up to Writing, 6 Traits) and technology (Canvas, Google, Near Pod, Adobe Spark, Netsmartz). This instruction will result in an improved school climate and understanding of the curriculum being taught to our students, and staff members. These funds will also pay for the PLC team leader and ESP to attend Teacher academy in August.

Final Report

Five (71%) staff members were able to attend the Rural schools conference in Price Utah in July of 2023.

Each month in staff meeting we have and average of 90% attendance for professional development.(Roll is taken by QR)

Topics covered are:

- Educators Handbook
- Policies
- Expectations and create behavior matrix
- DATA and uptick goals/ expectations
- Progress monitoring- How to
- Testing Ethics/ Administration
- Safety plan/ drills
- Confidentiality
- PCBL
- Learning By Doing Book Study
- PLC's- Norms; evidence; CFA; Agendas; Data; Goals

After Professional Development observations are completed on Teachers and Support Staff for implementation verification.

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Snowville

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
PLC team Lead -	$500.00	$380.70	$119.30						
NetSmartz Internet program	$100.00			$100.00					
student incentives	$300.00						$300.00		
Staff PD	$1,800.00	$1,370.49	$429.51						
	$0.00								
	$0.00								
	$0.00								
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	$0.00								
Total Subcategories	$2,700.00	$1,751.19	$548.81	$100.00	$0.00	$0.00	$300.00	$0.00	$0.00

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TSSA Plan Report Western Schools

WELCOME

2023-2024

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Sunrise High

Goal #1

The goal is to improve our weekly attendance by 2%. We will do this by hiring a full time instructional para / mentor to work in our junior pod. We feel that by improving attendance, we will in turn improve credits earned and increase our overall graduation rate.

Final Report

Overall, our weekly attendance percentages have improved on average 8% over last years weekly averages.

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Sunrise High

Goal #2

The goal is to decrease the number of failing grades in the class by 2%. We will do this by hiring a full time instructional para / mentor to work in our junior pod. By providing all incoming students a mentor to communicate with home and track overall student progress, we will in turn improve credits earned and increase our overall graduation rate.

Final Report

In 2023, the percent of failing grades by term were as follows:
Term 1 = 10.01% Term 2 = 17.31% Term 3=16.48%
Term 4=18.65% Term 5=19.05% Term 6= 14.64%
For and overall average of 16.02%

This year the percentage of failing grades by term were as follows:
Term 1= 12.55% Term 2= 12.64% Term3= 6.25%
Term 4= 10.75 Term 5 = 10.62% Term 6 = 4.81%
For an overall average of 9.6%
This is a decrease of 6.42% over last year to this point in the year.

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Sunrise High

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Hire full time instructional para	$20,385.00	$15,561.00	$4,824.00						
	$0.00								
	$0.00								
	$0.00								
	$0.00								
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	$0.00								
	$0.00								
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Total Subcategories	$20,385.00	$15,561.00	$4,824.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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Bear River High

Goal #1

BRHS will build students and their capacities through strengthening teachers, improving curriculum, technology and teaching, building student connections, and promoting positive school behaviors.

Final Report

BRHS helped ensure we keep our Instructional Coach by paying a portion of her salary.

BRHS was able to increase access to technology in the dance room, wrestling room, and weight room by installing projectors, screens and tying it into the sound system.

BRHS has been focusing on students that miss 50-80% of their classes. By focusing on these students, attendance for these students have increased for most by at least 15%.

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Bear River High

Goal #2

Supporting professional growth with teachers and social connections with students, BRHS will improve teachers and their teaching capacity through professional growth and leadership opportunities. We will also look to build and strengthen students through leadership opportunities.

Final Report

BRHS has monthly meetings focused on teacher mental health and positive PD. Teachers get fed and built up to keep them happy.

BRHS has be fortunate enough to allow multiple teachers attend outside conferences and PD to keep them growing and developing as teachers. We have also been able to cover subs for teachers to visit and watch other master teachers teach.

At BRHS every teacher is on a committee to help strengthen and build our school. As teachers have a voice and ability to make change, our school has seen positive changes lead by teachers and their ideas.

BRHS has a Student Leadership group that focuses on building students and finding way to be more inclusive in what we do. We also have strong Student Government and Sterling Scholar programs that allow students to grow and experience leadership opportunities.

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Bear River High

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Unity/Kindness/Togetherness Swag - Shirts, lanyards, stickers, hoo	$21,694.00						$20,000.00		
Attendance/Behavior Incentives - In conjunction with SLT funding	$9,500.00						$9,500.00		
PBIS - Creating, branding, promoting PBIS	$5,000.00						$5,000.00		
Instructional Coach	$34,306.00	$25,241.40	$9,063.86						
Robotics	$3,500.00							$3,500.00	
Instructional supplies - classroom tech	$25,243.00						$25,243.00		
Lunch and Learn/Brush-up Breakfasts - Professional development, training	$5,000.00						$5,000.00		
PD opportunties - Paying for coaching, additional trainings, conferences ar	$10,000.00				$10,000.00				
Team Coaching - Proffit - 3 2-day coaching days (approx. $2,600 each ses	$9,800.00				$9,800.00				
Committee Member Stipend - 60 @ 262.7 ($200 take home)	$15,762.00				$15,762.00				
Asst. Student Government Leader Stipend	$3,500.00	$2,403.00	$1,097.00						
PLC Team Leadership Stipend - 9 @ 656.70 (Take home $500)	$5,910.00	$4,499.70	$1,410.30						
Edginuity Manager Stipend	$2,500.00	$1,716.50	$783.50						
Intervention Team Stipend - 6 @ $394 (Take home $300)	$5,565.00	$4,773.00	$792.00						
Sterling Scholar - stipend and supplies	$750.00	$500.00					$250.00		
E4A - Leadership skills - program fees and supplies	$1,000.00						$1,000.00		
Total Subcategories	$159,030.00	$39,133.60	$13,146.66	$0.00	$35,562.00	$0.00	$65,993.00	$3,500.00	$0.00

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Bear River Middle School

Goal #1

Final Report

By the end of the 2023-24 school year, the 8th and 9th grade students will increase proficiency levels by 3% in reading and math on the RISE and Aspire+ assessments. The baseline will be the proficiency levels from the 2022-23 school year.

The baseline scores for 8th grade in the 2022-2023 school year, was 35 in language arts and 38 in math. The 2023-2024 results showed an increase to 46 and 46 respectively. The 2022-2023 baseline for the 9th grade was 35 in Language arts and 31 in Math. The 2023-2024 results showed a decrease in language arts to 32 but and increase in math to 35.

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Bear River Middle School

Goal #2

By the end of the 2023-24 school year, 60% of all students at BRMS will show projected growth as measured by the reading and math components of the Measures of Academic Performance (MAP) assessment. The baseline will be the beginning of the year assessment.

Final Report

We saw great growth in our students this year on MAP testing. In the 8th grade we 67% of out students make their projected growth in Reading and 70% in math. Overall 68% reached their projected growth. In the 9th grade 51% made their projected growth in reading and 69% in math. Overall 60% reached their projected growth.

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Bear River Middle School

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700 X	Other 800 X
Learning Space Redesign: four co-taught classrooms	$11,740.00							$11,740.00	
Student Leadership Advisor Stipends and Benefits	$15,100.50	$12,000.00	$3,100.50						
Academic Field Trips	$3,260.00					$3,260.00			
Software subscriptions to support and enhance student learning in the classroom	$14,000.00			$14,000.00					
Chromebooks and Teacher Display Boards	$36,000.00						$36,000.00		
Student/Teacher incentives and PD Support	$12,000.00						$12,000.00		
Teacher Professional Conferences (professional development)	$21,974.50								$21,974.50
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Total Subcategories	$114,075.00	$12,000.00	$3,100.50	$14,000.00	$0.00	$3,260.00	$48,000.00	$11,740.00	$21,974.50

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Harris Intermediate

Goal #1

85% of students will be at the 50th percentile or make 1 years growth as assessed by the MAPS Math assessment from September to May 2024.

Final Report

Currently 60%of our students have made their goal as of the January Benchmark on MAP.

We have set a goal mid year to accomplish the remaining gain towards our goal by the final Benchmark in May.

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Harris Intermediate

Goal #2

Students will be able to name 3 coping strategies when stressed or anxious measured by the end of year survey.

Final Report

As of January 2024, we have 73 % of our 7th grade and 55% of our 6th students who can name and use their 3 strategies for healthy coping and Anxiety strategies.

Our counseling team will continue to teach these strategies in classrooms, providing suggestions for how students can use them.

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Harris Intermediate

Expense category	Expense Description	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
PBIS Incentives	Student PBIS Incentives- Monthly baskets for teachers, Honor Roll,	$10,181.00								$10,181.00
Support Staff	Para Lunch & Learn Hourly Rate	$500.00	$500.00							
Team Leader Stipends	Team Leaders: N. Richards, D. Fawcett, M. Dunmeyer, S. Alfonso, D. Richards, E. Bywater, K. Miller, J. Thomas, R. Marble, N. Geddes, V. Spenst, Connie Toone	$18,000.00	$18,000.00							
Head Husky Advisor 1st Tri	Jordan Herzog- STIPEND amt. whatever he earns, productivity	$5,800.00	$5,800.00							
Coach	Connie Toone/our portion is 18K,	$8,109.00	$8,109.00							
Head Husky coordinator 1,2,3rd tri stipend	Natasha Geddes	$600.00	$600.00							
Biathlon	Jason Warner	$300.00	$300.00							
Head Husky coordinator 2nd & 3rd tri stipend	Natasha Geddes	$400.00	$400.00							
Teacehr led PD.	Teachers and staff will participate in training to improve their teaching strategies	$5,000.00	$5,000.00							
Drama Stipend/ play	Laura Lee Hull	$6,000.00	$3,000.00					$3,000.00		
Chantelle Johnson	LCSW our portion of the grant	$25,000.00	$25,000.00							
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		$0.00								
Total Subcategories		$109,890.00	$66,709.00	$0.00	$13,000.00	$0.00	$0.00	$7,000.00	$0.00	$23,181.00

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Box Elder High

Goal #1

Box Elder High School will reduce the number of students who are credit deficit by 2% from August 2023 to June 2024.

Final Report

At the beginning of the year, we had 5.47% credit deficit. After second trimester we had 7% of students credit deficit. At the end of third trimester we had 6%. After summer school we had 5.34% credit deficit. We did not meet this goal. 2% was probably a little unrealistic to achieve.We did lower our number of credit deficit students by 0.13%

Link to our data tracking.
https://docs.google.com/spreadsheets/d/1g15D1necxz566-5I6MG7_cN6TN9MaAgTmfAvFL-c7z8/edit

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Box Elder High

Goal #2

Box Elder High School teachers will use SIOP and Big 8 teaching strategies to achieve an average of 80% or higher student engagement during the 2023-24 school year. 85% of Box Elder High School teachers will have an average of 80% student engagement during classroom instruction. (This is “focused engagement” meaning the students are responding to the teachers)

Final Report

Our school wide engagement rate was 86%. We had more than 85% of our teachers above 80%. We did meet this goal.

Link to data: https://docs.google.com/document/d/1Nuj19JLjQhCZdfpebTd_jJS3rOJX4givWk8pej0xJOw/edit

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Box Elder High

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Marquee Monitor (Tom Davidson)	$656.70	$500.00	$156.70						
ACT Accomodations Coordinator (Travis Mumford)	$656.70	$500.00	$156.70						
Online Lab Teacher Salary/Teacher Productivity	$131,035.00	$99,802.47	$31,232.53						
Academic Olympiad (Shannon Cheney)	$656.70	$500.00	$156.70						
Academic Olympiad (Peter Gerlach)	$656.70	$500.00	$156.70						
Graduation Chair (Shannon Cheney)	$394.02	$300.00	$94.02						
Sterling Scholar Coordinator (Sarah Bliesner)	$1,182.06	$900.00	$282.06						
Aspire Testing Coordinator (Patrick Parker)	$1,182.06	$900.00	$282.06						
ACT Coordinator (Patrick Parker)	$1,313.40	$1,000.00	$313.40						
ACT 504 Accomodations Coordinator (Bonnie Mortensen)	$656.70	$500.00	$156.70						
Assistant Student Government Advisor (Journey Grenwell)	$1,182.06	$900.00	$282.06						
AP Testing Coordinator (Caden Burrell)	$1,313.40	$1,000.00	$313.40						
STEM (Gregg Cefalo)	$1,313.40	$1,000.00	$313.40						
Student of the Month (Sarah Bliesner)	$1,182.06	$900.00	$282.06						
Summer School Credit Recovery Teachers (Caden Burrell)	$6,567.00	$5,000.00	$1,567.00						
Summer School Credit Recovery Teachers (Shizhong Zhang)	$6,567.00	$5,000.00	$1,567.00						
Summer School Edgenuity Prep/ All Year Maintenance (Jamie Kent	$2,626.80	$2,000.00	$626.80						
Dance Company Teachers (Becca Ammons)	$10,507.20	$8,000.00	$2,507.20						
MAP Testing Coordinator Patrick Parker	$1,313.40	$1,000.00	$313.40						
Master Schedule Builder (Kristin Udy)	$1,313.40	$1,000.00	$313.40						
Atomic Quiz - Canvas	$3,070.00						$3,070.00		
Purchase Items for Unite, Hope, and Destress Week	$3,000.00						$3,000.00		
Teacher PD/ Travel/ Subs	$18,017.12	$5,000.00	$1,567.00			$11,450.12			
Display Boards/ Other Technology as needed	$18,017.12						$18,017.12		
	$0.00								
Total Subcategories	$214,380.00	$136,202.47	$42,640.29	$0.00	$0.00	$11,450.12	$24,087.12	$0.00	$0.00

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Box Elder Middle School

Goal #1

Final Report

Box Elder Middle School will increase MAPS proficiency in each grade level on the Winter assessment by 2% overall. Proficiency will be determined by the percentage of students performing in the green (61st to 80th percentile nationally) and blue (80th percentile and up nationally) bands on the assessments in both reading and math. Reading: 2022-2023 results: 8th grade: 40% proficient 9th grade: 53% proficient 2023-2024 goal: 8th grade: 42% proficient 9th grade: 55% proficient Math: 2022-2023 results: 8th grade: 50% proficient 9th grade: 50% proficient 2023-2024 goal: 8th grade: 52% proficient 9th grade: 52% proficient

23-24 Winter MAP Assessments

Reading
8th Grade: 31% proficient
9th Grade: 43% proficient

Math
8th Grade: 41% proficient
9th Grade: 47% proficient

We are re-examining our academic focus for next year based on these results.

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Box Elder Middle School

Goal #2

Final Report

Box Elder Middle School will decrease office referrals by 5% compared to the 2022-2023 school year.

Students so far in 2023-2024 have had 468 office referrals this year.

Last year we had 802 office referrals for the 2022-2023 school year.

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Box Elder Middle School

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Math aides	$42,000.00	$31,978.07	$10,021.93						
Team Leaders	$24,000.00	$18,273.18	$5,726.82						
Guiding Coalition	$18,000.00	$13,704.89	$4,295.11						
Reading Interventionist	$6,000.00	$4,568.30	$1,431.70						
Read Lab Paraeducator	$23,125.00	$17,606.97	$5,518.03						
Online Mentor	$17,250.00	$16,083.92	$1,166.08						
PLC Team Collaboration Days	$20,000.00	$15,227.65	$4,772.35						
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Total Subcategories	$150,375.00	$117,442.98	$32,932.02	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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Young Intermediate

Goal #1

Additional Counseling Support for Students - ACYI will increase student access to counseling support by hiring an additional counselor to be a third member of the Counseling Team. The counselor will provide students with academic guidance and intervention, social-emotional support, crisis management, etc. The ultimate goal is to increase the number of students that receive counseling-level support and resources by 30% during the 2023-2024 school year when compared to data from the 2018-2019 school year.

Final Report

ACYI has hired an additional counselor to make these services more available to students. Students are able to requests meetings with their counselor at any time during the school day by logging on to the Close Gap reporting systems. Counselors are able to respond quickly and help students work through issues.

This goal continues until the end of the school year and data will be reported at that time.

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Young Intermediate

Goal #2

ACYI will continue with the implementation of a school wide behavior program that was started in the 2019-2020 school year. With the implementation, teachers will receive ongoing coaching and professional development for addressing student behavior in various settings as well as procedures for referral of students to receive additional behavioral support. There will be consistency throughout the school based on a schedule of skills to be taught. ACYI will continue with the PBIS model of RISE (Respect, Safety, Engagement) where students will learn and understand how each of those look and sound. ACYI will implement a schedule of adequate supervision in the common areas and hallways and address concerns with consistency. Staff members will have opportunities for classroom management and restorative discipline professional development and training in the Big 8 with classroom model teachers. Through the implementation of this type of behavioral support program, ACYI will reduce the number of negative office referrals by 20% through the 2021-2022 school year when compared to data from the 2019-2020 school year.

Final Report

1. A PBIS committee has been formed to formulate our positive behavior initiative and meets monthly throughout the year to update this program. They consider Tier 1 Implementation of behavioral expectations and Tier 1 reward activities.
2. Teachers have been trained in the use of the 2 purchased behavior documentation software. Close Gap is a program that is available to students when they are logged on to their school account and with one click can request to meet with a counselor or other trusted adult. HERO is our sytem of rewarding students for positive behavior int the RISE framework and is used to obtain rewards in our token economy.
3. We are in the process of creating the SEL library. We are gathering the variousl resources used in Student Skills, Skills to Success and School within a school to make them available to the entire staff.
4. Faculty and staff members will have RISE cards to distribute to students who are modeling positive behavior - students will redeem cards for incentives. We have replaced this with an electronic methods of rewarding students, the HERO program. The theory and practice are the same, but it is electronic instead of paper.
5. Behavior paraprofessionals (88 hours per week)will be hired to provide support/consistency to students struggling with behavior in the general education setting. We have hired these people and they are supporting students in the classroom, at lunch and on the playground.

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Young Intermediate

List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Additional Counselor	$48,585.04	$36,946.80	$11,638.24						
Stipends for Member of PBIS Committee	$5,260.00	$4,000.00	$1,260.00						
RISE Program Positive Behavior Tracker (hero)	$3,500.00			$3,500.00					
Salary of Behavior Support Para-Professionals (88 hrs/wk total	$63,547.18	$59,031.28	$4,515.90						
Salary of Americorps mentoring/student Advocate	$7,000.00	$7,000.00							
Character Education Resources for Tier 1 Instruction	$3,000.00			$3,000.00					
PBIS/Rise store Items and reinforcer activities (celebrations)	$15,042.78						$15,042.78		
	$0.00								
	$0.00								
	$0.00								
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	$0.00								
Total Subcategories	$145,935.00	$106,978.08	$17,414.14	$6,500.00	$0.00	$0.00	$15,042.78	$0.00	$0.00

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TSSA Plan Report School District Support

WELCOME

2023-2024

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Box Elder School District

Goal #1

Teacher Recruitment and retention.

Goal #2

Funds allocated to each building to ensure student performance and academic achievement with additional resources for special education support to be provided in each school.

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Box Elder School District

School	Enrollment	Allocation	Total	Salaries 100	Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
BEHS	1588	$214,380	$214,380.00	$136,202.47	$42,640.29	$0.00	$0.00	$11,450.12	$24,087.12	$0.00	$0.00
BEMS	1155	$155,925	$150,375.00	$117,442.98	$32,932.02	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
BRHS	1178	$159,030	$159,030.00	$46,919.20	$3,854.80	$0.00	$35,562.00	$0.00	$69,194.00	$3,500.00	$0.00
BRMS	845	$114,075	$114,075.00	$10,000.00	$2,100.50	$14,000.00	$0.00	$2,000.00	$48,000.00	$16,000.00	$21,974.50
Sunrise	151	$20,385	$20,385.00	$15,561.00	$4,824.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Young	1081	$145,935	$145,935.00	$106,978.08	$17,414.14	$6,500.00	$0.00	$0.00	$15,042.78	$0.00	$0.00
Harris	814	$109,890	$109,890.00	$66,709.00	$0.00	$13,000.00	$0.00	$0.00	$7,000.00	$0.00	$23,181.00
Century	491	$66,285	$66,285.00	$50,157.42	$6,311.03	$2,001.55	$0.00	$0.00	$7,815.00	$0.00	$0.00
Discovery	462	$62,370	$62,370.00	$46,039.00	$11,713.00	$500.00	$0.00	$0.00	$4,118.00	$0.00	$0.00
Fielding	538	$72,630	$72,654.60	$57,494.49	$5,435.11	$1,200.00	$0.00	$0.00	$8,525.00	$0.00	$0.00
Garland	660	$89,100	$86,244.10	$74,390.46	$7,398.64	$0.00	$0.00	$0.00	$0.00	$0.00	$4,455.00
Golden Spike	745	$100,575	$100,575.00	$71,984.00	$9,545.00	$5,041.00	$0.00	$0.00	$14,005.00	$0.00	$0.00
Grouse Creek	7	$945	$945.00	$0.00	$0.00	$0.00	$0.00	$0.00	$945.00	$0.00	$0.00
Lake View	608	$82,080	$81,799.50	$62,000.00	$5,699.50	$8,600.00	$0.00	$0.00	$5,500.00	$0.00	$0.00
McKinley	548	$73,980	$69,199.00	$62,014.88	$7,184.12	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
North Park	581	$78,435	$76,311.00	$65,125.15	$4,997.85	$3,000.00	$0.00	$0.00	$3,188.00	$0.00	$0.00
Three Mile	602	$81,270	$81,270.00	$60,323.40	$8,364.17	$0.00	$6,400.00	$0.00	$2,119.43	$0.00	$4,063.00
Willard	231	$31,185	$31,185.00	$27,623.08	$2,002.67	$0.00	$0.00	$0.00	$1,559.25	$0.00	$0.00
Park Valley	27	$3,645	$3,645.00	$2,196.89	$666.11	$100.00	$0.00	$0.00	$682.00	$0.00	$0.00
Snowville	31	$4,185	$4,185.00	$2,702.90	$824.83	$100.00	$0.00	$0.00	$557.27	$0.00	$0.00
Special Education	25%	$838,744.73	$838,744.73	$575,882.13	$262,862.60						
BE Salary Allocation	25%	$838,744.73	$838,744.73	$575,882.13	$262,862.60						
Salary Stipends											
Total Allocated	12,343	$3,343,794.46	$0.00								
Total Subcategories			$3,328,227.66	$2,233,628.66	$699,632.98	$54,042.55	$41,962.00	$13,450.12	$212,337.85	$19,500.00	$53,673.50

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Thank you!

Do you have any questions?

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Bear River High Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: David Lee

Submit Date: 2025-01-24

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Keith Mecham

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$0.00	
Distribution for 2023-2024	$180,255.31	$0.00	$180,255.31	
Total Available for Expenditure in 2023-2024	$180,255.31	$0.00	$180,255.31	
Remaining Funds (Carry-Over to 2024-2025)	**$0.31**		**$24,885.35**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$160,474.00	$0.00	$145,766.91	
Contracted Services	$0.00	$0.00	$8,308.05	
Professional Development	$10,000.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$3,581.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$3,800.00	$0.00	$1,295.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$2,400.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$0.31**		**$24,885.35**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$180,255.00	$0.00	$155,369.96	
Remaining Funds (Carry-Over to 2024-2025)	**$0.31**		**$24,885.35**	

Goal #1 close

State Goal close

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

Academic Area close

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

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

This is the percentages of students with 1 or more failing grade at the end of each trimester. This is any class and any grade level.

	21/22	22/23
1st Tri -	17.82%	16.61%
2nd Tri -	17.49%	16.62%
3rd Tri -	15.36%	

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Bear River increased our graduation rate from 86.2% in 2022-23 to 90.7% in 2023-24, for a 4.5% increase in the number of students graduating in May of 2024.
Additionally, the following is the percentage of students with 1 or more failing grades at the end of each trimester. This is any class and any grade level.

	23/24
1st Tri -	17.29%
2nd Tri -	14.72%

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Curriculum hours to improve student application and understanding by improving assessments, learning targets, and success criteria. Content Teams with time: Spanish, Biology, Math, Theater and LA.
2. Math is one of the most failed curriculums in the school. We have after-school math tutoring to allow more opportunities for students to get additional help.
3. Math is also getting a 6 hour a day aid to support in the classroom - as directed by the classroom teachers.
4. To support the assessment piece we are purchasing a testing bank license for the school year. We are also purchasing a program to work with Canvas to allow students and teachers easy access in a program they all know and use.
5. LA will have a paid grader for 3 big essays for every student each year.
6. There are 3 support paras being paid for to help with credit recovery, at-risk students, supporting are most struggling students.
7. As teachers grow and get better, they are more able to support and build our students.

We have funds available for teachers to observe other teachers, attend conferences and professional development.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (•) Yes
- ( ) No

Category	Description	Estimated Cost
Software < $5,000	License for assessment and testing.	$3,800.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Technology for student use.	$3,581.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Conference and PD opportunities for staff.	$10,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Curriculum hours, aides, support personal, and after-school tutoring salaries and benefits.	$144,960.00
	Total:	$162,341.00

Goal #2

close

State Goal

close

Goal 2: BRHS will improve student attendance by 2-3% each year. Attendance is vital to the success of students. Missing class means missing learning opportunities, practice opportunities, and working with a professional who knows the curriculum and expectations for growth and proficiency.

Academic Area

close

- College and Career Readiness *(secondary schools only)*
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy

- Fine Arts

- Graduation Rate Increase *(secondary schools only)*
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Combined average of weekly attendance into trimester average . Weekly attendance is percentage of students missing at least on class in any given week.

	2021-22	2022-23
1st Tri	14.04%	7.70%
2nd Tri	15.94%	12.77%
3rd Tri	15.22%	

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The combined average of weekly attendance into the trimester average. Weekly attendance is the percentage of students missing at least one class in any given week.

	2023-24
1st Tri	11.33%
2nd Tri	12.70%
3rd Tri	15.48%

Action Plan Steps and Expenditures close

These are the Action Steps identified in the plan to reach the goal:

1. Hired a teacher to teach life skills/healthy habits to our students.
2. PBIS incentives to reward students that have great attendance.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Hired teacher 1st trimester to teach this course.	$15,514.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	PBIS student incentives	$2,400.00
	Total:	$17,914.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < $5,000	$3,800.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$3,581.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$2,400.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$10,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$160,474.00
Total:	$180,255.00

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of $24885.35 to the 2024 - 2025 school year. This is 13 % of the distribution received in 2023 - 2024 of $180255.31. Please describe the reason for a carry-over of more than 10 % of the distribution.

We were unable to hire a math para for the number of hours that we wanted, we also didn't use as many hours with credit recovery and intervention that we originally thought might be needed. Additionally, we allocated $10,000 for staff development as we were going to attend a workshop that we ended up not attending due to scheduling. So those monies went unutilized. I believe it is also important to note that we completed an amendment to the 24-25 plan and our council spent some of that 23-24 $24,000 carryover for

a math paraprofessional to help with interventions, so some of that balance will have been utilized this year

for current needs.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

Any additional or extra money will be spent on technology, additional curriculum hours for teachers, or additional social skill/life skills classes for students.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

If we have additional funds, we will spend it on curriculum development to help develop our credit recovery and initial credit efforts moving forward as we transition to some other flexible teaching options. We would need $3,000-$5,000 for those efforts. Additionally, we would spend additional funds purchasing Chrome books for a few of our classes that don't have their own set and are sharing a cart. Both of these areas would help our school to be able to better reach our goal of improving graduation rates, and decrease students not passing classes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly

- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

BACK

Bear River Middle Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Chad Kirby

Submit Date: 2025-01-22

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Keith Mecham

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$780.09	
Distribution for 2023-2024	$129,300.28	$0.00	$129,300.28	
Total Available for Expenditure in 2023-2024	$129,300.28	$0.00	$130,080.37	
Remaining Funds (Carry-Over to 2024-2025)	**$0.28**		**$11,802.36**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$129,000.00	$0.00	$106,445.43	
Contracted Services	$0.00	$0.00	$2,964.80	
Professional Development	$300.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$8,805.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$62.78	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$0.28**		**$11,802.36**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$129,300.00	$0.00	$118,278.01	
Remaining Funds (Carry-Over to 2024-2025)	**$0.28**		**$11,802.36**	

Goal #1

close

State Goal

close

By the end of the 2023-24 school year, 60% of all students at BRMS will show projected growth as measured by the reading and math components of the Measures of Academic Performance (MAP) assessment

Academic Area

close

- College and Career Readiness *(secondary schools only)*
- English/Language Arts
- Health
- Mathematics
- Science
- Social Studies
- World Languages

Measurements

close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

BESD has recently adopted the Measures of Academic Progress (MAP) assessment and this current school year we had a complete cycle to report growth and achievement for all students during the fall, winter, and spring. While this assessment will examine growth and achievement in math and reading, all content areas will use this data to assist in differentiating instruction and to provide for extension and intervention

activities. We will use the MAP assessment scores from the fall, winter, and spring to measure the effectiveness of this goal.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The 8th grade showed great growth. In reading 66.6% of the students achieved their projected growth of one year and in math it was 69.5%. That is 68% overall. The 9th grade showed great progress in math with 68.5% showing the required growth, but only 51% had that same growth in reading. That is an overall percent of 59.7% that achieved the projected growth. As a school, we reached our goal. We exceeded our goal in 8th grade and in 9th grade math, but were low in 9th grade reading.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

The following steps will be taken to achieve this goal:

1. Implement the Utah Core Standards through District adopted Curriculum
2. Provide teachers with time for Professional Learning Communities (PLC's) to plan, pace, prepare common formative assessments, evaluate data, share best practices based on data, and devise methods for interventions and extensions. Teachers will be compensated to work a day in the summer with their collaborative team or a substitute will be provided if teams choose to work during the school year. All teachers will have the opportunity for extra days with their teams and additional days will be granted as needed and provided there are funds available.
3. Provide students with daily opportunities for intervention and enrichment through a daily study hall period that is built into our master schedule.
4. We will need to employ four instructional aides (one in cooperation with the Americorps program) to support interventions and extensions within our study hall period and to assist in our regular classrooms in order for our classroom teachers to have the ability to differentiate instruction to small groups of students. An additional two days of training before the school year begins for students will be added to their contracts in order to meet the training needs for district employees.
5. Employ an additional ELA teacher to lower the PTR (pupil teacher ratio) in our

Language Arts courses. This will be done in cooperation with our district where they will fund 40% of the salary and the school will cover 60% of the salary.

6. In order to retain our instructional coach on staff, we will partner with a grant from our district to pay for 15% of the salary. Having an instructional coach will assist our PLC teams to examine data and determine best practices through the institution of high yield instructional strategies.
7. Additional technology equipment will be needed as current equipment wears out or expires. This technology equipment could include touchscreen classroom displays, Smart Board projectors, graphing calculators and additional Chrome Book computers to ensure and continue our 1-to-1 ratio of computers to students.
8. Considering the increase in technology, online assessments, and digital tools addressing interventions and extensions, we will continue to fund a digital citizenship and safety plan through our funds. The plan may be either through a large assembly or during our study hall time, whichever is more appropriate for our school population.
9. Our guiding coalition will be paid a $500 stipend to facilitate work within our PLC's.
10. Professional development opportunities will continue to be made available to our entire staff. We will have funds available to assist in covering registration fees, travel, meals and lodging for our certified staff to attend professional development opportunities inside and outside of the district. These PD opportunities must be in alignment with our school goals.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	2. PLC time for teachers to be paid as a stipend or to cover a sub in order to plan and prepare within the PLC process 4. Three instructional aides will be paid based upon 23.75 hours/week 5. 60% of the salary for one of our ELA teachers 6. 15% of the salary for our instructional coach 9. Stipend paid to our guiding coalition	$129,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	10. Professional Development expenses for certified staff	$300.00
	Total:	$129,300.00

Summary of Estimated Expenditures

	Estimated Cost

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$129,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$300.00
Total:	$129,300.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

In the case of excess funding for our School Land Trust account, we will be using those funds for additional technology in the form of chrome books for student use and presentation screens for teacher classrooms. Additionally, excess funding would go to affording teachers additional days to work on the PLC process with their departmental teams.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

We did not implement any funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain

- [x] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
13	0	2	2023-04-10

Comments

Date	Name	Comment
2025-01-21	Chad Kirby	Final Report Comment: As a school community council we discussed that in future plans we may want to break the goal out into two goals for math and ELA.

BACK

Century School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Dallin Gittins

Submit Date: 2025-02-10

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$12,332.82	
Distribution for 2023-2024	$75,131.88	$0.00	$75,131.88	
Total Available for Expenditure in 2023-2024	$75,131.88	$0.00	$87,464.70	
Remaining Funds (Carry-Over to 2024-2025)	**-$22,383.90**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$95,515.78	$0.00	$85,316.70	
Contracted Services	$0.00	$0.00	$136.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$2,000.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$2,012.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$22,383.90**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$97,515.78	$0.00	$87,464.70	
Remaining Funds (Carry-Over to 2024-2025)	**-$22,383.90**		**$0.00**	

Goal #1 close

State Goal close

Century K-5 students will increase their proficiency by 10% from BOY to EOY according to Acadience ELA Benchmark Assessments.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

We will use the Acadience score to determine if students are at the benchmark. Acadience will be administered three times during the school year. The first administration will be at the beginning of the year. The second administration will be mid-year. The third and final Acadience assessment will be at the end of the year. The final assessment of the school year will be used to determine whether we have reached our goal.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from

before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The goal was for K-5 students at Century to increase their proficiency by 10% from BOY to EOY according to ELA Benchmark Assessments.

Kindergarten students started the year at 50% proficient, and ended the year at 87%. (Goal met)
First grade students started at 65% and ended at 86%. (Goal met)
Second grade students started at 80% and ended at 81%. (Goal not met)

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- Use EOY 2022-2023 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.
- Create reading groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students. Group students according to need, and provide para support for the interventions.
- Consistently track and monitor student progress.
- Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed. Use research-based materials and curriculum to provide high-quality, targeted instruction.
- Provide ongoing PD for teachers and paras to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	The Instructional Paraprofessional salaries necessary to implement this plan. Title I and other budgets will also be used to pay the paraprofessional salaries of those involved in implementing this plan.	$95,515.78
Books, Ebooks, online curriculum/subscriptions	Books, Ebooks, Online Curriculum/Subscriptions	$2,000.00
	Total:	$97,515.78

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$95,515.78
Books, Ebooks, online curriculum/subscriptions	$2,000.00
Total:	$97,515.78

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks, projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. Books for our Leveled Library. We would like to add updated books to keep student interests high. There are also many books that need to be replaced due to normal wear and tear from use. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development including the possibility of those requiring an overnight stay (travel, meals, hotel, registration, per-diem)

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- Stickers that identify purchases made with School LAND Trust funds

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2023-04-24

Comments

Date	Name	Comment
2023-05-08	Heidi Jo West	Which grade levels are included in the goal? The rollover is too large because it shows no expenditures. Summary of Estimated Expenditures for 2023-2024 $0.00 Estimated Carry-over to 2024-2025 $97,515.78
2025-02-10	Heidi Jo West	Final Report Comment: Negative balance needs corrected.

BACK

Discovery School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Todd Barrow

Submit Date: 2025-02-10

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$26,975.73	
Distribution for 2023-2024	$70,694.36	$0.00	$70,694.36	
Total Available for Expenditure in 2023-2024	$70,694.36	$0.00	$97,670.09	
Remaining Funds (Carry-Over to 2024-2025)	**-$14,305.64**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$81,000.00	$0.00	$60,351.34	
Contracted Services	$0.00	$0.00	$7,306.80	
Professional Development	$4,000.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$29,163.35	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$848.60	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$14,305.64**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$85,000.00	$0.00	$97,670.09	
Remaining Funds (Carry-Over to 2024-2025)	**-$14,305.64**		**$0.00**	

Goal #1 close

State Goal close

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

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

2022-2023- K MOY Goal- 90% composite (actual 87%), MOY 1 Goal- 80% of students at benchmark with WWR (actual 87%) and NWF (actual 93%), as well as 11% growth in accuracy (current is 66% so we need 77% by EOY), MOY 2 Goal- 80% of students at benchmark for accuracy (actual 61%), MOY 3 Goal- 80% composite (actual 77%), MOY 4 Goal- 80%: composite (actual 71%), MOY 5 Goal- 85% composite MOY (actual 78%)

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after

measurement data supports the improvement.

2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

K Goal- 90% composite (Actual 93%). MOY 1 Goal- 90% of students at benchmark with WWR and NWF (WWR and NWF were 83%). MOY 2 Goal- 85% of students at benchmark for accuracy (actual was 60%). MOY 3 Goal- 80% composite (Actual 64%). MOY 4 Goal- 80% composite (actual 75%). MOY 5 Goal- 80% composite MOY (Actual 77%).

We met the MOY goal in Kindergarten but did not meet it in the other grades.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- Employ paraprofessionals to provide skill-based small-group interventions/extensions.
- Paraprofessionals will also work with students to develop vocabulary and comprehension reading skills in language arts and mathematics.
- Provide professional development for our teachers and paraprofessionals to build skills in researched-based practices.
- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
- Students performing below the benchmark will be monitored regularly using Acadience.
- Program assessments will be analyzed to adjust intervention groups in a timely manner.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Employ paraprofessionals to provide skill-based small-group interventions/extensions. Paraprofessionals will also work with students to develop vocabulary and comprehension reading skills in language arts and mathematics.	$81,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Provide professional development for our teachers and paraprofessionals to build skills in researched-based practices.	$4,000.00
	Total:	$85,000.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$81,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$4,000.00
Total:	$85,000.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks, projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development including the possibility of those requiring an overnight stay (travel, meals, hotel, registration, per-diem)

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

The additional funds were used to purchase new interactive whiteboards for teachers in 4th and 5th grade ($29,163.35) and the REWARDS Tier 2/3 reading intervention curriculum for 5th and 4th grade ($848.60).

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	0	2023-04-28

BACK

Fielding School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Kristi Capener

Submit Date: 2025-01-21

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$34,907.52	
Distribution for 2023-2024	$82,323.73	$0.00	$82,323.73	
Total Available for Expenditure in 2023-2024	$82,323.73	$0.00	$117,231.25	
Remaining Funds (Carry-Over to 2024-2025)	**-$23,273.26**		**$176.62**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$79,196.99	$0.00	$85,404.74	
Contracted Services	$0.00	$0.00	$1,720.40	
Professional Development	$12,000.00	$0.00	$11,453.64	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$5,200.00	$0.00	$0.00	
Technology Related Supplies	$3,000.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$4,377.59	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$6,200.00	$0.00	$13,948.26	
Services Goods Fees	$0.00	$0.00	$150.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$23,273.26**		**$176.62**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$105,596.99	$0.00	$117,054.63	
Remaining Funds (Carry-Over to 2024-2025)	**-$23,273.26**		**$176.62**	

Goal #1 close

State Goal close

Fielding Elementary will increase our grades 1st-3rd students reaching at or above benchmark by 5% on our 2023-24 MOY Acadience Math Assessment.

Academic Area close

- Mathematics

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

2022-23 Benchmark Data: 1st Grade- 68% 2nd Grade - 58% 3rd Grade 62% Total 63%
We will progress monitor students below benchmark.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

2022-23 Benchmark Data: 1st Grade- 68% 2nd Grade - 58% 3rd Grade 62% Average of

2022-23 Benchmark Data: 1st Grade- 68% 2nd Grade - 58% 3rd Grade 62% Average of Students at Benchmark or above = 63%
2023-24 Benchmark Data: 1st Grade- 70% 2nd Grade - 70% 3rd Grade 64% Average of Students at Benchmark or above = 68%
By consistently administering benchmark assessments in math throughout the year, we gained valuable insights into student learning. Using this data we were able to identify specific areas of weakness among our students. We used this information to tailor our

Action Plan Steps and Expenditures close

These are the Action Steps identified in the plan to reach the goal:

1. Provide small group math instruction to all students.
2. Progress monitor students to determine students needing tier 2 and tier 3 instruction.
3. Identify skills and provide common formative assessments to grades 1-3.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Steps1 & 3	$6,100.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Step 2 Provide teachers and aides devices to progress monitor students.	$3,000.00
	Total:	$9,100.00

Goal #2 close

State Goal close

Fielding Elementary will increase the number of students at or above benchmark on the Acadience composite reading score by 5% from MOY 2022-23 to MOY 2023-24.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

2022-23 MOY Students at or above benchmark: K - 90%, 1st - 57%, 2nd - 47%, 3rd - 73%, 4th - 66%, 5th - 70%. Total 67% of students at or above benchmark. We will compare 2023-24 MOY composite scores and increase the number of students by 5% to 72%.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

2022-23 MOY Students at or above benchmark: K - 90%, 1st - 57%, 2nd - 47%, 3rd - 73%, 4th - 66%, 5th - 70%. Total 67% of students at or above benchmark.
2023-24 MOY Students at or above benchmark: K - 88%, 1st - 76%, 2nd - 71%, 3rd - 60%, 4th - 74%, 5th - 78% Total 74.5% of students at or above benchmark.
By regularly administering high-quality benchmark assessments in reading, we were able to gain a clear picture of student performance across key areas such as phonics, fluency, vocabulary, and comprehension. This data allowed us to identify specific

Action Plan Steps and Expenditures close

These are the Action Steps identified in the plan to reach the goal:

1. Provide all students small group instruction.
2. Progress monitor all students regularly. (District Requirements)
3. Identify students needing tier 2 and tier 3 instruction.
4. Set reading goals and pathway of progress goals with all students.
5. Provide a Literacy night for families.
6. Provide professional development and best practices to teachers.
7. Hire an Americorp Aide to provide one-on-one interventions to students.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Steps 1,2,3,4,6,7	$73,096.99
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Steps 1,2, 5	$6,200.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Steps 1,3, 6	$12,000.00
Books, Ebooks, online curriculum/subscriptions	Step1, 6	$5,200.00
	Total:	$96,496.99

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$6,200.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$12,000.00
Total:	$105,596.99

	Estimated Cost

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$3,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$79,196.99
Books, Ebooks, online curriculum/subscriptions	$5,200.00
Total:	$105,596.99

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks, projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. Books for our Leveled Library. We would like to add updated books to keep student interests high. There are also many books that need to be replaced due to normal wear and tear from use. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development requiring an overnight stay (travel, meals, hotel, registration, per-diem)

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement Funding Changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School newsletter
- School website
- Stickers that identify purchases made with School LAND Trust funds

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [x] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [x] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2023-04-11

Comments

Date	Name	Comment
2023-06-01	Paula Plant	Please revise The items in the expenditure section of both goals must be included as part of the action plan steps. For instance, the Action Plan indicates what people will do, it must also include that the funding will be provided for the people to do the work. Any expenditure must be included in the Action Plan steps. This is non-substantive and will not need additional votes of the council and Board.
2023-06-06	Kristi Capener	I added the steps to correlate with the funding needed.

BACK

Garland School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Vanica Crane

Submit Date: 2025-01-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$539.79	
Distribution for 2023-2024	$100,991.94	$0.00	$100,991.94	
Total Available for Expenditure in 2023-2024	$100,991.94	$0.00	$101,531.73	
Remaining Funds (Carry-Over to 2024-2025)	**$244.42**		**$2,480.75**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$98,347.52	$0.00	$84,650.98	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$12,000.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$2,400.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$2,400.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$244.42**		**$2,480.75**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$100,747.52	$0.00	$99,050.98	
Remaining Funds (Carry-Over to 2024-2025)	**$244.42**		**$2,480.75**	

Goal #1 close

State Goal close

Garland Elementary will increase the number of students at or above benchmark on the Acadience composite reading score by 5% from MOY 2022-2023 to MOY 2023-2024. (2022 MOY: k=89%, 1st=56%, 2nd=63%, 3rd=68%, 4th=87%, 5th=78%)

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Acadience/Dibels MOY reports.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Here is the final report for how Garland performed on their SLT goals

Here is the final report for how Garland performed on their 3LT goals:
K=77% We have changed our focus to reading/blending, with less focus on sounding out/breaking down words. This looks like a decrease in our data, but we feel strongly will lead to overall lasting growth for all readers.

1st=54% Our DLI classes needed more support. We worked with all stakeholders and put in place an immediate, short term intervention, which has led to an average 21%

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Kindergarten and 1/2 and 5th DLI teachers will work 35 hours total combined over the summer to align their curriculum with essential learning standards and strengthen Tier 1 instruction.

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

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

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

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

6. Literacy collaboration meetings will be held 2 times monthly to look at student data. Changes will be made to a student's individual plans if sufficient growth is not being made.

7. Scholastic subscriptions will be purchased in English and Spanish to support academic goals.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Steps 1, 4, 5 and 6	$98,347.52
Books, Ebooks, online curriculum/subscriptions	Action Step 7	$2,400.00
	Total:	$100,747.52

Goal #2 close

State Goal close

Garland Elementary will increase our grade 1-3 students reaching at or above benchmark by 5% from MOY 2022-2023 to 2023-2024 on the Math Acadience Assessment. (22-23 MOY: 1st=47% , 2nd=52% , 3rd=53%)

Academic Area close

- Mathematics

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Math Acadience MOY reports 23-24.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

1st=39% Our Kindergarten team has previously not been teaching math using the

1st=39% Our Kindergarten team has previously not been teaching math using the HMH program effectively. This year that has been addressed and we are very much hoping our 1st grade data will be positively affected by Kindergarten efforts.

2nd=42% 2% gain. VERY excited about interventions our 2nd grade team have implemented since MOY. They have gone back and checked every skill from K-2 to find all gaps and are doing intervention groups to fill those gaps.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Observations, feedback, and coaching will be given to 1-3 teachers by the instructional coach and principal to ensure that students are receiving the best possible mathematics instruction in tiers 1 and 2. Additional support will be given to DLI teachers to ensure English teacher is reiterating math learned in Spanish.

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

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

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$98,347.52
Books, Ebooks, online curriculum/subscriptions	$2,400.00
Total:	$100,747.52

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks, projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. Books for our Leveled Library. We would like to add updated books to keep student interests high. There are also many books that need to be replaced due to normal wear and tear from use. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development including the possibility of those requiring an overnight stay (travel, meals, hotel, registration, per-diem)

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly

- [ ] School marquee
- [ ] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	2	2023-04-19

BACK

Golden Spike Elementary Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Shaylyn Ekins

Submit Date: 2025-02-13

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$18,078.25	
Distribution for 2023-2024	$113,998.48	$0.00	$113,998.48	
Total Available for Expenditure in 2023-2024	$113,998.48	$0.00	$132,076.73	
Remaining Funds (Carry-Over to 2024-2025)	**-$16,423.45**		**$1,898.02**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$121,100.00	$0.00	$130,178.71	
Contracted Services	$9,321.93	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$16,423.45**		**$1,898.02**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$130,421.93	$0.00	$130,178.71	
Remaining Funds (Carry-Over to 2024-2025)	**-$16,423.45**		**$1,898.02**	

Goal #1 close

State Goal close

We will increase the percentage of K-5 students, in each grade level, that demonstrate benchmark (move from red/yellow to green/blue) based on grade level standards by 3% from the BOY to MOY benchmark periods while maintaining those already at benchmark status.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Proficiency will be determined by BOY-MOY Acadience composite score.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Golden Spike met the goals in both second and third grades. There were several

Golden Spike met the goals in both second and third grades. There were several barriers to meeting this goal, including a large percentage of new teachers and an earlier benchmarking period than in previous years. Additionally, because of the change in the assessment (particularly in kindergarten through second grades), the overall goal of increasing proficiency from one year to the next was not met.

The data is a cohort data from EOY 2023 to MOY 2024. Kindergarten data is from BOY

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- Employ paraprofessionals to provide skill-based small-group interventions.
- Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices.
- Leadership team will be paid stipends to receive professional development necessary to support the above goals. Topics include data collection and analysis, best teaching practices, tier 1 instruction and 2 and 3 intervention practices, and other professional learning topics. These leaders will take the learning and information back to the grade-level teams. This will also help them become more effective leaders.
- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
- Students performing below benchmark will be monitored regularly using Acadience progress monitoring.
- Individual student goals will be set using the Acadience pathways of progress goal setting tool.
- Program assessments will be analyzed to adjust intervention groups in a timely manner.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Salaries and benefits to for paraprofessionals to support the goal	$121,100.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Stipends for leadership teams	$9,321.93
	Total:	$130,421.93

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$9,321.93
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$121,100.00
Total:	$130,421.93

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

Researched-based programs that would be used to support Tier 1, Tier 2 and Tier 3, including engaging reading and other academic materials and supports, Increased paraprofessional time, Professional development for teachers (including out of state travel), Technology that would increase students' access to the curriculum Materials to support instruction, additional collaboration time for teachers

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

did not implement funding changes

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [ ] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	0	2023-03-23

Comments

Date	Name	Comment
2023-06-01	Paula Plant	Please revise. The $9,321.93 for stipends must be included in the Action Plan steps including how/why the expenditure is needed to implement the goal. The edit is non-substantive and additional votes of the council and Board are not needed.

BACK

Grouse Creek Elementary Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Melissa Morris

Submit Date: 2025-01-20

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$309.37	
Distribution for 2023-2024	$918.11	$0.00	$918.11	
Total Available for Expenditure in 2023-2024	$918.11	$0.00	$1,227.48	
Remaining Funds (Carry-Over to 2024-2025)	**$153.11**		**$440.59**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$0.00	$0.00	$99.88	
Contracted Services	$210.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$555.00	$0.00	$687.01	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$153.11**		**$440.59**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$765.00	$0.00	$786.89	
Remaining Funds (Carry-Over to 2024-2025)	**$153.11**		**$440.59**	

Goal #1 close

State Goal close

50% of K-5 students will be on or maintain a grade level benchmark on Acadience composite. Those not making benchmark will have a 30 point gain from BOY to MOY on the composite score. 60%of students K-5 will be at Typical or higher on Pathways of Progress.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

The community council used BOY to MOY 2022-2023 Acadience data:
40% of students K-6 were on the benchmark on Acadience composite.
0% of those not making progress will have a 30-point gain from BOY to MOY. 40% of students showed typical or above growth on the pathways.
Our 23-24 goal is :
50% of K-5 students will be on or maintain a grade level benchmark on Acadience composite. Those not making progress will have a 30point gain from BOY to MOY on the composite score. 50%of students K-5 will be at Typical or higher on Pathways of Progress.

Please choose one of the following two options to complete the Measurements

section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The goal for 2023-2024 was:

50% of K-5 students would be at or maintain a grade-level benchmark on the Acadience composite.
Those not making the benchmark would achieve a 30-point gain from BOY to MOY.
50% of K-5 students would achieve Typical or higher growth on Pathways of Progress.
Reading Results:

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

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

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

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

5- Purchase materials to help with individual student needs.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	2- All reading teachers will instruct using correct reading techniques and strategies. 3- Teachers will spend more time and focus on providing a quality tier 1 ins4truction.	$210.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	5- Purchase materials to help with individual student needs. Items to be purchased- Epic memberships, books supplies for individualized instruction, prime-time reading event supplies.	$555.00
	Total:	$765.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$210.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$555.00
Total:	$765.00

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of $440.59 to the 2024 - 2025 school year. This is 47 % of the distribution received in 2023 - 2024 of $918.11. Please describe the reason for a carry-over of more than 10 % of the distribution.

The carry-over amount of $440.59, which represents 47% of the total distribution of $918.11, was due to the timing of planned expenditures. Our allocated funds were intended for: Contracted Services, including counseling, library/media support, and professional development. Ensuring all reading teachers used correct reading techniques and strategies. Increasing teacher focus on quality Tier 1 instruction. A portion of these funds was designated for teachers to attend the Rural Schools Conference in Richfield. While the teachers did attend the conference, it was held in July, which was after the fiscal year roll-over. As a result, the associated expenses were not deducted from the 2023-2024 budget but instead carried over to the 2024-2025 school year. This timing issue accounts for the larger-than-expected carry-over, and the funds will be utilized as intended within the current school year.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to

implement the goals. If additional funds are availale, how will the council spend the funds to

implement the goals in this plan?

Additional supplies or Professional Development opportunities.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

did not implement funding changes

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

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

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [x] Other: Please explain
- [x] School assembly
- [x] School marquee
- [x] School newsletter or website
- [ ] Social Media

- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2023-03-01

Comments

Date	Name	Comment
2025-02-10	Heidi Jo West	Final Report Comment: Carryover amount?

BACK

Harris Intermediate Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Gerald Jackman

Submit Date: 2025-02-04

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Keith Mecham

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$21,475.55	
Distribution for 2023-2024	$124,556.72	$0.00	$124,556.72	
Total Available for Expenditure in 2023-2024	$124,556.72	$0.00	$146,032.27	
Remaining Funds (Carry-Over to 2024-2025)	**$0.00**		**$11,555.26**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$124,556.72	$0.00	$134,477.01	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$0.00**		**$11,555.26**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$124,556.72	$0.00	$134,477.01	
Remaining Funds (Carry-Over to 2024-2025)	**$0.00**		**$11,555.26**	

Goal #1 close

State Goal close

85% of our 6th & 7th-grade students will make one year's growth as measured by the MAP assessment from the BOY to the EOY in May 2024.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

As a guiding coalition and school Community Council, we used the trend data from our RISE end-of-year assessment as well as our Lexile growth over time to determine our area of most critical academic need. Next year we will use the school-wide report provided by the district in the additional report data package that they purchase from the MAP vendor. This report will help us to see what percentage of students made the year's projected growth.
It was determined by our School Leadership Team and Community Council that both the math and science RISE tests are also tests of reading and our students who struggle or are below grade level, struggle to read the tests. Additionally, our TSI percentages for ELL and SWD's were bellow the 5% of the state average for 2019 and beyond.

Please choose one of the following two options to complete the Measurements

section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Although we made growth, we did not reach our goal. Our goal was to have 85% of our 6th and 7th grade students make one year's growth as measured by the MAP assessment for math and reading. The data shows for 6th grade achievement in math they reached 79.43% and in Reading achievement they reached 72.61% For 7th grade is was lower, with 72.86% meeting the growth achievement goal in math and 67.35% in reading.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Students will be screened using the end-of-year MAP and Reading Inventory data in May 2023 so that we will know exactly which differentiated interventions/ extensions to put them in for the start of the 23-24 school year.
2. Our Guiding Coalition has approved some changes to our master schedule of 4 times a week, and we will continue our school-wide literacy interventions, where all staff members will participate.
3. $124,556.72 will be spent on Paraprofessionals to help support our 6th grade Language Live intervention classrooms, as well as intervention paras for our Math, ELA, and Science 7th grade weekly interventions.
4. Each student in our school will also take 3 benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal.
5. PLC teams will use our 6th-grade flex time block and & the 7th will use weekly interventions as well as grade-level common time to help provide interventions and extensions based on the CFA grade-level data.
6. We will work to participate in district and sister school efforts to increase the PLC process in both schools as we collaborate together.
7. The administration will work with each team once per trimester to conduct a data review of the Reading Inventory data & MAP data for ELA teachers, and Vocabulary and other literacy supports that the non-ELA teachers will provide. The administration will also help teams to record their uptick data for the year to document trend data, which will be used for growth discussions.
8. We will use the reports generated by the MAP assessment to determine yearly

growth.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	We will spend $124,556.72 on Salaries and benefits to pay for 8 instructional paras who will teach and intervene in our Language Live classrooms as well as three times per week in our WIN time (what I need) interventions school-wide.	$124,556.72
	Total:	$124,556.72

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$124,556.72
Total:	$124,556.72

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

Any additional funds or increased allocations will be spent on additional classroom technology, or on additional paraprofessional support for our Intervention time, books for novel studies, and intervention blocks.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

I am not aware of the implementation of any funding changes last year.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	3	2023-04-12

BACK

Lake View School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Austin Storey

Submit Date: 2025-01-24

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$8,495.23	
Distribution for 2023-2024	$93,035.00	$0.00	$93,035.00	
Total Available for Expenditure in 2023-2024	$93,035.00	$0.00	$101,530.23	
Remaining Funds (Carry-Over to 2024-2025)	**-$1,965.00**		**$5,381.66**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$82,000.00	$0.00	$92,308.65	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$8,000.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$5,000.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$3,639.92	
Services Goods Fees	$0.00	$0.00	$200.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$1,965.00**		**$5,381.66**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$95,000.00	$0.00	$96,148.57	
Remaining Funds (Carry-Over to 2024-2025)	**-$1,965.00**		**$5,381.66**	

Goal #1 close

State Goal close

K-5 students will show increased growth on the Acadience Pathways to Progress Report from BOY to MOY. MOY Goal: K-68%, 1st-68%, 2nd-65%, 3rd-67%, 4th-65%, 5th-65%

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

The 2022-2023 MOY report showed the following percent of typical progress on the Acadience Pathway to Progress Report (K-65%, 1st-61%, 2nd-64%, 3rd-62%, 4th-63%, 5th-63%). The goal is to increase to the following percent of typical progress on the Acadience Pathway to Progress Report for the 2023-2024 MOY Report (K-68%, 1st-68%, 2nd-65%, 3rd-67%, 4th-65%, 5th-65%).

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.

2. Explain how academic performance was improved or not, and attach measurement data from

before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The 2024-2025 MOY report showed the following percent of typical progress on the Acadience Pathway to Progress Report (K-81.5%, 1st-68%, 2nd-56%, 3rd-67%, 4th-59%, 5th-71%). This indicates that while not all of the grade levels met he pathways of progress goals, the majority of the grades met or exceeded the goals.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- Employ paraprofessionals to provide skill-based small-group interventions, and Tier 1 and 2 support.
- Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices.
- Chromebooks will be purchased to enhance the curriculum and administer assessments.
- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
- Students performing below benchmark will be monitored regularly using Acadience.
- Purchase books for students as partk of our One Grade One Book program. Providing each student with books for this program builds excitement for reading, and gives the class a common focus to build reading skills. It also puts more books in the home allowing for students to have more access to grade level text.
- Program assessments will be analyzed to form intervention groups.
- Provide a Digital Citizenship program to students.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Hire Paraprofessionals to support student Tier 1-3 learning.	$82,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Professional Learning for teachers through using subs to allow them to visit other classes, and other learning experience stipends for time spent learning new things.	$8,000.00
Books, Ebooks, online curriculum/subscriptions	394.94 for scholastic readers in Spanish 4604.06 for One Grade One Book materials to sponsor reading in the home and at school.	$5,000.00
	Total:	$95,000.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$8,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$82,000.00
Books, Ebooks, online curriculum/subscriptions	$5,000.00
Total:	$95,000.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

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

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

"did not implement Funding Changes."

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- Stickers that identify purchases made with School LAND Trust funds

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2023-03-23

Comments

Date	Name	Comment
2023-06-01	Paula Plant	Please revise. The expenditures in Books and Professional Development must be included as part of the Action Plan Steps with clarification about how/why they are needed to implement the plan.

BACK

Mckinley School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Jacob Balls

Submit Date: 2025-01-21

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$0.00	
Distribution for 2023-2024	$83,853.91	$0.00	$83,853.91	
Total Available for Expenditure in 2023-2024	$83,853.91	$0.00	$83,853.91	
Remaining Funds (Carry-Over to 2024-2025)	**$6,693.91**		**$21,798.38**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$77,160.00	$0.00	$61,912.73	
Contracted Services	$0.00	$0.00	$142.80	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$6,693.91**		**$21,798.38**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$77,160.00	$0.00	$62,055.53	
Remaining Funds (Carry-Over to 2024-2025)	**$6,693.91**		**$21,798.38**	

Goal #1 close

State Goal close

Our school goal is based on reading achievement. Our goal is that in grade level 1st-5th we will have 65% of students on or above grade level in accuracy proficiency.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Our school goal is linked to end of year DIBELS/Acadience accuracy scores. The test is administered three times a year. Our goal is that in grade level 1st-5th will have 65% of students on or above grade level in accuracy proficiency at the end of year testing which is completed in April and/or May of 2023.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our accuracy goal to have 65% of 1st-5th grade student reading accurately was met with exactly 65%. This is a goal that we have had for several years and have been slowly bumping our goal up. Our aids and teacher have been working hard and we reached our goal collectively.

20-21	21-22	22-23	school years
50%	51%	65%	Percentace proficient in accurcy.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. We will pay for the services of 6 reading aides.

2. Each aide will work 142 days in the year, 5.25 hours per day. We project this will cost $12,860 per aide, for a grand total of $77,160.

3. These reading aides will provide small group instruction and progress monitoring for all students in our building.

4. Aides will work closely with teacher teams to determine the effectiveness of reading intervention towards meeting reading goals.

5. Training for these aides will be provided by the instructional coaches in our building.

6.The aides will also be observed regularly and will be evaluated and given feedback by the instructional coaches.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. We will pay for the services of 6 reading aides. 2. Each aide will work 142 days in the year, 5.25 hours per day. We project this will cost $12,860 per aide, for a grand total of $77,160. 3. These reading aides will provide small group instruction and progress monitoring for all students in our building. 4. Aides will work closely with teacher teams to determine the effectiveness of reading intervention towards meeting reading goals. 5. Training for these aides will be provided by the instructional coaches in our building. 6.The aides will also be observed regularly and will be evaluated and given feedback by the instructional coaches.	$77,160.00
	Total:	$77,160.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$77,160.00
Total:	$77,160.00

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of $21798.38 to the 2024 - 2025 school year. This is 25 % of the distribution received in 2023 - 2024 of $83853.91. Please describe the reason for a carry-over of more than 10 % of the distribution.

As a school we struggled hiring enough paraprofessionals to fill all of our positions. This year has been better and we will not carry over more than the 10% allowed.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

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

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	1	2023-03-02

BACK

North Park School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Ryan Greene

Submit Date: 2025-01-24

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$0.00	
Distribution for 2023-2024	$88,903.51	$0.00	$88,903.51	
Total Available for Expenditure in 2023-2024	$88,903.51	$0.00	$88,903.51	
Remaining Funds (Carry-Over to 2024-2025)	**-$10,934.68**		**$1,671.42**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$93,436.20	$0.00	$86,638.24	
Contracted Services	$6,401.99	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$593.85	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$10,934.68**		**$1,671.42**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$99,838.19	$0.00	$87,232.09	
Remaining Funds (Carry-Over to 2024-2025)	**-$10,934.68**		**$1,671.42**	

Goal #1 close

State Goal close

We will increase the percentage of K-5 students (literacy), and 1st-3rd (math), by a minimum of 3%, that demonstrate typical or above progress on the Acadience Pathways of Progress Report from BOY to MOY. This goal will be achieved by March 1, 2024.

Academic Area close

- English/Language Arts
- Mathematics

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Our 2022-2023 MOY report showed the following typical or above progress on Acadience Literacy Pathways to Progress Report (Composite Score): K=70%, 1=60%, 2=58%, 3=67%, 4=68%, 5=66%

Our 2022-2023 MOY report showed the following typical or above progress on Acadience Math Pathways to Progress Report (Composite Score): 1=72%, 2= 70%, 3=84%

The goal is to increase that by 3% to the following on the 2023-2024 MOY Literacy Reports (Composite Score):

K=73%, 1= 63%, 2=61%, 3=70%, 4=71%, 5=69%

The goal is to increase that by 3% to the following on the 2023-2024 MOY Math Reports (Composite Score): 1=75%, 2=73%, 3=87%

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The funds were used to implement the plan as described, with the majority of the funding supporting tier 2 and tier 3 instructional para support. We got good results from our tier 3 programs and are confident that as we focus on meeting the needs of the students and filling gaps early on, it will have an impact on student reading achievement moving forward.

Students at or above typical progress (Composite scores):

Action Plan Steps and Expenditures close

These are the Action Steps identified in the plan to reach the goal:

1. Employ paras to provide skill-based small group interventions.

2. Provide professional development for our teachers and paras to build skills in research-based practices.

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

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

5. Individual student goals will be set using the Acadience Pathways of Progress Goal Setting Tool.

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

◉ Yes

No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1,4,5,6	$93,436.20
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	2,3	$6,401.99
	Total:	$99,838.19

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$6,401.99
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$93,436.20
Total:	$99,838.19

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

Technology, more para support, literacy materials

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement Funding Changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	4	2023-04-25

Comments

Date	Name	Comment
2025-01-24	Ryan Greene	Final Report Comment: We greatly appreciate School Lands Trust support at North Park. Without this support, it would be nearly impossible to achieve the gains that our hardworking students were able to make this past year.

BACK

Park Valley Elementary Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Melissa Morris

Submit Date: 2025-01-20

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$0.00	
Distribution for 2023-2024	$4,131.49	$0.00	$4,131.49	
Total Available for Expenditure in 2023-2024	$4,131.49	$0.00	$4,131.49	
Remaining Funds (Carry-Over to 2024-2025)	**$831.49**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$3,300.00	$0.00	$4,131.49	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$831.49**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$3,300.00	$0.00	$4,131.49	
Remaining Funds (Carry-Over to 2024-2025)	**$831.49**		**$0.00**	

Goal #1 close

State Goal close

85% K-6 will be on or maintain grade level benchmark on Acadience composite. Those not making benchmark will have a 40 point gain from BOY to MOY on the composite score. 80% of students K-6 will have typically or above growth using PathWays to Progress from BOY to MOY.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Community Council reviewed the 22-23 BOY and MOY data. 87% of students K-6 achieved grade level or higher on the Acadience composite at MOY.
65% of students had typical or above growth using the pathways of progress. We also discussed the number of students moving on and those entering our school for the 23-24 school year.

our 23-24 goal is to have 85% of Park Valley students grades K-6 will maintain grade level benchmark on Acadience composite. Those not making progress will have a 40-point gain from BOY to MOY on the composite score. 80% of Park Valley Students K-6 will have typical or above growth using Pathways to Progress.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance showed areas of improvement, though our goal was not fully met.

Reading (Acadience Composite Score)

Goal:

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

Action Steps:

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

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

3- Teachers will spend more time and focus on providing quality tier 1 instruction. Implementing strategies and knowledge gained in PD.

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

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

6- Hire para to work one-on-one with struggling readers.

Were the Action Steps (including any approved Funding Changes described below)

implemented and associated expenditures spent as described?

- (•) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	5- Identified students will receive individualized tier 3 interventions using a paraprofessional. 6- Hire para to work one-on-one with struggling readers.	$3,300.00
	Total:	$3,300.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$3,300.00
Total:	$3,300.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

Additional hours for the para professional to work with students or purchase supplies to help with the individualized instruction.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

"Did not implement funding changes"

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [x] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2023-04-10

Comments

Date	Name	Comment
2023-06-01	Paula Plant	Somehow this plan submitted without Action Plan steps or Expenditures. It is editable so the principal can complete the Plan.

BACK

Snowville School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Melissa Morris

Submit Date: 2025-01-20

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$1,139.13	
Distribution for 2023-2024	$4,131.49	$0.00	$4,131.49	
Total Available for Expenditure in 2023-2024	$4,131.49	$0.00	$5,270.62	
Remaining Funds (Carry-Over to 2024-2025)	**$31.49**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$4,100.00	$0.00	$5,270.62	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$31.49**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$4,100.00	$0.00	$5,270.62	
Remaining Funds (Carry-Over to 2024-2025)	**$31.49**		**$0.00**	

Goal #1 close

State Goal close

85% of Students K-5 will be on or maintain a grade level benchmark on the Acadience composite. Those not on benchmark will have a 30-point gain from BOY to MOY on the composite score. 60% of students k-5 will be at Typical or higher on Pathways of Progress.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

The community council reviewed BOY- MOY data from 2022-2023. We also reviewed the student enrollment from 2022-2023 and 2023-2024. We have a big group leaving out school and a small group enrolling.

85% of Students K-5 will be on or maintain a grade level benchmark on the Acadience composite. Those not making progress will have a 30-point gain from BOY to MOY on the composite score. 60% of students k-5 will be at Typical or higher on Pathways of Progress.

Please choose one of the following two options to complete the Measurements

section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

The goal was for 85% of K-5 students to be at or maintain a grade-level benchmark on the Acadience composite. Those not meeting the benchmark were expected to achieve at least a 30-point gain from BOY to MOY. Additionally, 60% of K-5 students were expected to reach Typical or higher growth on Pathways of Progress.

Reading Results:

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

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

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

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

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	5- Identified students will receive individualized tier 3 interventions using a paraprofessional.	$4,100.00
	Total:	$4,100.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$4,100.00
Total:	$4,100.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

additional hours

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

"did not implement funding changes"

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [x] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2023-04-11

Comments

Date	Name	Comment
2023-06-01	Paula Plant	Somehow this plan submitted without Action Plan steps or Expenditures. It is editable so the principal can complete the Plan.

BACK

Sunrise High School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Randall Rasmussen

Submit Date: 2025-01-30

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Keith Mecham

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$735.31	
Distribution for 2023-2024	$23,105.73	$0.00	$23,105.73	
Total Available for Expenditure in 2023-2024	$23,105.73	$0.00	$23,841.04	
Remaining Funds (Carry-Over to 2024-2025)	**-$2,597.63**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$25,703.36	$0.00	$23,841.04	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$2,597.63**		**$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$25,703.36	$0.00	$23,841.04	
Remaining Funds (Carry-Over to 2024-2025)	**-$2,597.63**		**$0.00**	

Goal #1 close

State Goal close

Our goal is to increase our graduation percentage to 70% over the next two years. One step in doing this is to increasing student support. We will use these funds to pay for part of a full time student mentor to work with students. We will use other funds to cover the remaining costs. This mentor will contact students each day to help improve their attendance and provide extra academic support throughout each day.

Academic Area close

- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase *(secondary schools only)*
- Health
- Mathematics
- Physical Education
- Science
- Social Studies

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

We are now in comprehensive school improvement for the second time. Therefore as part of our state board approved plan for rigorous improvement, increasing graduation rate is mandated by the state as our number one priority and therefor our most critical academic need.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Graduation rate for the 2023-2024 school year rose to 74.5%.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. We hired Debi Blaisdell as one of our student mentors. She will continue with us for this coming year. About 65% of her salary and benefits are paid for through land trust money.

2. Along with our other mentors, Debi will be assigned a class of 15-18 students in August.

She will work with these students each day. Outside of helping students in the classroom, our mentors will contact any absent student each day as well as parents each week.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Continue to pay a full time para professional to mentor students.	$25,703.36
	Total:	$25,703.36

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$25,703.36
Total:	$25,703.36

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

The funds are not adequate to pay for all of the full time para. So any additional funds will simply be used to off-set the total cost. Additional funds are already needed to pay for this person.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
1	0	0	2023-04-21

Comments

Date	Name	Comment
2023-04-21	Gerald Jackman	As an alternative high school we have a board waiver to not have a community council. This waiver was again approved by our board this year.

BACK

Three Mile Creek School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Teryl Jeffs

Submit Date: 2025-01-22

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$10,129.80	
Distribution for 2023-2024	$92,116.89	$0.00	$92,116.89	
Total Available for Expenditure in 2023-2024	$92,116.89	$0.00	$102,246.69	
Remaining Funds (Carry-Over to 2024-2025)	**-$6,995.82**		**$12,934.24**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$99,112.71	$0.00	$83,796.84	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$5,515.61	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$6,995.82**		**$12,934.24**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$99,112.71	$0.00	$89,312.45	
Remaining Funds (Carry-Over to 2024-2025)	**-$6,995.82**		**$12,934.24**	

Goal #1 close

State Goal close

According to 2022/2023 MOY data in Acadience, 74% of all students are either reading at or above grade level and/or making typical or above growth. For the 2023/2024 school year, 79% of all students will be reading at or above grade level or making typical or above growth on the MOY Acadience Reading Assessment.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

To be successful in school and for future careers, students need to be able to read at or above grade level. Acadience middle of year data will be used as the measurement tool. Acadience pathways of progress will be used to determine growth for all grade levels. Acadience composite scores for all grade levels will be used to determine at or above grade level reading.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after

measurement data supports the improvement.

2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

TMC Elementary met the ELA goal of having 79% of all students reading at or above grade level or making typical or above growth on the Acadience Reading Assessment. According to EOY Acadience scores, we had 88% of students reading at or above grade level or making typical or above growth.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Paras will be hired if not currently employed in the school.
2. Paras will then be trained in Tier 2 and Tier 3 reading programs such as 95% and SIPPS.
3. Paras will be trained on how to progress monitor in Acadience.
4. Paras will be trained on how to collect data to share with teachers on students progress.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Paraprofessionals to support the plan	$99,112.71
	Total:	$99,112.71

Goal #2

close

State Goal close

According to the 2022/2023 MOY data in Acadience Math, 52% of all 2nd and 3rd graders are able to perform at or above grade level or making typical or above growth. For the 2023/2024 school year, 57% of all 2nd and 3rd grade students will be able to perform at or above grade level or make typical or above growth according to the MOY Acadience Math Assessment.

Academic Area close

- Mathematics

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

To be successful in school and for future careers, students need to be able to be able to perform in math at or above grade level. Acadience middle of year data will be used as the measurement tool. Acadience pathways of progress for math will be used to determine growth for all 2nd and 3rd graders. Acadience composite scores for all 2nd and 3rd graders will be used to determine at or above grade level in math.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

TMC Elementary met the Math goal of having 57% of all students performing at or above

TMC Elementary met the Math goal of having 57% of all students performing at or above grade level or making typical or above growth on the Acadience Math Assessment. We had 84% of students performing at or above grade level or making typical or above growth according to EOY Acadience scores.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Paras will be hired if not currently employed in the school.
2. Paras will then be trained to support Tier 2 and Tier 3 math groups.
3. Paras will be trained on how to collect data to share with teachers on students progress.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$99,112.71
Total:	$99,112.71

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of $12934.24 to the 2024 - 2025 school year. This is 14 % of the distribution received in 2023 - 2024 of $92116.89. Please describe the reason for a carry-over of more than 10 % of the distribution.

Most of the carry-over is due to a remaining balance in our salaries and benefits budget. This is largely due to Paras being unable to work their full hours. Some of this remaining balance was also due to paras taking

off days due to illness and personal reasons. It was also due to the lack of applicants so some positions were

unfilled. We will apply these funds to our plan for funding changes for the upcoming school year.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks, projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development including the possibility of those requiring an overnight stay (travel, meals, hotel, registration, per-diem)

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly

- [ ] School marquee
- [ ] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2023-04-13

BACK

Willard School Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Heather Godfrey

Submit Date: 2025-01-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-13

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$0.00	
Distribution for 2023-2024	$35,347.18	$0.00	$35,347.18	
Total Available for Expenditure in 2023-2024	$35,347.18	$0.00	$35,347.18	
Remaining Funds (Carry-Over to 2024-2025)	**-$1,232.82**		**$2,522.77**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$36,580.00	$0.00	$32,824.41	
Contracted Services	$0.00	$0.00	$0.00	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$0.00	$0.00	$0.00	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$0.00	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$1,232.82**		**$2,522.77**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$36,580.00	$0.00	$32,824.41	
Remaining Funds (Carry-Over to 2024-2025)	**-$1,232.82**		**$2,522.77**	

Goal #1 close

State Goal close

Willard Elementary will have 85% of our Kindergarten and 1st grade students reach typical or better on Pathways of Progress on EOY Reading composite.

Academic Area close

- English/Language Arts

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Reading Acadience EOY Pathways of Progress

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

At MOY, 96% of our kindergarten students demonstrated typical or better growth on

At MOY, 96% of our kindergarten students demonstrated typical or better growth on Pathways of Progress, and 41% of first grade students demonstrated typical or better growth on Pathways of Progress. At EOY 96% of our kindergarten students were at typical or better on Pathways of Progress on EOY reading composite, which exceeded our goal. However, only 65% of our first grade students reach typical or better on Pathways of Progress on EOY reading composite. Although it was a 24% improvement from MOY, our first grade students did not reach our goal. We were able to use this data

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

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

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

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

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

6. Willard School Team Leaders will collaborate on a biweekly basis to look at school-wide data and refine our teaching and learning processes for tier 1, 2, and 3.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Literacy paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups. Willard School Team Leaders will collaborate on a biweekly basis to look at school-wide data and refine our teaching and learning processes for tier 1, 2, and 3.	$32,320.00
	Total:	$32,320.00

Goal #2 close

State Goal close

Willard Elementary will have 85% of our 1st grade students reach typical or better on Pathways of Progress on EOY Math composite.

Academic Area close

- Mathematics

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Math Acadience EOY Pathways of Progress

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

At MOY, 75% of our first grade students demonstrated typical or better growth on

At MOY, 75% of our first grade students demonstrated typical or better growth on Pathways of Progress. At EOY 88% of our 1st grade students reached typical or better on Pathways of Progress on EOY math composite. We reached this goal by identifying our target students from our MOY data, and provided the attentional interventions needed for those students.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

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

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

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

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

		Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Math paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups.	$4,260.00
	Total:	$4,260.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$36,580.00
Total:	$36,580.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

If we have additional funding, we will use it to purchase additional reading or math materials to support our tier 1, 2, and 3 instruction.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2023-03-29

BACK

Young Intermediate Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Lewis Whitaker

Submit Date: 2025-01-24

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Keith Mecham

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$30,553.49	
Distribution for 2023-2024	$165,412.55	$0.00	$165,412.55	
Total Available for Expenditure in 2023-2024	$165,412.55	$0.00	$195,966.04	
Remaining Funds (Carry-Over to 2024-2025)	**$12,553.56**		**$1,427.11**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$130,327.00	$0.00	$122,583.33	
Contracted Services	$3,000.00	$0.00	$827.20	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$1,500.00	$0.00	$0.00	
Books Curriculum Subscriptions	$7,294.49	$0.00	$2,070.84	
Technology Related Supplies	$0.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$23,659.04	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$10,737.50	$0.00	$45,198.52	
Services Goods Fees	$0.00	$0.00	$200.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**$12,553.56**		**$1,427.11**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$152,858.99	$0.00	$194,538.93	
Remaining Funds (Carry-Over to 2024-2025)	**$12,553.56**		**$1,427.11**	

Goal #1

close

State Goal

close

By the end of the 2023-2024 school year, 85% of students at ACYI will demonstrate grade-level proficiency in literacy as measured by end-of-level assessments created and administered by the school's ELA PLC teams. All students will show growth as measured by MAPS testing.

Academic Area

close

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

Measurements

close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

According to data collected during the 2021-2022 school year, 78% of students at ACYI can demonstrate grade-level proficiency in literacy as measured by end-of-level assessments. This level of proficiency indicates that the goal of 85% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments. Teams will also use fluency data that will be coupled with the other assessment data to measure progress and inform instruction.

MAPS testing data will be collected at 3 times during the year.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

2023-24 Language Arts 6 Average Scores of common formative assessments:
73.77%

2023-24 Language Arts 7 Average Scores of common formative assessments:
90.33%

End of year test results from the state 2023-2024:

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

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

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

4. Technology Devices Aide; An Aide will be hired to oversee the scheduling distribution, and maintenance of the school Chromebooks as well as well as 2 existing computer labs. This

aide will also support student and teachers with assistance on technology issues on a daily

basis. Such management will extend the life of the hardware as well as its effective distribution and use.

5. Teacher Professional Development: Professional Development Opportunities will be funded for teachers to attend conferences, develop curriculum, and learn/refine instruction practices. This will include admission to conferences, substitute teachers to cover classes, and payment for additional time outside of teaching contracts.

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

7. Pay teacher to work in the summer to: 1) analyze testing data (CFA's, MAPS, and RISE) to identify areas of student need and adjust instruction accordingly, 2) create unit plans to use during the schoo year, and 3) Create Canvas instructional materials.

8. ACYI will supplement the salary of an instructional coach (we will pay 15%) while the district will pay the rest. The instructional coach will work with PLC groups, administration, and district level coaches to learn the goals of each teacher and then will provide support through observations, feedback to help each teacher improve.The instructional coach will provide technical support to all teachers to help them more effectively use technology in their teaching.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Steps 1 - Literacy Aides $66,300. Step 2 - Intervention Aide $13, 208 Step 3 - PLC Team Leaders $12,880 Step 4 - Technology Devices Aide $16,324 Step 7 - Teacher Summer Hours $7,205	$115,917.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Step 5 - Teacher Professional Development - $3,000	$3,000.00
Books, Ebooks, online curriculum/subscriptions	Step 6 - Scope magazine	$5,494.50
	Total:	$124,411.50

Goal #2

close

State Goal

close

By the end of the 2023-2024 school year, 95% of students at ACYI will demonstrate grade-level proficiency in mathematics as measured by end-of-level assessments created and administered by the school's Math PLC teams. All students will show growth as measured by MAPS testing.

Academic Area

close

- Fine Arts
- Mathematics
- World Languages

Measurements

close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

According to data collected during the 2021-2022 school year, 90% of students at ACYI can demonstrate grade-level proficiency in mathematics as measured by end-of-level assessments. This level of proficiency indicates that the goal for 95% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments.

MAPS Testing Data will be collected 3 times per year.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

2023-24 Math 6 Average Scores of common formative assessments

2023-24 Math 6 Average Scores of common formative assessments
90.07%

2023-24 Math 7 Average Scores of common formative assessments
83.83%

End of year test results from the state 2023-2024:

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Step 1 - Daily Practice Sheets - $4,000	$4,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 2 - Teacher Summer Hours	$7,205.00
	Total:	$11,205.00

Goal #3

close

State Goal

close

By the end of the 2023-2024 school year, 97% of students at ACYI will demonstrate grade-level proficiency in science as measured by end-of-level assessments created and administered by the school's Science PLC teams.

Academic Area

close

- Health
- Physical Education
- Science

Measurements

close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

According to data collected during the 2021-2022 school year, 94% of students at ACYI can demonstrate grade-level proficiency in science as measured by end-of-level assessments. This level of proficiency indicates that the goal for 97% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

2023-24 Science 6 Average Scores of common formative assessments

2023-24 Science 6 Average Scores of common formative assessments
88.52%

2023-24 Science 7 Average Scores of common formative assessments
95.89%

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

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

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

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Step 1 - Lab Supplies	$6,737.50
Books, Ebooks, online curriculum/subscriptions	Step 2 - OER TExtbooks -	$1,799.99
	Total:	$17,242.49

		Estimated

Category	Description	Estimated Cost
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Step 3 - Field trip -	$1,500.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 4 - Teacher Summer Hours	$7,205.00
	Total:	$17,242.49

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Books, Ebooks, online curriculum/subscriptions	$7,294.49
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$10,737.50
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	$1,500.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$3,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$130,327.00
Total:	$152,858.99

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

Additional funds will be used to 1) provide training for para-professional aides and 2) add hours to the aides.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

The spending plan was followed as outlined.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- [x] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [x] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	6	2023-04-28
8	0	6	2023-04-28

Comments

Date	Name	Comment
2023-06-01	Paula Plant	Please revise. The 4th goal is not a student centered, academic goal with a student measurement. The instructional coach could be added to the either of the first two goals. The instructional coach will support both goals and is appropriate included there.

BACK

Box Elder High Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: Jamie Kent

Submit Date: 2025-01-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Keith Mecham

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$147,056.27	
Distribution for 2023-2024	$242,992.72	$0.00	$242,992.72	
Total Available for Expenditure in 2023-2024	$242,992.72	$0.00	$390,048.99	
Remaining Funds (Carry-Over to 2024-2025)	**-$49,027.38**		**$115,415.14**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$239,180.10	$0.00	$195,231.29	
Contracted Services	$6,000.00	$0.00	$5,878.26	
Professional Development	$0.00	$0.00	$10,621.57	
Student Transportation Field Trips	$4,000.00	$0.00	$0.00	
Books Curriculum Subscriptions	$22,340.00	$0.00	$0.00	
Technology Related Supplies	$20,500.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$8,805.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$54,097.73	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$49,027.38**		**$115,415.14**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$292,020.10	$0.00	$274,633.85	
Remaining Funds (Carry-Over to 2024-2025)	**-$49,027.38**		**$115,415.14**	

Goal #1 close

State Goal close

Box Elder High School will reduce the number of students who are credit deficit, by 1%, from August 2023 to June 2024.

Academic Area close

- College and Career Readiness *(secondary schools only)*
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase *(secondary schools only)*
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

At the end of the first trimester the number of students who are credit deficit will be documented. At the end of second and third trimester the number of students who are credit deficit will be documented. We want to see a decrease in the two measurements by 1%. We have been tracking this data for the past four years. Approximately 10% of our students are credit deficient in one area. This is concerning to us and we feel this is a critical need we need to address. When students do not recover the credit it keeps them from graduating. We want to decrease this number so more students are not off track for graduation.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

At the beginning of the year, we had 5.47% credit deficit students. After the second trimester we had 7% of students credit deficit. At the end of third trimester we had 6% credit deficit. After summer school we had 5.34% credit deficit. We did not meet this goal. 2% was probably a little unrealistic to achieve. We did lower our number of credit deficit students by 0.13%

Link to our data tracking.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Purchase Edgenuity credit recovery courses.

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

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

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

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	2. Hire five paras to help the students work on credit recovery and get to the needed interventions given by classroom teachers. ($12000 4 part-time) ($30,000 1 full-time) Total ($78,000) 4. Pay teachers summer hours to work on creating Canvas courses and formative assessments to use during the school year to help students earn credit. ($50,180.10)(Teacher Hours $30/Hour) 5. Pay teachers to run after school credit recovery times (summer stipend). ($16,000 for 2 teachers)	$144,180.10
Books, Ebooks, online curriculum/subscriptions	1. Purchase Edgenuity credit recovery courses. ($6000 toward licenses)	$6,000.00
	Total:	$150,180.10

Goal #2

close

State Goal

close

Box Elder High School teachers will use SIOP and Big 8 teaching strategies to achieve an average of 80% or higher student engagement during the 2023-24 school year. 85% of Box Elder High School teachers will have an average of 80% student engagement during classroom instruction. (This is focused engagement meaning the students are responding to the teachers)

Academic Area

close

- College and Career Readiness *(secondary schools only)*
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase *(secondary schools only)*
- Health
- Mathematics
- Physical Education
- Science

- Social Studies
- World Languages

Measurements close

Measurements
This is the measurement identified in the plan to determine if the goal was reached.

Using the ObserverTab tool administrators and building level coaches will calculate the average percentage of student engagement at Box Elder High School. This data will be tracked monthly through classroom observations. By April 2024, 85% of Box Elder High School teachers will have an average of 80% of their students engaged during classroom instruction. We know that as engagement goes up our student's achievement will go up as well. We want to increase our school-wide (focused) engagement rate to 80%. We feel this is a critical need in our building. As our students are more engaged with their teacher's instruction, achievement will increase and the amount of classes failed will decrease.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our school wide engagement rate was 86%. We had more than 85% of our teachers above 80%. We did meet this goal.

Total classroom observations: 61
Overall School Total (Focused): 93%
Overall School Total (Engaged): 86%

Action Plan Steps and Expenditures close

These are the Action Steps identified in the plan to reach the goal:

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

2. Ipads, Cameras, Additional Reading Books, Microscope slides, and other technologies (Turnitin!, ACT Prep, Read180, Quizlet, Screencast -O-Matic, Comic Book Developer, AAPPL Testing) will be added to classrooms to help teachers increase engagement.

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

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

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

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

7. Hire a full time Instructional Coach ($36,000) Other funding come from the district.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (•) Yes
- ( ) No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Training on SIOP and Big 8 teaching strategies will be provided to PLC team leaders, Sub Intervention Committee Members, and teachers schoolwide. ($11,000) 22 teachers @ $500 3. Professional Development conferences will be provided for teachers to increase teacher instructional skills, which will increase student engagement. (Pay for subs while teachers are at conferences) ($3000) 5. Hire an LIA Liaison to help teachers in ELL and LIA classes and at elementary schools. ($9000) 7. Hire a full time instructional coach ($36,000)	$95,000.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	2. Ipads ($4000), Cameras ($10,000), Additional Reading Books ($5000), Microscope slides ($1500), will be added to classrooms to help teachers increase engagement.	$20,500.00
Books, Ebooks, online curriculum/subscriptions	2. Other technologies (Turnitin! ($4000), ACT Prep ($8000), Read180 ($1000), Quizlet ($600), Screencast -O-Matic ($240), Comic Book Developer ($500), AAPPL Testing ($2000)) will be added to classrooms to help teachers increase engagement. (16,340)	$16,340.00
	Total:	$141,840.00

		Estimated

Category	Description	Estimated Cost
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	4. LIA students will be transported to elementary schools to read with students. ($4000)	$4,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	6. Pay for an Instructional Coach Consultant to come in and work with our first year teachers. ($6000)	$6,000.00
	Total:	$141,840.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$6,000.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	$4,000.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$20,500.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$239,180.10
Books, Ebooks, online curriculum/subscriptions	$22,340.00
Total:	$292,020.10

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of $115415.14 to the 2024 - 2025 school year. This is 47 % of the distribution received in 2023 - 2024 of $242992.72. Please describe the reason for a carry-over of more than 10 % of the distribution.

We had a carry-over from the 2021-22 and 2022-23 school year. This is because we were unable to staff all of our instructional para jobs and ELL para. This was approximately $30,000. We wanted to keep this in our plan because we really need this support. We wanted to be able to hire a person when the opportunity came about. We also were not able to order one of our chromebook carts because of the supply chain issues and the fact that the cart would not get here in time. The cost of the cart was approximately $7000. This order was cancelled. We also were not able to order some of our Smartboards because of supply chain issues. We then decided to not order them because they were so backed up in production. The cost of the boards was approximately $10000. We have purchased some Samsung boards this year instead of the Smartboards. We also did not need to purchase our Edgenuity licenses this year. Our district covered the cost for us this school year. The cost of our Edgenuity licenses would have been $6000 from this budget (we planned to use TSSA for the remaining Edgenuity costs). We plan to purchase additional digital display boards for our classrooms

and sound systems. We have also added an instructional coach in our 2024-25 year plan. We plan to help

cover this cost with our carryover. We have budgeted all of our carryover in our 2024-25 plan.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

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

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

We sent more teachers to our professional developments because we had carry over. So we spent more in the professional development and substitute teacher areas of our budget.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School marquee
- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly

- [ ] School marquee
- [x] School newsletter or website
- [x] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	3	2023-02-13

Comments

Date	Name	Comment
2025-02-10	Keith Mecham	Final Report Comment: A plan has been made for the 24-25 school year to spend the carry-over. BEHS was penalized and knows that the funds must be spent to a below 10% carry-over level.

BACK

Box Elder Middle Final Report 2023-2024

2023 - 2024

Final Report Approved

Final Report Approval Details

Submitted By: AJ Gilmore

Submit Date: 2025-01-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer: Keith Mecham

LEA Approval Date: 2025-02-10

Board Approval Date:

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2023), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2022-2023	$0.00	$0.00	$36,889.11	
Distribution for 2023-2024	$176,735.89	$0.00	$176,735.89	
Total Available for Expenditure in 2023-2024	$176,735.89	$0.00	$213,625.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$23,460.11**		**-$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Salaries and Benefits	$190,880.00	$0.00	$168,163.07	
Contracted Services	$0.00	$0.00	$4,940.20	
Professional Development	$0.00	$0.00	$0.00	
Student Transportation Field Trips	$0.00	$0.00	$0.00	
Books Curriculum Subscriptions	$6,716.00	$0.00	$0.00	
Technology Related Supplies	$2,600.00	$0.00	$0.00	
Hardware, etc.	$0.00	$0.00	$0.00	
Software	$0.00	$0.00	$0.00	
Technology Device Rental	$0.00	$0.00	$0.00	
Video Communication Services	$0.00	$0.00	$0.00	
Repair Maintenance	$0.00	$0.00	$0.00	
General Supplies	$0.00	$0.00	$40,521.73	
Services Goods Fees	$0.00	$0.00	$0.00	
Other Needs Explanation	$0.00	$0.00	$0.00	
Non Allowable Expenditures	$0.00	$0.00	$0.00	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			$0.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$23,460.11**		**-$0.00**	

	Planned	Amended	Actual	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Total Expenditures	$200,196.00	$0.00	$213,625.00	
Remaining Funds (Carry-Over to 2024-2025)	**-$23,460.11**		**-$0.00**	

Goal #1 close

State Goal close

Box Elder Middle School will increase MAPS proficiency in each grade level on the Winter assessment by 2% overall. Proficiency will be determined by the percentage of students performing in the green (61st to 80th percentile nationally) and blue (80th percentile and up nationally) bands on the assessments in both reading and math. Reading: 2022-2023 results: 8th grade: 40% proficient 9th grade: 53% proficient 2023-2024 goal: 8th grade: 42% proficient 9th grade: 55% proficient Math: 2022-2023 results: 8th grade: 50% proficient 9th grade: 50% proficient 2023-2024 goal: 8th grade: 52% proficient 9th grade: 52% proficient

Academic Area close

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

Measurements close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

We have been looking at our MAP testing data as a council. We have seen an alignment with state test results and MAP test data. We will monitor our progress with 3 annual NWEA MAP test administrations, using our winter assessment as the data piece to drive the Trustlands team decision as that administration will happen with time for our school community council to make any needed adjustments to next year's plan.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

For the 2024-25 Winter MAP assessment window, we did achieve our goal of a 2% increase from the previous school year in 2 out of 4 categories. Our two areas of improvement, that met our goal was MAP Growth in 8th grade math and 9th grade reading.

Currently, MAP Growth in reading for 8th grade is 32% in the blue and green band. Our goal was 54%, based upon the 2% increase. Did not achieve our goal.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

Step 1:

Students will take NWEA MAP assessments at the beginning, middle, and end of year.

Step 2:

Teachers in each content area will work in collaboration using MAP data to focus instruction to aid their students in literacy and math.

Step 3:

Teachers will receive professional development in targeted areas to help address the needs of students.

Step 4:

Students will have math and science tutoring available to them after school to help them in these key academic areas.

Step 5:

The school will hire an online mentor to help our students who are taking classes in online settings to help them access curriculum and assessments as well as tow partner with students and families in goal setting and to improve communication.We will also hire four math aides to assist students with instruction and small group work in math. We will pay team leaders to coordinate the training and focus of teachers in each content area. We will pay a reading interventionist to help address the needs of struggling readers. We will pay a reading lab coordinator to assist our struggling readers with their work in the Language Live computer program. We will also pay for part of our instructional coach's salary to make sure all of our teachers have access to great professional development.

Step 6:

The school will buy classroom sets of desks and chairs in our Language Arts areas to facilitate different styles of learning.

Step 7

The school will buy needed technology and programs to assist in student learning.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- (●) Yes
- ( ) No

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	7	$6,716.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	2,3,4,5	$190,880.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	7	$2,600.00
	Total:	$200,196.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$2,600.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$190,880.00
Books, Ebooks, online curriculum/subscriptions	$6,716.00
Total:	$200,196.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are availale, how will the council spend the funds to implement the goals in this plan?

Box Elder Middle School will spend additional or carryover funds on needed technology, professional training, and staff hours to carry our the goals of our Trust Lands Plan.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement funding changes.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

The school plan was actually publicized to the community in the following way(s):

- [ ] Letters to policymakers and/or administrators of trust lands and trust funds
- [ ] Other: Please explain
- [ ] School assembly
- [ ] School marquee
- [x] School newsletter or website
- [ ] Social Media
- [ ] Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	3	2023-03-20

Comments

Date	Name	Comment
2025-01-23	AJ Gilmore	Final Report Comment: BEMS is still working to make learning and growth an important aspect of school and student life. Teachers and parents feel that not all students give their best efforts on all tests, quizzes and assignments. Helping students see the value in giving their best effort will help teachers better determine how to continue to teach and build our students for continued, future success.

BACK

BOX ELDER SCHOOL DISTRICT
Learning is Everything

Steven E. Carlsen,
Superintendent

O. Jay & Tamra Call Education Center
960 South Main
Brigham City, UT 84302
435-734-4800
Fax 435-734-4833
www.besd.net

September 10, 2025

Utah State Board of Education
250 E 500 S
Salt Lake City, Utah 84111

Dear Utah State Board of Education and State Superintendent Molly Hart:

As I am sure you are aware, on Sunday August 17, 2025 Sergeant Lee Sorenson and Officer Eric Estrada were killed in the line of duty. This occurred in the northern Utah town of Tremonton. This tragedy was one of the saddest events that have occurred in our county and our school district in many, many years.

In my twenty-five years as a School Superintendent in the state of Utah, I have not witnessed an event that so incredibly affected the entire community. The outpouring of love and concern for all involved was a testament to the goodness in people and the entire Box Elder County Family.

Because of the enormity of this sad situation the police officers were honored at a viewing at Bear River High School from 3:00-7:00 pm on August 27, 2025. Their funerals were held at the Utah State University Spectrum with Officer Estrada's funeral on August 28 and Sergeant Sorenson's held on August 29. Both funerals were held at 10:00 am.

Taking into account the number of family, friends, patrons, Box Elder School District employees and students who wanted to honor the fallen officers, the Box Elder School Board of Education allowed the Box Elder School District Leadership Team, led by me as the Superintendent, to cancel school the days of August 28 and 29.

Considering the number of employees and students who were planning on attending the services we did not feel like we could have virtual learning based on the ineffectiveness of that learning on those days, but more importantly to fully honor the fallen police officers.

This letter is a request that those two days be exempt from the required 180 days for Box Elder School District for the 2025-2026 school year.

This letter was voted on and approved at the September 10, 2025 Box Elder School District (BESD) Board of Education regularly scheduled Board Meeting.

Sincerely,

Tiffani Summers

Tiffani Summers, BESD Board President

Steve Carlsen

Steve Carlsen, BESD Superintendent

UTAH STATE BOARD OF EDUCATION MEETING

October 2, 2025

Utah State Board of Education Building
250 East 500 South
Salt Lake City, Utah

MEMBERS OF THE PUBLIC MAY VIEW THE MEETING LIVE AT
https://www.youtube.com/c/USBEMedia

1. **Opening Business - 9:00 to 9:30 AM**
   - 1.1. Pledge of Allegiance
   - 1.2. Board Member Message
   - 1.3. Employee Recognition
   - 1.4. Education Highlight

2. **Public Comment for USBE - 9:30 to 9:45 AM. The public is welcome to send written comments to publiccomment@schools.utah.gov.**
   - 2.1. INFORMATION: Public Comment

3. **Audit Committee Report - 9:45 to 10:00 AM**
   - 3.1. ACTION: Modify the Internal Audit Plan

4. **Law and Licensing Committee Report/Recommendations - 10:00 to 10:45 AM (Items duplicated from the September 5, 2025, meeting)**
   - 4.1. INFORMATION: Summary of Actions
   - 4.2. ACTION: Amendments to Board Bylaws Article IV
   - 4.3. ACTION: R277-305, School Leadership License Areas of Concentration and Programs (Amendment)
   - 4.4. ACTION: R277-731, Catalyst Center Grant Program Policy (New)
   - 4.5. ACTION: UPPAC Rules *No Motion for the Board*

5. **Law and Licensing Committee Report/Recommendations - 10:45 to 11:30 AM (Items duplicated from the September 23, 2025, meeting)**
   - 5.1. INFORMATION: Summary of Actions
   - 5.2. ACTION: Utah Professional Practices Advisory Commission (UPPAC) Rules *No Motion for the Board*

6. **Finance Committee Report/Recommendations - 11:30 AM to 12:15 PM (Items duplicated from the September 5, 2025, meeting)**

- 6.1. INFORMATION: Summary of Actions
- 6.2. ACTION: R277-407, School Fees (Amendment)
- 6.3. ACTION: R277-494, Charter, Online, Home, and Private School Student Participation in Extracurricular or Co-Curricular Activities (Amendment & Continuation)
- 6.4. ACTION: R277-319, Special Educator Stipends (Amendment & Continuation)
- 6.5. ACTION: State Fiscal Year 2025 Carry Forward Balance Status and Approval for Use
- 6.6. ACTION: State Fiscal Year 2025 Discretionary Carry Forward Balance Status and Approval for Use
- 6.7. ACTION: Creation of a USBE Foundation for the Statewide Attendance Campaign *No Motion for the Board*
- 6.8. INFORMATION: School Children's Trust Quarterly Report
- 6.9. INFORMATION: Recognition of Progress, Achievements, or Improvements
  - 6.9.1. INFORMATION: Program Monthly Report (PMR) on the Utah Schools Information Management System
  - 6.9.2. INFORMATION: Program Monthly Report (PMR) on Utah Grants

7. **Board Rule Waiver Request - 12:15 to 12:30 PM**

- 7.1. ACTION: Box Elder School District (180 day) Emergency Waiver Request (R277-121-5)

8. **Lunch - 12:30 to 1:00 PM**

9. **Standards and Assessment Committee Report/Recommendations - 1:00 to 1:30 PM (Items duplicated from the September 5, 2025, meeting)**

- 9.1. INFORMATION: Summary of Actions
- 9.2. ACTION: R277-469, Instructional Materials Operating Procedures (Amendment)
- 9.3. ACTION: R277-717, High School Course Grading Requirements (Amendment)
- 9.4. ACTION: R277-721, PRIME Pilot Program (Amendment & Continuation)
- 9.5. INFORMATION: SB 127 (2022) Early Learning Outcomes Improvement Quarterly Update
- 9.6. INFORMATION: Public Feedback Report on Draft P-12 Mathematics Standards

10. **Superintendent's Report - 1:30 to 1:45 PM**

- 10.1. INFORMATION: Acknowledgement of Student Art Work
- 10.2. INFORMATION: Superintendent Report

11. **General Consent Calendar - 1:45 to 2:15 PM**

- 11.1. ACTION: Contracts/Agreements for Approval
- 11.2. ACTION: Approval of Meeting Minutes

11.3. INFORMATION: Contracts/Agreements for Review

11.4. ACTION: Fiscal Year 2025 Child Nutrition Non-Competitive Technology Innovation Grant

12. Monthly Budget Report -2:15 to 3:00 PM

12.1. INFORMATION: Monthly Budget Report

12.2. INFORMATION: Discretionary Funds Report

12.3. INFORMATION: October Economic Update

13. 2026 General Session Legislative Preparation - 3:00 to 4:00 PM

13.1. ACTION: Requests for Statutory Changes

13.2. ACTION: Draft Legislative Funding Requests for the 2026 General Session

14. Executive Session (closed in accordance with the Utah Open and Public Meetings Act) - 4:00 to 5:00 PM

14.1. ACTION: Executive Session

15. Executive Session Action Items - 5:00 to 5:15 PM

15.1. ACTION: Educator Licenses

15.2. ACTION: Committee Appointments

16. Board Chair's Report - 5:15 to 5:30 PM

17. Board Member Comments - 5:30 to 6:00 PM

18. Adjournment - 6:00 PM

AGREEMENT FOR WAIVER OF
UTAH STATE BOARD OF EDUCATION ADMINISTRATIVE RULE
RE: BOX ELDER SCHOOL DISTRICT

This Agreement is entered into by and between the Utah State Board of Education ("Board"), and BOX ELDER SCHOOL DISTRICT, a local education agency ("LEA").

RECITALS

I. The Board has general supervision and control of Utah's public education system and has been granted the authority to make rules to execute its duties and responsibilities under the Utah Constitution and state law;
II. The Board has exercised this authority and adopted Utah Administrative Code, Title R277.
III. LEA is subject to the requirements of UAC R277 Education;
IV. UAC R277-121, allows an LEA to petition the Board for a waiver of requirements contained in an administrative rule adopted by the Board;
VI. UAC R277-419-4(1)(a) requires "an LEA shall provide educational services over a minimum of 180 school days each school year".
VII. LEA has petitioned the Board for a waiver of the requirements of the Board Reporting Deadlines, found in Administrative Rule R277-419-4, to waive the requirement of a minimum of 180 school days, in order to accommodate an emergency two-day closure for a large-scale community funeral for fallen law enforcement officers, which resulted in too few staff available to have school open on August 28 and August 29, 2025.
VIII. This request was filed under emergency circumstances, and LEA submitted all necessary information called for under R277-121-5 on September 11, 2025;

IX. Superintendent Molly Hart approved the request on September 12, 2025.
XI. As required under R277-121-5(3)(g), the Board reviewed and discussed LEA's waiver request within 45 days during its meeting on October 2, 2025 and by motion, approved the waiver request by a majority vote subject to the terms and conditions set forth below.

AGREEMENT

1. Waiver and Purpose. LEA is exempted from the requirements of UAC R277-419-4(1)(a) requiring 180 days of education, in order to accommodate an emergency two-day closure for a large-scale community funeral for fallen law enforcement officers, which resulted in too few staff available to have school open.
2. Alternative or Amended Compliance. During the term of this waiver, LEA shall: comply with any requests for annual reports as noted below.
3. Effective Dates. The effective date of this waiver shall be effective for the 2025-2026 school year, with the missed days being August 28 and August 29, 2025, subject to the fulfillment of all the terms and conditions found herein as well

as compliance with all other applicable statutes and regulations. There will be no extension of this waiver except by reapplication to the Board through the Board's waiver process in effect at the time of reapplication.

4. Annual Reports. LEA shall provide the Board a report, as requested, that shall include the following and applicable:
   a. public input regarding the impact of the waiver on the school community (may include survey of school employees, parents, students, etc.);
   b. data evidencing student achievement has remained consistent or improved over the time period the waiver has been in effect. (may include assessments, grades, attendance, graduation rates, etc.);
   c. evidence of compliance with alternative requirements (may include course enrollment data, etc.);
   d. other data evidencing the impact of the waiver on the education system or environment.
5. Amendment. This waiver may not be amended except in writing signed by both parties and accompanied by such additional Board action as is necessary to approve any amendment.
6. Termination. This waiver may be terminated by the Board at any time, upon 30 days' notice, if it finds that there has been any material misrepresentation of any fact(s) in the request for waiver or in the requested reporting, or if the Board determines there are material deficiencies in student performance/achievement or unreasonable increases in costs to the LEA or its students not anticipated by either Party or not represented to the Board by the LEA. LEA may terminate this waiver at any time prior to its expiration upon providing written notice to the Board.

UTAH STATE BOARD OF EDUCATION

Matt Hymas — Date: 10-2-2025
Chair, Utah State Board of Education

Box Elder School District

Steven Carlsen — Date: 10-2-25
Superintendent

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	35,711,452	1,755,422	4.9%	1.8%	603,105	34,066,920
6	Tuitions	250,000	50,687	20.3%	15.3%	49,715	325,805
7	Investment Earnings	2,100,000	113,869	5.4%	10.7%	219,061	2,043,890
8	Indirect Costs	500,000	0	0.0%	0.0%		864,147
9	Rental Fees/Building/Ft	90,000	7,054	7.8%	13.1%	32,347	246,172
10	Other	950,000	41,939	4.4%	4.9%	141,576	2,904,620
11	State	102,201,365	30,814,499	30.2%	27.3%	25,412,649	93,124,358
12	Federal	5,100,000	104,020	2.0%	11.0%	938,822	8,561,377
13	Misc./ Fund Bal	0	-4,226,736	0.0%	0.0%	2,554	-
14	TOTAL M & O						
15	REVENUE	146,902,817	28,660,755	19.5%	0.0%	27,399,829	142,137,289
16	Beg Balance	21,161,084	21,161,084				
17	Less:	142,945,320	27,335,267				
18	Ending Balance	25,118,581	22,486,571				
19	TOTAL M & O FUNDS						
20	available	25,118,581	22,486,571			27,399,829	142,137,289
21							
22	EXPENDITURES:						
23	Instruction (1000)						
24	Salaries	64,102,681	10,048,901	15.7%	15.0%	9,231,225	61,347,916
25	Benefits	21,458,740	4,328,476	20.2%	17.7%	3,948,433	22,345,584
26	Purchased Serv.	3,824,104	576,122	15.1%	23.0%	715,826	3,110,579
27	Supplies/Texbooks	5,385,400	1,065,711	19.8%	30.0%	1,063,853	3,543,860
28	Equipment	1,600,000	6,485	0.4%	28.7%	105,636	368,296
29	Other	850,000	175	0.0%	28.6%	50	175
30	Total	97,220,925	16,025,871	16.5%	16.6%	15,065,024	90,716,410
31							
32	Student Services (2100)						
33	Salaries	4,533,200	877,190	19.4%	16.8%	817,581	4,868,033
34	Benefits	1,621,270	343,332	21.2%	17.2%	313,490	1,817,627
35	Other	610,000	21,703	3.6%	8.1%	38,384	475,218
36	Total	6,764,471	1,242,225	18.4%	16.3%	1,169,455	7,160,878
37							
38	Instructional Staff (2200)						
39	Salaries	2,044,647	440,608	21.5%	21.0%	390,214	1,858,118
40	Benefits	703,766	171,704	24.4%	22.5%	158,235	703,310
41	Other	903,373	303,521	33.6%	21.5%	220,767	1,026,158
42	Total	3,651,787	915,833	25.1%	21.4%	769,216	3,587,586
43							

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
44	District Administration (2300)						
45	Salaries	638,042	189,171	29.6%	21.3%	129,703	608,601
46	Benefits	229,090	73,899	32.3%	25.6%	57,217	223,395
47	Purch Services	270,000	500	0.2%	14.2%	73,843	519,217
48	Liability Insurance	274,944	0	0.0%	0.0%		229,120
49	Supplies	101,420	878	0.9%	25.6%	13,591	53,031
50	Other	55,000	25,349	46.1%	86.8%	25,974	29,939
51	Total	1,568,495	289,797	18.5%	18.1%	300,328	1,663,303
52							
53	School Administration (2400)						
54	Salaries	6,030,960	1,260,017	20.9%	23.0%	1,185,546	5,158,344
55	Benefits	2,323,042	473,020	20.4%	23.2%	454,506	1,957,534
56	Prof Serv/Travel	99,772	6,042	6.1%	10.1%	13,726	135,835
57	Other	14,454	15,057	104.2%	8.0%	14,545	180,984
58	Total	8,468,228	1,754,136	20.7%	22.4%	1,668,323	7,432,697
59							
60	Business & Support (2500)						
61	Salaries	844,343	145,701	17.3%	25.6%	174,308	679,648
62	Benefits	389,903	50,623	13.0%	27.7%	67,278	243,291
63	Purchased Services	406,183	430,775	106.1%	27.6%	109,636	396,650
64	Other	159,000	17,035	10.7%	0.1%	40	45,915
65	Total	1,799,429	644,134	35.8%	25.7%	351,262	1,365,504
66							
67	Operation & Maintenance (2600)						
68	Salaries	6,848,485	1,668,303	24.4%	25.3%	1,605,629	6,335,971
69	Benefits	2,411,429	626,705	26.0%	26.8%	615,068	2,293,643
70	Electricity	1,511,127	228,652	15.1%	33.6%	398,187	1,186,148
71	Purchased Service	802,000	438,982	54.7%	23.5%	194,705	829,958
72	Telephone	230,000	21,260	9.2%	7.9%	9,130	115,719
73	Natural Gas	895,300	43,402	4.8%	2.8%	14,375	511,966
74	Prop Insurance	345,000	304,650	88.3%	0.0%		206,810
75	Repair	700,250	210,325	30.0%	6.0%	16,270	271,410
76	Supplies	1,020,000	516,070	50.6%	56.9%	187,345	329,411
77	Other Property	750	199,614	26615.2%	0.0%	0	361
78							
79	Total	14,764,341	4,257,962	28.8%	25.2%	3,040,707	12,081,397
80							

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
81	Transportation (2700)						
82	Salaries	4,036,067	761,729	18.9%	17.7%	696,631	3,933,171
83	Benefits	1,231,047	299,383	24.3%	22.6%	286,369	1,265,056
84	Purch Serv	359,416	121,316	33.8%	6.6%	37,628	567,867
85	Fuel	931,280	328,831	35.3%	21.5%	175,549	814,922
86	Supplies	829,655	393,571	47.4%	18.1%	108,229	597,704
87	Other/Property	142,010	0	0.0%	-3026.2%	-106,400	3,516
88	Total	7,529,475	1,904,830	25.3%	16.7%	1,198,005	7,182,235
89							
90	Community Services (3300)						
91	Salary	788,616	166,560	21.1%	25.2%	188,128	746,221
92	Benefits	233,504	47,062	20.2%	25.1%	54,948	219,166
93	Purchased Serv	20,000	5,129	25.6%	17.0%	2,551	15,025
94	Supplies/Util	110,500	67,017	60.6%	17.5%	14,892	85,198
95	Property	15,000	14,311	95.4%	4.4%	427	9,677
96	Other Objects	10,550	400	3.8%	1.8%	160	9,124
97	Desig. Fund Bal						
98	Total	1,178,170	300,479	25.5%	24.1%	261,105	1,084,412
99	Total Expenditures	142,945,320	27,335,267	19.1%	18.0%	23,823,426	132,274,421
100	Interfund Trans					0	-
101	Change Desig Fund Bal						
102	Other/Budget Cuts						
103	TOTAL EXPENDITURERS						
104	M & O	142,945,320	27,335,267	19.12%	18.0%	23,823,426	132,274,421
105							

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
106	School Activity Fund (21)						
107							
108	REVENUE:						
109	School Deposits	4,553,039	1,285,054	28.2%	30.1%	1,540,671	5,116,742
110							
111	Other						
112	Total Revenue	4,553,039	1,285,054	28.2%	30.1%	1,540,671	5,116,742
113	EXPENDITURES:						
114	Purchased Services	750,000	99,771	13.3%	10.6%	46,009	433,895
115	Supplies	2,860,000	808,826	28.3%	8.8%	364,299	4,127,283
116	Equipment/Property	40,000	0	0.0%	90.8%	11,237	12,370
117	Desig/Other/Adm	250,000	0	0.0%	0.0%	64,257	-
118	Total Expenditures						
119	School Activity	3,900,000	908,597	23.3%	10.6%	485,802	4,573,548
120	DEBT SERVICE FUND (31)						
121							
122	REVENUE:						
123	Property Tax	3,451,030	189,706	5.5%	1.7%	65,177	3,752,524
124	Interest	350,000	45,000	12.9%	16.2%	82,211	506,821
125	Other						
126	Total	3,801,030	234,705	6.2%	3.5%	147,387	4,259,345
127	Beginning Bal	8,982,628	8,982,628			8,546,847	8,546,847
128	LESS:	3,310,750	3,072,625			3,020,625	3,255,250
129	Ending Balance	9,472,908	6,144,708			5,673,609	9,550,942
130	Funds Available						
131	EXPENDITURE:						
132	Bond Debt	3,308,250	3,072,625	92.9%	92.9%	3,020,625	3,252,250
133	Fees	2,500	0	0.0%	0.0%	0	3,000
134	Other Uses						-
135	Total	3,310,750	3,072,625	92.8%	92.8%	3,020,625	3,255,250

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
136	CAPITAL OUTLAY FUND (32)						
137							
138	REVENUE:						
139	Property Tax	19,311,054	548,945	2.8%	1.7%	188,599	10,858,549
140	Interest	770,000	89,028	11.6%	16.1%	150,803	937,302
141	Other	100,000	300	0.3%	5.1%	13,448	264,901
142	State	100,000	0	0.0%	8.4%	107,095	1,273,392
143	Federal /MBA	0	0	0.0%	0.0%		20,112
144	Ins./Prop.Recry	20,000	1,471	7.4%	#DIV/0!	6,010	-
145	Total Revenue	20,301,054	639,744	3.2%	3.5%	465,956	13,354,256
146	Lease Revenue MBA	0	0				
147	Other Sources(F50)	0	0				
148	Desig. Fund Bal	0	0				
149	TOTAL REVENUE CAPITAL	20,301,054	639,744	0	0	465,956	13,354,256
150	OUTLAY						
151	Beg. Balance	29,332,972	29,332,972			22,309,148	22,309,148
152	Less:	27,068,700	9,544,912			2,345,262	11,193,670
153	Ending Balance	22,565,326	20,427,804			20,429,841	24,469,734
154	Capital Outlay Funds						
155	available						

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
156	EXPENDITURES:						
157	Oper/Maint	0	0	0.0%	0.0%	0	-
158	Other Equipment	0	0	0.0%	0.0%	145,292	-
159	Purchased Services	4,658,200	2,967,652	63.7%	0.0%	6,000	384,332
160	Technology/Software	2,750,000	638,409	23.2%	119.4%	284,576	1,256,222
161	Improvement			0.0%	0.0%		-
162	Buildings Maint	3,800,000	3,513,643	92.5%	67.4%	1,500,376	2,226,630
163	Vehicles/Buses	1,500,000	2,047,052	136.5%	0.0%	-15,189	1,691,400
164	Furniture/Equip	1,600,000	203,184	12.7%	0.0%	338,725	3,233,735
165	Other Objects/Supplies	800,000		0.0%	0.0%		-
166	Vehicle charges	300,000	10,240	3.4%			5,926
167	Total Capital	15,408,200	9,380,180	60.9%	25.7%	2,259,780	8,798,245
168	Other/Portables	0	62,956	0.0%	0.0%		866,521
169	Grouse Creek	0	0	0.0%	0.0%		-
170	Golden Spike	0	0	0.0%	0.0%	-25,240	-
171	School Small Capital	150,000	101,776	67.9%	96.3%	110,723	114,991
172	HS Athletic Facilities	250,000	0	0.0%	0.0%		-
173	Property/Other	250,000		0.0%	0.0%		-
174	Total Construction	650,000	164,732	25.3%	17.1%	85,483	499,781
175	Desig. F Bal				0.0%	0	-
176	MBA/Bond Fee/Fund 50	11,010,500	0	0.0%	0.0%	0	1,895,644
177	Other	0	0	0.0%	0.0%	0	-
178	TOTAL EXPENDITURES	11,010,500	0	0.0%	0.0%	0	-
179	CAPITAL OUTLAY	27,068,700	9,544,912	35.3%	21.0%	2,345,262	11,193,670
180							

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
181	SCHOOL FOOD SERVICE FUND (49)						
182							
183	REVENUE:						
184	Lunch Sales	1,300,000	146,398	11.3%	7.7%	117,645	1,521,093
185	State	900,000	6,056	0.7%	0.3%	3,903	1,417,063
186	Federal	2,500,000	40,528	1.6%	0.9%	23,555	2,632,718
187	Other/Inventory Adj	0	4,185,162	0.0%	0.0%	0	(55,095)
188	TOTAL REVENUE SCHOOL						
189	FOODS	4,700,000	4,378,144	93.2%	2.6%	145,104	5,515,780
190	Beg. Balance	3,360,389	3,360,389			5,133,182	5,371,320
191	Less:	6,142,981	692,559			791,564	5,383,685
192	Ending Balance	8,060,389	7,738,533			5,278,286	5,133,182
193	School Food Service Funds						
194	available	8,060,389	7,738,533	96.0%	102.8%	5,278,286	5,133,182
195	EXPENDITURES:						
196	Salaries	2,018,331	274,262	13.6%	13.6%	273,627	2,018,213
197	Benefits	610,650	98,547	16.1%	18.7%	104,233	557,845
198	Food/Supplies	3,009,000	199,889	6.6%	10.1%	263,588	2,610,555
199	Equipment	100,000	116,139	116.1%	134.2%	132,151	98,507
200	Other Costs	80,000	3,722	4.7%	18.2%	17,965	98,564
201	Dir/Indirect Costs	325,000	0	0.0%	0.0%	0	-
202	TOTAL EXPENDITURES SCHOOL						
203	FOODS	6,142,981	692,559	11.3%	14.7%	791,564	5,383,685
204							

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025

	ENDING SEPTEMBER 2025	2025-26	2025-26	Currt Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			33%	33%		
205	Foundation Fund (75)						
206							
207	REVENUE:						
208	Total Revenue	500,000	146,890	29.4%	26.5%	147,480	557,267
209	Available Revenue	500,000	146,890	29.4%	29.7%	147,480	497,352
210	EXPENDITURE:						
211	Expenses	475,000	70,289	14.8%	34.2%	147,480	431,084
212	Changes/Desg Fund Bal						-
213	TOTAL EXPENDITURE	475,000	147,760	31.1%	34.2%	147,480	431,084
214							
215	Agency Fund (76)						
216							
217	REVENUE:						
218	Agent Services	80,000	68,319	85.4%	2.3%	1,600	69,013
219	State			#DIV/0!	0.0%	0	-
220	Federal	0		0.0%	0.0%	0	-
221	Other	0		0.0%	0.0%	0	-
222	TOTAL REVENUE/BB						
223	AGENCY FUND	80,000	68,319	85.4%	2.3%	1,600	69,013
224	EXPENDITURE:						
225	Instruction	10,000		0.0%	8.3%	105	1,269
226	NUCC	25,000	29,088	116.4%	0.0%		23,070
227	Other	3,000	1,248	41.6%	20.8%	644	3,101
228	Changes/Desg Fund Bal	0	0	0.0%	0.0%		
229	TOTAL EXPENDITURES						
230	AGENCY FUND	38,000	30,336	79.8%	2.7%	749	27,440
231							
232							
233			SUMMARY			SUMMARY	
234							
235	GRAND TOTAL FUNDS AVAILABLE						
236	ALL FUNDS	156,735,856	35,413,610	22.6%		34,981,209	
237	GRAND TOTAL EXPENDITURE						
238	ALL FUNDS	183,880,751	41,732,056	22.7%		30,614,909	

Policy 1015
Adopted
March 9, 2022
First Reading
October 8, 2025

POLICY 1015

Fiscal Responsibilities

A. Approval of Fiscal Policies and Procedures

1. The Board shall approve written fiscal policies and procedures as required by State Board of Education rule.

Utah Admin. Rules R277-113-6(1) (July 8, 2025)

B. Oversight of District Internal Control System

1. The Board shall ensure, considering guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission, that District administration establishes, documents, and maintains an effective internal control system for the District.

Utah Admin. Rules R277-113-6(2) (July 8, 2025)

C. Review of Financial Matters

1. The Board shall develop a process to regularly discuss and review District

a. budget and financial reporting practices,

b. financial statements and annual financial and program reports,

c. financial position,

d. expenditure of restricted funds to ensure District administration is complying with applicable laws, regulations and award terms and conditions, and

e. systems and software applications for compliance with financial and student privacy laws.

Utah Admin. Rules R277-113-6(3) (July 8, 2025)

D. Audit Review

1. The Board shall receive the results of required annual audits from the external auditor as required by Utah Admin. Rules R123-5-5.

   Utah Admin. Rules R123-5-5 (November 1, 2017)
   Utah Admin. Rules R277-113-6(4) (July 8, 2025)

E. Procurement and Contract Oversight

1. The Board shall oversee procurement processes, including reviewing the scope and objectives of District contracts or subawards with entities that provide business or educational services to the District and receiving reports regarding the compliance and performance of entities with contracts or subawards with the District. The Board shall also ensure that the procurement process for the District's external auditor complies with Utah Admin. Rules R123-5-4. The Board shall also ensure that District administration implements sufficient internal controls over the functions of entities with contracts or subawards to perform services on behalf of the District.

   Utah Admin. Rules R277-113-6(5), (6), (7) (July 8, 2025)

~~F. Board Hotline~~

~~1. The Board shall establish and maintain a hotline that stakeholders can use to report concerns of fraud, waste, abuse, or non-compliance. See Policy 6045 Board of Education Hotline. This hotline shall be independent from District administration. The District website and each school's website shall have posted, in a readily accessible location, a hotline phone number, a hotline email, or an online complaint form. (The District website and each school's website may also post, in a readily accessible location, a link to contact information for the Board's hotline.)~~

~~*Utah Admin. Rules R277-113-6(2) (August 7, 2024)*~~

POLICY 1030

Qualifications for Board Members

A. General Qualifications

1. Every Member of a Board of Education must be and remain a resident and a registered voter in the local school board district from which he/she is elected or appointed.

2. Maintain his or her primary residence within the local school board district from which the member is elected or appointed; and

3. Take and sign the constitutional oath of office:

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

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

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

   Utah Code § 52-1-6 (2025)

~~B. The term of office for an elected member shall be four years, except as required because of reapportionment as set forth below, and begins on the first Monday in January following the election.~~

~~*Utah Code § 20A-14-203(2) (2022)*~~

~~C. An individual may become a candidate for a local school board by filing a declaration of candidacy with the county clerk and paying the fee as required by Utah Code § 20A-9-202. The declaration of candidacy must be filed in person in accordance with Utah State Election Code 20A.~~

~~*Utah Code § 20A-14-203(1) (2022)*~~
~~*Utah Code § 20A-9-201.5 (2025)*~~

D. The School Board shall fill vacancies on the Board by appointment as outlined in Utah Code § 20A-1-511.

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

F. If after redistricting only one board member whose term extends beyond reapportionment lives within a reapportioned school board district, that board member shall represent that school board district.

G. If after redistricting two or more members whose terms extend beyond reapportionment live within a reapportioned school board district, the members involved shall select one member by lot to represent that school board district.

1. The other members shall serve at-large for the remainder of their terms.

2. Notwithstanding the number of board members otherwise established by law, the at-large board members shall serve in addition to the designated number of board members for the board in question for the remainder of their terms.

H. If after redistricting there is no board member living within a school board district whose term extends beyond reapportionment, the seat for that school board district shall be treated as vacant and filled as provided in paragraph D above.

Utah Code § 20A-14-201(6) (2025)

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

Utah Code § 20A-14-201(7) (2025)

POLICY 1032

Vacancies on the Board

A. Appointment

1. A local school board shall fill vacancies on the Board by appointment, except where an election to a two-year term is required as set forth below. Unless the vacancy occurs because of the death of a board member, the Board must fill the vacancy within 30 calendar days after it occurs, or the county legislative body or municipal legislative body shall fill the vacancy by appointment. When the vacancy occurs due to the death of a board member, the Board must fill the vacancy within 45 calendar days after it occurs, or the county legislative body or municipal legislative body shall fill the vacancy by appointment.

   Utah Code § 20A-1-511(1) (2025)

B. Interim appointment followed by election for two-year term

1. In the event a vacancy on the Board occurs, or a letter of resignation is received by the Board, at least 14 calendar days before the deadline for filing a declaration of candidacy for the Board, and at least two years of the vacated term will remain after the first Monday of January following the next school board election, then the vacancy on the Board shall be filled by an interim appointment for the remaining unexpired term, which term shall be followed by an election to fill a new two-year term for that Board position.

   Utah Code § 20A-1-511(2) (2025)

C. School board to provide notice of ending appointment and interview candidates

1. When the Board becomes aware of a vacancy on the Board or that vacancy will occur, the Board shall immediately notify the county clerk of the vacancy or anticipated vacancy.

   Utah Code § 20A-1-511(3)(a) (2025)

2. Before appointing an individual to fill a vacancy, the Board shall give public notice of the vacancy and the pending appointment. This public notice shall:

   a. Be given at least two weeks before the Board meeting where the vacancy will be

filled;

b. Inform the public of:

1) The date, time, and place of the Board meeting at which the vacancy will be filled; and

2) The person to whom and date and time before which an interested individual may submit his or her name for consideration for appointment to fill the vacancy.

3. In an open meeting, the Board shall interview each individual whose name is submitted for consideration and who meets the qualifications for office, regarding the person's qualifications.

Utah Code § 20A-1-511(3) (2025)

D. Required Financial Disclosure of Applicants for Appointment

1. An individual seeking appointment to fill a vacancy on the Board is required to complete a conflict of interest disclosure statement in accordance with Utah Code § 17-16-1.5 and to submit that statement to the county legislative body and county clerk no later than three business days before the day on which the Board meets to interview applicants to fill the vacancy.

Utah Code § 20A-1-511(5) (2025)
Utah Code § 17-16-1.5 (2025)
Utah Code § 17-16-6.5(2)(g)(iv) (2025)

E. Appointment pending effective resignation of Board member

1. Where a Board vacancy will occur because a member has submitted a letter of resignation to the Board, the Board may make an appointment to fill that vacancy before the vacancy occurs (before the effective date of the resignation). However, the individual so appointed may not take office until on or after the day on which the vacancy occurs. After the Board has made the appointment to fill the pending vacancy, the member may not rescind the letter of resignation which led to the appointment.

Utah Code § 20A-1-511(4) (2025)

Policy 1040
Amended
October 9, 2024
First Reading
October 8, 2025

POLICY 1040

Board Member Elections and Redistricting

A. Term

1. The term of office for an elected member is four years, except as required because of reapportionment as set forth below, and beginsning on the first Monday in January following the election~~, except as provided in *Utah Code § 20A-14-203(2) (2022)*. A member shall serve until a successor is elected or appointed and qualified~~.

   Utah Code § 20A-14-203(2) (2022)

B. Candidacy

1. An individual may become a candidate for election to the ~~a local school~~ Board by filing a declaration of candidacy with the county clerk during the period beginning at 8 a.m. on January 2 of the year in which the next regular general election is held (or if January 2 is not a business day, the first business day after January 2) and ending at 5 p.m. on the fourth business day after the day on which the period begins and paying the fee described in ~~. Election of a local school board member shall be in accordance with *Utah Code § 20A-14*. Filings required by~~ *Utah Code § 20A-9-202* ~~shall be made in the county clerk's office~~.

   Utah Code § 20A-14-203(1) (2022)
   Utah Code § 20A-9-201.5 (2025)

~~C. A member shall qualify to serve upon taking and signing the constitutional oath of office:~~

~~1. "I do solemnly swear (or affirm) that I will support, obey and defend the constitution of the United States and the Constitution of Utah, and that I will discharge the duties of my office with fidelity."~~

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

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

   ~~*Utah Code § 20A-14-202(4) (2022)*~~

E. Elections

1. No more than four (4) members may be elected to the Board in any election ~~year~~, unless otherwise required as a consequence of redistricting ~~or appointment~~ as set forth below, or to fill a vacancy by election under Policy 1032 Vacancies on the Board ~~*Utah Code § 20A-14-202(1)(h) (2022)*~~.

F. Redistricting does not cut short board member terms

1. Redistricting does not affect the right of any school board member to complete the term for which the member was elected, except as may be required for redistricting following creation of a new school district.

   Utah Code § 20A-14-201(5) (2025)

G. Representation of school board districts after redistricting

1. If after redistricting only one board member whose term extends beyond redistricting lives within a local school board district, that board member shall represent that school board district.

2. If after redistricting two or more members whose terms extend beyond redistricting live within a local school board district, the members involved shall select one member by lot to represent that school board district.

   a. The other members shall serve at-large for the remainder of their terms.

   b. Notwithstanding the number of board members otherwise established by law, the at-large board members shall serve in addition to the designated number of board members for the board in question for the remainder of their terms.

3. If after redistricting there is no board member living within a local school board district whose term extends beyond redistricting, the seat for that school board district shall be treated as vacant and filled as provided in Policy 1032.

   Utah Code § 20A-14-201(6) (2025)

H. Adjustment of term lengths because of redistricting

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

terms. All subsequent elections are for four-year terms.

Utah Code § 20A-14-201(7) (2025)

POLICY 2182

School Safety

A. Safety Needs Assessment

1. Unless an exception or modification is granted by the state security chief, the District shall ensure that a school safety needs assessment is conducted ~~at least once every three years~~ by October 15th of an applicable year, for each school or K-12 campus in the District. The assessment must be conducted at least once every three years for each school or K-12 campus. The District shall update the assessment schedule as necessary to ensure compliance with the three-year assessment requirement. The District may implement a rotating or staggered schedule for the assessments provided that each school within a K-12 campus is assessed at least once every three years and the District documents the schedule and shares it with the state security chief, the School Safety Center, the county security chief, and the law enforcement agency with primary jurisdiction over the school's physical location (referred to in this policy as the "local law enforcement agency").

2. A school's assessment is conducted by the school safety specialist in collaboration with the county security chief ~~or designee~~ and with the local law enforcement agency.

3. The assessment will be that selected ~~follow the form or process created~~ by the state security chief in collaboration with the School Safety Center and will determine needs and deficiencies regarding

   a. appropriate school safety personnel (including necessary supports, training, and policy creation for personnel),

   b. physical building security and safety (including required upgrades to facilities and safety technology), ~~and~~

   c. the school's current threat and emergency response protocols (including any emergency response agreements with local law enforcement),

   d. cardiac emergency preparedness (including an inventory of whether automated external defibrillators are present and accessible, maintenance status, and current staff training offerings) and

   e. compliance with the universal access key box requirements.

4. The District shall report the results of each school safety needs assessment to the state security chief and the School Safety Center.

   Utah Code § 53-25-701(1)(a) (2025)
   Utah Code § 53G-8-701.5(1)(a), (c), (3) (2025)

B. Safety Personnel

1. Unless an exception or modification is granted by the state security chief, the District shall appoint or designate school safety personnel as required by statute and according to the timeline established by the state security chief. The personnel shall include a school safety and security specialist for the District, a school safety and security specialist for each school campus, and (for each school and based on the results of the school safety needs assessment) at least one school resource officer or school guardian ~~or armed school security guard~~. A school may have the same individual serve in more than one of these roles if the school notifies the School Safety Center and the state security chief of the decision to do so.

   Utah Code § 53G-8-701.5(2), (3) (2025)
   Utah Code § 53G-8-701.8(1) (2025)

2. ~~School~~ District Safety and Security Specialist

   a. The District school safety and security specialist is the District point of contact for the county security chief, local law enforcement, and the state security chief. The school safety and security specialist:

      1) Shall collaborate and maintain effective communications with local law enforcement, the county security chief, the District, and school-based behavioral and mental health professionals to ensure adherence with all policies, procedures, protocols, rules, and regulations relating to school safety and security;

      2) Shall, as applicable, coordinate security responses among school safety and security specialists, school resource officers, ~~armed school security guards,~~ and school guardians;

      3) If the school safety and security specialist is a District employee, shall be a member of the multidisciplinary team;

      ~~4) Shall have a valid concealed carry firearm permit; and~~

5) Shall, only once complete the training requirements for school guardians;

6) Shall complete the ~~for~~ school resource officer~~s~~ and administrator training the state security chief approves in consultation with the School Safety Center; and~~, and for armed school security guards.~~

7) If serving as a backup school guardian, satisfy all the requirements that apply to a school guardian.

Utah Code § 53G-8-701.5(2)(b) (2025)
Utah Code § 53G-8-701.8(2) (2025)
Utah Code § 53-22-105(1)(a), (b), (d) (2025)
Utah Code § 53G-8-702 (2024)
Utah Code § 53G-8-703(4)(a)(ii) (2024)
Utah Code § 53G-8-213(1)(a) (2025)

b. The school safety and security specialist does not have authority to act in a law enforcement capacity. The specialist may take actions necessary to prevent or abate an active threat and may temporarily detain an individual when the specialist has reasonable cause to believe the individual has committed or is about to commit a forcible felony. Except during an active threat, if the specialist is carrying a firearm on school grounds it shall be carried in a concealed manner and may not be displayed or open carried.

Utah Code § 53G-8-701.8(3), (4) (2025)
Utah Code § 76-2-402(1) (2022)

C. School Safety and Security Specialist

1. A school safety and security specialist shall be designated for each school campus in the District from among the employees of that school campus. The specialist may not be the school principal. During an active emergency at the school, the specialist is subordinate to any responding law enforcement officers.

Utah Code § 53G-8-701.6(2), (4) (2025)
Utah Code § 53G-8-701.5(2)(a)(i) (2025)

2. The school safety and security specialist:

a. Reports directly to the principal;

b. Oversees school safety and security practices to ensure a safe and secure school environment for students and staff;

c. Ensures adherence with all policies, procedures, protocols, rules, and regulations relating to school safety and security through collaborating and maintaining effective communications with, as applicable:

1) The principal;

2) School staff;

3) The school resource officer;

~~4) The armed school security guard;~~

5) The school guardian;

6) Local law enforcement;

7) The county security chief;

8) The school safety and security specialist;

9) The District; and

10) School-based behavioral and mental health professionals;

d. In collaboration with the county security chief ~~or designee~~ and the local law enforcement agency:

1) Conducts the school safety needs assessment; ~~and~~

2) Submits the completed assessments to the School Safety Center by October 15 of each year; and

3) ~~Conducts a building safety inspection at least annually using~~ Reviews the results of the school safety needs assessment to recommend and implement improvements to school facilities, policies, procedures, protocols, rules, and regulations relating to school safety and security;

e. Serves as a member of the multidisciplinary team;

f. When deemed necessary by the specialist, conducts a behavioral threat assessment using an evidence-based tool recommended by the state security chief;

g. Monitors and regularly reports to the principal, local law enforcement, and the Superintendent or designee security risks for the school resulting from either issues with school facilities or the implementation of practices, policies, procedures, and protocols relating to school safety and security;

h. Coordinates with local first responder agencies to implement and monitor safety and security drills in accordance with policy and applicable procedures and protocols;

i. Ensures that school staff and, when appropriate, students, receive training on and remain current on the school's safety and security procedures and protocols;

j. Following an event where security of the school has been significantly compromised, organizes a debriefing following the recommendations from the state security chief, in collaboration with the School Safety Center, regarding strengthening school safety and security practices, policies, procedures and protocols with (as applicable):

1) The principal;

2) School staff;

3) The school resource officer;

~~4) The armed school security guard;~~

5) The school guardian;

6) Local law enforcement;

7) The county security chief;

8) The school safety and security specialist;

9) The District; and

10) School-based behavioral and mental health professionals;

k. Abides by District, school, and law enforcement policy outlining the chain of command;

l. During an emergency and as applicable, coordinates with the:

1) School resource officer;

2) School guardian;

~~3) Armed school security guards;~~

4) School administrators; and

5) Responding law enforcement officers;

m. Follows District, school, and law enforcement student privacy policies (including state and federal privacy laws);

n. Participates in annual training selected by the state security chief; and

o. Remains current on:

1) A comprehensive school guideline selected by the state security chief;

2) The duties of a school safety and security specialist; and

3) The school's emergency response plan.

Utah Code § 53G-8-701.6(3) (2025)
Utah Code § 53G-8-213(1)(d) (2025)

3. School resource officer

a. A school resource officer is a law enforcement officer who provides law enforcement services for the District under a contract between the District and the officer or the officer's law enforcement agency.

Utah Code § 53G-8-701(7) (2025)
Utah Code § 53-22-105(3), (8), (14) (2025)

b. The school resource officer's responsibilities and duties are as outlined in Policy 2090 Contracts for School Resource Officer Services and in the contract between the District and the law enforcement agency.

4. School guardian

a. A school guardian is a school employee who meets the eligibility requirements and has been approved to be a school guardian by the school's principal (or the Superintendent if a principal applies to be a guardian). A school may designate more than one school guardian. An employee's school guardian status may be revoked at any time by the school principal, county sheriff, or state security chief.

Utah Code § 53-22-105(3), (8), (14) (2025)

b. A school employee may volunteer to be a school guardian if the employee's regular work duties and responsibilities must require the employee to be physically present at the school's campus while school is in session. The principal, a teacher, or a person whose primary responsibilities require the employee to be primarily present in a classroom to teach, care for, or interact with students are not eligible unless the person is employed at a school with ~~100~~ 350 or fewer students, or employed at a school with adjacent campuses as determined by the state security chief, or unless an exception is made by the state security chief.

Utah Code § 53-22-105(1)(f) (2025)
Utah Code § 53G-8-701.5(3) (2025)

c. To be qualified for designation as a school guardian, an eligible employee must:

1) Satisfactorily complete the initial training for a school guardian within the prior six months;

2) Hold a valid firearm concealed carry permit;

3) Certify to the sheriff of the county where the school is located that the employee has undergone the initial training and intends to serve as a school guardian;

4) ~~Successfully~~ Ccomplete an initial "fit to carry" assessment the Department of Health and Human Services approves and a provider administers and maintain compliance with mental health screening requirements consistent with law enforcement standards ~~selected by the state security chief~~; and

5) Be approved by the school administrator to be a school guardian.

Utah Code § 53-22-105(3)(a) (2025)

d. A school guardian must complete the required annual and biannual training to retain the designation of a school guardian.

Utah Code § 53-22-105(1)(a), (b), (3)(b) (2025)

e. A school guardian does not have authority to act in a law enforcement capacity. The guardian may take actions necessary to prevent or abate an active threat and may temporarily detain an individual when the guardian has reasonable cause to believe the individual has committed or is about to commit a forcible felony.

Utah Code § 53-22-105(7) (2025)

f. Except during an active threat, if the guardian is carrying a firearm on school grounds it shall be carried in a concealed manner and may not be displayed or open carried. A guardian may store the guardian's firearm on school grounds only if the firearm is stored in a biometric gun safe, that safe is located in the guardian's office, and the guardian is physically present on school grounds while the firearm is stored in the safe.

Utah Code § 53-22-105(5) (2025)

g. Except when it occurs during a training exercise, a school guardian who points a firearm at an individual during the performance of the guardian's duties shall file a report which describes the incident, identifies the individuals involved, and includes any other information required by the state security chief. The report shall be submitted within 48 hours of the incident to the school administrator, school safety and security specialist, and the state security chief.

Utah Code § 53-22-105(11), (12), (13) (2025)

h. A school guardian with active status in the school guardian program is not liable for civil damages or penalties if the guardian:

1) Threatens, draws, or otherwise uses a firearm reasonably believing the action to be necessary in compliance with Utah Code § 76-2-402 (regarding use of force in defense of a person); or

2) When carrying or storing a firearm, is acting in good faith and is not grossly negligent.

Utah Code § 53-22-105(10) (2025)
Utah Code § 76-2-402 (2022)

~~5. Armed school security guard~~

~~a. An "armed private security officer" is an individual employed by a contract security company whose primary duty is guarding personal or real property or providing protection or security to the life and well-being of humans or animals and who wears, carries, possesses, or has immediate access to a firearm in the performance of the individual's duties. A "contract security company" is a company that is engaged in business to provide security services to another person, business, or entity on a contractual basis by assignment of an armed or unarmed private security officer. An "armed school security guard" is an armed private security officer who:~~

~~1) Is licensed as an armed private security officer under Title 58, Chapter 63, Security Personnel Licensing Act;~~

~~2) Has a valid firearm concealed carry permit;~~

~~3) Has undergone training from the county security chief regarding:~~

~~a) The safe loading, unloading, storage, and carrying of firearms in a school setting;~~

~~b) The role of armed security guards in a school setting; and~~

~~c) Coordination with law enforcement and school officials during an active threat~~

~~b. In order to remain eligible to be assigned as an armed school security guard at a District school, the guard must participate in and satisfy the initial, annual, and biannual training requirements for school guardians.~~

~~*Utah Code § 53G-8-704(1), (4) (2025)*~~
~~*Utah Code § 58-63-102(3), (8) (2023)*~~
~~*Utah Code § 53-22-105(1) (2025)*~~

~~c. An armed school security guard's responsibilities and duties are as outlined in Policy CED and in the contract between the District and the contract security company employing the guard.~~

Utah Code § 53G-8-704(2)(b), (3) (2025)

~~d. An armed school security guard may conceal or openly carry a firearm at the school at which the guard is employed under the contract between the District and the employing contract security company.~~

~~*Utah Code § 53G-8-704(5) (2024)*~~

~~e. An armed school security guard who points a firearm at an individual or aims a conductive energy device at an individual and displays the electrical current shall file a report which describes the incident, identifies the individuals involved, and includes any other information required by the state security chief. The report shall be submitted within 48 hours of the incident to the school administrator, school safety and security specialist, and the state security chief.~~

~~*Utah Code § 53G-8-704(8), (9) (2024)*~~

D. Universal Access Key Boxes

1. A "universal access key box" is a UL Standard 1037 compliant secure container designed to store and protect emergency access keys and devices.

2. "Emergency responder" means law enforcement, fire service, or emergency medical personnel authorized by local authorities to respond to school emergencies.

3. A school building shall include universal access key boxes that:

   a. Are installed at main entry points;

   b. Contain master keys and access devices providing complete access to all areas of the school;

   c. Are accessible only to authorized emergency responders;

   d. Are electronically monitored for tampering; and

   e. Are weather-resistant and vandal-resistant.

4. The District shall maintain universal access key boxes by:

a. Conducting quarterly inspections;

b. Updating the contents within 24 hours of any lock or access control changes;

c. Maintaining current key and access device inventories;

d. Documenting all inspections and updates; and

e. Immediately replacing any damaged or malfunctioning boxes.

5. The District shall coordinate with local emergency responders to:

a. Determine optimal box placement;

b. Establish access protocols;

c. Maintain current emergency contact information; and

d. Conduct annual reviews of box usage and effectiveness.

6. The District shall include universal access key box locations and protocols in school emergency response plans, building schematic diagrams provided to emergency responders, and school safety and security training materials.

Utah Code § 53G-8-805(1), (5), (6) (2025)

E. Panic Alert Devices

1. Consistent with the results of the school safety needs assessment, ~~a staff person~~ the lead teacher in each classroom shall be provided with a wearable panic alert device that ~~allows for immediate contact with emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments~~ shall communicate directly with public safety answering points (Box Elder Communication Dispatch Center). Before the beginning of each school year, all school building personnel shall receive training on the protocol and appropriate use of the panic alert device.

Utah Code § 53G-8-805(2), (3) (2025)

F. Video and Audio Surveillance

1. District Security

a. Video and/or audio recording devices may be used to monitor the health, safety, and welfare of all students, staff, and visitors to district property and to safeguard District facilities. Such recordings may be stored as evidence of unsafe, disruptive, and/or illegal behavior and may become part of a student record, a personnel file, and/or a legal proceeding. The Superintendent or his designee shall ensure the secure storage of these records against tampering and according to the District's record retention schedule.

2. Notification

a. The District administration shall notify staff and students through student/parent and personnel handbooks that video/audio surveillance **may** occur on District property. The District **may** also provide notification through the posting of such notice at the main entrances of all District buildings and property, and on all buses in which video/audio surveillance may occur.

3. Access to Cameras

a. Each school security camera system shall be accessible by the local law enforcement agency and public safety answering points according to access protocols which shall be established in consultation with the local law enforcement agency.

Utah Code § 53-25-701(1)(c) (2025)
Utah Code § 53G-8-805(4)(a), (b) (2025)

4. Access to Recordings

a. Surveillance recordings will be released to the public only in conformance with applicable GRAMA provisions. In addition, the content of the surveillance recordings used as evidence in or investigation of specific student matters constitute student records which are confidential and protected under FERPA. When a surveillance recording kept in a student matter shows multiple students, then whether those students or their representatives may access the recording shall be determined on a case-by-case basis. The content of surveillance recordings used as evidence or in investigation of specific personnel matters are private records under GRAMA.

b. Staff and students are prohibited from tampering or otherwise interfering with the surveillance equipment and records. District administrative staff may review surveillance recordings to verify the occurrence of disruptive, unsafe, and/or illegal behavior. Parents or legal guardians shall only be allowed to view material

that concerns their child in relationship to an alleged incident. Requests to inspect video/audio surveillance recordings must be made in writing.

c. The District Transportation Supervisor, Building Administrator, and/or the Superintendent's designee shall review all recordings that may be created from surveillance equipment on District vehicles.

d. If the record becomes the subject of a disciplinary proceeding, it shall be treated like all other evidence in the hearing as confidential and protected. Viewing of such records shall only be permitted at school-related sites including the transportation office, school buildings, or District office. All viewing will include the building principal or his/her designee.

G. Law Enforcement Access to Security Cameras

1. The District shall make all security cameras in school buildings accessible by a local law enforcement agency and public safety access points, shall coordinate with the local law enforcement agency to establish appropriate access protocols, and shall physically mark all hallways and doorways consistent with the incident response method or system the state security chief creates.

Utah Code § 53G-8-805(4) (2025)

H. Prevention and Intervention

1. The District shall provide schools with curriculum materials regarding comprehensive violence prevention and intervention strategies such as resource lessons and materials on anger management, conflict resolution, and respect for diversity and other cultures. In so doing, the District shall make use of materials and resources provided by the State Board of Education. Schools may also provide age-appropriate instruction on firearm safety, including appropriate steps to take if a student sees a firearm or facsimile firearm at school.

Utah Admin. Rules R277-400-8(5), (6) (July 11, 2023)

2. To the extent resources permit, the District shall also develop or incorporate tiered student assistance programs. In developing student assistance programs, the District may coordinate with the State Superintendent and other state agencies.

Utah Admin. Rules R277-400-8(3), (7) (July 11, 2023)

POLICY 3007

Employment – Staff Code of Conduct

A. Definitions

1. Abuse

   a. "Physical abuse" means abuse that results in physical injury or damage.

   b. "Sexual abuse" has the same meaning as defined in Utah Code § 80-1-102(80).

   c. "Verbal abuse" means repeatedly communicating in an objectively demeaning or disparaging manner which creates a hostile, intimidating, abusive, offensive, or oppressive learning environment.

   d. "Mental abuse" means a pattern of sustained and repetitive acts or inappropriate statements that cause fear, lower self-esteem, or manipulate the person to control behavior. Examples of actions or statements that could be part of such a pattern include intimidation, threatening harm, destruction of property, insults or putdowns, arbitrary and unpredictable inconsistency, and denial that prior abusive incidents occurred. (Appropriate statements or actions taken in imposing discipline for misconduct do not constitute mental abuse.)

   Utah Code § 80-1-102(64), (80) (2025)
   Utah Admin. Rule R277-217-3(3) (January 10, 2024)

2. "Boundary violation." A boundary violation occurs when a staff member crosses verbal, physical, emotional, or social lines that must be maintained to ensure structure, security, and predictability in an educational environment. Depending on the circumstances, the following may constitute a boundary violation:

   a. Isolated, one-on-one interactions with students out of the line of sight of others;

   b. Meeting with a student or students in rooms with covered or blocked windows;

   c. Telling risqué jokes or using profanity in the presence of a student;

   d. Employing favoritism to a student;

   e. Inappropriate gift giving to an individual student;

f. Uninvited or inappropriate touching;

g. Photographing an individual student for a non-educational purpose or use;

h. Engaging in inappropriate or unprofessional conduct outside of educational program activities;

i. Exchanging personal email or phone numbers with a student for a non-educational purpose or use;

j. Interacting privately with a student through social media, computer, or handheld devices; and

k. Discussing with a student inappropriate details about the staff member's personal life or personal issues or a student's personal life or personal issues.

3. It is NOT a boundary violation to:

a. Offer praise, encouragement, or acknowledgement;

b. Offer rewards available to all who achieve;

c. Ask permission to touch for necessary purposes;

d. Give a pat on the back or a shoulder;

e. Give a side hug;

f. Give a handshake or "high five";

g. Offer warmth and kindness;

h. Use public social media alerts to groups of students and parents; or

i. Engage in contact permitted by an IEP or 504 plan.

Utah Admin. Rules R277-210-2(6) (January 10, 2024)

4. It is not a boundary violation when a student acts or speaks in inappropriately familiar ways with a staff member without having been prompted to do so by the staff member, but such incidents must be promptly documented and reported to the staff member's supervisor or the building principal and the student should be given

guidance on proper student-staff relationships as directed by the supervisor or principal.

5. “Bullying” means the same as that is defined by Policy 3010 Employee Bullying and Hazing.

6. “Cyberbullying” means the same as that is defined by Policy 3010.

7. “Neglect” has the same meaning as defined in Utah Code § 80-1-102(58).

    a. The term “parent” means the natural or adoptive or step or foster parent of a child or legal guardian who acts in the place of a parent.

    Utah Code § 80-1-102(58) (2025)

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

    Utah Admin. Rule R277-322-2(3) (August 7, 2024)

B. Professional Conduct

1. District staff are expected to comply with all District policies and to adhere to all requirements of the law.

2. District staff are further expected to act professionally.

    a. This includes communicating in a civil manner and not promoting personal opinions, issues, or political positions as part of the instructional process in a manner inconsistent with law.

    b. It further includes integrity and honesty in relationships with others and conducting any financial business and accounting for funds honestly and with integrity.

    c. District staff are expected to comply with appropriate dress and grooming standards as established by District policy, supervisor directives, and generally accepted professional standards.

    d. District employees are required to report arrests and convictions as provided for in Policy 3035 Employee Criminal Background Checks & Arrest Disclosure Requirements.

Utah Admin. Rules R277-217-2, -3, -4, and -5 (January 10, 2024)

3. District staff are expected to observe and adhere to practices of confidentiality, privacy, and discretion. Confidentiality ensures that information is accessible only to those authorized to have access.

    a. Any information obtained during the scope and course of employment regarding an individual's educational record, including, but not limited to: health, behavior, schedule, home conditions, financial status, or employment record should be considered confidential, no matter how trivial it may seem.

        1) This includes information that may have been observed, written, verbally shared, or electronically transmitted.

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

    Utah Admin. Rules R277-217-2(10) to (12) (January 10, 2024)

5. District staff are prohibited from knowingly viewing, accessing, or possessing pornographic or indecent material in any form (print, electronic, or otherwise) while on school premises or at a school-related activity or by using District devices, internet access, or other resources. District staff may not knowingly use, view, create, distribute, or store pornographic or indecent material involving children at any time. District staff may not expose students to sensitive material as defined by Utah Code § 53G-10-103 and as determined by the District. (This restriction does not apply when District staff access pornographic or indecent material for the limited purpose of investigating a violation of this restriction or to enforce this restriction.)

    Utah Admin. Rule R277-495-4(1)(c) (October 8, 2024)
    Utah Admin. Rule R277-217-2(16) to (18) (January 10, 2024)
    Utah Code § 76-5c-208 (2025)

C. Professional and Ethical Relationships with Students

1. District staff are to comport themselves in a way that contributes to maintaining and fostering a positive, effective, non-disruptive and safe learning environment for students.

    a. This includes maintaining professional and appropriate demeanor and relationships with students, both during and outside of school hours and on and off campus and through in-person and electronic interactions (through devices or social media).

    b. This also includes respecting appropriate intrapersonal boundaries in interacting with students and avoiding behavior that could reasonably lead to the appearance of impropriety.

        1) An educator may not invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity.

    c. An educator may not use his or her position, through instruction, materials, or symbols, to actively endorse, promote, or disparage a particular partisan, religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint in a manger inconsistent with District policy.

2. Staff are prohibited from engaging in the following conduct towards students:

    a. Abuse (physical, sexual, verbal or mental, as defined above);

    b. Bullying, cyberbullying, harassment (including sexual harassment), or hazing;

    c. Discrimination or harassment based on race, color, ethnicity, national origin, sex, gender identity~~fication~~, sexual orientation, religion (or lack of religious affiliation or belief), political viewpoint or disability;

    d. Boundary violations;

    e. Sharing any sexually explicit or lewd communication, image, or photograph;

    f. Allowing students in their homes for a school-related social activity without prior written permission of the principal;

    g. Dating or any type of romantic or sexual relationship or conduct;

    h. Requests for sexual activity or sexually suggestive comments; or

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

Utah Admin. Rules R277-217-2(4) to (7), (22) to (25) (January 10, 2024)
Utah Admin. Rules R277-217-3(2), (3) (January 10, 2024)
Utah Admin. Rules R277-322-2(2, (4) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(a) to (j) (August 7, 2024)
Utah Code § 53B-1-118(b) (2024)
Utah Code § 63G-7-301(3)(a)(i), (b) (2025)

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

Flaskamp v. Dearborn Public Schools, 385 F.3d 935, 944 (6th Cir. 2004).
Utah Code § 76-5-422 (2025)

4. The District recognizes that in circumstances where a staff member and a student have a relationship which is independent of and does not arise out of the school context, interactions which would be a boundary violation in the absence of that independent relationship may not constitute a boundary violation. (Examples of such independent relationships include where the staff member and student are family members or otherwise closely related or where the staff member and student are both affiliated with a non-school organization and the interaction relates to or arises out of that relationship.) The other prohibitions listed above apply regardless of the existence of an independent, non-school relationship.

5. Violation of any of the prohibitions of this policy is grounds for employee disciplinary action up to and including termination of employment and for action up to and including termination of the District's relationship with a contractor or volunteer.

D. Reporting Requirements

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

Utah Admin. Rules R277-322-3(3)(c), (k)(i) (August 7, 2024)

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

   Utah Admin. Rule R277-322-3(4)(a) (August 7, 2024)

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

   Utah Admin. Rule R277-322-3(4)(b) (August 7, 2024)

E. Reporting Procedures

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

   Utah Admin. Rules R277-322-3(3)(k)(i), (4) (August 7, 2024)

F. Training

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

   Utah Admin. Rules R277-322-3(3)(k)(ii) (August 7, 2024)

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

   Utah Code § 63G-7-301(3)(b) (2025)
   Utah Admin. Rules R277-322-3(5) (August 7, 2024)

3. Each staff member who is either an employee or a contractor must once every three years, attend sexual abuse and human trafficking prevention training as provided for under Policy 5090.

   a. Utah Admin. Rules R277-322-3(3)(k)(iii) (August 7, 2024)
   b. *Utah Code § 53G-9-207 (2024)*

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

G. Public Notice of Code of Conduct

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

   Utah Admin. Rules R277-322-3(3) (August 7, 2024)

POLICY 3008

Employee Communication/Addressing Concerns

A. The proper procedure for registering complaints and problems of employees with administrators is an important factor in the morale of a school district. The appropriate process for addressing concerns, problems, or registering complaints of employees should follow the appropriate line of communication (BESD Organizational Chart).

B. Line of Communication for Employees

1. Employees must discuss concerns, problems, or complaints according to the outlined steps prior to escalating the issue. When an issue is escalated, it must be submitted as a formal written request for consideration and response. (Educators are encouraged to follow the specified order unless an exception is warranted due to the nature of the issue.)

    a. direct supervisor

    b. building principal, if applicable

    c. District Director or Assistant Superintendent

    d. Superintendent

    e. Board of Education

C. District Communication with Personnel

1. Employee issues will be discussed with the employee – not with spouses, parents, or representatives of the employee.

D. Retaliation is prohibited per Policy 3010-Employee Bullying and Hazing.

E. Whistleblower Protection prohibits public employers (such as the District) from taking retaliatory action against their employees for reporting in good faith to the appropriate authorities. A District employee is presumed to have communicated in good faith if the employee has given written notice or otherwise formally communicated.

1. Employees are protected from retaliation for reporting issues relating to:

a. Agricultural work

b. Consumer product and food safety

c. Discrimination

d. Employee safety

e. Environmental protection

f. Family and medical leave

g. Fraud and financial issues

h. Health insurance

i. Lie detector testing

j. Military status and obligations

k. Mine hazards

l. Mine inspections

m. Minimum wage

n. Overtime pay

o. Transportation services

p. Youth employment

For more information, visit the U.S. Department of Labor
https://www.dol.gov/general/topics/whistleblower

POLICY 3043

Redress of Grievances

A. Purpose

1. The purpose of this policy is to provide employees an orderly process for the prompt and equitable resolution of grievances. The Board intends that, whenever feasible, complaints be resolved at the lowest possible administrative level. Both parties in interest agree that these proceedings shall be kept informal and confidential as seems appropriate at each level of the procedure. All parties in interest shall cooperate and act in good faith to resolve the grievance.

B. Redress of Grievances

1. Employees shall have the right, in a peaceable manner that does not interfere with education in the District, to assemble together for their common goals and apply to those vested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance.

2. A person who files a grievance under this policy is a “grievant”.

3. A grievance under this policy may include:

   a. Concerns regarding the grievant’s wages, hours, assignment, or conditions of work affecting the grievant;

   b. Evaluations of Education Support Professionals (ESPs);

   c. Allegations of inequitable application or misinterpretation of policies and/or law resulting in a negative impact on the grievant;

   d. Allegations of retaliation or bullying towards the grievant, by either a colleague or supervisor

4. The following complaints, appeals for resolution, or grievances are specifically excluded:

   a. Complaints regarding corrective action, termination, and other matters pursuant to Policy 3044 Orderly School Termination for Employees and the Educators’ Professional Agreement, which can be addressed in accordance with Utah Code § 53G-11-513.

b. Specific allegations of unlawful discrimination in employment or education programs on the basis of sex (but not including allegations of sexual harassment), race, religion, national origin, age, disability, sexual orientation, or gender identity or on the basis of the employee's exercise of constitutional rights, which can be addressed in accordance with Policy 3015 Title IX Sexual Harassment.

c. Educator evaluations, which can be addressed through Policy 3041 Educator Evaluation, or as set out in the statute regarding evaluations. See Utah Code § 53G-11-507 (2024), Utah Code § 53G-11-508 (2020), Utah Code § 53G-11-520(12) (2024) (ESP employees may present grievances regarding evaluations under this policy.)

~~C. Evaluations~~

1. ~~Teachers may present grievances regarding the evaluation process according to the District's evaluation processes outlined in Policy 3110 Certificated: Educator Evaluation or as set out in the statute regarding evaluations. Those policies and laws shall govern grievances regarding teacher evaluations rather than this policy. Education Support Professional (ESP) employees may present grievances regarding evaluations under this policy.~~

   ~~*Utah Code § 53G-11-507 (2024)*~~
   ~~*Utah Code § 53G-11-508 (2020)*~~
   ~~*Utah Code § 53G-11-520(12) (2024)*~~

D. Right to Representation

1. An employee, or where appropriate a group of employees, may present a grievance through another person or organization recognized by the Board ~~regarding any adverse employment action or administrative action decision negatively affecting the employee~~.

E. Freedom from Retaliation

1. No retaliatory action shall be taken by the Board or any administrator against an employee or other participant in a grievance proceeding because of participation in the grievance procedure.

~~F. Presentation~~

1. An employee's legal right to present a grievance is satisfied at each level when someone in a position of authority hears the employee's concern; however, that authority is under no legal compulsion to take action to rectify the matter.

G. Board's Role

1. The Board shall provide an opportunity for employees to present their grievances for Board consideration. At the option of the Board, grievances may be reviewed solely at the administrative level by a school principal or the Board may exercise its discretion to hear a grievance at a regular meeting in closed session or at such other times as the Board may determine.

H. Notice to Employees

1. Principals of each school shall be responsible for informing all employees under their supervision of the District's employee grievances policy.

I. Definitions

1. Complaint

   a. A complaint must specify the individual harm suffered.

2. A grievance under this policy shall include:

3. Grievances concerning an employee's wages, hours, or conditions of work or other adverse employment action decisions affecting an employee.

4. Specific allegations of unlawful discrimination in employment or education programs on the basis of sex (but not including allegations of sexual harassment), race, religion, national origin, age, disability, sexual orientation, or gender identity or on the basis of the employee's exercise of constitutional rights.

5. Alleged violations of State Board rules or of policies adopted by the Board.

6. Alleged violations of a constitutional, statutory, or common law right.

7. Aggrieved Party

   a. An aggrieved party is an employee who alleges a violation of a constitutional, statutory, or common law right, or of a State Board rule or local Board policy. An employee who files a grievance is not necessarily an "aggrieved party". Different procedures may apply to "aggrieved parties" than to "complainants". Those distinctions shall be determined on a case-by-case basis.

~~J. Presentations and Hearings~~

1. ~~In most circumstances, complainants shall be entitled to administrative review conferences and an informal presentation of the complaint to the Board at the Board's discretion; however, this provision shall not be construed to create an independent right to a hearing before the Board in addition to hearings required by law. Aggrieved parties whose legal rights have been adversely affected such that they are entitled to some type of due process hearing shall be offered a hearing before the Board or its designee. Upon receipt of the written request for a hearing, the Superintendent shall determine whether an aggrieved party is legally entitled to more than a presentation and, if so, the type of hearing appropriate.~~

~~K. Aggrieved Party~~

1. ~~An employee aggrieved by a violation of a constitutional, statutory, or common law right, a rule adopted by the State Board of Education, or a policy adopted by the Board shall be afforded a hearing before the Board in accordance with applicable law. However, this provision shall not be construed to create an independent right to a hearing before the Board in addition to any hearing required by law.~~

~~L. Request~~

1. ~~The aggrieved employee shall make a written request for a hearing, identifying specifically the claimed violation and the relief requested. The written request shall be deemed filed upon receipt by the Superintendent's office. The request shall be filed with the Superintendent's office not more than 15 days after the claimed violation.~~

~~M. Hearing~~

1. ~~The school principal or designee shall conduct a hearing within 30 days of receipt of a written request. However, the hearing may be postponed by mutual consent. The principal or designee shall notify the aggrieved employee in writing of the time and place of the hearing. The Board shall notify the aggrieved employee of its decision in writing within 15 days after the hearing.~~

~~N. Other Review Processes~~

1. ~~Employee termination and non-renewal procedures are found in policy series 3000 and such actions are not subject to the procedures set forth in this section. Procedures for complaints regarding sexual harassment (a form of sex discrimination) are set forth in Policy 3007 Employment – Staff Code of Conduct and~~

~~Policy 3015 Title IX Sexual Harassment. Those procedures apply rather than the procedures in this policy.~~

~~O. Representation~~

1. ~~The employee registering a complaint or any employee who is the subject of a complaint may be represented at his or her own expense by a fellow employee, attorney, other person, or organization. The District may be assisted in processing complaints as it deems appropriate.~~

P. General Provisions

1. The following shall be general provisions for processing grievances

   a. All grievances shall be submitted in writing and include the following:

      1) A description of the basis of the grievance,

      2) The date(s) it occurred,

      3) The remedy sought

   b. Grievances shall be heard in informal administrative conferences.

   c. Time is of the essence. All time limits shall be strictly complied with, except if extended by mutual consent. All references are to calendar days, unless otherwise indicated.

   d. The appropriate administrator at each level shall respond in writing to the employee within ten (10) working days of a grievance conference. ~~Oral grievances may receive an oral or written response, and written grievances shall receive a written response.~~

   e. The employee has ten (10) working days after a response to appeal in writing to the next level. The grievance shall be considered concluded if at any level it is not appealed within the given time limit.

   f. All grievances arising out of an event or condition or related series of events must be addressed in one grievance. An employee may not bring separate or serial grievances concerning events or conditions about which the employee has previously complained.

Q. Level One

1. ~~Any employee having a grievance~~ If the grievance is at the school or department level, a grievant submits a grievance in writing to ~~shall meet with~~ the principal or immediate supervisor within thirty (30) working days of the time the employee first knew, or should have known, of the event, condition, or series of events upon which the grievance is based.

2. The principal, upon receiving the written grievance, shall schedule a time to meet for a grievance conference with the grievant within five (5) working days.

3. The principal shall respond in writing to the grievance with ten (10) working days.

4. If the grievance is with the principal, the grievant may begin on Level Two.

R. Level Two

1. If the ~~employee~~ grievant is not satisfied with the Level One written response ~~outcome of the grievance conference at Level One~~, the ~~employee~~ grievant may submit a Level Two written grievance to the supervisor of the principal or department head with who the grievance submitted the Level One grievance ("Level Two Supervisor") ~~meet with the Superintendent or a designee to discuss the grievance within ten (10) working days after receiving the response~~.

2. The Level Two grievance must be submitted within ten (10) working days after receiving the response.

3. A Level Two grievance shall include the following:

   a. The Level One grievance and written response

   b. An explanation for why the Level One Response is unsatisfactory.

4. Upon receipt of a Level Two grievance, a grievance conference will be scheduled within five (5) working days with the grievant, unless jointly waived in writing by the grievant and the Level Two Supervisor.

5. A written response will be submitted to the grievant by the Level Two Supervisor within ten (10) working days.

6. ~~At or prior to the conference with the Superintendent or designee, the employee shall submit a written description of the basis of the grievance, the date(s) it occurred, the remedy sought, and the date the employee conferred with the principal or immediate supervisor.~~

S. Level Three

1. If the outcome of the grievance conference at Level Two is not to the ~~employee's~~ grievant's satisfaction, the grievant may submit a Level Three written grievance ~~an employee wishing to appeal shall file a written request~~ to the Director of Human Resrces within ten (10) working days after receiving the Level Two response ~~Board of Education~~. ~~The Board of Education shall hold a hearing with the employee within thirty (30) days after the date the written request for a Board hearing was filed unless postponed by mutual consent.~~

2. A Level Three grievance shall include the following:

   a. The Level One grievance and written response.

   b. The Level Two grievance and written response

   c. An explanation for why the Level Two response is unsatisfactory.

3. Upon receipt of a Level Two grievance, a grievance conference will be scheduled within five (5) working days with the grievant, unless jointly waived in writing by the grievant and the Director of Human Resources.

4. A written response will be submitted to the grievant by the Director of Human Resources within ten (10) working days.

5. ~~An unbiased hearing examiner(s) may be employed to review the grievance and make a recommendation to the Board of Education if both parties agree. The expenses of the hearing examiner(s) shall be borne equally by the Board of Education and the employee. Once the decision of the unbiased hearing examiner(s) is completed, the Board shall provide written notification to the aggrieved employee of its final decision within thirty (30) days after the hearing.~~

6. ~~If the employee doesn't want to involve an unbiased hearing examiner(s), the Board may designate a portion of its regular monthly meeting to hear employee grievances. However, the Board shall not discuss any subject that is not included in the written notice (posted agenda) for the meeting, other than to propose to place it on the agenda for a subsequent meeting.~~

7. ~~The Board President may set reasonable time limits on grievance presentations. The Board shall listen to the grievance but is not required to respond or take any action on the matter unless the grievance is from an aggrieved party.~~

T. Level Four ~~Closed Hearing~~

1. If the outcome of the grievance conference at Level Three is not to the grievant's satisfaction, the grievant may submit a Level Four written grievance to the Superintendent within ten (10) working days after receiving the Level Three response.

2. The Superintendent may address the matter directly or may request someone outside the district ("Outside Grievance Officer") to review and address the matter.

3. A grievant may request an Outside Grievance Officer to review and address the matter, but will be expected to pay 50% of the cost of retaining the Outside Grievance Officer.

4. If the Superintendent decides in his/her sole discretion to retain an Outside Grievance Officer, the District will cover the entire expense of retaining the Outside Grievance Officer.

5. The same process as outlined above will be followed at Level 4, regardless of whether the Superintendent or an Outside Grievance Officer hears and addresses the grievance. ~~If the grievance involves the character, professional competence, or physical or mental health of the employee bringing the grievance, it shall be heard by the Board in a closed meeting, unless the employee requests that it be heard in public. If the grievance involves complaints or charges against another person, it shall be heard by the Board in a closed meeting, unless the person complained about requests that it be heard in public.~~

U. Skipping Levels

1. If the subject of the grievance is any person identified above as the person to whom a grievance must be submitted at any level, a grievant may begin directly with the next level.

2. If the subject of the grievance is the superintendent, (and only in this instance), the grievant may file a grievance with the school board president, who, in consultation with legal counsel, may, in the board president's sole discretion address the matter directly or contract with an Outside Grievance Officer to hear and address the matter.

3. Under exceptional circumstances, and at the sole discretion of the Superintendent, the Superintendent may direct the grievance to begin at a level other than Level One.

V. Complaints Not Prohibited

1. This policy in no way prohibits employees from bringing informal complaints or concerns to a supervisor, and up to the District following an appropriate chain of command, but the District is not obligated to meet with or issue a formal written response outside this grievance process.

   ~~*Utah Code § 52-4-205(1)(a) (2025)*~~

POLICY 3070

Alcohol and Drug Abuse – Employees

A. The Board recognizes that the unlawful use, possession, distribution, or sale of alcohol, narcotics, or other dangerous drugs is illegal according to federal and Utah law and constitutes a hazard to students. The Board encourages the development and implementation of programs which will provide information on the harmful effects and aid in the prevention of drug and alcohol abuse. The Board supports programs that coordinate school and parent cooperation in attempting to prevent problems of drug abuse and support programs that assist parents in seeking outside professional help from public and private educational and rehabilitative programs.

1. The Board delegates to the Administration responsibility for providing educational prevention programs, procedures for violations, support for employees, students and their families in all efforts of drug and alcohol prevention.

2. The Administration recognizes the need to reduce the risk of use and the abuse of illegal substances among employees. Therefore, the use or possession of alcohol or illegal drugs, counterfeit substances, and all associated paraphernalia is prohibited at any school district location (as defined in this policy). *Utah Code § 58-37-1 et seq.*

3. This policy implements the federal Drug-Free Workplace Act of 1988 and Utah Code § 34-41-101 thru 107 authorizing local governmental entity drug-free workplace policies and

B. "School district location" means in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

C. No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, tobacco, or products containing nicotine (including but not limited to e-cigarettes, pipes, and vaporizers) any other controlled substance, as defined in the Utah Controlled Substances Act, schedules I through V of Section 202 of the Controlled

Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 CFR § 1300.01 through 1300.05, before, during or after school hours at school or in any other school district location as defined below.

Utah Code § 58-37-1 et seq.
41 U.S.C. § 8103(a)(1)
29 CFR § 94.205(a)
34 CFR § 84.205(a)

1. For purposes of this policy, nicotine products do not include tobacco-cessation products used as such, including nicotine patches, nicotine gum or other tobacco-cessation products that produce no smoke or vapor.

2. Marijuana and Cannabis

    a. This policy applies to narcotics, drugs and controlled substances as defined in law. Although some actions involving medical marijuana are no longer prohibited under Utah law, federal law still prohibits the manufacture, sale, distribution, and use of marijuana and conditions receipt of federal education funding on maintaining a drug-free workplace. As a recipient of federal funds, the district has an obligation to maintain a drug-free workplace. Thus, marijuana possession, sale, distribution, and use in the workplace is prohibited under this policy. However, an employee who has a valid medical cannabis card is not subject to retaliatory action for failing a drug test due to marijuana or tetrahydrocannabinol unless there is evidence that the employee was impaired or otherwise adversely affected in the employee's job performance due to the use of medical cannabis. ("Retaliatory action" means dismissal, reduction of compensation, failing to increase compensation by an amount the employee is otherwise entitled to or was promised, failure to promote the employee if the employee would otherwise have been promoted, or threatening any of these actions.) This limitation on adverse employment action does not apply in any circumstance when it would jeopardize federal funding.

        29 CFR § 94.205(a)
        34 CFR § 84.205(a)
        Utah Code § 26B-4-207(2) (2023)

D. Drug or Alcohol Testing

1. An employee or volunteer may be required to submit to medically accepted testing without justification of reasonable suspicion or critical incident to determine whether he/she is using a controlled substance or alcohol in violation of federal or state law, or District policy under the following circumstances:

a. When, during work hours, there is reasonable suspicion that an employee or volunteer is using or is impaired through the use of a controlled substance or alcohol unlawfully;

1) Reasonable Suspicion

a) A "reasonable suspicion" means an articulated belief based on the recorded specific facts and reasonable inferences drawn from those facts that indicate that a school district employee is using or is under the influence of drugs or alcohol.

2) Reasonable Suspicion Documentation

a) Prior to conducting any tests for drugs or alcohol based upon a suspicion of use, the supervisor or administrator requiring the test must articulate in writing specific facts and any reasonable inferences drawn from those facts which lead to a reasonable suspicion that an employee is using or under the influence of alcohol or illegal drugs.

Utah Code § 34-41-102(3) (2016)
Utah Code § 34-41-101(9) (2024)
Utah Code § 34-41-101(9) (2024)

b. ~~As a part of a post-accident investigation;~~ Whenever an accident causing bodily injury occurs within the scope of employment where it appears that drugs or alcohol may have been a contributing factor.

Utah Code § 34-41-102(3) (2016)
Utah Code § 34-41-103(2)(b) (2024)

c. Random testing;

d. As part of a rehabilitation program.

2. An employee or volunteer who refuses to submit to drug or alcohol testing may be subject to disciplinary action.

3. All drug or alcohol testing shall be conducted by an independent laboratory certified for employment drug testing by either the Substance Abuse and Mental Health Services Administration or the College of American Pathology and approved by the District.

4. Corrective or disciplinary action may be taken against an employee or volunteer if there is a positive test for controlled substances.

    a. Employees in positions requiring a commercial driver license shall be subject to testing and prohibition requirements as directed by Federal and State law and as outlined in the State of Utah DHRM Drug and Alcohol Testing Manual. Training on these requirements is the responsibility of the District Transportation Department.

5. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on school district federal grant is performed, no later than five calendar days after such conviction.

    41 U.S.C. § 8103(a)(1)(D)
    29 CFR § 94.205(c)
    34 CFR § 84.205(c)
    Policy 3035 Employee Criminal Background Checks and Arrest Disclosure Requirements

    a. Upon receipt of notice that an employee working under a federal grant has been convicted of a criminal drug offense in the workplace, the District shall:

        1) Within 10 calendar days of learning of the conviction, send written notice to each federal agency on whose award the employee was working. This notice shall include the identification number of each award and the employee's position title.

        2) Within 30 calendar days of learning of the conviction, either take appropriate personnel action against the employee (up to and including termination) or require the employee to satisfactorily participate in an approved drug abuse assistance or rehabilitation program.

            41 U.S.C. § 8104
            29 CFR § 94.225
            34 CFR § 84.225

6. A separate, private record of drug or alcohol test results shall be kept by the employee's or volunteer's supervisor or building level administrator. The employee's official personnel file shall only contain a document making reference to the existence of the drug or alcohol test record.

E. Supervisors and administrators who receive notice of a workplace violation of this policy shall immediately notify the Executive Director of Personnel, and the District will take appropriate action, which may include but is not limited to:

1. Probation;

2. Suspension with or without pay;

3. Referral to the Utah Professional Practices Advisory Commission;

4. Termination of employment or voluntary services; or

5. Participation in a rehabilitation, treatment or counseling and educational program.

F. Consequences of Refusal to Test or Tampering with Test

1. If an employee is required to take a drug or alcohol test based on reasonable suspicion and refuses to be tested or to cooperate with test procedures, the employee may be treated as having a positive test result and disciplined accordingly and may also be disciplined for insubordination. If an employee is found to have submitted a false sample or otherwise to have attempted to circumvent the testing process, the employee may be treated as having a positive test result and disciplined accordingly.

   Utah Code § 34-41-105(2) (1994)

G. An employee who has a confirmed positive test for use of a controlled substance or alcohol in violation of this policy may be offered the option of participating in a rehabilitation program in lieu of disciplinary action. This option is at the District's discretion and at the employee's own expense. If the employee accepts the offer tendered by the District to participate in such a program in lieu of disciplinary action, the following shall apply:

1. An employee participating in a rehabilitation program shall be granted accrued leave or leave without pay for inpatient treatment.

2. The employee must sign a release to allow the transmittal of verbal or written compliance reports between the District and the inpatient or outpatient rehabilitation program provider.

3. All communication shall be classified as private in accordance with Utah Code § 63G-2-302(1)(b).

4. An employee may be required to continue participation in an outpatient rehabilitation program prescribed by a licensed practitioner on the employee's own time and expense.

5. An employee, upon successful completion of a rehabilitation program shall be reinstated to work in his previously held position, or a position with a comparable or lower salary range.

6. An employee who fails to complete the prescribed treatment without a valid reason shall be subject to disciplinary action.

   Policy 3007 Employment – Staff Code of Conduct
   R277-217
   Notice to Employees

H. Compensation for Test Time

1. All tests performed by the District shall occur during or immediately after the regular work period of the employee and shall be considered as work time for purposes of compensation and benefits.

   Utah Code § 34-41-104(5) (2024)

I. Testing Costs

1. The District shall bear the costs of all sample collection and initial testing for alcohol or drugs at the request of the District, including any costs for transportation to the test site if conducted at a place other than the workplace. The costs of testing a second urine sample will be equally divided between the District and the employee.

   Utah Code § 34-41-103(8) (2024)
   Utah Code § 34-41-104(6) (2024)

POLICY 3096

Reporting Substantial Threats Against a School

A. A "substantial threat" is a threat made with serious intent to cause harm. Whenever any adult employee or volunteer of the District **either**

   1. has reason to believe a substantial threat against a school, school employee, or student attending a school **or**

   2. is aware of circumstances that would reasonably result in a substantial threat against a school, school employee, or student attending a school, the employee or volunteer shall immediately report the suspected substantial threat to ~~one of the following: the state security chief,~~ the local education agency that the threat would impact, ~~or~~ the nearest ~~peace~~ police officer or law enforcement agency, and the state security chief.

B. If the District or any District representative receives a report of a substantial threat affecting a District student, employee, or school, the District shall immediately inform the appropriate local law enforcement agency and the state security chief. The District and District staff shall cooperate with the law enforcement agency's investigation of the report of a substantial threat.

Utah Code § 53-22-106(1), (2), (3) (2025)
Utah Code § 76-5-404.1(a)(v)(S) (2025)

Policy 3212

ESP: Paraprofessional Qualifications

A. Definitions

1. "Paraprofessional" or "paraeducator" means a school employee who ~~delivers instruction~~ performs a non-instructional or instructional supporting role under the direct supervision of a licensed educator or other licensed or certified professional ~~teacher~~.

   Utah Admin. Rules R277-324-2(1) (October 8, 2024)

B. Appropriate Assignments or Duties for Paraprofessionals

1. A paraprofessional may:

   a. Upon completion of explicit training from appropriately licensed teachers or related service providers, provide individual or small group instructional assistance or tutoring to students as designed by an appropriately licensed teacher or related service provider during times when students would not otherwise receive instruction from an appropriately licensed teacher or related service provider;

   b. Assist with classroom organization and management, such as organizing instructional or other materials;

   c. Provide assistance with supplementary aids and services, program modifications, and support, such as assistive technology devices and services;

   d. Conduct parental involvement activities;

   e. Provide support in library or media centers; or

   f. Provide supervision for students in non-instructional settings.

2. A paraprofessional may not:

   a. be responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments if

the paraprofessional's training, licensure, or other forms of certification do not align with the administration and interpretation requirements stated in an instrument's technical manual;

b. be responsible for selecting programming or prescribing educational activities or materials for the students without the supervision and guidance of an appropriately licensed teacher or related service provider;

c. be solely responsible for designing lesson plans;

d. be assigned to implement elements of an IEP for a student with disabilities without direct training, supervision, and involvement from an appropriately licensed teacher or related service provider;

e. be employed to fulfill the responsibilities that may only be provided by an appropriately licensed and otherwise qualified teacher or related service provider; or

f. perform nursing procedures or administer medications without appropriate supervision and training from an appropriately licensed health care professional.

Utah Admin. Rules R277-324-4(1), (2) (October 8, 2024)

C. Supervision and Training of Paraprofessionals

1. A licensed teacher shall:

a. prepare a lesson and plan the instruction support activities to be carried out by a paraprofessional;

b. evaluate the achievement of the students with whom a paraprofessional works; and

c. provide the supervision and support to the paraprofessional that the teacher deems appropriate for the paraprofessional to work effectively in the paraprofessional's role and responsibilities.

Utah Admin. Rules R277-324-4(3) (October 8, 2024)

d. All paraprofessionals employed by the District shall complete appropriate training. Paraprofessionals who are acting in an instructional capacity shall complete appropriate training so as to be able to meet the Utah Standards for

Instructional Paraeducators. Each paraprofessional who works with any student with a disability shall complete the training required by Section IX.E. of the Utah State Board of Education Special Education Rules. The District shall maintain documentation of completion of required paraprofessional training.

Utah Admin. Rules R277-324-4(4), (5) (October 8, 2024)
Utah Standards for Instructional Paraeducators
Utah State Board of Education Special Education Rules

D. Requirements for Paraprofessionals in Title I Programs

1. A paraprofessional who works in Title I schoolwide or targeted assistance programs supported by Title I funding must be a high school graduate or equivalent and must meet one of the following requirements:

    a. Complete at least two years, or a minimum of 48 semester hours, at an accredited higher education institution;

    b. Obtain an associate (or higher) degree from an accredited higher education institution;

    c. Satisfy a rigorous state assessment, approved by the State Board of Education or the Board of Education, that demonstrates:

        1) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or

        2) Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate

2. A paraprofessional who works in Title I schoolwide and targeted assistance programs supported by Title I funding and who was hired after January 6, 2002 must be a high school graduate or equivalent and must meet at least one of the following requirements:

    a. Complete at least two years, or a minimum of 48 semester hours, at an accredited higher education institution;

    b. Obtain an associate (or higher) degree from an accredited higher education institution; or

c. Satisfy a rigorous Utah State Board of Education approved assessment that demonstrates:

1) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

2) Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Utah Admin. Rules R277-324-5(1) (October 8, 2024)

3. The foregoing requirements do not apply to a paraprofessional with a high school diploma or equivalent who solely provides:

a. Support through translator services;

b. Support as a parent engagement liaison; or

c. Personal care for students with disabilities.

Utah Admin. Rules R277-324-6 (October 8, 2024)

E. Background Check

1. Each paraprofessional shall pass a criminal background check as provided for under Policy 3035 Employee Criminal Background checks and Arrest Disclosure Requirements.

Utah Admin. Rules R277-324-5(2) (October 8, 2024)

~~F. Responsibilities Relating to State Paraeducator Funding~~

1. ~~Paraeducators hired with paraeducator funding from the State Board of Education shall meet the qualifications relating to Title I funding above and provide additional aid in the classroom to assist students in achieving academic success.~~

~~*Utah Admin. Rules R277-324-9 (March 15, 2024)*~~

Policy 4028
Adopted
February 14, 2024
First Reading
October 8, 2025

POLICY 4028

Special Programs: Education of Youth in Care ~~Custody~~

A. Contracts With the State to Provide Education for Youth in Care ~~Custody~~

1. The District may contract with the State Board of Education to provide for education of persons who are either 21 years or younger or are students with disabilities entitled to a free, appropriate public education and who are receiving services from the Department of Health and Human Services or an agency of a Native American tribe or who are being held in a juvenile detention center. To do so, the District must submit an application and plan to the State Board of Education. The responsibilities of the District, the State Board of Education, and other local service providers regarding serving youth in care ~~custody~~ in the District shall be established by the approved application and plan. The District may subcontract with local non-district educational service providers for the provision of educational services.

   Utah Code § 53E-3-503(1), (3) (2024)
   Utah Admin. Rules R277-709-3(1), (3) (November 7, 2024)
   Utah Admin. Rules R277-709-6(1) (November 7, 2024)

B. Youth in Care ~~Custody~~ Plan for College and Career Readiness

1. Each student who is a youth in care ~~custody~~ shall have a written plan for college and career readiness defining the student's academic achievement, which shall specify known in-school and extra-school factors which may affect the student's school performance. The plan shall be as described in Utah Administrative Rules R277-462-5. The plan shall be developed in cooperation with appropriate representatives of other service agencies working with the student such as the Division of Juvenile Justice and Youth Services, the Division of Child and Family Services, and the Department of Workforce Services. This plan shall be annually reviewed by the student, the student's parent or guardian, and school staff.

   Utah Admin. Rules R277-709-4 (November 7, 2024)
   Utah Admin. Rules R277-462-5 (December 10, 2024)

C. Education Programs for Youth in Care ~~Custody~~

1. The District shall provide the student with an education program which conforms as closely as possible to the student's education plan. Educational services shall

be provided in the least restrictive environment appropriate for the student's behavior and educational performance. Youth in care ~~custody~~ who do not require special services beyond those which would be available to them were they not in custody shall be considered part of the District's regular enrollment and treated accordingly.

2. Youth in care ~~custody~~ may not be assigned or allowed to remain in a restrictive environment (including separation from general education students and programs) due to their custodial status, their past behavior that does not put others at risk, or the inappropriate behavior of other students.

3. Educational services shall be coordinated with non-custody programs to enable youth in care ~~custody~~ to continue their education following discharge from custody.

Utah Admin. Rules R277-709-3(3)(i), (5), (7) (November 7, 2024)

D. Special Education Services for Youth in Care ~~Custody~~

1. Youth in care ~~custody~~ students shall receive special education evaluation and services according to the requirements of IDEA and Utah State Board of Education rules. Where a youth in care ~~custody~~ student qualifies for special education services, the District may provide services to the student through both the youth in care ~~custody~~ program and the District's special education program. The District shall not qualify a youth in care ~~custody~~ student for special education services based on custodial status alone.

Utah Admin. Rules R277-709-5 (November 7, 2024)

E. Enrollment and Transfers of Youth in Care ~~Custody~~

1. Youth in care ~~custody~~ shall be admitted to classes within five school days following arrival at a new residential placement. The student may be provided a temporary schedule which may be modified to meet the student's needs after the evaluation and planning process are complete. Each student in a school-based program shall be assigned a mentor using an evidence-based mentoring program. Youth in care ~~custody~~ students shall be flagged as such in the District's student information system. Applicable forms relating to the youth in care ~~custody~~ designation of the student shall be obtained from the Utah Department of Health and Human Services.

Utah Admin. Rules R277-709-3(3)(a), (b), (c) (November 7, 2024)

2. When a youth in care ~~custody~~ student is released from custody or transferred to another program, the sending program shall ensure all available school records are up to date and forward them to the receiving program consistent with Policy FBA and Utah Code § 53G-6-604.

   Utah Admin. Rules R277-709-3(11) (November 7, 2024)

F. Records of Youth in Care ~~Custody~~ Students

1. All information maintained regarding a youth in care ~~custody~~ student, regardless of the source of the information, is an educational record for purposes of the Family Educational Rights and Privacy Act and are considered confidential student records. (See Policy 5100 Student Records.) School records which refer to custodial status, juvenile court records, and related matters shall be kept separate from permanent school records, but are nonetheless educational records if retained by the school or District. Members of the interagency team which oversee the student's education plan shall have access, through team member representatives of the participating agencies, to relevant records of the various agencies. However, the records and information obtained from those records remain the property of the supplying agency and shall not be transferred or shared with other persons or agencies without the permission of the supplying agency, the student's parent, or an eligible student as defined by FERPA.

   Utah Admin. Rules R277-709-8 (November 7, 2024)

G. Transcripts and Diplomas for Youth in Care ~~Custody~~ Students

1. Transcripts and diplomas prepared for youth in care ~~custody~~ students shall be issued in the name of an existing accredited school in the District and ~~shall~~ may not refer in any way to custodial status of the student.

   Utah Admin. Rules R277-709-8(1) (November 7, 2024)

H. Interagency Advisory Council

1. If the District has been authorized to provide services for youth in care ~~custody~~, the District shall establish a local interagency advisory council to advise member agencies concerning coordination of youth in custody programs. This council shall include:

   a. A representative of the Division of Child and Family Services;

   b. A representative of the Division of Juvenile Justice Services;

c. Directors of agencies located in the District such as detention centers, secure lockup facilities, observation and assessment units, and the Utah State Hospital;

d. A representative ~~of community-based alternative programs for custodial juveniles~~ from contracted residential providers serving youth in care in the District; and

e. A representative of the District.

2. The council shall adopt bylaws for its operation and shall meet at least quarterly.

Utah Code § 53E-3-503(6) (2024)
Utah Admin. Rules R277-709-10 (February 7, 2024)

Policy 4040
Amended
October 9, 2024
First Reading
October 8, 2025

POLICY 4040

Grade Level ~~Acceleration/~~Retention of Students

A. The District discourages grade level ~~acceleration/~~retention (a student repeating a grade) of students based on research. Research supports intervention and extension of instruction to address the individual educational needs of students. Every effort will be made to assure that students move through the school system in a continuous manner. Teachers will plan instruction to meet the individual needs of students, based upon assessment data.

B. Grade ~~acceleration/~~retention will only be considered by the District subsequent to a parent/teacher(s) and parent/administrator meeting creating a minimum six-week education plan to address the intervention or extensions for the student. Grade level ~~acceleration/~~retention of a student must be approved by the Assistant Superintendent of Teaching and Learning in a meeting where all considerations are reviewed. Meetings to consider grade level ~~acceleration/~~retention will only be held during the months of June, July, or in August (prior to back-to-school night or registration).

C. If a parent requests ~~acceleration or~~ retention of a student, which will place that student in a learning environment other than with ~~same age~~ peers of the same age, a meeting will be held ~~at the District Office~~. For students enrolled in kindergarten (under the age of 6 years old), the team meeting will be held at the student's school. For students enrolled in grades 1-8, the team meeting will be held at the District Office. A team will be formed to consider a decision based on the following criteria:

1. Student achievement data
    a. End of Year State Assessment: CogAT, RISE, Acadience, ~~Aspire Plus,~~ MAP
    b. RTI plans, referrals for special education, IEPs, BIPs
2. Student attendance
3. Teacher information and observations
4. Parent information and observations
5. Research based best practices.
6. Social, emotional, and developmental needs of the student

7. Opportunity for participation in intervention programs

8. Potential impact on Special Education placement and service

D. The team will include:

1. A building level administrator

2. A District Office representative

3. A parent

4. The student if appropriate

5. The student's teacher(s), if appropriate

6. The school counselor, if appropriate

E. Approval of grade level ~~acceleration/~~retention may be granted or denied by the Superintendent or designee. Parents have the right to appeal any recommendation through the process outlined in Policy 5350 Student Complaints - Resolution. Within six weeks of placement, any member of the team may request a conference to repeal the student's placement.

New Policy 4067
First Reading
October 8, 2025

Policy 4069

Curriculum: Firearm Safety

A. Firearm Safety Training

1. Each District school shall present firearm safety training to students in accordance with Utah State Board of Education Standards and the following schedule:

   a. To a grade, at least three times while a student is attending kindergarten through grade 5;

      1) In Box Elder School District, this will occur in 1st, 3rd, and 5th grades.

   b. To a grade, at least once while a student is attending middle school;

   c. To a grade, at least once while a student is attending high school.

2. The training shall be provided in a manner that is developmentally appropriate to the grade level receiving the instruction and shall emphasize the best practices and guidelines for the safe handling and storage of a firearm to prevent accidents and ensure personal safety.

3. The instruction may be provided in school using life instruction, a video, or online materials; with an existing hunter safety course; with the health education curriculum, or with the physical education curriculum. It may be provided using firearm safety curricula and materials created by the Utah Attorney General's Office. Any statements regarding a firearm in the instruction shall be politically neutral.

4. If the instruction entails the display or functionality of an actual firearm on or about school premises, the individual providing the instruction must be exempt from weapons laws as described in Utah Code § 53-5a-108(1)(a) through (f).

5. Before the instruction is provided, the student's parent shall be notified of the instruction and of the option and process for the parent to opt the parent's student out of the instruction. A school may provide an alternative educational activity to a student who has been opted out of the instruction.

Utah Code § 53E-4-207 (2025)

POLICY 4078

Class Disclosure Statements – Elementary

A. Each elementary class will have a Class Disclosure Statement.

B. Class Disclosure Statements shall be updated regularly, contain accurate information, and be available to parents and students at the beginning of the school year.

C. Class Disclosure Statements shall contain information and guidelines consistent with Box Elder School District Policies and student handbooks including the schools Vision, Mission, and Collective Commitments.

D. Class Disclosure Statements shall contain at least the following information:

1. A brief description of the class/grade level objectives, including Essential Learning Standards for the grade.

2. A statement on attendance and tardiness and the impact of such on student achievement.

3. A statement on how proficiency will be measured using standards-based practices that may include:

   a. A grading rubric;

   b. A statement on how extensions, and interventions will be provided

4. A statement on or a listing of class rules and/or expectations;

5. A statement on any additional materials that may be useful;

   a. The items on this list will be used during the regular school day. They may be brought from home on a voluntary basis, otherwise, they will be furnished by the school.

6. A statement offering accommodations for qualifying individuals with disabilities;

7. Notation of how to contact the teacher and when she/he is available to meet with parents and/or students;

E. In addition to the required information listed in Section D, teachers are encouraged to include suggestions for success in the class, encouragement to students, and other information to help students be successful.

POLICY 4190

Driver Training

A. The District will provide driver education to help develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles. District driver education shall follow the requirements set out in statute and in Driver Education for Utah High Schools – Organization, Administration and Standards.

Utah Code § 53G-10-502(2) (2021)
Utah Admin. Rules R277-746-2 (December 10, 2024)
2024 Driver Education Law & Policy

B. Educators who act as driver education instructors must have and maintain a driver education endorsement from the State Board of Education.

Utah Admin. Rules R277-311-3 (January 8, 2021)
2024 Driver Education Law & Policy 15-16

C. The District shall provide each enrolled student the opportunity to take the written test when the student is 15 years and 9 months of age. The school may permit an enrolled student to take the written test when the student is 15 years of age.

Utah Code § 53G-10-502(1) (2021)
2024 Driver Education Law & Policy 19

D. Driver education shall consist of both classroom and behind-the-wheel and observation instruction. This instruction will be provided outside of regular school hours. Both portions of this instruction will be provided in accordance with the rules established by the State Board of Education.

Utah Code § 53G-10-508 (2021)
Utah Admin. Rules R277-746-2 (December 9, 2021)
2024 Driver Education Law & Policy 21-27

E. Driver education shall be funded through student fees and funds from the Automobile Driver Education Tax Account. However, for these purposes, the cost of driver education does not include the full-time equivalent cost of a teacher for each driver education class taught during regular school hours, or the cost of classroom space and maintenance. The District may also use additional school funds for driver education purposes.

Utah Code § 53G-10-503(1) (2024)

F. The Board of Education will set the student fee required for participation in driver education. This fee shall be determined by taking into consideration the costs associated with providing driver education that are not covered by reimbursements from the Automobile Driver Education Tax Account and the costs associated with students obtaining a waiver of driver education fees. The District may request reimbursement from the State Board of Education for student fees that the District waives. Students may also be assessed a reasonable fee for make-up sessions for a failed driving skills test.

Utah Code § 53G-10-503(7) (2024)
2024 Driver Education Law & Policy 9

G. The District shall submit the Student Reporting Form required by the State Board of Education for reimbursement of driver education costs from the Automobile Driver Education Tax Account to the State Board of Education driver education specialist. This form shall be submitted each year on January 15 and July 15.

Utah Code § 53G-10-505 (2019)
2024 Driver Education Law & Policy 10

Policy 5009
Adopted
March 12, 2025
First Reading
October 8, 2025

POLICY 5009

Admissions and Attendance: Kindergarten

A. The Board of Education provides kindergarten classes free of charge for kindergarten children residing within the District.

Utah Code § 53G-7-203(2)(a) (2025)

B. Notice of Registration Deadline

1. The Board of Education shall establish the deadline of March 15 for priority kindergarten registration and shall communicate that deadline to the District community through multiple methods of communication, including email, posters, posting on the District or school websites, or other announcements. The information shall be provided in the languages prevalent in the District community.

Utah Admin. Rules R277-730-4(1), (4), (6) (August 7, 2024)

C. Half-Day Kindergarten

1. For the students of each parent who requests half-day kindergarten, the District will provide a full-curriculum half-day kindergarten option for students ~~which meets the standards for half-day kindergarten established by the State Board of Education~~. The half-day option may be a half-day kindergarten class or participation by the student in a portion of a full-day kindergarten class. The full-curriculum for a half-day kindergarten student means all of the Utah State Board of Education approved standards for English language arts and mathematics together with inclusion of other content area standards to the fullest extent possible. ~~A half-day kindergarten student who is enrolled in a class that includes full-day kindergarten students will receive instruction that at least meets the minimum standards for half-day kindergarten established by the State Board of Education.~~

Utah Code § 53G-7-203(2)(b)(i), (vi) (2025)
Utah Admin. Rules R277-730-2 (August 7, 2024)
Utah Admin. Rules R277-730-3(2), (3) (August 7, 2024)

2. When a parent requests kindergarten registration for a student, the parent shall be provided the option to register for a designated full-curriculum half-day kindergarten, including a description of the different kindergarten options available (including half-day and full-day options), a typical daily schedule for each option, and the additional educational resources or opportunities available to parents who select the half-day

option. The parent shall be provided this information ~~also be informed of this registration option~~ through multiple methods of communication, including email, posters, in-person meetings, posting on the District or school websites, or other announcements. The information shall be provided in the languages prevalent in the District community. ~~Parents shall also be informed regarding the additional educational resources and opportunities available to parents who select the half-day kindergarten option.~~

Utah Code § 53G-7-203(2)(b)(ii), (v) (2025)
Utah Admin. Rules R277-730-3(1) (August 7, 2024)
Utah Admin. Rules R277-730-4(2) – (6) (August 7, 2024)

3. When enrollment of half-day kindergarten students at an individual school or a regional school exceeds 18 students during the kindergarten priority registration period, a dedicated half-day kindergarten class shall be designated and the school shall be designated as a half-day kindergarten provider for the improvement of recruiting teachers that prefer half-day teaching.

   Utah Code § 53G-7-203(2)(b)(iii), (iv) (2025)
   Utah Admin. Rules R277-730-3(4) (August 7, 2024)

POLICY 5140

Education and Family Privacy Rights

A. Prohibited Disclosure or Psychological Testing

1. Except as permitted below for crisis intervention, the School District prohibits the administration of any psychological or psychiatric examination, test, treatment, survey, analysis or evaluation, or the obtaining or disclosing of defined information in curriculum or other school activities unless the student's parent has been given prior written notice and the School District has obtained consent as defined in this policy if such disclosure would tend to reveal information concerning the student's or a family member's:

   a. political affiliations or philosophies;

   b. mental or psychological problems;

   c. sexual behavior, orientation, or attitudes;

   d. illegal, anti-social, self-incriminating, or demeaning behavior;

   e. critical appraisals of individuals with whom the student or family member has close family relationships;

   f. religious affiliation or beliefs;

   g. legally recognized privileged and analogous relationships, such as those with attorneys, medical professionals, religious clerics, or ministers;

   h. income, except as otherwise required by law.

   Utah Code § 53E-9-203(1) (2022)

2. Providing mental health services to students (as distinguished from testing or inquiries about the topics above) can only be done as provided in Policy 5080 Mental Health Care

   Utah Code § 53G-9-902 (2025)

3. At least two weeks before the identified information is obtained or disclosed, the parent of the affected student shall be given written notice of intent to obtain or

disclose requested information. However, this requirement does not apply if there is a contrary court order, or the school employee is acting in response to a situation that the employee reasonably believes is an emergency, or where the matter has been reported to the Division of Family Services.

Utah Code § 53E-9-203 (2022)

4. The notice to the parent shall state the availability of written information concerning:

   a. the nature of records or information about relationships that have been requested for examination;

   b. the means by which the information shall be examined;

   c. a copy of any questions to be asked of the student in obtaining the desired survey information to be made available to the school;

   d. the means by which the information is to be obtained;

   e. the identity of the person(s) or entity requesting release of the information;

   f. the purposes for which the records are needed;

   g. a method by which the parent of a student can grant permission to access or examine the personally identifiable information.

5. If express written consent from the parent has not been obtained authorizing the collection or release of information and documents defined above, such documents and information shall not be obtained or disclosed.

   Utah Code § 53E-9-203(2), (4) (2022)

B. Term of Consent

1. Unless specifically stated otherwise in the authorization, the authorization is valid only for the activity for which it was granted. However, the school district is authorized to request parental authorization that shall be valid until the commencement of the subsequent school year or until the student withdraws from the program in which such testing, evaluation, or survey is conducted.

   Utah Code § 53E-9-203(5)(c) (2022)

C. Permitted Crisis Intervention

1. Notwithstanding the prohibitions stated above, if a school employee, agent, or resource officer believes a student is at risk of (a) attempting suicide, (b) physical self-harm, or (c) harming others, then the employee, agent, or officer may question the student about the suicidal thoughts, self-harming behavior, or thoughts of harming others in order to refer the student to appropriate prevention services and to inform the student's parent. However, the questioning shall be limited to that which is necessary for referral to prevention services or to make the parent aware of the perceived risk.

   Utah Code § 53E-9-203(7) (2022)

D. Private Information

1. The data collected through an authorized test or survey is a private record which may not be shared except in accordance with the Family Educational Rights and Privacy Act ("FERPA"). Such data also may not be included in a student's Student Achievement Backpack, as that term is defined in Utah Code § 53E-3-511.

   Utah Code § 53E-9-203(10) (2024)

POLICY 5230

~~School~~ Student Fees, Fines, and Charges

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A. Purpose

1. The Box Elder School District (BESD) Board of Education adopts this policy to provide for the orderly establishment and management of a system of reasonable fees; to provide adequate notice to families of fees and fee waiver requirements; to establish a fair and efficient process for granting fee waivers; and to prohibit practices that would exclude students unable to pay fees from participation in school- sponsored activities or create a burden on a student or family as to have a detrimental impact on participation.

B. Definitions

1. As used in this policy, the following definitions apply:

a. "Fee" means

1) something of monetary value

2) requested or required as a condition to a student's full participation in or admission to

3) an activity, class, or program which is provided, sponsored, or supported by a school.

4) It does not include money or something of monetary value raised by a student or the student's family through fundraising.

Utah Code § 53G-7-501(6) (2024)
Utah Admin. Rules R277-407-2(4) (July 11, 2023)

5) "Something of monetary value" means a charge, expense, deposit, rental, fine, or payment (regardless of how it is described) in the form of money, goods, or services, whether it is directly or indirectly requested or required.

Utah Admin. Rules R277-407-2(20)(a) (July 11, 2023)

6) For example, it includes:

a) Payments to a third party providing a part of a school activity, class, or program; and

b) A fine, unless that fine is within the scope of the definition in Non-Fee Charges, below.

Utah Code § 53G-7-501(6) (2024)
Utah Admin. Rules R277-407-2(20)(b) (July 11, 2023)

7) It does not include a payment or charge for damages which may be reasonably attributed to normal wear and tear.

Utah Admin. Rules R277-407(20)(c) (July 11, 2023)

b. "Requested or required as a condition of a student's participation" means impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

1) Fully participate in school or in a school activity, class, or program;

2) Successfully complete a school class for the highest grade; or

3) Avoid a direct or indirect limitation on full participation in a school activity, class, or program, including limitations created by:

a) Peer pressure, shaming, stigmatizing, bullying, or the like; or

b) Withholding or curtailing any privilege that is otherwise provided to any other student.

Utah Admin. Rules R277-407-2(17) (July 11, 2023)

c. "Provided, sponsored or supported by a school" means an activity, class, program, fundraiser, club, camp, clinic, or other event that:

1) Is authorized by the District or a District school, according to Board policy; or

2) Satisfies at least one of the following conditions:

a) It is managed or supervised by the District, a District school, or a District employee in the capacity of their District employment;

b) It uses, more than inconsequentially, District or a District school's facilities, equipment, or other resources; or

c) It is supported or subsidized, more than inconsequentially, by public funds, including school activity funds or minimum school program dollars.

3) Is not a noncurricular club as defined by Policy 5260 Student Clubs

Utah Admin. Rules R277-407-2(14) (July 11, 2023)

4) This definition applies regardless of the time or season of the activity, class, or program (for example, summer camps or clinics are sponsored by a school if the foregoing requirements are met).

Utah Admin. Rules R277-407-4(4) (July 11, 2023)

d. "Common education expense" means an expense the District incurs that is related to the delivery of instruction for all courses, unrelated to a specific course, program, or activity. Such expenses include the costs of employing educators and staff, providing capital facilities, and operation and maintenance costs.

Utah Code § 53G-7-501(1) (2025)

e. "Non-fee course" means a course that results in course credit or a course grade within the core standards the Utah State Board of Education establishes for English language arts, health education, mathematics, science, and social studies.

Utah Code § 53G-7-501(12) (2025)

f. "Fee course" means a course that is not a non-fee course.

Utah Code § 53G-7-501(8) (2025)

g. "Personal student supply" means, for a secondary student, an object, tool, material, or supply that is the personal property of a student which, regardless of the use of the supply in the instructional process, is also commonly purchased and used by persons not enrolled in the class or activity in question and has a high probability of regular use in other than school-sponsored activities.

1) It includes pencils, paper, notebooks, crayons, scissors, basic clothing for healthy lifestyle classes, and similar personal or consumable items over which a student retains ownership.

2) It excludes any such items if, to create a uniform appearance not related to basic function, the school imposes specific requirements such as brand, color, or a special imprint.

Utah Code § 53G-7-501(13) (2025)

Utah Admin. Rules R277-407-2(15) (July 8, 2025)

h. "Textbook" means instructional material necessary for participation in an activity, course or program, regardless of the format of the material. It excludes school equipment, instructional equipment and instructional supplies. It includes:

1) Hard copy book or printed pages of instructional material, including a consumable workbook; and

2) computer hardware, software, or digital content.

Utah Code § 53G-7-501(19) (2025)

i. "Instructional equipment" means an activity, course, or program-related tool that is required for a student to use as part of an activity, course, or program in a secondary school and becomes the property of the student upon exiting the activity, course, or program. This excludes school equipment, an instructional supply, and a personal student supply for a secondary student.

Utah Code § 53G-7-501(10) (2025)

j. "Instructional supply" means a non-reusable or a consumable material or supply that is necessary to use, expend, or deplete as a component or element of an activity, course, or program in a secondary school. This excludes a personal student supply for a secondary student.

Utah Code § 53G-7-501(11) (2025)

k. "School equipment" means a durable, reusable machine, equipment, facility, or tool owned by a secondary school and used by a student as part of an activity, course, or program in a secondary school. For example, it includes a saw or a 3D printer.

Utah Code § 53G-7-501(15) (2025)
Utah Admin. Rules R277-407-2(23) (July 8, 2025)

l. "Regular school day" means the same as "school day" as defined in Utah Administrative Code R277-419-2.

Utah Admin. Rules R277-407-2(18) (July 8, 2025)
Utah Admin. Rules R277-419-2(30) (February 7, 2025)

m. "Extracurricular activity" means an activity or program that is not a course that is provided, sponsored or supported by the District or a District school and is not a noncurricular club.

Utah Code § 53G-7-501(6) (2024)

C. Non-Fee Charges

1. Certain items of monetary value provided in connection with students and schools are not considered fees.

2. Student Fines

a. A student fine is not a fee if it is specifically approved by the District and is imposed for one of the following:

1) Failing to return school property;

2) Losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior (including defacing or damaging school property); or

3) Improper use of school property (including a parking violation).

Utah Code § 53G-8-212 (2021)
Utah Code § 53G-7-501(7)(c)(i) (2025)
Utah Admin. Rules R277-407-2(24)(b)(iv) (July 8, 2025)

b. When fines have been assessed to a student for damaging or losing school property, the school shall not exclude the student from school for nonpayment but may withhold a transcript or diploma to obtain payment of such charges pursuant to the Board policy regarding defacing or damaging school property. However, a school may not withhold student records which are required for student enrollment or placement in a subsequent school. In addition, if the Department of Health and Human Services or a licensed child-placing agency has been granted custody of the student, that student's records, if requested by the department or agency, may not be withheld from the department or agency for nonpayment of damages.

Utah Code § 53G-8-212 (2021)
Utah Admin. Rules R277-407-9(10), (11) (July 8, 2025)

3. Student Records

a. A school may impose a reasonable charge to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. However, no charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which a former student is enrolled or intends to enroll.

Utah Admin. Rules R277-407-6(8)(b), (c) (July 8, 2025)

4. Non-Waiverable Charges

a. A cost, payment, or expenditure that falls into one of the following categories is not a fee.

1) A personal discretionary charge or purchase, including:

a) A charge for insurance, unless the insurance is required for a student to participate in a school activity, class, or program;

b) A charge for college credit relating to successful completion of a concurrent enrollment class or an advanced placement examination; or

c) A charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item (unless requested or required by the school or District).

2) A charge which is subject to sales tax.

3) A charge for school lunch or breakfast.

4) A deposit that is a pledge securing the return of school property which is refunded upon return of the property.

5) A charge for a replacement for damaged or lost school equipment or supplies.

Utah Admin. Rules R277-407-2(14) (July 8, 2025)
Utah Admin. Rules R277-407-3(9) (July 8, 2025)
Utah Code § 53G-7-501(7)(c), (11) (2025)

5. Donations of Supplies to an Elementary School

a. An elementary school or elementary school teacher may compile and provide to a student's parent a suggested list of student supplies for use during the regular

school day so that a parent may furnish, only on a voluntary basis, those the listed supplies for student use. Such a list must include and be preceded by the following language:

1) *"NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."*

Utah Admin. Rules R277-407-3(1)(c), (6) (July 8, 2025)
Utah Code § 53G-7-503(2)(b) (2025)

6. Donations

   a. For a donation not to be a fee, it must not affect the participation of an individual student. Donations are generally governed by Policy 5312 Non-School and Private Fundraising and Donations. Donations or contributions may be invited on forms provided to parents of students but must clearly state that donations and contributions are voluntary and are not required for participation in an activity or class.

      Utah Admin. Rules R277-407-8(1) (July 8, 2025)

   b. Students and families may be notified that they may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families. Any such payments are considered donations and are not fees. In order to accept such payments, schools shall require that the payment be clearly designated as made for the purpose of covering the costs of other students.

      Utah Admin. Rules R277-407-9(2)(b) (July 8, 2025)

7. Authorizing Fees

   a. No fee may be charged by the District, a District school, or any District officer or employee unless the fee has been authorized by the Board as required in this policy and applicable law. This includes any and all fees as defined in this policy, including those related to courses and extracurricular activities. Each fee must be individually authorized by the Board.

      Utah Code § 53G-7-503(1)(a), (b) (2025)
      Utah Code § 53G-7-505 (2025)
      Utah Admin. Rules R277-407-3(2) (July 8, 2025)
      Utah Admin. Rules R277-407-6(1) (July 8, 2025)

b. Prohibited and Permitted Fees

1) Beginning with the 2025-2026 school year, the District may not charge a secondary student a fee for a non-fee course, except that a fee may be charged to a secondary student for any course for instructional equipment, a school field trip or activity trip or performance (including related transportation, food, lodging, and admission charges or participation fees), school activity clothing, a discretionary project (as provided in the following paragraph), or a competency remediation program in accordance with Utah Code § 53G-9-803.

2) In project-related courses, projects required for course completion shall be included in the course fee. However, a secondary student may request approval to complete a discretionary project in lieu of or in addition to a required classroom project which demonstrates the intended course competencies of the required classroom project. The school is not required to approve such a request. If the request is approved, the school may charge a fee for the discretionary project, including charges for the materials or activity involved. However, the school may not require such an additional project as a condition for enrolling, completing, or receiving the highest possible grade for a course. Schools shall avoid allowing high-cost additional projects, particularly where authorization of an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high-cost project.

3) A secondary student may be charged a fee for a fee course, including for instructional supplies, the life-cycle replacement costs for school equipment directly related to the fee course, a musical instrument rental, licensing fees for fine arts intellectual property, or participation in a driver education course described in Utah Code § 53G-10-503 and Policy 4190 Driver Training.

4) A secondary student may be charged for open enrollment application processing in accordance with Utah Code § 53G-6-402(5) and Policy 5010 Admissions Eligibility Requirements.

5) A secondary student may be charged a fee for an extracurricular activity, including for the life-cycle replacement costs for school equipment directly related to the extracurricular activity.

6) A secondary student may be charged a fee for an adult education course in accordance with Utah Code § 53E-10-202. A secondary student may be charged a fee for tuition, college credit, an exam, or a textbook for an

Advanced Placement, International Baccalaureate, or a concurrent enrollment course described in Utah Code § 53E-10-302 and Policy 4062 Curriculum: College Course Work.

7) Fees may not be charged for school equipment. Other than as specified above, a fee may not be charged for a textbook. A fee may not be charged for a common education expense. A fee may not be charged that is general in nature or for a good or service that does not have a direct benefit to the student paying the fee.

Utah Code § 53G-7-501(3) (2025)
Utah Code § 53G-7-503(2), (3) (2025)
Utah Admin. Rules R277-407-3(5) (July 8, 2025)

c. Process to Adopt Fee Policies and Schedules

1) The Board shall annually adopt fee policies and a fee schedule in a public meeting held on or before April June 1. The Board shall consult with stakeholders and shall encourage public participation in the development of the fee schedule and of waiver policies. Before taking action to approve the policies and fee schedule, the Board shall provide the opportunity for public comment on the proposed fee schedule during at least two public Board meetings. In addition to the notice required for a regular Board meeting, the Board shall provide notice of these meetings using the same form of communication regularly used by the District to communicate with parents (such as email, text, flyer, or phone call).

Utah Code § 53G-7-505(2) (2025)
Utah Admin. Rules R277-407-6(2) (July 8, 2025)

2) After the annual adoption of the fee schedule, the Board may amend the fee schedule by following the process described in the preceding paragraph (other than the June 1 deadline).

Utah Admin. Rules R277-407-6(3) (July 8, 2025)

3) The Board shall annually review the District's policies on fees and fee waivers,

Utah Admin. Rules R277-407-15(5) (July 8, 2025)

d. Fee Schedules

1) A fee must be included in the Board approved fee schedule in order to be charged.

   a) The fee schedule shall include the specific amount for each fee and a spending plan for each fee.

      i. The spending plan shall provide transparency to students, parents, and employees by identifying the uses of a fee.

      ii. The spending plan shall identify the needs for which the fee is being charged and include a list or description of the anticipated types of expenditures (either during the current fiscal year or as carryover for use in a future year) that are funded by the fee.

   b) The fee schedule shall include the maximum fees allowed per activity and per student. If there are multiple fees related to one activity, class, or program, the fee schedule shall include an easy-to-understand delineation of each of the fees and the fee total for the activity, class, or program.

   c) The fee schedule shall also include the District's fee waiver policy, including an easily understandable statement informing a parent that a student may be eligible to have one or more fees waived and may appeal a denial of a requested waiver.

      Utah Code § 53G-7-505(3)(a) (2025)
      Utah Admin. Rules R277-407-6(1)(c) (July 8, 2025)
      Utah Admin. Rules R277-407-13(2), (3) (July 8, 2025)

e. Notice of Fee Policies and Schedules

   1) The District shall annually publish on each school's publicly available website the fee schedule (including fee maximums), fee waiver policies, the fee waiver application, the fee waiver decision and appeals form and the school fee notice for families. Annual school registration materials shall include a copy of the fee schedule and fee waiver policies, and these materials shall be provided to a parent of a student who enrolls after the initial enrollment period.

   2) Beginning with the 2026-2027 school year, school registration materials shall clearly identify the fee for each activity, course, or program alongside the description of the activity, course, or program in the materials.

3) The notices and forms used may be those approved by the State Board of Education, including:

a) For elementary schools:

i. School Fees Notice for Families of Students in an Elementary School

ii. Fee Waiver Application (Elementary School)

iii. Fee Waiver Decision and Appeal Form

b) For secondary schools:

i. School Fees Notice for Families of Students in Grades Seven Through Twelve

ii. Fee Waiver Application (Secondary School)

iii. Fee Waiver Decision and Appeals Form

Utah Code § 53G-7-505(3)(b) (2025)
Utah Admin. Rules R277-407-6(6)(a) (July 8, 2025)

4) If the District's parent or student population in a single written language other than English exceeds 20%, then the District shall also publish the fee waiver policies and fee schedules in that other language. If a student or parent's first language is not English, and the District has not published the policies and fee schedules in that other language, then a District representative will meet personally with each student's parent or family and make available an interpreter for the parent to understand the policies and fee schedules.

Utah Admin. Rules R277-407-6(6)(b), (c) (July 8, 2025)

D. Standards for Fees

1. In setting fees, the Board shall establish the following maximum fee amounts:

a. The amount that a school may charge per student for each activity.

b. The total aggregate amount that a school may charge to a student in fees in a year.

Utah Admin. Rules R277-407-6(4) (July 8, 2025)

2. To preserve equal opportunity for all students and to limit diversion of money and school and staff resources from the basic school program, the Board's fee policies shall be designed to limit student expenditures for school-sponsored activities, including expenditures for activities, uniforms, clubs, clinics, travel, and subject area and vocational leadership organizations, whether local, state, or national.

   Utah Admin. Rules R277-407-6(9) (July 8, 2025)

3. The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

   Utah Admin. Rules R277-407-6(4)(b) (July 8, 2025)

4. No fees may be charged for elementary school activities that are part of the regular school day (including assemblies and field trips.) or for supplies a student uses during the regular elementary school day.

5. Fees may be charged to students in grade 6 as secondary students if those students are attending a school that includes any of the grades 7 through 12. A school that provides instruction to students in grades other than grades 6 through 12 may not charge fees to students in grade 6 unless for those students the school follows a secondary model of instruction.

   Utah Code § 53G-7-503(4)(a) (2025)
   Utah Admin. Rules R277-407-3(1), (3) (July 8, 2025)

6. Fees may be charged to elementary school students for activities which do not take place during the regular school day so long as participation in the activities is voluntary and does not affect a student's grade or ability to participate fully in any course taught during the regular school day.

   Utah Code § 53G-7-503(4)(a) (2025)
   Utah Admin. Rules R277-407-4(1) (July 8, 2025)

7. All fees, including fees for co-curricular and extracurricular activities, must be within the maximum amounts established for the activity by the Board.

   Utah Admin. Rules R277-407-4(2) (July 8, 2025)
   Utah Admin. Rules R277-407-6(1) (b), (4) (July 8, 2025)

8. A fee may not be imposed or increased in order to supplant or subsidize another fee, including to supplant or subsidize a prohibited fee, including the normal expense of

delivering instruction in a course. The amount of a fee may not be increased to offset the cost of fee waivers. The fee imposed on a student for a particular activity, course, or program must be directly related to and cannot exceed the expense incurred by the school in providing that activity, course, or program.

Utah Code § 53G-7-503(1)(c) - (f) (2025)
Utah Admin. Rules R277-407-9(2)(a) (July 8, 2025)

9. In establishing fee schedules, the Board may also review and consider the following as to each school in the District:

   a. The cost to the school to provide the activity, class, or program;

   b. The student enrollment;

   c. The median income of families within the attendance area or enrolled at the school;

   d. The number and monetary amount of fee waivers (designated by individual fee) annually granted in the prior three years;

   e. The historical participation and school interest in certain activities;

   f. The prior year fee schedule;

   g. The revenue collected from each fee in the prior year;

   h. Fundraising capacity;

   i. Prior year community donors; and

   j. Other resources available (including through donations and fundraising).

   Utah Admin. Rules R277-407-6(5) (July 8, 2025)

E. Optional Fundraising for Fees

1. Consistent with Policy 5310 Fundraising, students may avail themselves of optional individual fundraising opportunities to raise money to offset the cost of the student's fees. Required individual fundraising is prohibited. Student membership in or participation on a team or group may not be denied based on non-participation in any kind of fundraiser (individual or group).

Utah Admin. Rules R277-407-10 (6) (July 8, 2025)
Utah Admin. Rules R277-408-2(4) (August 7, 2024)
Utah Admin. Rules R277-408-4(2) (August 7, 2024)

2. Service in Lieu of Fees

   a. Students may choose (but may not be required) to perform service in lieu of paying a fee.

      Utah Admin. Rules R277-407-2(17) (July 8, 2025)
      Utah Admin. Rules R277-407-10(1) (July 8, 2025)

   b. If elected by a student, the service assignment shall be determined by the principal or other designee. The assignment shall be appropriate to the age, physical condition, and maturity of the student and service required shall be consistent with the federal Fair Labor Standards Act. The service must be credited at an hourly rate at least equal to the minimum wage and must be able to be performed within a reasonable period. Service assignments may include service within the school, including tutorial assistance to other students and assistance before or after school to teachers and other school personnel on school related matters.

      Utah Code § 53G-7-504(2)(a) (2024)
      Utah Admin. Rules R277-407-10(2) (July 8, 2025)
      Utah Admin. Rules R277-407-15(2) (July 8, 2025)

   c. A student who performs service in lieu of paying a fee may not be treated differently than students who pay the fee, and the service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

      Utah Admin. Rules R277-407-10(3) (July 8, 2025)

   d. Upon request of the student, the student's service credit shall be transferred to another school within the District or to another local education agency.

      Utah Admin. Rules R277-407-10(4) (July 8, 2025)

F. Waiver of Fees

1. A "waiver" means a full release from the requirement of payment of a fee and any provision in lieu of fee. (A "provision in lieu of fee" means an alternative to payment

of the fee.) All fees are subject to waiver. Non-fee charges (see above) are not subject to waiver.

Utah Code § 53G-7-501(20) (2025)
Utah Admin. Rules R277-407-2(17), (29) (July 8, 2025)
Utah Admin. Rules R277-407-9(1) (July 8, 2025)

2. "Supplemental Nutrition Assistance Program," or "SNAP," means a program, formerly known as food stamps, which provides nutrition benefits to supplement the food budget of low-income families through the Utah Department of Workforce Services.

   Utah Admin. Rules R277-407-2(25) (July 8, 2025)

3. "SSI" means "Supplemental Security Income for children with disabilities," which is a benefit administered through the Social Security Administration that provides payments for qualified children with disabilities in low-income families.

   Utah Admin Rules R277-407-2(26) (July 8, 2025)

4. "TANF" means "Temporary Assistance for Needy Families," which is a program (formerly known as AFDC) which provides monthly cash assistance and food stamps to low-income families with children under age 18 through the Utah Department of Workforce Services.

   Utah Admin. Rules R277-407-2(27) (July 8, 2025)

5. Eligibility for Waiver

   a. A waiver shall be granted to a student if charging the fee would deny the student the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee.

      Utah Code § 53G-7-504(1)(a) (2024)
      Utah Admin. Rules R277-407-9(3) (July 8, 2025)

   b. A student is eligible for waiver upon providing verification that:

      1) The student qualifies based on income eligibility levels established annually by the State Superintendent;

      2) The student receives SSI;

3) The family receives TANF or SNAP funding;

4) The student is in foster care through the Utah Division of Child and Family Services; or

5) The student is in state custody; or

6) The student qualifies for McKinney-Vento Homeless Assistance Act assistance.

Utah Admin. Rules R277-407-11(1), (2) (July 8, 2025)

c. Fees may be retroactively waived if eligibility is determined to exist before the date of the fee waiver application.

Utah Admin. Rules R277-407-11(6) (July 8, 2025)

d. A student who does not qualify based on the foregoing may also be granted a waiver if the student is not reasonably capable of paying the fee based on extenuating circumstances. Such circumstances might include exceptional financial burden, loss or substantial reduction of income, or extraordinary medical expenses.

1) If families have students in multiple secondary schools, administrators will communicate with the other schools that share siblings to ensure these circumstances are handled consistently.

Utah Admin. Rules R277-407-11(4)(b) (July 8, 2025)

e. In the event that circumstances change for a student or family such that fee waiver eligibility no longer exists, the school may charge a proportional share of a fee or a reduced fee reflecting the change in eligibility.

Utah Admin. Rules R277-407-11(5) (July 8, 2025)

6. Process for Waiver

a. The principal, or the principal's designee, shall review and make decisions regarding fee waiver requests, verifying eligibility as required (including obtaining the required documentation). The decision shall be made promptly and if possible before the fee becomes due. A family may not be subjected to unreasonable demands for re-qualification.

Utah Code § 53G-7-504(1)(b) (2024)
Utah Admin. Rules R277-407-6(7)(a) (July 8, 2025)
Utah Admin. Rules R277-407-9(4), (8)(b) (July 8, 2025)
Utah Admin. Rules R277-407-11(4)(a) (July 8, 2025)

b. Parents shall be provided the opportunity to review available provisions in lieu of fee payment.

Utah Admin. Rules R277-407-9(9)(a) (July 8, 2025)

c. The waiver process shall be administered fairly, objectively, without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents. There shall be no visible indicators which could lead to identification of waiver applicants. The privacy requirements of FERPA apply and shall be followed. Other students may not assist in the waiver approval process. Students who receive a waiver may not be treated differently than other students. Students who receive a waiver may not be identified to other students and may not be identified to any other person (including staff members) who do not need to know of the waiver.

Utah Admin. Rules R277-407-8(5), (6), (7) (July 8, 2025)
Utah Admin. Rules R277-407-15(1) (July 8, 2025)

d. The waiver application and associated required documentation shall incorporate and conform to the regulations issued by the State Board of Education, which will specify the forms of documentation and verification which are acceptable.

Utah Code § 53G-7-504(4) (2024)

e. In lieu of income verification, the school may rely on the following alternative forms of verification:

1) If the student's family receives TANF or SNAP, an electronic copy or screenshot of the student's family's eligibility determination or eligibility status from the Utah Department of Workforce Services which covers the period for which waiver is sought;

2) If the student receives SSI, a benefit verification letter from the Social Security Administration;

3) If the student is in state custody or in foster care, either or both of the following when provided by a case worker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department:

a) The youth in care required intake form;

b) The school enrollment letter;

4) If the student qualifies for McKinney-Vento Homeless Assistance Act assistance, verification from the District's McKinney-Vento liaison.

Utah Admin. Rules R277-407-11(3) (July 8, 2025)

5) The principal or designee may grant a full or partial waiver or deny the request. Upon determination by the principal or designee, the parent shall be provided a written decision using the standard written decision and appeal form authorized by the State Board of Education. A full or partial denial decision shall include the reasons for the denial and give notice of the procedure to appeal the decision.

Utah Admin. Rules R277-407-6(7)(b) (July 8, 2025)
Utah Admin. Rules R277-407-15(1)(e) (July 8, 2025)

6) Appeals of the principal's decision on the granting of fee waivers may be made to the superintendent. Appeals of the superintendent's decision may be made to the Board.

Utah Admin. Rules R277-407-9(9)(b) (July 8, 2025)

7) The requirement that a student pay a fee shall be suspended during any period when the student's eligibility for waiver is being determined or when an appeal of a denial of waiver is in process.

Utah Admin. Rules R277-407-9(9)(c) (July 8, 2025)
Utah Admin. Rules R277-407-15(1)(f) (July 8, 2025)

f. Addressing the Effect of Waivers

1) The District shall identify and address potential inequities due to the impact of the number of students who receive waivers with each of the District's schools. The Board shall distribute the impact of fee waivers among the schools of the District so that no school carries a disproportionate share of the District's total fee waiver burden.

Utah Admin. Rules R277-407-13(4) (July 8, 2025)

G. Fee Collection

1. Students may not be involved in the collection of fees.

   Utah Admin. Rules R277-407-15(1)(d) (July 8, 2025)

2. The school may allow a fee to be paid through an installment payment plan. However, such a plan may not be required in lieu of a fee waiver.

   Utah Admin. Rules R277-407-10(5) (July 8, 2025)

3. The District may pursue reasonable methods of collecting fees. However, the District may not, as a result of unpaid fees:

   a. Exclude a student from school or from an activity, class, or program during the regular school day;

   b. Refuse to issue a course grade; or

   c. Withhold official student records, including written or electronic grade reports, class schedules, diplomas, or transcripts.

   Utah Admin. Rules R277-407-6(8)(a) (July 8, 2025)
   Utah Admin. Rules R277-407-9(10) (July 8, 2025)

4. If the school has been provided with a copy of a court order allocating responsibility for school fees between a student's parents before the day on which the school first issues a bill for a school fee, the school shall, upon request from either parent, separately bill each parent for the share of the fee that the parent is to pay under the court order. Each parent is liable only for the share of the fee the parent is required to pay under the court order, and regardless of whether the court order is provided to the school before or after the bill is issued for the fee, the school may not make a negative credit report relating to a fee about a parent who has paid the share of the fee required by the court order. The school may bill a parent for that parent's share of the fee even though the other parent has obtained a full or partial fee waiver.

H. Option for Graduation Credit Without Fees

1. Beginning with the 2026-2027 school year, the District shall ensure that each school that awards credit towards graduation provides at least one option for each graduation requirement that fulfills the graduation requirement and does not require the payment or waiver of any fee. However, the District is not required to offer,

without fee or waiver, any specific activity, course, or program or a student's preferred activity, course, or program.

Utah Code § 53G-7-502(2) (2025)
Utah Admin. Rules R277-407-6(10) (July 8, 2025)

I. Fees for Scholarship Students

1. If a District school is approved as eligible to provide services to Utah Fits All Scholarship students and offers classes, programs, or services to scholarship students that include expenses beyond tuition, the District shall establish a transparent and fair fee structure for those expenses. In establishing the scholarship student fee structure, the District is not required to follow the process for establishing fees set forth above in Authorizing Fees and Standards for Fees and the fees are not subject to waiver. However, the scholarship student fees must be based on the actual costs of providing the services or items covered by the scholarship and be consistent with the fees charged to enrolled students for the same services or items, if applicable. The scholarship student fee schedule must also itemize all charges and fees, explain the basis for each fee, and be updated annually.

Utah Code § 53F-6-401(20), (22) (2025)
Utah Code § 53F-6-408(5)(f) (2025)
Utah Admin. Rules R277-407-2(20), (21) (July 8, 2025)
Utah Admin. Rules R277-407-7 (July 8, 2025)

J. Staff Training

1. Employees of the District shall receive, on at least an annual basis, training on fee policies specific to the employee's job function. Such training shall make use of the resources and training materials provided by the State Superintendent.

2. A summary of:

   a. the number of students in the District given fee waivers,

   b. the number of students who worked in lieu of a fee waiver,

   c. the number of students denied fee waivers,

   d. the total dollar value of fees waived by the District, and

3. The total dollar amount of all fees charged to students within all the schools in the District.

Utah Admin. Rules R277-407-14 (July 8, 2025)

K. Required Notices and Action

1. The District and each school shall use the following standard forms as they are provided by the State Board of Education:

   a. Standard parental notification letter ("School Fees Notice for Families of Students in Grades 7-12" or "School Fees Notice for Families of Children in Grades K-6");

   b. Standard fee waiver application ("Fee Waiver Application (Grades K-6)" or "Fee Waiver Application (Grades 7-12)");

   c. Standard written decision and appeal form ("Fee Waiver Decision and Appeal Form");

   d. School fees service agreement ("Service Agreement, Verification, and Appeal Form");

2. These standard forms as drafted and adopted by the State Board of Education are hereby incorporated into these policies. (The forms are also available in Spanish, Arabic, Chinese, and Somali.) The District and each school shall adhere to the terms and conditions set forth in the standard forms.

~~L. Policy~~

~~1. A school, school official, or employee may not charge or assess a fee or request or require something of monetary value as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by a school including a co-curricular or extra-curricular activity, unless the fee has been approved by and included in the BESD fee schedule.~~

~~2. To preserve equal opportunity for all students and to limit diversion of money and school and staff resources from the basic school program, BESD and each school shall limit student expenditures for BESD and school-sponsored activities, including expenditures for uniforms, clubs, clinics, travel, and subject area and vocational leadership organizations, whether local, state, or national.~~

~~3. A school shall provide notice to a parent of each student attending the school of all current fee schedules and the opportunity for fee waivers prior to the student being registered for a course, activity, or program to enable the parent and student to~~

make an informed decision prior to committing to the student's enrollment or participation.

4. A school shall provide an opportunity for a parent to apply to have one or more fees waived (or be provided alternatives to waivers) and shall grant requested fee waivers (or alternatives to waivers) to students who are eligible under the provisions of this policy.

5. A school may only collect a fee for an activity, class, or program provided, sponsored, or supported by a school consistent with BESD Board of Education policies and state law.

M. Establishing a Fee Schedule

1. "Fee" means a charge, expense, deposit, rental, or payment:

   a. regardless of how it is termed, described, requested, or required directly or indirectly;

   b. in the form of money, goods, or services; and

   c. that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by BESD.

N. "Fee" includes:

1. money or something of monetary value raised by a student or the student's family through fundraising;

2. charges or expenditures for a school field trip or activity trip, including related transportation, food, lodging, and admission charges;

3. payments made to a third party that provides a part of a school activity, class, or program

4. charges or expenditures for classroom:

   a. textbooks;

   b. supplies; or

   c. materials;

5. charges or expenditures for school activity clothing; and

6. a fine, other than a fine identified in the subsection below.

O. "Fee" does not include:

1. a student fine specifically approved by the Board for

a. failing to return school property;

b. losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior, or as described in Section 53G-8-212; or

c. improper use of school property, including a parking violation;

2. a payment for school breakfast or lunch;

3. a deposit that is:

a. a pledge securing the return of school property that is refunded upon the return of the school property; or

b. a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program or

4. Charges associated with a student's participation in a non-curricular club.

P. Fee Setting Process

1. BESD, in consultation with stakeholders, will develop a proposed fee schedule and policies to submit to the Board.

Q. Board Approval of Fee Schedules and Policies

1. The Board shall annually review the provisions of this policy.

2. Fee schedules and policies for BESD shall be adopted by the Board on or before April 1st of each year in a regularly scheduled public meeting of the Board.

3. Prior to adopting the annual fee schedule, the Board shall encourage public participation in the process and provide an opportunity for the public to comment on the proposed fee schedule during a minimum of two public meetings of the Board.

4. The Board shall provide notice of the meetings:

   a. to the public in accordance with the Utah Open and Public Meetings Act; and

   b. to parents and students using the same form of communication regularly used by BESD to communicate with parents, including notice by e-mail, text, flyer, or phone call.

5. Minutes of the Board meeting during which the fee and fee policies are adopted together with copies of the approved policy and fee schedule shall be kept on file and made available upon request as required by Utah Code § 52-4-203.

6. The Board may adopt amended fee schedules after the April 1st date following the same approval process used for the original fee schedule.

R. Fee Schedule Requirements

1. The Board's adopted fee schedule shall include:

   a. a specific amount for each fee;

   b. if a student is responsible for multiple fees related to one activity, class, or program, a clear and easy to understand delineation of each fee and the fee total for each activity, class, or program;

      1) a per student annual maximum aggregate fee amount that BESD schools may charge per student for each activity supported by a school;

      2) a maximum fee amount per student for each activity in a year;

      3) a spend plan for the revenue collected from each fee charged. The spend plan for each fee charged should provide students, parents, and employees transparency by identifying the fee's funding uses. The fee's corresponding spend plan shall include a list or description of anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

2. The amount of revenue raised by a student through voluntary individual fundraisers or required group fundraisers shall be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.

3. A fee shall be equal to or less than the expense incurred by BESD or school to provide for a student activity, course, or program.

a. In calculating the expense incurred by BESD or school in relation to an individual student, the cost of providing fee waivers to fee waiver eligible students may not be considered.

b. An additional fee may not be charged, or a particular fee may not be increased to supplant or subsidize another fee.

c. Students and parents who do not qualify for fee waivers may not be required to pay an increased fee amount to make-up for or cover the costs of students and families who qualify for fee waivers.

d. Schools may notify students and families that they may voluntarily pay an increased fee amount or provide a donation to assist in covering the costs of other students and families.

4. A fee listed on a school fee schedule is the maximum amount which may be charged per student for a class or school sponsored or supported activity including uniforms, travel, and clinics, regardless of whether the activity is labeled as curricular, co-curricular or extra-curricular. The actual amount charged may be less.

S. Fees for Classes and Activities During the Regular School Day

1. Elementary Schools

a. No fee may be charged in an elementary school for any regular school day activity including assemblies and field trips or for any snacks, materials, textbooks, instructional or school supplies, or fundraising such as "dress down days" except as provided in Subsection 2 below.

1) BESD is structured to include grade 6 in the secondary schools. BESD will use the language of R277-407-3(3) in order to include those students in the secondary fee process.

b. An elementary school or teacher may provide to a student's parent or guardian a suggested list of student supplies, as defined in this policy, for use during the regular school day so that a parent or guardian may furnish, on a voluntary basis, those supplies for student use. Such a list must include the following language:

"Notice: The items on this list will be used during the regular school day. They may be brought from home on a voluntary basis, otherwise, they will be furnished by the school."

c. The school must provide any necessary school supplies not voluntarily furnished by a parent or guardian.

2. Secondary Schools

a. Fees may be charged in connection with an activity, class, or program provided, sponsored, or supported by a school for a student in a secondary school that takes place during the regular school day if the fee is on the Board approved fee schedule.

b. All fees are subject to the fee waiver provisions of this policy.

c. If a secondary class is established or approved, which requires payment of fees or purchase of items for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit or highest grades, the fees or costs for the class must be approved by and appear on the Board fee schedule and shall be subject to the fee waiver provisions of this policy.

d. A school may require a secondary student to provide student supplies as defined in this policy.

e. If a school requires special shoes or items of clothing that meet specific requirements, including requesting a specific color, style, fabric, or imprint, the cost of the special shoes or items of clothing are considered a fee, and subject to fee waiver.

f. Schools may not charge a fee for:

1) a textbook. A textbook fee may only be charged for concurrent enrollment or advanced placement courses, and these fees are subject to fee waivers.

a) "Textbook" means instructional material necessary for participation in an activity, course or program, regardless of the format of the material including:

i. books, printed materials, and consumable workbooks;

ii. computer hardware, software, or digital content; and

iii. cost of maintenance and replacement as a result of normal use. (This means a cost, payment or expenditure related to storing, repairing or

keeping school equipment in good working condition. It does not include the cost related to end-of-life replacement.)

2) "Textbook" does not include instructional equipment.

g. Remedial courses and credit recovery fees are subject to all school fee requirements. These fees shall be placed on the BESD fee schedule and are subject to fee waivers. Additionally, any instructional material provided for a student to complete a remedial course or credit recovery, is considered a textbook and shall be provided free of charge.

h. Schools may charge a fee for instructional equipment subject to fee waivers.

1) "Instructional equipment" means equipment or supplies required for a student to use as part of a secondary course that become the property of the student upon exiting the course.

2) "Instructional equipment" includes course related tools or instruments.

i. BESD may charge the cost to access software, digital content, or other instructional materials that are required as part of an activity, course or program. These fees are subject to fee waiver.

T. Project Related Courses

1. In project related courses, projects required for course completion shall be free to all elementary school students and included in the approved course fee and be waivable for secondary students.

2. A school may require a student at any grade level to provide materials or pay for an additional discretionary project if the student chooses and the course teacher approves a project in lieu of, or in addition to, a required classroom project. The additional costs for the alternate project are not subject to fee waiver.

3. A school shall avoid allowing high cost additional projects, particularly if authorization of an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

4. A school or teacher may not require a student to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course.

U. School Activities Outside of the Regular School Day

1. Fees may be charged in connection with any school-sponsored program or activity, that does not take place during the regular school day, regardless of the age or grade level of the student, if:

   a. participation in the activity is voluntary;

   b. the fee is on the Board approved fee schedule;

   c. the amount collected from the student is equal to or less than the maximum fee amount on the approved fee schedule;

   d. the fee revenue is collected in compliance with BESD financial policies;

   e. fee revenue is expended in compliance with the spend plan;

   f. the fee is subject to the fee waiver requirements; and

   g. for elementary schools, the student's participation in the activity does not affect a student's grade or ability to participate fully in any course taught during the regular school day.

2. Schools that provide, sponsor, or support an activity, class, or program outside of the regular school day or school calendar are subject to the provisions of this policy regardless of the time or season of the activity, class, or program.

V. Notice to Parents

1. Each school shall annually publish the Board's approved fee schedule, including fee maximums, and fee waiver policies on the school's website in an easily accessible location.

2. The parent of each student shall be provided a copy of the fee schedule, fee waiver policies, and the school fee documents required by Utah Admin. Code R277-407-6 annually in the school's registration materials and upon registration to the parent of a student who enrolls after the initial registration period.

3. Upon request, the school shall provide printed copies of school fee schedules, waiver policies, and documents to a parent or guardian who is unable or chooses not to access them through BESD or school website.

4. The administrator of a school shall make arrangements for a school representative to meet personally with each student's parent or family and make available an

~~interpreter for the parent to understand the fee schedule and waiver policies when the student or parent's first language is a language other than English and BESD has not published the information in the parent's first language.~~

~~W. Fee Waivers~~

~~1. General Fee Waiver Provisions~~

~~a. "Waiver" or "fee waiver" means a full or partial release from the requirement or payment of a fee and from any provision in lieu of a fee payment.~~

~~b. All fees are subject to fee waiver unless specifically identified as a non-waivable charge in this policy or Utah Admin Code R277-407.~~

~~c. A school is not required to waive a non-waivable charge.~~

~~d. To ensure that no student is denied the opportunity to participate in a class or school sponsored or supported activity because of an inability to pay a fee, each school will provide for adequate waivers or other provisions in lieu of fee waivers.~~

~~e. The process for obtaining a fee waiver, pursuing an alternative to fee waiver, or appealing the denial of a fee waiver shall be administered confidentially, fairly, objectively, without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.~~

~~f. A student receiving a fee waiver or other provisions in lieu of a fee shall not be treated differently from other students or identified to students, staff members, or other persons who do not need to know of the waiver.~~

~~g. Any requirement that a student pay a fee is suspended during any period in which the student's eligibility for a fee waiver is being determined or a denial of a fee waiver is being appealed.~~

~~2. Fee Waiver Eligible Charges~~

~~a. Fees for the following are waivable regardless of whether they are held during the regular school day, during the regular school year, outside of the regular school day, outside of the regular school year, or during the summer:~~

~~1) An activity, class, or program that is:~~

~~a) primarily intended to serve school-age children; and~~

b) taught or administered, more than inconsequentially, by a school employee as part of the employee's assignment.

2) An activity, class, or program that is explicitly or implicitly required:

a) as a condition to receive a higher grade, or for successful completion of a school class or to receive credit, including a requirement for a student to attend a concert or museum as part of a music or art class for extra credit; or

b) as a condition to participate in a school activity, class, program, or team, including, a requirement for a student to participate in a summer camp or clinic for students who seek to participate on a school team, such as cheerleading, football, soccer, dance, or another team.

3) An activity or program that is promoted by a school employee, such as a coach, advisor, teacher, school-recognized volunteer, or similar person, during school hours where it could be reasonably understood that the school employee is acting in the employee's official capacity.

4) Admission, entrance, or gate fees for student attendance to an event or activity provided, sponsored, or supported by BESD or a school including:

a) athletic competitions;

b) music or theater program performances; and

c) parent teacher organization activities.

5) An activity or program where full participation in the activity or program includes:

a) travel for state or national educational experiences or competitions;

b) debate camps or competitions; or

c) music camps or competitions.

6) A concurrent enrollment, CTE, or AP course.

7) Activity clothing required to be worn by a student when participating as a club, school group, or team such as matching jackets, hoodies, t-shirts or other like clothing.

8) Official curricular, co-curricular, and extra-curricular club or team uniforms that are required for student participation.

3. Non-waivable Charges

a. Non-waivable charges are costs, payments, or expenditures which are not considered to be school fees and are not subject to fee waivers.

1) Non-waivable charges include a personal discretionary charge or purchase for:

a) insurance, unless the insurance is required for a student to participate in an activity, class, or program;

b) college credit related to the successful completion of a concurrent enrollment class or an advanced placement examination; and

c) a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item, except when requested or required by a school as a condition to a student's participation.

2) Charges designated by Utah Code, federal law, or administrative rule not to be a fee are non-waivable charges including:

a) tuition for nonresident out-of-state students and foreign students, foreign student transcript translation fees and I-20 form processing charges;

b) a charge for an activity, class, program, that meets the criteria of a noncurricular club as described in Utah Code Title 53G, Chapter 7, Part 7, Student Clubs;

c) a charge for a school breakfast or lunch;

d) a fine for improper use of school property, including a parking violation; or

e) a fine for replacement of damaged or lost school property in accordance with Utah Code § 53G-7-501(6)(c), (9) (2020).

i. If the student and the student's parent are unable to pay for damages or if it is determined by the school in consultation with the student's parent that the student's interests would not be served if the parent

were to pay for the damages, the school may provide for a program of work the student may complete in lieu of the payment.

ii. No fine may be assessed for damages which may be reasonably attributed to normal wear and tear.

4. Fee Waiver Administrator

a. The principal in each school shall designate at least one person at the appropriate administrative level to act as the "Fee Waiver Administrator." The designated individual shall:

1) be trained in and have a knowledge and understanding of school fees, the fee waiver process, and student data privacy laws; and

2) work in an appropriate setting to facilitate confidential conversations and documents.

b. The Fee Waiver Administrator shall be responsible to:

1) review fee waiver applications and verification documents;

2) grant or deny fee waiver requests;

3) compile all logs and maintain fee waiver documents in compliance with the Family Educational Rights and Privacy Act (FERPA); and

4) report fee waiver information.

c. The Fee Waiver Administrator's contact information will be available on the school's website with other school fee information and in student registration materials.

d. A student may not assist in the fee waiver approval process.

5. Fee Waiver Application Process

a. A school shall use the standardized state board school fees notice and fee waiver applications to inform parents of the process of obtaining a fee waiver.

b. The application for fee waiver shall be included on each school's website.

c. The fee waiver request process shall have no visible indicators that could lead to identification of fee waiver applicants.

d. A parent or student desiring to have one or more fees waived shall submit a completed fee waiver application and verification of eligibility to the Fee Waiver Administrator.

e. Fee waiver eligibility begins July 1 and continues through June 30 and must be completed annually.

6. Fee Waiver Eligibility Verification

a. A student is eligible for and will be granted a fee waiver if the Fee Waiver Administrator receives a completed application and verification of one of the following from the student or parent:

1) The student's family income qualifies under the levels set by the State Superintendent and the parent provides verification in the form of income statements, pay stubs, or tax returns:

a) these levels are set to correspond to the income levels for the federal free lunch program and may be found at schools.utah.gov/school fees on the fee waiver application form;

b) all income received by the household is considered including salary, public assistance benefits, social security payments, pensions, unemployment compensation and child support payments.

2) The student receives Supplemental Security Income (SSI) and the parent provides benefit verification documents from the Social Security Administration.

3) If the student's family receives Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) and the parent provides benefit verification from the Utah Department of Workforce Services for the period for which the fee waiver is sought which may be in the form of an electronic screenshot of eligibility determination or status.

4) The student is in foster care through the Division of Child and Family Services; or is in state custody and the individual seeking the waiver provides the youth in care required intake form and school enrollment letter, provided by a case worker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

b. Fees may be retroactively waived if eligibility is determined to exist before the date of the fee waiver application.

Utah Admin. Rules R277-407-11(6) (July 11, 2023)

c. A school shall ensure that a fee waiver or other provision in lieu of fee waiver is available to any student whose parent is unable to pay.

1) A Fee Waiver Administrator may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the criteria above, but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

2) An opportunity will be provided for those requesting a fee waiver under this standard to meet privately with the Fee Waiver Administrator to discuss their situation and potential eligibility for fee waiver.

3) Verification may be collected as appropriate for the situation.

7. Notification of Eligibility

a. After reviewing the documentation provided by the student and the student's parent, the Fee Waiver Administrator will approve or deny the fee waiver request.

b. The Fee Waiver Administrator shall not retain required fee waiver verification documents or copies of the verification documents but will keep the following information as a log or record:

1) That the student's eligibility was verified;

2) The name and position of the person who reviewed the verification documents;

3) The date it was verified; and

4) The type of documentation used to verify eligibility.

c. The Fee Waiver Administrator shall maintain documentation of the following:

1) The school year the request was submitted;

2) The type and amount of fees requested to be waived;

3) Whether the request was approved or denied;

4) If approved, the type and amount of fees which were waived.

d. The Fee Waiver Administrator shall provide written notice of the decision to grant or deny a fee waiver request to the student's parent using the standardized state board fee waiver decision and appeal form.

e. If a fee waiver request is denied, the written notice of decision shall include the reason the request was denied and a copy of the appeal process and appeal form.

8. Appeal of Fee Waiver Denial

a. A student or the student's parent may appeal the decision to deny a fee waiver request by completing and submitting the appeal form included with the denial or found on the school website to the principal or designee within 14 calendar days of receiving notice of denial.

b. A student or the student's parent may appeal the decision to deny a fee waiver request by completing and submitting the appeal form included with the denial or found on the school website to the principal within 14 calendar days of receiving notice of denial.

c. If after meeting with the school principal the waiver is still denied, the parent may appeal, in writing, within 14 calendar days of receiving notice of denial, to the BESD superintendent or designee.

X. Collection of School Fees

1. A school may make an installment payment plan available to a parent or student to pay for a fee, however, an installment payment plan may not be required in lieu of a fee waiver.

2. A student may not collect or receive student fees from other students or parents.

3. A school may pursue reasonable methods for collecting student fees, but may not, as a result of unpaid fees:

a. exclude a student from a school, an activity, class, or program that is provided, sponsored, or supported by a school or BESD;

b. refuse to issue a course grade; or

c. deny a former or current student receipt of official student records, including written or electronic class schedules, grade reports, class schedules, diplomas, or transcripts.

4. A school may impose a reasonable charge to cover the cost of duplicating, mailing, or transmitting transcripts and other school records.

5. A school may not charge for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which a former student is enrolled or intends to enroll.

6. If a school's property has been lost or willfully cut, defaced, or otherwise damaged, the school may withhold the issuance of an official written grade report, diploma, or transcript of the student responsible for the damage or loss until the student or the student's parent has paid for the damages in accordance with Utah Code § 53G-8-212(2)(a).

7. BESD may exclude a student from participating in the graduation ceremony for unpaid fees.

Y. Fundraising

(R277-407-10(1) and R277-113 require every LEA governing board to establish a fundraising policy.)

1. Any fundraising activity must be approved and conducted in accordance with BESD Fundraising Policy.

a. A school may not authorize, establish, or allow for required individual fundraising.

b. A school may allow optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees.

c. A school may allow for group fundraisers.

2. A school shall not deny a student membership in or participation on a team or group or in an activity based on the student's non-participation in a fundraiser.

3. Schools seeking to use alternative methods of raising revenue must comply with BESD Policy 5310 Fundraising and Utah Admin. Code R277-113.

~~Z. Donations in Lieu of Fees~~

~~1. A school may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the school or BESD and receipt of the donation will not affect participation by an individual student.~~

~~2. A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.~~

~~3. BESD level actions to solicit or accept a donation or contribution must be in compliance with all Board policies, must clearly state that donations and contributions by a student or parent are voluntary, and may not place any undue burden on a student or family.~~

~~4. The BESD foundation may raise money to offset the cost attributed to granting fee waivers to students throughout BESD.~~

~~5. BESD shall direct donations provided to BESD through the BESD foundation in accordance with policies governing the BESD foundation.~~

~~6. BESD or a school may not accept a donation that would create a significant inequity among the schools within the BESD.~~

~~AA. School Reporting Requirements~~

~~1. Each school principal and BESD Board Chair shall submit a Certification of Compliance annually affirming compliance with the provisions of this policy.~~

~~2. The BESD Superintendent shall submit a Certification of Compliance annually affirming compliance with the provisions of this policy and submit the following forms:~~

~~a. Student Fee Schedule with Spend Plan~~

~~b. School Fee Policy~~

~~c. School Fee Waiver Policy~~

~~d. Notice of Fee Waiver Criteria provided by the BESD to student's parents~~

~~3. Each school shall maintain records and submit documentation to BESD staff annually of:~~

a. number of students enrolled as of October 1

b. number of students granted fee waivers

c. the number of students denied fee waivers

d. dollar amount of fees waived

e. number of students who worked in lieu of fee waivers

f. dollar amount of fees collected from students

g. dollar amount of fees collected from students for curricular activities

h. dollar amount of fees collected from students for co-curricular activities

i. dollar amount of fees collected from students for extra-curricular activities

BB. Training

1. BESD superintendent shall provide for annual training of BESD and school employees on fee related policies enacted by the Board specific to each employee's job function.

CC. Penalties for Violation of School Fee Policy

1. Any administrator, teacher, advisor or coach who knowingly violates the authorized fee schedule and financial policies as approved annually by the Board will be subject to disciplinary action.

2. Monies collected beyond the approved fee schedule will be refunded by the school back to the individual student(s).

3. If a school violates the authorized fee schedule and financial policy, BESD may impose the following:

a. Issue a letter of reprimand to the individual(s) and/or school.

b. The administrator, athletic director, teacher, coach/advisor, and/or the school may be assessed a fine not to exceed $200.

c. Possibility of suspension or termination.

~~DD. Definitions~~

~~1. Definitions applicable to this policy are intended to be consistent with Utah Admin. Code R277-407. In the case of a discrepancy, the administrative code shall prevail.~~

~~a. "Co-curricular activity" means an activity, course, or program, outside of school hours, that also includes a required regular school day program or curriculum and which is:~~

~~1) an extension of a curricular activity,~~

~~2) included in an instructional plan, and~~

~~3) conducted by a teacher or education professional.~~

~~b. "Curricular activity" means an activity, a course, or a program that is:~~

~~1) provided, sponsored, or supported by BESD; and~~

~~2) conducted only during school hours.~~

~~c. "Extra-curricular activity" means an activity or program for students, outside of the regular school day, that:~~

~~1) Is provided, sponsored or supported by BESD but is neither~~

~~a) Directly related to delivering instruction; nor~~

~~b) A curricular activity or a co-curricular activity.~~

~~2) supplements or compliments, but is not part of, BESD's required program or regular curriculum.~~

~~d. "Fundraiser," "fundraising," or "fundraising activity" means an activity or event provided, sponsored, or supported by a school that uses students to generate funds to raise money to:~~

~~1) provide financial support to a school or any of the school's classes, groups, teams, or programs; or~~

~~2) benefit a particular charity or for other charitable purposes.~~

e. "Fundraiser," "fundraising," or "fundraising activity" may include:

1) the sale of goods or services;

2) the solicitation of monetary contributions from individuals or businesses; or

3) other lawful means or methods that use students to generate funds.

f. "Fundraiser," "fundraising," or "fundraising activity" does not include an alternative method of raising revenue without students.

g. "Group fundraiser" or "group fundraising" means a fundraising activity where the money raised is used for the mutual benefit of the group, team, or organization.

h. "Individual fundraiser" or "individual fundraising" means a fundraising activity where money is raised by each individual student to pay the individual student's fees.

i. "Noncurricular club" has the same meaning as that term is defined in Section 53G-7-701.

j. "Provided, sponsored, or supported by a school" means an activity, class, program, fundraiser, club, camp, clinic, or other event that:

1) is authorized by BESD or school, according to local education board policy; or

2) satisfies at least one of the following conditions:

a) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by an BESD or school, or a BESD or school employee in the capacity of their District employment;

b) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, BESD or school's facilities, equipment, or other school resources; or

c) the activity, class, program, fund-raising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the school's activity funds or minimum school program dollars.

k. "Provided, sponsored, or supported by a school" does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

l. "Provision in lieu of fee waiver" means an alternative to fee payment or waiver of fee payment.

m. "Provision in lieu of fee waiver" does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.

n. "Regular school day" has the same meaning as the term "school day" described in Section R277-419-2(30) (May 22, 2023).

o. "Requested or required by BESD as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

1) fully participate in school or in a school activity, class, or program;

2) successfully complete a school class for the highest grade; or

3) avoid a direct or indirect limitation on full participation in a school activity, class, or program, including limitations created by:

a) peer pressure, shaming, stigmatizing, bullying, or the like; or

b) withholding or curtailing any privilege that is otherwise provided to any other student.

p. "Something of monetary value" means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services.

q. "Something of monetary value" includes:

1) charges or expenditures for a school field trip or activity trip, including related transportation, food, lodging, and admission charges;

2) payments made to a third party that provide a part of a school activity, class, or program;

3) classroom supplies or materials; and

4) a fine, except for a student fine specifically approved by BESD for:

a) failing to return school property;

b) losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior; or

c) improper use of school property, including a parking violation

d) It does not include a payment or charge for damages which may be reasonably attributed to normal wear and tear.

Utah Admin. Rules R277-407(20)(c) (July 11, 2023)

r. "Student supplies" means items which are the personal property of a student which, although used in the instructional process, are also commonly purchased and used by persons not enrolled in the class or activity in question and have a high probability of regular use in other than school-sponsored activities.

s. "Student supplies" include:

1) pencils;

2) paper;

3) notebooks;

4) crayons;

5) scissors;

6) basic clothing for healthy lifestyle classes;

7) clothing that is commonly found in students' homes, and

8) similar personal or consumable items over which a student retains ownership.

t. "Student supplies" does not include items listed above if the requirement from the school for the student supply includes specific requirements such as brand, color, or a special imprint in order to create a uniform appearance not related to basic function.

~~EE. References~~

~~Utah Code § 53G-6-402(5) – Open enrollment options – processing fee.~~
~~Utah Code § 53G-6-604 – Requirement of school record for transfer of student.~~
~~Utah Code § 53G-8-212 – Defacing or damaging school property – Student's liability – Work program alternative.~~
~~Utah Code Title 53G, Chapter 7, Part 5 – Student Fees~~
~~Utah Code Title 53G, Chapter 7, Part 6 – Textbook Fees~~
~~Utah Code Title 53G, Chapter 7, Part 7 – Student Clubs~~
~~Utah Code Title 53G, Chapter 7, Part 8 – School Uniforms~~
~~Utah Administrative Code R277-113 – LEA Fiscal and Auditing Policies Part 7 – School Sponsored Activities~~
~~Utah Administrative Code R277-407 – School Fees~~
~~Utah Administrative Code R277-713 – Concurrent Enrollment of High School Students in College Courses.~~
~~Permanent Injunction Civil No. 920903376~~

~~FF.Forms~~

~~Fee Waiver Forms~~

POLICY 5390

~~Kindergarten~~ Student Toilet Training

A. Definition of "Toilet Trained"

1. "Toilet trained" means that a child can:

   a. Communicate the need to use the bathroom to an adult;

   b. Sit down on a toilet;

   c. Use the toilet without assistance;

   d. Undress and dress as necessary; and

   e. Tend to personal hygienic needs after toileting.

2. If an accident occurs, a toilet trained child can independently tend to hygienic needs and change clothes. A child is not toilet trained if the child does not meet these standards or has accidents with sufficient frequency to impact the educational experience of the child or the child's peers, as determined by the District.

   Utah Code § 53G-7-203(6) (2025)
   Utah Admin. Rules R277-631-2 (March 10, 2025)

B. Toilet Training Requirement for ~~Kindergarten~~ School Enrollment

1. A student may not be enrolled in ~~kindergarten~~ school unless the student is toilet trained. However, the student shall be enrolled if ~~or~~ the student's lack of toilet training results from a condition that is subject to federal child find requirements or is addressed by an Individualized Education Program (IEP) or Section 504 Plan that includes toilet training as a component. Prior to enrollment, the parent of each student to be enrolled shall provide assurance to the District that the student is toilet trained using the Confirmation of Toilet Training form contained in this Policy.

   Utah Code § 53G-7-203(6)(a), (c) (2025)
   Utah Admin. Rules R277-631-3(1), (2) (March 10, 2025)

C. Addressing the Needs of Students Who are Not Toilet Trained

1. When a ~~kindergarten~~ student is determined to not be toilet trained, the District shall:

   a. consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education and if appropriate shall conduct an initial evaluation under IDEA;

   b. Refer the student and the student's parent to a school social worker or counselor:

      1) To provide additional family supports and resources; and

      2) To create an individualized plan to address the student's needs;

   c. Establish the circumstances, if appropriate, under which a parent or a parent's adult designee may aid in toilet training; and

   d. Coordinate with appropriate District personnel and parents to reintegrate the student, as appropriate, once the student has become toilet trained.

   ~~*Utah Code § 53G-7-203(6)(c) (2024)*~~
   Utah Admin. Rules R277-631-3(3) (March 10, 2025)

FORM

CONFIRMATION OF TOILET TRAINING

I am the parent of _____ (name of prospective student). I understand that toilet training (as defined below) is a precondition for my child to be enrolled in school unless my child's delay in toileting is a result of a condition that is a disability or is addressed in an Individualized Education Program (IEP) or a Section 504 Plan that includes toilet training as a component.

"Toilet trained" means that a child can do all of the following:

1. Communicate the need to use the bathroom to an adult;
2. Sit down on a toilet;
3. Use the toilet without assistance;
4. Undress and dress as necessary;
5. Tend to personal hygienic needs after toileting; and
6. If an accident occurs, independently tend to hygienic needs and change clothes.

Select one of the following:

___ I confirm that my child is toilet trained, as that is defined above.

___ I confirm that my child is not toilet trained, as that is defined above, but this is because of a condition that is addressed in an existing IEP or Section 504 Plan for my child.

___ I confirm that my child is not toilet trained, as that is defined above, but I believe this is or may be because of a disability of some kind and I would like the District to evaluate whether an IEP or Section 504 Plan may be appropriate.

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the _____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

Policy 6015

School Community Councils

A. Each public school in the District, in consultation with the School Board, shall establish a school community council at the school building level.

B. A school or District administrator may not prohibit or discourage a community council from discussing issues, or offering advice or recommendations, regarding the school and its programs, school district programs, the curriculum, or the community environment for students.

C. The Board may ask school community councils for information to inform Board decisions and may also ask school community councils to address local issues at the school community council level before bringing those issues to the Board.

D. The Board shall report approval dates of required plans (listed below) to the State Board of Education.

Utah Code § 53G-7-1202(1)(d), (2) (2024)

E. Purposes of Community Councils:

1. The purposes of school community councils are to involve parents of students in decision making at the school level, improve the quality of education of students, prudently expend School LAND Trust Program money, and increase public awareness of school trust lands and related land policies, management of the State School Fund, and educational excellence.

Utah Code § 53G-7-1202(2) (2024)

F. Composition of Councils

1. Each school community council shall consist of school employees (including the school's principal) and parents of students who are attending the school.

2. The recommended composition of school community councils for high schools is six parent members and four school employee members (including the principal). The recommended composition of school community councils for other schools is four parent members and two employee members (including the principal). The school community council is not required to have the recommended composition and can by majority vote of a quorum of the council determine how many members the

council will have, provided that there are at least two school employee members and at least two more parent members than school employee members.

3. The number of parent members of a school community council who are not educators employed by the school district shall exceed the number of parent members who are educators employed by the school district. If, after an election, the number of parent members who are not educators employed by the school district does not exceed the number of parent members who are educators employed by the school district, the parent members of the school community council shall appoint one or more parent members to the school community council so that the number of parent members who are not educators employed by the school district exceeds the number of parent members who are educators employed by the school district.

4. Each community council shall elect a chair from its parent members and a vice chair from its parent members or school employee members other than the principal.

Utah Code § 53G-7-1202(4), (5)(j) (2024)

G. Notice of Available Community Council Positions

1. At least 10 days before the date of a community council election, the principal of the school or designee shall provide notice to each school employee or parent of the opportunity to vote in, and run as a candidate in, the election. The notice shall include:

   a. The dates, times, and location of the election;

   b. A list of council positions that are up for election;

   c. Instructions for becoming a candidate for a community council position;

   d. The location where a ballot may be cast; and

   e. The means by which a ballot may be cast, whether in person, by mail, or by electronic transfer.

2. At least once per year, on or before October 20, the principal shall post on the school website

   a. an invitation to parents to serve on the school community council;

   b. the dollar amount the school receives each year from that program;

c. a copy or link to the school's current Teacher and Student Success Plan;

d. approved minutes of the school's council meetings for at least a year;

e. a proposed council meeting schedule for the year;

f. a means to directly contact the members of the school community council;

g. a copy or a link to the school's plan or final report for the most recent two years, consistent with Utah Code § 53G-7-1206;

h. and a copy of or link to the school's current year plan.

Utah Code § 53G-7-1202(5)(c) (2024)
Utah Admin. Rules R277-491-3(1) (July 22, 2022)
Utah Admin. Rules R277-491-4(2) (July 22, 2022)

H. Selection of School Employee Members

1. The principal shall serve as an ex officio member with full voting privileges. A school administrator may not serve as chair or vice chair of the school community council.

2. Employee members shall be elected by secret ballot by a majority vote of the school employees. The employee member election shall be held in the same season as the election for parent or guardian members. The principal, or the principal's designee, shall oversee the elections. Results of the election shall be made available to the public upon request.

3. If the number of employee candidates is less than or equal to the number of open employee positions, no election is required.

4. If an employee position on the council remains unfilled following an election or after appointment when no election is required, the other employee members of the council shall appoint an employee to fill the position.

Utah Code § 53G-7-1202(5)(a), (d), (e)(ii) (2024)

I. Selection of Parent Members

1. Parent members shall be elected by secret ballot by a majority vote of those voting in an election held at the school. Only parents of students attending the school are eligible to vote in this election. However, when elections are held in the spring, parents of students who will be attending the school in the fall are eligible to vote

and to be candidates. Ballots cast in this election shall be deposited in a secure ballot box.

2. If the number of parent candidates is less than or equal to the number of open parent positions, no election is required.

3. School community councils may establish procedures that allow for ballots to be clearly marked and mailed to the school in the case of geography or school distances that would otherwise discourage parent participation. Hand-delivered or mailed ballots shall meet the same timelines for voters voting in person. Schools may allow parents to vote by electronic ballot through a District-approved election process consistent with this policy. If a school allows voting by electronic means, the opportunity shall be clearly explained on the school's website including:

   a. directions for electronic voting;

   b. security provisions for electronic voting;

   c. a statement to parents and community members that violations of a school's voting procedures may disqualify a parent's vote or invalidate an election, or both.

4. The principal, or the principal's designee, shall oversee the elections. Results of the election shall be made available to the public upon request. Following the election, the principal shall enter and electronically sign a principal's assurance on the School LAND Trust website, affirming the school community council's election, that unfilled positions were filled by appointment as necessary (consistent with Utah Code § 53G-7-1202(5)), and that the council's bylaws or procedures comply with law.

   Utah Admin. Rules R277-491-4(1) (July 22, 2022)
   Utah Admin. Rules R277-491-3(3)(a) (July 22, 2022)

5. Any parent who qualifies to be a candidate may file or declare himself or herself as a candidate for election to the council. An individual qualifies to be a candidate if she or he is the parent of a student who will be enrolled at the school during the parent's term of office; however, if the parent is also an educator employed at the school, the parent is not eligible to be a "parent" candidate or member of the council.

6. The election for the parent members shall be held in the spring or in the fall, as determined by each school's principal. However, once the election season has been determined, it must remain the same for at least four years before it can be changed.

7. Spring elections for parent members shall be scheduled by the principal on a date or dates such that the election is completed before the last week of school. For spring elections, the school community council shall attempt to notify the parents of

incoming students of the opportunity to run for the council and shall provide those parents with the opportunity to vote in the election.

8. Fall elections for parent members shall be scheduled by the principal on a date or dates near the beginning of the school year.

9. If a parent position on the council remains unfilled following an election or after appointment when no election is required, the other parent members of the council shall appoint a parent who meets the above qualifications to fill the position.

Utah Code § 53G-7-1202 (2040)

J. Term of Office

1. Elected or appointed members of the council shall serve a two year term beginning either the first day of the school year (for spring elections) or on November 1 (for fall elections). However, terms shall be staggered so that no more than approximately half of council members stand for election in any one year. A member's term shall be extended as needed until his or her replacement's term begins (for example, to avoid a gap that would result from a shift from one election season to the other). A school community council member may serve successive terms so long as the member continues to meet the eligibility requirements to be a parent member or an employee member. If a change to a statute or regulation affects the composition of the council, a council member who was elected or appointed before the change may complete the term to which she or he was elected.

Utah Code § 53G-7-1202 (2024)
Utah Admin. Rules R277-491-3(4) (July 22, 2022)

K. Updating Council Membership

1. By or before October 20 of each year, the principal shall enter the names of the council members on the state School LAND Trust Program website.

Utah Code § 53G-7-1202(5)(g) (2024)

L. Duties of Councils

1. Each school community council shall advise and make recommendations to the school, school district administrators, and the local school board regarding the school and its programs, school district programs, and other issues relating to the community environment for students. School community councils shall report on a plan at least annually to the Board and shall cooperate with State Board of Education monitoring and audits. Councils may also advise and inform the Board

and other members of the school community regarding the uses of School LAND Trust Program funds. They shall also encourage participation on the council and may recruit potential applicants to apply for open council positions. Councils shall establish clear written procedures which govern removal from office of members who move away or who consistently do not attend meetings, as well as additional clarifications to assist in the efficient operation of the council consistent with the law and with Board rule.

Utah Code § 53G-7-1202(2) (2024)
Utah Admin. Rules R277-491-6(1)(b)(iii), (2) (July 22, 2022)

2. Each school community council shall also:

   a. Create a School LAND Trust Program and LAND Trust plan for the school in accordance with § 53G-7-1206; and

   b. Advise and make recommendations to school and district administrators and the school board regarding the school and its programs, school district programs, a child access routing plan in accordance with § 53G-4-402, safe technology use and digital citizenship, the school's positive behaviors plan, and other issues relating to the community environment for students.

      Utah Code §53G-7-1202(3) (2024)

3. Each school community shall also provide for education and awareness on safe technology use and digital citizenship that empowers students to make smart media and online choices and students' parents or guardians to know how to discuss safe technology use with their students. ("Digital citizenship" means the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security.) Each school community council shall also partner with the school's principal or other administrators to ensure that adequate on- and off-campus Internet filtering is installed and consistently configured to prevent viewing of harmful content by students and school personnel. Each school community council shall also work with students, families, and educators to incorporate safety principles at the school and hold at least an annual discussion with the school's principal and District administrators regarding safety principles at the school and District level in order to coordinate the school community council's effort to develop and incorporate safety principles at the school. ("Safety principles" means safety principles that, when incorporated into programs and resources, impact academic achievement by strengthening a safe and wholesome learning environment, including continual efforts for safe technology utilization and digital citizenship.) To fulfill these duties, a school community council may create a subcommittee and may also partner with one or more non-profit organizations.

Utah Code § 53G-7-1202(1)(a), (e) (3)(a)(iii), (iv), (v), (b) (2024)

4. To assist the community council in fulfilling these responsibilities, the principal shall annually provide the council with a report which summarizes the current safety principles and practices used by the District and school regarding technology and digital citizenship, including

    a. information on internet filtering protocols for school and District devices which access the internet,

    b. instructional practices, monitoring, and reporting procedures, and

    c. required internet safety training provided to a student and parent by the school or the District.

    Utah Admin. Rules R277-491-6(3) (July 22, 2022)

M. Duties of Council Chair

1. With respect to meetings, the school community council chair (or designee) shall:

    a. Set each meeting's agenda;

    b. Conduct each meeting according to the council's rules;

    c. Keep written minutes which meet the requirements of this policy and law; and

    d. Welcome and encourage public participation.

2. The chair shall also inform council members about resources available on the School LAND Trust website.

    Utah Admin. Rules R277-491-5(2) (July 22, 2022)

N. Community Council Meeting Procedures

1. Each community council shall adopt rules of order and procedure to govern its meetings which prescribe parliamentary procedure, ethical behavior, and civil discourse. The council's meetings shall be conducted in accordance with these rules. These rules shall also outline the process for

    a. electing the school community council (including the number of parent members and school employee members and member positions beginning in odd years or

even years to ensure half of the council member positions are open for election each year),

b. selecting a chair and vice chair

c. removing from office a member who moves away or fails to attend meetings regularly, and

d. for a member to declare a conflict of interest by completing the School Community Council Conflict of Interest Form.

2. Copies of these rules shall be made available at each meeting of the council and shall be posted on the school's website.

Utah Code § 53G-7-1203(9) (2021)
Utah Admin. Rules R277-491-6(1) (July 22, 2022)

O. Community Council Training

1. The superintendent or designee shall provide annual training to the community councils of the District. This training shall include education of the chair and vice chair regarding their responsibilities, informing council members about the resources available on the state School LAND Trust website, and educating the members about the following statutes which govern school community councils: Utah Code § 53G-7-1202 (relating to the establishment, composition, and duties of community councils); Utah Code § 53G-7-1203 (regarding open meeting requirements applicable to community councils); and Utah Code § 53G-7-1206 (regarding the School LAND Trust program).

Utah Code § 53G-7-1202(8) (2024)

P. Community Councils Open Meetings Requirements

1. School community councils are not a "public body" subject to the requirements of and are exempt from the Utah Open and Public Meetings Act. However, a school community council shall conduct its business in an open and transparent manner according to the following requirements:

a. A meeting of a school community council is open to the public.

b. A school community council shall, at least one week prior to a meeting, post the following information on the school's website:

1) a notice of the meeting, time, and place;

2) an agenda for the meeting; and

3) the minutes of the previous meeting.

c. An agenda required under Utah Code 52-4-202 shall provide reasonable specificity to notify the public as to the topics to be considered at the meeting. Each topic shall be listed under an agenda item on the meeting agenda.

d. The notice requirement of Utah Code 52-4-202 may be disregarded and an emergency meeting held if:

1) because of unforeseen circumstances it is necessary for a school community council to hold an emergency meeting to consider matters of an emergency or urgent nature; and

2) the school community council gives the best notice practicable of:

a) the time and place of the emergency meeting; and

b) the topics to be considered at the emergency meeting.

e. An emergency meeting of a school community council may not be held unless:

1) an attempt has been made to notify all the members of the school community council; and

2) a majority of the members of the school community council approve the meeting.

f. A school community council may not take final action on a topic in a meeting unless the topic is:

1) listed under an agenda item as required by Utah Code 52-4-202; and

2) included with the advance public notice required by Utah Code 52-4-202.

g. Written minutes shall be kept of a school community council meeting.

h. Written minutes of a school community council meeting shall include:

1) the date, time, and place of the meeting;

2) the names of members present and absent;

3) a brief statement of the matters proposed, discussed, or decided;

4) a record, by individual member, of each vote taken;

5) the name of each person who:

a) is not a member of the school community council; and

b) after being recognized by the chair, provided testimony or comments to the school community council;

c) the substance, in brief, of the testimony or comments provided; and

d) any other information that is a record of the proceedings of the meeting that any member requests be entered in the minutes.

i. The written minutes of a school community council meeting are a public record under Title 63G, Chapter 2, Government Records Access and Management Act and shall be retained for three years.

Utah Code § 52-4-103(7)(c)(iii) (2025)
Utah Code § 53G-7-1203 (2021)

Q. School LAND Trust Program

1. The LAND trust plan is a school's plan to use School LAND Trust Program money to implement a component of the school's teacher and student success plan, including a description of programs, practices, materials or equipment needed to implement the ~~component of the~~ plan.

2. The program developed by the council to use the School LAND Trust funds is subject to the approval of the Board of Education. The program, as approved by the Board of Education, shall be implemented by the school. The school shall provide ongoing support for the council's plan and responsibilities. The school shall also publicize to its patrons and the general public how the School LAND Trust funds were used to implement a component of the teacher and student success plan and the results of those efforts. The principal shall ensure that the school website fully communicates how parents can directly influence expenditure of School LAND Trust Program funds and includes the dollar amount of funds received by the school each year. Also, the school shall prepare and post on the state School LAND Trust Program reporting website an annual report before the council submits a plan for the following year which details the use of School LAND Trust funds and which assesses the results obtained from the use of those funds. (To assist with this

annual report, the District shall record expenditures of School LAND Trust Program funds through a financial reporting system identified by the State Board of Education.) A summary of this report shall be provided to parents or guardians of students who attend the school.

3. The council shall create and vote to adopt a LAND trust plan in a meeting of the school community council at which a quorum is present.

4. If a majority of the quorum votes to adopt a LAND trust plan, the LAND trust plan is adopted.

    a. A school community council shall:

        1) post a LAND trust plan that is adopted on the state School LAND Trust Program reporting website; and

        2) include with the LAND trust plan a report noting the number of community council members who voted for or against the approval of the LAND trust plan and number of members who were absent for the vote.

5. The Board of Education shall approve or disapprove the LAND trust plan. If the Board of Education disapproves a LAND trust plan, the Board will provide a written explanation of the reasons for disapproval and request the council to revise the plan and the council shall submit a revised plan to the Board of Education for approval.

6. Once the Board of Education has approved a LAND trust plan, the school community council may amend the plan by majority vote of the council subject to Board of Education approval.

7. The school shall implement the program as approved, provide ongoing support for the ~~program~~ council's plan and responsibilities, and meet State Board of Education reporting requirements regarding financial and performance accountability of the program.

    Utah Code § 53G-7-1206 (2025)
    Utah Code § 53G-7-1305(4) (2019)

8. The president of the Board of Education shall ensure that the members of the Board are provided annual training on the School LAND Trust Program and its requirements.

    Utah Code § 53G-7-1206 (2025)

R. Permissible uses of School LAND Trust Program funds

1. School LAND Trust Program expenditures shall have a direct impact on the instruction of students in the particular school's areas of most crucial academic need and consistent with the academic priorities of the Board of Education to increase achievement in English, language arts, mathematics, and science, and for secondary schools to increase graduation rates and promote college and career readiness. The school community council shall review school wide assessment data annually and use School LAND Trust Program funds in data-driven and evidence-based ways to improve educational outcomes, consistent with the academic goals of the school's teacher and student success plan framework and the priorities of the Board of Education. This includes strategies that are measurable and show academic outcomes with multi-tiered systems of support and counselors and educators working with students and families on academic and behavioral issues when a direct impact on academic achievement can be measured.

2. School LAND Trust Program funds may not be used for

   a. costs related to district or school administration, including accreditation,

   b. expenses for construction, maintenance, facilities, overhead, furniture, storage of student personal property, security, or athletics, or

   c. expenses for non-academic in-school, co-curricular, or extracurricular activities.

3. A school that demonstrates appropriate progress and achievement consistent with the academic priorities of the Board of Education may request Board approval of a plan to address other academic goals if the plan includes

   a. how the goal is in accordance with the core standards established by the State Board of Education in Utah Administrative Rules R277-700.

   b. how the action plan for the goal is data-driven, evidence based, and has a direct impact on the instruction of students consistent with the requirements above,

   c. the data driving the decision to spend the School LAND Trust Program funds for these academic needs, and

   d. the anticipated data source the school will use to measure progress.

4. Student incentives implemented as part of an academic goal in the School LAND Trust Program may not exceed $2 per awarded student in an academic school year.

   Utah Admin. Rules R277-477-45 (October 8, 2024)

S. Child Access Routing Plan

1. Each school community council shall annually develop a child access routing plan for its school and submit it to the school traffic safety committee.

   Utah Code § 53G-4-402(19)(c)(i) (2025)
   Utah Code § 53G-7-1202(3)(a)(ii)(C) (2024)

T. Subcommittees and Task Forces

1. A school community council may create subcommittees or task forces to advise the council or make recommendations to the council, or to develop all or part of the plans that the council's duties require it to prepare. However, any plan or portion thereof developed by a subcommittee or task force shall be subject to the approval of the council.

2. A school community council may appoint individuals who are not members of the council to serve on a subcommittee or task force (including parents, school employees, or other community members).

   Utah Code § 53G-7-1202(6) (2024)

Box Elder School District

Conflict of Interest Disclosure Form
Receiving Compensation for Assistance in Transaction Involving a Government Agency
Pursuant to Utah Code § 67-16-3(1) and § 67-16-6 (2024)

Instructions:
Complete and submit this form to the principal. This disclosure must be filed no later than 10 days after entering into an agreement or receiving compensation, whichever occurs first.

☐ I do have a conflict of interest to declare. ☐ I have no conflicts of interest to declare.

1. Employee Information

- Name: _____
- Address: _____

2. District Information

- District Name: _____

3. Assisted Person or Business Entity

- Name: _____
- Address: _____

4. Description of Transaction and Services

- Brief description of the transaction:

- Nature of the service performed or to be performed:

Sworn Statement
I, the undersigned, hereby declare under penalty of perjury that the information provided above is true and accurate to the best of my knowledge. I understand that this disclosure is required by law and that failure to comply may result in disciplinary action and/or legal penalties.

Signature: _____ **Date:** _____

Policy 6045

Board of Education Hotline

A. Establishment of District Hotline

1. The Board of Education has established a hotline to provide an avenue for citizens, including District employees and contractors, to report improper governmental activities including:

   a. Waste or misuse of public funds, property, or manpower

   b. Violations of a law, rule, or regulation applicable to the government

   c. Gross mismanagement

   d. Abuse of authority

   e. Unethical conduct

   Utah Admin. Rules R277-123-2(3) (June 9, 2025)
   Utah Admin. Rules R277-123-4 (June 9, 2025)

B. Filing a Complaint

1. Complaints should be submitted in writing using the attached form. Complainants should also submit any evidence that supports the complaint. Essential information includes specifics on "who, what, where, when" as well as any other details that may be important such as information on other witnesses, documents, and pertinent evidence. ~~Due to limited resources the Board of Education is unable to accept complaints that are not supported by evidence or provide a means for us to investigate the problem further.~~ At a minimum, please use the form as a guide to ensure the necessary information is provided. Submit complaints using the hotline link on the District or school website or via the following methods:

   Email: audit@besd.net

   US Mail:
   Box Elder School District
   Board of Education Hotline
   960 S Main St

Brigham City, UT 84302

2. Complainants may call the hotline at (435) 734-4850 for more information.

C. Processing of Hotline Complaints

1. After receipt of the complaint, the Board of Education will appoint an investigator to review the allegation and any evidence provided by the complainant will be reviewed. The list below represents some of the factors that are considered during the screening and prioritization process.

   a. Does the complaint involve actions by a person subject to the Board of Education's authority?

   b. Does the complaint pertain to improper governmental activities? Disagreements with administration decisions or actions taken by Board members that are within the law will not be investigated.

   c. Has the complainant taken appropriate steps to resolve the issue with the District? If the District is not responsive, the concern relates to District administration, or the complainant desires anonymity, consideration will be increased.

   d. What is the timing and frequency of alleged improper activity? Allegations of improper activities that are recent and/or on-going may receive a higher priority.

   e. Should the allegation be investigated by another entity? Are there other agencies that have oversight of the complaint? Is a member of the Board of Education or the audit committee being accused?

   f. Can the complaint be efficiently and effectively investigated? Overly broad or vague complaints or complaints where evidence is unavailable may be declined or receive a low priority.

2. The investigator communicates to the Board of Education ~~Audit Committee will review~~:

   a. The allegation of the complaint

   b. Any facts supporting or refuting the complaint

   c. A recommendation based upon preliminary inquiry

3. The ~~Audit Committee~~ Board of Education decides the appropriate next action (if a member of the ~~Audit Committee~~ Board of Education is the subject of the complaint they may not be included in this process):

   a. Discontinue the investigation

   b. Any facts supporting or refuting the complaint

   c. A recommendation based upon preliminary inquiry

4. If the investigation proceeds, the ~~Audit Committee~~ Board of Education sets the following:

   a. Time and resource budget

   b. Scope of the audit

5. The investigator completes the investigation ~~Audit is completed~~

6. The investigator creates a report ~~is created~~ outlining the work performed and conclusions

7. The investigator provides the report ~~is provided~~ to the ~~Audit Committee~~ Board of Education

~~8. The Audit Committee reports investigation results to the Board of Education.~~

9. The Board of Education addresses any findings noted in the report.

D. Processing of Hotline Complaints Received from USBE

   1. Hotline complaints which are received by referral from the Internal Audit Department of the Utah State Board of Education will be processed as provided above for hotline complaints initially submitted to the Board of Education and then, within 45 days of receiving the referral from the Internal Audit Department, provides an update or summary of the status of the matter to the Internal Audit Department.

      Utah Admin. Rules R277-123-4(5) – (7) (June 9, 2025)

E. Whistleblower Protection

   1. Utah Code § 67-21-3 prohibits public employers (such as the District) from taking retaliatory action against their employees for reporting government waste or

violations of law in good faith, to the appropriate authorities. A District employee is presumed to have communicated in good faith if the employee has given written notice or otherwise formally communicated the conduct to the Board of Education, a member of the Board of Education, the Superintendent, or to a government official with authority to audit the District.

Utah Code § 67-21-3(1)(a), (b)(vi) (2022)

~~Report a Concern~~ Hotline Reporting Form

Email completed form to: audit@besd.net

Or Mail to:
Board of Education
Box Elder School District
Attn: Internal Audit
960 S Main St
Brigham City, UT 84302

Complainant Information:
Complaint to remain anonymous? Yes __ No __
Complainant would like a response? Yes __ No __
~~Contact Type: Parent~~
~~Student~~
~~Public Education Employee~~
~~Other~~

Complainant Name: _____
Check One
Elected Official _____
District Employee _____
Citizen/Contractor _____
Date Submitted _____
~~Name:~~
Home Address _____
Phone/cell/email _____
~~School Name:~~
Work Address and information (if applicable) _____
_____
_____

Information Concerning the Complaint (Please complete one form for each separate complaint)

Each improper action should be noted separately and supported with reliable and sufficient evidence. Supplying detailed information contributes to a thorough and efficient investigation. This form is designed to help you supply the needed information.

Who is the person(s) the complaint is against? (Please provide name, position, school, and phone number.)

Who is the above person's supervisor? (Please provide name, position, ~~district or~~ school, and phone number. ~~Also, supervisor's name, position, and phone number.~~)
~~Please describe your complaint or the activity you are reporting in detail. Include places, dates, times and frequency of the event.~~

What is the assertion of improper governmental activity? Please describe in detail.

When did the event(s) take place? Please include dates, time, and frequency.

Where did the event(s) occur?

Are there any other persons who might provide information or who witnessed the event? If so, what are their names, positions, and their contact information? ~~Has this activity been reported to anyone else? (If reported, please include who it was reported to, the date it was reported and attach any relevant documentation below.)~~

Is there evidence that can be examined or documentation that can be reviewed? (Please provide documentation you have.)

How do you know about the improper action? Did you see it occur? Did you see documentation indicating the event occurred? Did you hear about if from someone else?

~~Do you know the source of funding involved or~~ W~~w~~hat specific law or state regulation has been violated?

Please attach to the email supporting documentation, details and ANY and ALL other information available to support the complaints or concerns.

Policy 2100
Amended
March 8, 2023
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 2100

Gifts, Donations, and Bequests - Acceptance

A. The District welcomes gifts and donations. The District has organized a foundation, the Box Elder School District Foundation, which has the purpose of receiving and administering financial or negotiable gifts to support excellence in education, pursuant to Utah Code § 53G-3-402. Gifts or donations in kind must be accepted by the District pursuant to paragraphs C and D below. Donations and gifts should be accounted for at an individual contribution level.

   1. Donations, gifts, and sponsorships shall be directed to the District, District program(s), school, or school program(s). Donations, gifts, and sponsorships shall not be directed at specific District employees, individual students, vendors, or brand name goods or services.

   2. Donated funds shall not compensate public employees, directly or indirectly.

   3. If donations or gifts are offered in exchange for advertising or other services, an objective valuation will be performed and a charitable receipt will be issued by the foundation or the business administrator.

   4. Donations or gifts shall not be accepted that advertise or depict products that are prohibited by law for sale or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students; or, in the opinion of the District, may cause a substantial disruption to the education environment.

   5. As required by state law, donations will only be accepted where there is no expectation or promise, expressed or implied, of remuneration or any undue influence or special consideration. District employees are not permitted to accept personal payment or gratuities in any form from a vendor or potential vendor as a precondition for purchase of any product or service.

B. No school employee shall accept any trust fund, or bequest for, or on behalf of the school, class, club, or organization without first receiving permission from the District's Business Administrator. When a donation is accepted, it becomes the

property of the Box Elder County School District. (See also Policy 2130 Capitalization)

1. School employees shall only accept gifts of substantial value for, or in behalf of the school, class, club, or organization after gaining permission from their building administration.

2. District employees may not direct operating expenditures to outside funding sources to avoid District procurement rules (operating expenditures include equipment, uniforms, salaries or stipends, improvements or maintenance for facilities, etc.). District employees must comply with District procurement policies and procedures, including complying with obtaining competitive quotes and avoiding bid splitting.

3. Those wanting to provide gifts that include trust funds or bequest for, or on behalf of the school, class, club, or organization are to be referred to either the District's Business Administrator or the Box Elder School District Education Foundation.

C. When requested, the school/District shall provide a letter to the donor describing the donation. The District will not certify the value of property or an in-kind donation.

D. Donors who desire to obtain a receipt for tax purposes should prepare and submit with the gift an Internal Revenue Service Form No. 8283. Donors must obtain advice from their own advisers as to whether gifts to the District are tax deductible. The District will sign and return a properly prepared Form 8283 to give the donor a record that the gift was received by the District.

E. Part of the process of making a gift is obtaining the approval of the District for conditions which may be attached to the gift. Gifts of property must be reviewed and approved by the Superintendent or designee prior to acceptance to make sure that the property will be useful to the District.

F. All donations that would involve facility renovation or modification, construction, continued maintenance, or additional capital equipment must be referred to the Superintendent or designee before acceptance. All donations that would include voluntary labor must be referred to the Facilities Director before acceptance.

G. All donations that are associated with entering into a contract for either product or services by a specific vendor must receive prior approval by the Board of Education.

H. As a general rule the District will not commit to name classrooms in a building or a building itself with the name of a donor as a quid pro quo for a gift. The action to name buildings or parts of buildings is within the power of the Board of Education. The process of naming school facilities as a result of a gift or a donation is found in Policy 1222 Naming Facilities.

I. Gifts to individual school employees are discouraged. Gifts to school employees of substantial value by individuals, groups of individuals, clubs or organizations who may be benefitted by that gift are prohibited. In no case should school employees exhibit gifts or show favoritism to those who brought them.

J. Cash Donations

1. Cash donations are welcomed and may be accepted from private individuals, companies, organizations, clubs, foundations, and other appropriate entities. All cash donations will be received in compliance with the District's cash receipting policies. Cash donations may be used to fund or enhance programs, facilities, equipment, supplies, services, etc. Cash donations over $2,500~~10,000~~ are required to go through the District Foundation and must be preapproved by the Business Administrator.

2. Principals may approve donations up to $10,000. Donations more than $10,000 and up to $50,000 must be approved in writing by the Superintendent and/or Business Administrator. Donations more than $50,000 must be approved by the Board of Education.

3. A school or community group or person may request matching funds for a school related capital project or activity. The request shall be submitted in writing to the Superintendent and/or Business Administrator on or before February 1st. If the Superintendent and/or Business Administrator determine the project or activity to be of value, and the request for matching funds is over $50,000, the request will be placed before the Board for approval. If approved, the District will match up to 50% of the project or activity.

4. Cash donations may not be used to hire regular classroom teachers, thereby altering the staffing ratios. However, classroom assistants, coaching assistants, or specialists of any kind, including individuals who may hold educator licenses, may be hired using the funds received. Donations to fund such positions shall be made to a program, school, division, or department—not directly to individuals—and employment will be processed through the District's Human Resources Department and Payroll Department. The District or school administration reserves the right to

decline or restrict these types of donations if they create inequitable environments in the school or inequities that violate Federal Title IX or other laws, are not economically in the best interest of the District, interfere with educational goals, or for any other reason determined by the District or school.

5. Cash donations shall not be used to augment an employee's remuneration beyond the remuneration associated with the salary schedule of the employee's position.

K. Products

1. The District or individual schools may accept donated products which carry the donor company's name, trademark, logo, or limited advertising on the product (e.g., cups, T-shirts, hats, instructional materials, furniture, office equipment, etc.). These items shall be valued at fair market value at the time of the contribution. If advertising or other services are offered in exchange for the donation or gift, this may alter the contribution amount.

L. Equipment, Supplies, or Goods

1. The District or individual schools may accept donated equipment, supplies, or goods for use in the District or individual schools or school programs. These items shall be valued at the fair market value at the time of the contribution. If advertising or other services are offered in exchange for the donation or gift, this may alter the valuation amount.

M. Donor and Business Partner Recognition

1. Donor and business partner recognitions may be placed on equipment, furniture, and other donated gifts that are not considered capital or fixed assets. Non-permanent recognitions may be placed on District buildings or structures with written approval from the superintendent. The board may grant approval for the naming of buildings, structures, rooms, or other District facilities; see "Capital Fundraising" above. Principals may authorize banners, flyers, posters, signs, or other notices recognizing a donor or school business partner. Such materials shall feature the school-business partnership and not promote or endorse the business named.

N. This policy applies to all District administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or receive, authorize, accept, value, or record donations, gifts, or sponsorships for the District or individual schools. It is expected that in all dealings, District and school employees will act ethically, consistent with the District's ethics training, the Utah Educators' Standards

(Utah Admin. Rules R277-515), the Public Officers' and Employees' Ethics Act (Utah Code § 67-16-1 et seq.), and State procurement law (Utah Code § 63G-6a-101 et seq.).

Also see Policy 1036 Conflict of Interest
Also see Policy 5310 Fundraising

New Policy 3091
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 3091

Postpartum and Parental Leave

A. Definitions

1. "Birth parent" means:

   a. the biological mother of a child,

   b. a man whose paternity of a child is established,

   c. a man who has been identified as the father of a child by the child's birth mother who has not denied paternity, or

   d. an unmarried biological father.

   Utah Code § 78B-6-103(10), (11) (2024)

2. "Paid leave hours" means leave hours the District provides to an employee who accrues paid leave benefits in accordance with District policies, including annual, vacation, sick, paid time off, or any other type of leave that may be taken while still receiving compensation. It includes but is not limited to paid parental leave or paid postpartum recovery leave.

   Utah Code § 53G-11-209(1)(a) (2025)

3. "Parental leave" means leave hours provided to a parental leave eligible employee.

   Utah Code § 53G-11-209(1)(b) (2025)

4. "Parental leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who is

   a. a birth parent,

   b. legally adopting a minor child (except when the employee's spouse is the child's pre-existing parent),

   c. the intended parent of a child born under a validated gestational agreement under Utah Code Title 81, Chapter 5, Part 8, or

d. appointed the legal guardian of a minor child or an incapacitated adult.

Utah Code § 53G-11-209(1)(c) (2025)

5. "Postpartum recovery leave" means leave provided to a postpartum recovery leave eligible employee to recover from childbirth at 20 weeks or greater gestation.

Utah Code § 53G-11-209(1)(d) (2025)
Utah Code § 63A-17-511(1)(d) (2024)

6. "Postpartum recovery leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who gives birth to a child at 20 weeks or greater gestation.

Utah Code § 53G-11-209(1)(e) (2025)
Utah Code § 63A-17-511(1)(d) (2024)

7. "Qualified employee" means a parental leave eligible employee or a postpartum recovery leave eligible employee.

Utah Code § 53G-11-209(1)(f) (2025)

8. "Unmarried biological father" means a man who is the biological father of a child but who was not married to the biological mother at the time of the child's conception or birth.

Utah Code § 78B-6-103(28) (2024)

B. Postpartum Recovery Leave

1. An eligible employee who is full-time may take up to 3 work weeks of paid postpartum recovery leave. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave must be taken beginning with the date of birth unless a health care provider certifies that it is medically necessary to begin the leave earlier. The leave must be used in a single continuous period unless prior written authorization otherwise is given by the Superintendent or the human resources director. This leave is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy.

Utah Code § 53G-11-209(2)(a), (c), (4) (2025)
Utah Code § 63A-17-511(2)(a)(ii), (4) (2024)

a. An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using postpartum recovery leave and before the date the employee plans to stop using postpartum recovery leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.

Utah Code § 63A-17-511(5) (2024)

C. Parental Leave

1. An eligible employee who is full-time may take up to 3 work weeks of paid parental leave in a 12-month period. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave cannot be taken before the date of the event making the employee eligible for the leave and must be taken within 6 months following the date of the qualifying event. The leave may not be used on an intermittent basis unless the District and the employee mutually agree in writing to intermittent use or unless a health care provider certifies that intermittent leave is medically necessary due to a serious medical condition of the child to whom the leave relates. This leave is consecutive to postpartum leave but is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy, more than one child is adopted, or the employee is appointed as the guardian of more than one child or incapacitated adult.

Utah Code § 53G-11-209(2)(a), (c), (4) (2025)
Utah Code § 63A-17-511(2)(a)(i), (3) (2024)

a. An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using parental leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.

Utah Code § 63A-17-511(5) (2024)

D. Notice of Leave Benefits

1. The District shall provide written notice to all employees regarding a qualified employee's right to use postpartum recovery leave and parental leave.

Utah Code § 53G-11-209(2)(d) (2025)

Policy 3108

Certificated: Educator's Hours and Teaching Load

A. Professional Attitudes and Practices

1. Educators should be in the school building early enough and stay late enough to accomplish his or her organizing and programming and to give guidance, counseling and professional help to students who may need assistance. Therefore, educators should see that their duties are properly performed and maintained. The contractual day for educators will be seven (7) hours and twenty (20) minutes. The time before and after school will be set by the administration and faculty to meet the needs of each school.

2. There will be a weekly early release day with all students being released 120 minutes one day per week. The release time will be used for Professional Learning Communities (PLCs).

3. Each educator, in line with his or her professional responsibilities, may be asked before the start of the school day or at the end of the school day to assist in doing professional tasks necessary for the functioning of the school or to attend meetings, etc., called by the Superintendent or the Principal. Such requests shall be reasonable and kept to a minimum.

4. Educators are expected to devote the time and energy needed for satisfactory performance of their duties. Outside employment or activities must not in any way interfere with the educator's efficiency or time requirements in connection with his or her work.

5. All educators shall be granted an uninterrupted 30 minute daily duty-free lunch period. To accomplish this, a school plan will be developed including bad weather days by each school's faculty. Educators shall be permitted to leave the building during their lunch periods, and there will be no penalty or make-up required for such duty-free time.

6. Educators may be permitted to leave the school during working hours with the permission of the principal. Violation of this agreement shall lead to disciplinary action.

B. Preparation Time

1. Each school faculty, under the direction of the principal, will establish a schedule for duty-free preparation time that best suits the needs of the school and faculty.

    a. Educators teaching in the elementary grades shall be given a preparation period of one-hundred-twenty (120) minutes each week of the school year. Preparation time is time within the regular contract school day which is free from required meetings, instructional and student supervision obligations.

    b. ~~Kindergarten teachers and s~~Special education teachers are encouraged to plan preparation time within their individual schedules. For ~~kindergarten teachers and~~ special education teachers in elementary and support settings, preparation time should equal one-hundred-twenty (120) minutes per week. Administrators will work with special education and kindergarten teachers to ensure adequate preparation time.

    c. It is the intent of this policy that the Box Elder School District will endeavor to hire certificated personnel to staff the elementary preparation time program, but may hire the best qualified to meet the needs of the program. Sufficient staff will be hired to ensure that each elementary educator receives a minimum of one-hundred-twenty (120) minutes of preparation time each week. If a specialist is absent the preparation time will be covered by a substitute. Staff will be supervised by the school principal. Elementary educators will not be responsible for preparing materials for elementary preparation time specialists.

    d. Schools will utilize the Site-based decision-making process to develop and implement on-site preparation time programs and schedules. No preparation time program or schedule will be adopted without the full support of the faculty.

2. Preparation time at the secondary level is time within the regular contract school day which is free from required meetings, instructional and student supervision obligations.

C. Substituting and Filling-in for Teachers

1. The following policy concerning the use of regular teachers as substitutes is outlined below:

    a. When conditions and circumstances allow the administrator of a school to know in advance that he or she will need a substitute teacher to replace a regular teacher or special education teacher - regular teachers will not be required or requested to "fill-in" for the absent teacher.

b. When an educator, because of unforeseen circumstances-bona fide emergencies or illness, must leave his/her classroom, regular teachers may be used to cover or "fill-in" for the absent teacher until the school administrator has had adequate time to find a substitute teacher. This does not include IEP's or Parent Teacher Conferences during the school day.

c. Regular teachers, at their option, may fill-in for another teacher as a professional courtesy for a short period of time with the permission of the principal.

D. Class Size

1. The Box Elder School District will endeavor to keep class size within levels consistent with state guidelines and funding.

Policy 3126

Certificated: Sickness, Absences and Leaves

A. Definitions

1. ~~"Birth parent" means:~~

   a. ~~the biological mother of a child,~~

   b. ~~a man whose paternity of a child is established,~~

   c. ~~a man who has been identified as the father of a child by the child's birth mother who has not denied paternity, or~~

   d. ~~an unmarried biological father.~~

   ~~*Utah Code § 78B-6-103(10), (11) (2024)*~~

2. ~~"Paid leave hours" means leave hours the District provides to an employee who accrues paid leave benefits in accordance with District policies, including annual, vacation, sick, paid time off, or any other type of leave that may be taken while still receiving compensation. It includes but is not limited to paid parental leave or paid postpartum recovery leave.~~

   ~~*Utah Code § 53G-11-209(1)(a) (2024)*~~

3. ~~"Parental leave" means leave hours provided to a parental leave eligible employee.~~

   ~~*Utah Code § 53G-11-209(1)(b) (2024)*~~

4. ~~"Parental leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who is~~

   a. ~~a birth parent;~~

   b. ~~legally adopting a minor child (except when the employee's spouse is the child's pre-existing parent),~~

c. ~~the intended parent of a child born under a validated gestational agreement under Utah Code Title 78B Chapter 15, Part 8, or~~

d. ~~appointed the legal guardian of a minor child or an incapacitated adult.~~

~~*Utah Code § 53G-11-209(1)(c) (2024)*~~

5. ~~"Postpartum recovery leave" means leave provided to a postpartum recovery leave eligible employee to recover from childbirth at 20 weeks or greater gestation.~~

~~*Utah Code § 53G-11-209(1)(d) (2024)*~~
~~*Utah Code § 63A-17-511(1)(d) (2024)*~~

6. ~~"Postpartum recovery leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who gives birth to a child at 20 weeks or greater gestation.~~

~~*Utah Code § 53G-11-209(1)(e) (2024)*~~
~~*Utah Code § 63A-17-511(1)(d) (2024)*~~

7. ~~"Qualified employee" means a parental leave eligible employee or a postpartum recovery leave eligible employee.~~

~~*Utah Code § 53G-11-209(1)(f) (2024)*~~

8. ~~"Unmarried biological father" means a man who is the biological father of a child but who was not married to the biological mother at the time of the child's conception or birth.~~

~~*Utah Code § 78B-6-103(28) (2024)*~~

B. All leave types must be input in the appropriate system before the absence occurs. Emergency situations would be the only exception.

C. Sick Leave for Personal Illness

1. In the event an educator is compelled to be absent from assignment because of personal illness, pregnancy, adoption, or injury, a sick leave benefit is allowed. (Sick leave may be used only during a regular nine-month contract year.)

2. Sick leave shall be earned at the rate of one day per month, but in no case less than 10 days per working year. No sick leave will be earned while an educator is on leave without pay or on unpaid Family Medical Leave. Unused sick leave shall accumulate without restriction.

3. Recovery from any extended illness extending to 10 working day or more will require certified medical verification. Every 10 days thereafter following the initial ten days will require an additional certified medical verification from a physician specifying the medical need for an extension. The Board may require, at its expense, a second opinion and verification of the medical need for an extension.

4. Educators shall be notified annually of the number of days of accumulated sick leave.

5. Ten days of sick leave, the annual amount, will become available to each educator at the beginning of the contract year. In the event an educator does not fulfill the contract year, sick leave will be pro-rated, based on the number of days worked. Salary due upon termination will be adjusted accordingly.

D. Family Illness

1. Certificated employees shall, upon request, be grated sick leave for illness or accident involving members of the employee's family. Family is defined as parent, spouse, child, in-law (father, mother, brother, sister), grandchild or sibling either by blood relationship or by law. Family sick leave days taken will be deducted from the sick leave of the employee. Family Medical Leave Act (FMLA) and District Policy 3090 Family Medical Leave Act.

E. Extended Illness

1. In cases where the accumulated sick leave days of an educator do not adequately care for the sick leave need of that educator or family, the Board may, upon written request of the educator, grant an extension of the sick leave benefits of said educator, with or without pay, to carry the educator over the period of need.

2. Accumulated sick leave will be granted for extended illness of an educator to the end of the school year in which the illness occurs. At that time, a determination will be made as to the severity of the illness and/or the ability of the educator to continue employment. If the educator is unable to begin the next school year and qualifies for disability retirement or can retire under the provisions of the Utah

State Retirement Act and/or Social Security, the educator will be required to apply for these benefits. The School District will pay the salary difference between these benefits and the daily salary amount an educator would receive under normal circumstances for the number of sick leave days accumulated.

F. Misuse of Sick Leave

1. Educators are expected to act in a professional manner when using their sick leave. In the event an educator misuses sick leave the educator will forfeit pay for that day(s) and the substitute wages will be deducted from the educator's pay. The sick leave days used will not be reinstated. The ~~Board~~ administrator may request verification of the need for sick leave if they believe misuse has occurred.

G. Voluntary Sick Leave Bank (Certificated)

1. The Board and the Association will cooperate in maintaining a Sick Leave Bank on a voluntary basis. All educators shall be eligible to participate. Participants must be enrolled in the Bank.

2. Educators enrolling in the Bank will automatically donate one day of their sick leave each October 1st until the Bank has accumulated 750 days; thereafter, if the Bank becomes depleted to 500 days, all members will donate one day of sick leave. New members will donate one day of sick leave when joining. Educators will be notified in writing when sick leave days are withdrawn to add to the Sick Leave Bank.

3. An educator wishing to withdraw from the Bank must give written notification by October 1st of each school year. An educator withdrawing from membership in the Bank will not be able to withdraw any days which such educator has previously contributed.

4. An educator must use at least 25 leave days for the same illness (with any combination of leave days and/or leave without-pay days) prior to receiving Sick Leave Bank benefits. A provisional teacher may apply to the Sick Leave Bank Committee to have up to 10 of the 25 days waived.

5. After having used the required 25 days, all remaining leave days will be the educator's new balance.

6. A maximum of 75 days each school year can be drawn by an educator from the Bank in addition to the educator's own accumulated days.

7. And educator who withdraws sick leave days from the Bank will not be required to replace such days except as a regular contributing member to the Bank.

8. Sick leave days can only be withdrawn from the Bank for an individual educator's illness or injury.

9. A written request for use of the Bank days, accompanied by a letter from the attending physician certifying that the educator is unable to fulfill contractual obligations and explaining the medical reasons therefore, must be submitted to the Sick Bank Committee for its review.

10. The Sick Leave Bank Committee shall consist of three educators appointed by the Association and three persons from the Administrative Staff appointed by the Superintendent.

11. The duties of the Sick Leave Bank Committee will be to receive applications from members desiring to use Sick Bank benefits, to review such applications, to make decisions on usage and to respond to the applicants. Decisions will be by a 2/3 majority.

12. All 6 members of the Committee shall be present in order to conduct business. If a member is unable to attend, the member may send an alternate for that particular meeting.

13. If the applicant is denied benefits, the educator may appeal such decision in writing within 14 days after notification. The applicant may provide additional information or explanation, and the full Committee will have 14 days to respond to the appeal.

H. Absences with Pay

1. Bereavement

a. Death and Burial – Immediate Family Members

1) Educators may be absent from their assignment without loss of pay for up to five consecutive days in any one instance for the death and burial of husband or wife and/or child of either spouse.

2) An educator may be absent from assignment without loss of pay for up to three days for the death and burial of the educator's mother, father, legal guardians, mother-in-law or father-in-law, sibling, brother-in-law or sister-in-law, grandchildren, daughter-in-law, son-in-law, miscarriage or stillbirth.

3) An educator may be absent from assignment without loss of pay for up to one day for the death and burial of the educator's grandparents, grandparents-in-law, aunt, aunt-in-law, uncle, uncle-in-law, niece and nephew.

2. Personal Leave – The philosophy and intent of the personal leave is based upon the following:

   a. Professional educators have a contracted duty to fulfill their assigned duty for a specified number of days each year.

   b. Personal leave is a privilege educators are given to take care of certain personal and emergency situations which must be accomplished during the school day. Personal leave days are to be used only for the 184 contract days.

   c. If a personal emergency situation occurs on a non-contract day, non-contract days may be made up. Proposed plans for and verification of make-up will be submitted in writing to the appropriate local committee chairperson prior to stipends being requested.

   d. Each educator in the District will be granted three days of personal leave per year cumulative to 10 days. If on June 30, the three days personal leave granted the educator causes accumulated personal leave days to exceed 10, the educator will be paid at one-half their current daily rate of pay for each day exceeding 10. The payment will be calculated by the District and paid in July.

   e. Whenever an educator asserts the option to take personal leave, the educator should notify their principal/supervisor as a professional courtesy.

   f. An educator with a minimum of 25 accumulated sick days (or hourly equivalent) may make a request to convert up to five days per year to personal leave.

g. An educator with fewer than 25 accumulated sick days (or hourly equivalent) may make a request to convert up to three days per year to personal leave.

h. To convert sick leave to personal leave an educator must provide a written explanation explaining the need (email is fine) to the Executive Director of Personnel.

i. These converted sick leave days cannot be returned to the educator's sick leave account.

3. Other Educational Absences

a. At the discretion of the Superintendent, personnel may be designated or excused to attend educational meetings or to participate in educational meetings or to participate in educational committee work, and will suffer no loss in pay.

I. Absence Without Pay

1. Leaves of Absence – A career educator may apply for a Leave of Absence without salary and insurance. The reasons for granting such leaves will be considered on an individual basis. Leaves of Absences will be granted for a period of one year with the option to request an extension of up to two additional years. Requests for extension must be received by the Personnel Office no later than February 1 prior to the end of the initial Leave Absence.

a. Career educators returning from a one year leave of absence will be reinstated to the previously held position or given a school committee interview for available vacant positions at another school for which they are qualified. The interviews will be conducted before interview are opened to outside applicants. Those reinstated shall receive the same status as when the leave was granted, namely: step on the salary schedule, accrued sick leave benefits, insurance and other benefits granted by these policies. Educators desiring to return to employment in the District following a one year leave of absence must notify the Personnel Office in writing, no later than February 1 of the year in which they intend to return.

b. Those returning from an extended leave of absence (in excess of one year) will be given professional consideration for available vacant positions. Notice of desire to return from an extended leave of absence must be given to the Personnel Office in writing no later than February 1 of the year they intend to

return. Those reinstated shall receive the same status as when the leave was granted, namely: step on the salary schedule, accrued sick leave benefits, insurance and other benefits granted by these policies.

2. Military Leave – Educators employed by the Board of Education who leave for service in the Armed Forces shall be granted a military leave of absence as per federal laws governing such absences. Such absences will be granted without pay.

~~POSTPARTUM RECOVERY LEAVE BEGINS JULY 1, 2025:~~

3. ~~Postpartum Recovery Leave~~ Illness Due to Pregnancy

   a. Illness due to pregnancy of an educator shall be regarded as is any other illness and shall be covered in the Sick Leave Policy (see A. above).

   b. ~~An eligible employee who is full-time may take up to 3 work weeks of paid postpartum recovery leave. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave must be taken beginning with the date of birth unless a health care provider certifies that it is medically necessary to begin the leave earlier. The leave must be used in a single continuous period unless prior written authorization otherwise is given by the Superintendent or the human resources director. This leave is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy.~~

      ~~*Utah Code § 53G-11-209(2)(a), (c), (4) (2025)*~~
      ~~*Utah Code § 63A-17-511(2)(a)(ii), (4) (2024)*~~

      1) ~~An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using postpartum recovery leave and before the date the employee plans to stop using postpartum recovery leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.~~

         ~~*Utah Code § 63A-17-511(5) (2024)*~~

4. ~~Parental Leave~~

    a. ~~An eligible employee who is full-time may take up to 3 work weeks of paid parental leave in a 12-month period. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave cannot be taken before the date of the event making the employee eligible for the leave and must be taken within 6 months following the date of the qualifying event. The leave may not be used on an intermittent basis unless the District and the employee mutually agree in writing to intermittent use or unless a health care provider certifies that intermittent leave is medically necessary due to a serious medical condition of the child to whom the leave relates. This leave is consecutive to postpartum leave but is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy, more than one child is adopted, or the employee is appointed as the guardian of more than one child or incapacitated adult.~~

        ~~*Utah Code § 53G-11-209(2)(a), (c), (4) (2025)*~~
        ~~*Utah Code § 63A-17-511(2)(a)(i), (3) (2024)*~~

        1) ~~An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using parental leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.~~

            ~~*Utah Code § 63A-17-511(5) (2024)*~~

5. ~~Notice of Leave Benefits~~

    a. ~~The District shall provide written notice to all employees regarding a qualified employee's right to use postpartum recovery leave and parental leave.~~

        ~~*Utah Code § 53G-11-209(2)(d) (202)*~~

6. FMLA or Extended Absences for three or more weeks

    a. 30 days before an anticipated long-term absence

1) Communicate with your principal/supervisor

2) Arrange for your substitute

3) Prepare one week of general lesson plans including materials as needed

4) Communicate with your PLC team

b. District will help compensate PLC team members for the creation of ongoing lesson plans up to two hours per week during extended absence.

c. The substitute will receive the Long-Term Sub rate for the duration of the extended absence.

J. Sabbatical Leave

1. Sabbatical Leave is provided under the following regulations:

a. Sabbatical leave shall be granted only for full-time attendance at an institution of higher education for the purpose of pursing a graduate degree and/or other certification. Payment of one-half salary will be contingent on verification of enrollment and registration for a least 12 quarter hours or eight and one-half semester hours credit each term or an approved full-time internship or apprenticeship for a minimum of two semesters or three quarters.

b. Applicants must have completed a minimum of six consecutive years of professional experience with the Box Elder School District before being eligible for a sabbatical leave.

c. Two sabbatical leaves will be available each year. If one or zero are taken in a given year, Sabbatical Leave shall accumulate to a total of three. No more than three educators shall be absent on sabbatical leave at any one time.

d. Applications, made upon forms to be furnished by the Board, shall be filed by February 1 of the year in which the sabbatical leave is to begin. Notification of leave approval shall be given by March 1 of the same year. No person shall be given such leave of absence more than once in seven years. The final selection of those to receive sabbatical leave is to be made by the Superintendent based upon criteria jointly determined by the Association and the Board.

e. A person who accepts a sabbatical leave of absence must signify their written intention of returning to the Box Elder School system for one year as part of the sabbatical leave contract. The leave-taking educator shall be reinstated to their previously held position, and upon return, the educator shall be placed in the appropriately gained salary lane (if applicable). They will, however, be placed on the increment step they would have been on if sabbatical leave had not been taken with the following exception:

   1) A person taking sabbatical leave and assumes a full-time teaching assistantship (as determined by the university or college attended) will be granted an increment step the same as if they had been employed in the District.

f. In case an educator who has taken advantage of sabbatical leave fails to return to service as provided above, all monies received from the Board while on sabbatical leave are to be returned to the Board, including the insurance premiums paid by the Board for the benefit of the educator.

g. All educators on sabbatical leave shall be entitled to all insurance benefits provided by the Board at the expense of the Board.

K. Attendance at Conventions

1. Leaves of absence, with or without pay, shall be granted for the purpose of attending conventions, workshops, committee meetings, etc., as per the following policy:

   a. The Superintendent shall build into the annual budget an amount of money not less than $6,500 for the purpose of sending the district educators to conventions, workshops, committee meetings, etc. Such funds shall be exclusive of funds budgeted for substitute teachers used when such leaves are granted.

   b. A committee of five persons composed of four educators selected by the Association, two of whom represent elementary education and two of whom represent secondary education and the Superintendent or his designee shall have the responsibility of reviewing applications and making recommendations to the Superintendent and the Board regarding personnel who they feel should attend the conventions, etc.

c. Each educator selected to attend a convention shall receive a per diem and/or travel allowance. In the event the educator drives a car, the educator shall receive the current district mileage rate. Other forms of transportation may be utilized as thought best by the committee. The per diem amounts will be reviewed annually by the committee who will make recommendations to the Board of Education for approval.

d. The Board shall not give financial support to educators for participation in UEA and NEA conventions.

e. If it is deemed advisable, permission may be granted to educators to attend conventions, etc., at their own expense. If such permission is granted, the Board shall pay the cost of the substitute if such is required for the educator.

L. Association Leave

1. The Box Elder Education Association (BEEA) may request leave, not to exceed 15 days per year, for teachers to be absent from their assignment to conduct Association business when it is deemed such leave would directly [promote the interest of] benefit education within the District, and is approved by the Superintendent.

   a. Request for Association leave shall be submitted, in writing, clearly stating the purpose of the leave to the Superintendent. The final approval regarding requests for leave shall be made by the Superintendent or designee. Association representative(s) will be notified of the decision. Requests should be submitted in adequate time to facilitate the approval process. All requests and notifications of approval will be documented and maintained in the Superintendent’s office.

   b. The Superintendent or designee shall supervise employees on paid Association leave.

   c. All paid Association leave shall be reported to and accounted for through the District’s leave accounting system. This accounting shall include the costs and expenses of paid Association leave.

      1) The first 15 days annually of Association leave directly benefiting education within the District shall be paid out of District funds.

2) Paid leave in excess of 15 days annually, shall be reimbursed at the substitute wage rate to the District by the Association.

3) Association leave for activities that do not provide direct benefit to education in the District, shall be unpaid leave.

d. Employees using Association leave may not engage in political activity, including:

1) Actively campaigning for candidates for public office in partisan and non-partisan elections; and

2) Fundraising for political organizations political parties, or candidates.

e. Any willful violation of this policy may be used for disciplinary action of the Box Elder School District Certificated Handbook.

2. The BEEA president shall have six days per trimester of released time for the purpose of conducting Association business. The substitute will be paid for by the BEEA. All reporting, accounting, and other restrictions in J.1. above apply to this section also.

M. Leave Without Pay

1. Educators are expected to act in a professional manner by consulting with their supervisor when they have used all their appropriate leave. In special situations as approved by the supervisor, leave without pay will be approved. In the event an educator misuses leave without pay the educator will pay the substitute wages which will be deducted from the educator's pay. If this leave without pay is denied by the school administration, it may be appealed to the Superintendent or his designee.

Policy 3208

ESP: Fringe Benefits and Leave of Absence

A. Sick Leave Days

1. Sick Leave shall be earned at the rate of one day per month of full-time employment; less than full time, but more than half time (30 hours per week) employee's sick leave will be prorated. Unused sick leave shall be accumulated without restriction.

B. Unused Sick Leave on Resignation

1. After 10 years of contracted employment, employees who voluntarily resign employment with the district who give notification of intent to resign at least two weeks (10 working days) prior to the intended resignation shall be compensated 10% of their accumulated unused sick leave at the employee's final daily rate times number of adjusted unused sick leave days. Unused sick leave compensation is not available to those who resign in lieu of termination.

C. Life Insurance

1. Life Insurance will be provided to all contracted ESP Employees based on the following amounts: (Double Indemnity)

    a. Amount of Insurance Hours Worked Per Day

        1) $50,000 Full Time - 12 month contracted

        2) $30,000 All other contracted

        3) $15,000 Spouse and dependent children

    b. Reduction in Coverage Due to Age

        1) We will reduce the life insurance benefit for you and your spouse by the percentage indicated in the table below. This reduction will be effective on the Policy anniversary date following the date you attain the ages shown

below. The reduction will apply to the amount of life insurance in force immediately prior to the first reduction made.

2) Reductions also apply if:

   a) You or your spouse become covered under the Policy; or

   b) Your or your spouse's coverage increases; on or after the date you attain age 65.

Percentage by which original amount of coverage will be reduced	**Your Age**	**Your % Reduction**
	65	35%
	70	60%
	75	75%

3) The reduced amount of coverage will be rounded to the next higher multiple of $500, if not already a multiple of $500. An appropriate adjustment in premium will be made.

4) For complete details of the Life Insurance policy, please see the District Benefits Secretary.

5) Death Benefits are also provided in accordance with guidelines of the Utah State Retirement System.

D. Benefits Due Surviving Spouse of a Deceased District Employee

1. A contracted employee who dies would have the basic benefits listed below. The employee could also have additional benefits, depending on what voluntary payroll deductions were signed up for. The family would need to contact the District Benefits Secretary, Box Elder School District, 960 South Main, Brigham City, Utah. The family may call the Benefits Secretary at 734-4800 for help in determining what benefits the deceased employee carried.

2. Active working employees who work full-time on a 12-month contract would have the following benefits for their designated beneficiary:

   a. Payment of $50,000.00 life insurance

b. Health insurance coverage through the last day of month employee became deceased and then dependents that are covered on insurance would be eligible to apply for COBRA coverage for up to thirty-six months.

c. Utah Retirement System has a death benefit. If you are an active member when you die, your beneficiary will receive an insurance payment representing 75% of your highest annual salary.

d. Social Security has a survivor benefit.

e. USBA – Life Insurance Policy

3. Active working employees who work less than a full-time 12-month contract would have the following benefits for their designated beneficiary:

a. Payment of $30,000 life insurance.

b. Health insurance coverage through the last day of month employee became deceased and then dependents that are covered on insurance would be eligible to apply for COBRA coverage for up to thirty-six months.

c. Utah Retirement System has a death benefit. If you are an active member when you die, your beneficiary will receive an insurance payment representing 75% of your highest annual salary.

d. Social Security has a survivor benefit.

e. USBA – Life Insurance Policy

E. Vacation

1. 12-month employees shall be granted vacation according to the following schedule:

Years of Service	Days per Year
1st year	12
2nd year	12
3rd year	12
4th year	12
5th year	12
6th year	13

7th year	14
8th year	15
9th year	16
10th year	17
11th year	18
12th year	19
13th year +	20

2. Employees may not carry forward more than 20 vacation days into the next fiscal year (July 1). Vacation will be taken at a time convenient to the District and mutually agreed to by the employee and supervisor.

F. Unused Vacation Upon Voluntary Termination

1. An employee who voluntarily terminates employment with the District will be paid for up to 10 days unused vacation provided said employee gives notification of intent to terminate at least two weeks (10 working days) prior to the intended termination. Payment for unused vacation will be limited to 10 days based on the employee's daily rate times the number of days unused. Unused vacation compensation is not available to those who resign in lieu of termination.

G. Holidays

1. Twelve-month ESP Employees will be allowed 18 scheduled paid holidays per year. The calendar of these holidays will be determined jointly by the Administration and the ESP Association.

2. Employees required by their immediate supervisor or principal to work on scheduled holidays will be paid at a rate of 1-1/2 times the regular pay for hours worked.

H. Paid Non-Working Days

1. For ESP contracted employees working 220 days or more in a calendar year, the contract length will stay the same and the District will add two additional paid non-working days to the contract.

   a. These two days must be taken during the following window of time. Employees will communicate with their direct supervisor which dates will be used.

1) Around July 4th (before or after)

2) Around July 24th (before or after)

3) The Wednesday before Thanksgiving

4) During Winter Break

5) During Spring Break

I. Yearly Calendar

1. The Administration will prepare a 260 working day calendar for all 12-month employees.

J. Health and Accident Insurance

1. The Board shall make available to employees and their dependents group insurance for hospital, surgical and extended medical benefits. The medical insurance premium will be pro-rated for all nine-month ESP employees according to the yearly negotiated premiums as stated in the Benefit Guide. Health insurance will not be available to ESP employees working fewer than 25 hours per week hired after September 15, 2005.

2. Employees hired prior to September 15, 2005 will be grandfathered on the current pro-ratio eligibility schedule, but may voluntarily move.

3. ESP employees who fall below the threshold for benefits because of the furlough reductions (temporary reduction) will be held harmless from benefit eligibility issues which occur because of the reduction in hours or days by the furlough.

4. All ESP insurance eligible employees become eligible for insurance the date of hire.

K. Health and Accident Insurance - Dual Coverage

1. When the employee and spouse are both employed and insured by Box Elder School District, the employee whose birthday comes first in the calendar year should sign up for family or couple (if no children are insured) coverage and the spouse should waive insurance coverage. This will provide “coordination of benefits” for those insured.

L. District Activity Card

1. The Board of Education will make available to each contracted ESP employee a card which when presented at the appropriate ticket sales office will entitle the employee and a guest free admission to school sponsored athletic events in the district and/or admission to either natatorium in the District. This card WILL NOT provide free admission to state sponsored playoff games or special athletic tournaments or events sponsored by the athletic departments.

M. Natatorium Pass for Voucher Employees

1. A “Natatorium Only” pass will be issued by the District to any regularly scheduled voucher employee who requests one. The pass will allow free admittance for the employee and/or one guest.

N. Training of ESP Employees

1. The District will establish an annual training fund of $2,000 to pay tuition and fees related to special training and workshops for ESP employees. A committee of ESP Professionals will be established to allocate these funds. Unused funds will be rolled from one year to the next with a maximum accrual of $10,000. The ESP Association will provide the curriculum department with a list of suggested training topics and estimated number of attendees. Upon request, to the personnel office will provide a financial statement of the ESP training fund.

O. Travel Stipend

1. A $50 stipend and per diem will be paid to employees sent to Park Valley or Grouse Creek on overnight assignment.

P. Employee Recognition Program

1. A committee will be formed to develop an ESP employee recognition program. The initial guidelines given to the committee include:

    a. Two awards from each major ESP division.

    b. The award will consist of a certificate or plaque of appreciation and some type of remuneration.

Q. ESP Website

1. Space will be provided by Box Elder School District on the District website. The ESP Association will provide their own Webmaster and the Webmaster will abide by the District website policies.

R. Family Medical Leave Act – See Policy 3090 Family Medical Leave Act (FMLA)

1. Sick Leave for Personal Illness

   a. In the event an employee is compelled to be absent from assignment because of personal illness, including pregnancy, mental illness injury, (except those caused by act of war or aggression) or quarantine where such isolates the individual, a sick leave benefit is allowed.

2. Sick Leave Bank

   a. Purpose

      1) The purpose of the sick leave bank is to provide employees with additional paid sick leave days beyond what they have accumulated in their personal accounts to cover catastrophic situations that are the result of serious illnesses or accidents that require the employee to be absent from work.

   b. Participants in the Sick Leave Bank

      1) Participation in the Sick Leave Bank is limited to members of the ESP staff who choose to donate into the bank during any given school year. To be eligible to participate, an employee must donate a minimum of one day into the bank on/or before October 1st of a said school year.

      2) Active participation in the sick leave bank requires a donation each year that an employee desires to be eligible. If an employee elects not to participate in any given year, they must give written notification by September 10th of the school year. These employees are then not eligible to receive benefits that year regardless of previous participation.

   c. Accessing the Benefit

1) Participating members qualify for application if due to an illness or injury to them, their spouse or a dependent child living within their immediate household.

2) Members must submit a written request for use of the Bank days, accompanied by a detailed letter from their attending physician certifying that they are unable to fulfill their contractual obligations and explain the medical reasons, along with a projected recovery date and the number of sick leave days requested to the District's Personnel Secretary. The District's Personnel Secretary will call a meeting of the Sick Leave Bank Committee to determine the eligibility of the request.

3) An ESP employee must use at least 25 leave days (paid and/or unpaid days) for the same illness prior to receiving Sick Leave Bank Benefits.

4) An employee can draw a maximum of 75 days each school year from the bank.

5) Members who use the Sick Leave Bank will not be required to replace such days except as a regular contributing member.

6) The Sick Leave Bank is considered to be an employee's program permitted by the District. Decisions associated with the program are made by the Sick Leave Bank Committee. Decisions of the Committee will be by a 2/3 majority vote. The decisions of the Committee are considered to be final.

7) The Sick Leave Bank will not allocate more days than is in the bank.

d. Sick Leave Bank Committee

1) The Sick Leave Bank Committee shall consist of seven members. One member from each of the five groups of SEP employees (Cook, Bus Driver, Custodial/Maintenance, Secretary/Clerk, Aide) and the ESP Association President or designee, and the Executive Director of Personnel. The ESP Association President or designee and the Executive Director of Personnel plus three other members must be present to conduct business.

S. Family Illness

1. ESP employees shall, upon request, be granted sick leave for illness or accident involving members of the employee's family. Family is defined as parent, spouse, child, in-law (father, mother, brother, or sister) grandchild, or sibling either by blood relationship or by law. Family sick leave days taken will be deducted from the sick leave of the employee.

See Family & Medical Leave Act and Policy 3090 Family Medical Leave Act (FMLA).

T. Extended Illness

1. In cases where the accumulated sick leave days of an employee do not adequately care for the sick leave needs of that employee, the Board may, in extreme hardship cases, and upon written request of the employee, grant an extension of the sick leave benefits to said employee to carry over the period of dire need.

2. Accumulated sick leave will be granted for extended illness of an employee to the end of the school year in which the illness occurs. At that time, a determination will be made as to the severity of the illness and/or the ability of the employee to continue employment. If the employee is unable to begin the next school year and qualifies for disability retirement or can retire under the provisions of the Utah State Retirement Act and/or Social Security, the employee will be required to apply for these benefits. The District will pay the salary difference between these benefits and the daily salary amount an employee would receive under normal circumstances for the number of sick leave days accumulated.

U. Misuse of Sick Leave

1. The Administration may request evidence of need for sick leave in all instances. In the event an employee misuses the sick leave benefits under these policies, the employee shall forfeit benefits which are due or which may accrue. The Administration may request, at any time, a doctor's statement validating the need for use of sick leave.

V. Bereavement

1. Death and burial (Immediate Family Members)

a. An employee may be absent from assignment without loss of pay for up to five consecutive days in any one instance of the death and burial of husband or wife and/or child of either spouse.

b. An employee may be absent from assignment without loss of pay for up to three days for the death and burial of mother, father, legal guardians, mother-in-law or father-in-law, sibling, brother-in-law or sister-in-law, grandchildren, daughter-in-law, son-in-law, miscarriage or stillbirth.

c. An employee may be absent from assignment without loss of pay for up to one day for the death and burial of his/her grandparents, grandparents-in-law, aunt, aunt-in-law, uncle, uncle-in-law, niece, and nephew.

W. Personal Leave

1. Employees have a contracted obligation to fulfill their assigned duty for a specified number of days each year.

2. Personal leave is a privilege employees are given to take care of personal and emergency situations which must be accomplished during the work day. Each ESP employee in the District who does not qualify for vacation will be granted three days personal leave per year accumulative to 10 days. Employees who are granted vacation days will be granted one day personal leave per year accumulative to 10. If on June 30, the three days or one day personal leave granted the employee causes accumulated personal leave to exceed the 10, the employee will be paid at one-half their current daily rate of pay for each day exceeding 10.

3. Whenever an employee asserts the option to take personal leave, the employee must notify the supervisor or principal.

4. Limitations may be imposed by the principal/supervisor on the number of employees who are allowed to take personal leave on any given day.

5. Upon retirement up to 10 days of accumulated personal leave for ESP employees who do not earn vacation may be transferred to sick leave prior to determining retirement benefits.

6. Converting sick leave to personal leave

a. An ESP employee with a minimum of 25 accumulated sick days (or hourly equivalent) may make a request to convert up to five days per year to personal leave.

b. An ESP employee with less than 25 accumulated sick days (or hourly equivalent) may make a request to convert up to 3 days per year to personal leave.

c. To convert sick leave to personal leave an ESP employee must provide a written explanation explaining the need (email is fine) to the Executive Director of Personnel. These converted sick leave days cannot be returned to the educator's sick leave account.

X. Leave of Absence – Without Pay

1. Any ESP employee may apply for a leave of absence without salary and insurance. The granting of such leave of absence does not bind the Board to re-employ the person nor return the employee to the previous position except when stated otherwise by mutual arrangement or law, as specified in policies mutually agreed upon between the Board of Education and the ESP Association. However, such employee is assured consideration in filling vacancies that may occur after the employee desires to return to service. Those re-employed within two years of the date of the leave shall receive the same status as when leaves were granted, namely: steps on the pay scale, accrued sick leave benefits insurance and other benefits.

Y. Military Leave

1. ESP personnel employed by the Board of Education who leave for service in the Armed Forces shall be granted a military leave of absence as per federal laws governing such absence. Such absences will be granted without pay.

Z. Maternity Leave

~~1. Illness due to pregnancy of an employee shall be regarded as is any other illness and shall be covered in the Sick Leave section above.~~ See Policy 3091 Postpartum and Parental Leave.

AA. Parental Leave

1. Parental leave will be treated under the provisions of the Family & Medical Leave Act.

BB. Association Leave

1. The Box Elder ESP Employees Association may request leave, not to exceed 10 days per year, for employees to be absent from their assignment to conduct Association Business when it is deemed such leave would directly benefit education within the District, and is approved by the Superintendent.

    a. Request for Association Leave shall be submitted in writing clearly stating the purpose of the leave to the Superintendent. The final approval regarding requests for leave shall be made by the Superintendent or designee. Association Representative(s) will be notified of the decision. Requests should be submitted in adequate time to facilitate the approval process. All requests and notifications of approval will be documented and maintained in the Superintendent's office.

    b. The Superintendent or designee shall supervise employees on paid Association Leave.

    c. All paid Association Leave shall be reported to and accounted for through the District's leave accounting system. This accounting shall include the costs and expenses of paid Association Leave.

        1) The first 10 days annually of Association Leave directly benefiting education within the District shall be paid out of District funds.

        2) Paid leave in excess of 10 days annually shall be reimbursed at the substitute wage rate to the District by the Association.

        3) Association Leave for activities that do not provide direct benefit to education in the District shall be unpaid leave.

    d. Employees using Association Leave may not engage in political activity including:

        1) Actively campaigning for candidates for public office in partisan and non-partisan elections; and

        2) Fundraising for political organizations, political parties, or candidates.

e. Any willful violation of this Policy may be used for disciplinary action.

2. The Box Elder Educational Support Professionals Employees Association (BEESPA) President shall have six days per trimester of released time for the purpose of conducting Association business. The substitute will be paid for by the Box Elder ESP Employees Association. All reporting, accounting, and other restrictions in AA.1. above apply to this section also.

CC. Leave Without Pay

1. Employees that qualify for leave benefits are expected to act in a professional manner by consulting with their supervisor when they have used all their appropriate leave. In order to take Leave Without Pay, approval from the direct supervisor/administrator is required with ample notice to adequately meet the needs of the students and school/department due to the absence.

2. For employees that don't qualify for leave benefits, it is expected that absences not exceed 10% (1 to 2 days) each month. Approval from the direct supervisor/administrator is required with ample notice to adequately meet the needs of the students due to the absence.

   a. If attendance exceeds the 1 to 2 days each month amount, corrective action may result for neglect of duty.

3. If the Leave Without Pay is not approved, the employee may appeal to the Superintendent or designee.

4. Direct Supervisors/Administrators will communicate with the person who is responsible for putting leave into the District's leave accounting system when a Leave Without Pay is approved.

DD. Reporting Absences

1. Employees reporting absences for sickness will make a call/contact to their immediate supervisor or designee. For vacation or personal leave if the absence has been preapproved, no call is needed. When using leave where prior approval was not possible, a call/contact to their immediate supervisor is required.

Policy 4033
Amended
December 11, 2024
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 4033

Early Learning Plan

A. Establishment of Annual Early Learning Plan

1. The District shall annually establish an Early Learning Plan which includes an Early Mathematics Plan, and ~~one~~ two ~~additional~~ goal~~s~~ ~~(related to literacy or mathematics)~~ that:

   a. ~~is~~ are specific to the District,

   b. ~~is~~ are measurable,

   c. based on data, address~~es,~~ current performance gaps in student ~~literacy or~~ mathematics proficiency, and

   d. include~~s~~ specific strategies for improving model plans provided by the State Board of Education but may also develop its own plan and component plans.

2. In establishing the plan and its components, the District may make use of model plans provided by the State Board of Education but may also develop its own plan and component plans. ~~This plan and the component plans must be approved in a public meeting of the Board of Education.~~ After approval, and by September 1 of each year, the Early Learning Plan shall be submitted to the State Superintendent for approval, together with the reading curriculum adopted by the Board of Education and an assurance that

   a. the Board of Education has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading,

   b. the Board of Education's reading strategies meet the criteria outlined in Utah Code § 53G-11-303, and

   c. that the Board of Education reviewed ~~and approved~~ the plan in an open meeting.

   Utah Code § 53G-7-218(1) to (2) (2025)
   Utah Admin. Rules R277-406-4(1), (3) (July 22, 2022)

B. Early Mathematics Plan

1. The District's Early Mathematics Plan shall include the components of early mathematics, including the following categories:

   a. Conceptual understanding;

   b. Procedural fluency;

   c. Strategic and adaptive mathematic thinking; and

   d. Productive disposition.

   Utah Code § 53E-3-521 (2020)
   Utah Admin. Rules R277-406-2(3) (June 7, 2024)

2. The District's Early Mathematics Plan shall also incorporate the following components:

   a. A District growth goal that:

      1) is based upon student learning gains as measured by the benchmark assessment administered under Policy 4038 Mathematics Assessment for K-3; and

      2) includes a target of at least 60% of all students in grades 1 through 3 meeting the growth goal;

   b. Subject to other direction from the State Superintendent, two ~~one~~ District-specific goals that:

      1) Are~~ls~~ measurable;

      2) address~~es~~ current performance gaps in student mathematics proficiency based on data; and

      3) includes specific strategies for improving outcomes.

      Utah Code § 53G-7-218(1) (2025)
      Utah Admin. Rules R277-406-6(2) (June 7, 2024)

C. Goal Achievement Reporting

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

   Utah Code § 53E-4-310(4) (2019)

D. Reporting to the Board

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

   Utah Code § 53E-4-310(2) (2019)

E. Report Submitted to the State Board of Education

1. The District shall annually by July 15~~June 30~~ report progress toward the goals outlined in its Early Learning Plan to the State Superintendent.

   Utah Admin. Rules R277-406-6(1) (June 7, 2024)

Policy 4067
Adopted
June 11, 2025
First Reading
September 10, 2025
Second Reading
October 8, 2025

Policy 4067

Curriculum: Ethnic Studies

A. Adoption of Ethnic Studies Curriculum

1. "Ethnic studies" means the interdisciplinary social and historical study of how different populations have experienced and participated in building the United States of America, including the study of the culture, history, and contributions of Utahns of diverse ethnicities.

   Utah Code § 53E-4-204.1(1)(b) (2025)

2. By December 31, 2025~~57~~, the District shall select and adopt curriculum and instructional materials for teaching ethnic studies to students in kindergarten through grade 12 that are integrated with regular schoolwork and that align with the core ethnic studies curriculum standards established by the State Board of Education.

   Utah Code § 53E-4-204.1(5)(a) (2025)

3. In addition to meeting State Board of Education requirements, the ethnic studies curriculum and instructional materials adopted by the District shall:

   a. focus on shared identity and honoring unique cultural differences, including that each individual student has unique characteristics, the common elements that unite Utahns, and respect for distinct socio-cultural identities; and

   b. include themes including cultural histories within the context of United States history and global history

   Utah Code § 53E-4-204.1(5)(b) (2025)

4. The District shall modify or revise the ethnic studies instructional materials and curriculum as needed to align with core curriculum standards. In meeting ethnic studies requirements, the District may offer a course on ethnic studies. The District

shall report to the State Board of Education on its compliance with the ethnic studies requirements.

Utah Code § 53E-4-204.1(5)(c), (d) (2025)

Policy 4175

Student Data Protection

A. Definitions

1. “Aggregate Data” means data that:

   a. Are totaled and reported at the group, cohort, school, school district, region, or state level with at least 10 individuals in the level;

   b. Do not reveal personally identifiable student data; and

   c. Are collected in accordance with board rule.

2. “Biometric Identifier” means a:

   a. Retina or iris scan;

   b. Fingerprint;

   c. Human biological sample used for valid scientific testing or screening; or

   d. Scan of hand or face geometry.

3. “Biometric identifier” does not include:

   a. A writing sample;

   b. A written signature;

   c. A voiceprint;

   d. A photograph;

   e. Demographic data; or

   f. A physical description, such as height, weight, hair color, or eye color.

4. “Biometric Information” means information, regardless of how the information is collected, converted, stored, or shared:

    a. Based on an individual’s biometric identifier; and

    b. Used to identify the individual.

5. “Cyber security framework” means:

    a. The cyber security framework developed by the Center for Internet Security found at https://www.cisecurity.org/controls/; or

    b. A comparable IT security framework.

6. “Data Breach” means an unauthorized release of or unauthorized access to personally identifiable student data that is maintained by an education entity.

7. Data Governance Plan” means a comprehensive plan for managing education data that:

    a. Incorporates reasonable data industry best practices to maintain and protect student data and other education-related data;

    b. Describes the role, responsibility, and authority of an education entity data governance staff member;

    c. Provides for necessary technical assistance, training, support, and auditing;

    d. Describes the process for sharing student data between the District and another person;

    e. Describes the process for an adult student or parent to request that data be expunged including how to respond to requests for expungement;

    f. Describes that data breach response process; and

    g. Is published annually and available on the District’s website

8. “Destroy” means to remove data or a record:

    a. In accordance with current industry best practices; and

b. Rendering the data or record irretrievable in the normal course of business of the District or a third-party contractor.

9. “Disclosure” means permitting access to, revealing, releasing, transferring, disseminating, or otherwise communicating all or any part of any individual record orally, in writing, electronically, or by any other communication method.

10. “Expunge” means to seal or permanently delete data so as to limit its availability to all except authorized individuals.

11. “Metadata Dictionary” means any tool, document, or display that:

    a. Defines and discloses all personally identifiable student data collected and shared by the education entity;

    b. comprehensively lists all recipients with whom the education entity has shared personally identifiable student data, including:

        1) The purpose for sharing the data with the recipient;

        2) The justification for sharing the data, including whether sharing the data was required by federal law, state law, or a local directive; and

        3) How sharing the data is permitted under federal or state law; and;

    c. Without disclosing personally identifiable student data, is displayed on the education entity's website.

12. “Optional Student Data” means student data that is neither necessary student data nor data which the District is prohibited from collecting (as described in Prohibited Collection of Student Data, below).

    a. “Optional student data” includes:

        1) Information that is related to an IEP or needed to provide special needs services but is not “necessary student data”;

        2) Biometric information; and

        3) Information that is not necessary student data but is required for a student to participate in a federal or other program.

13. "Significant data breach" means a data breach where:

    a. An intentional data breach successfully compromises student records;

    b. ~~A large number of~~ 500 or more student records are compromised;

    c. Sensitive records are compromised, regardless of number; or

    d. The surrounding circumstances make the breach significant as determined by the District.

        1) *Utah Code § 53E-9-301 (2023)*
        2) *Utah Admin. Rules R277-487-2 (July 8, 2025)*

B. District Responsibilities

1. The District shall annually provide a training regarding the confidentiality of student data to any employee with access to education records as defined in FERPA.

2. The District shall designate an individual to act as a student data manager to fulfill the responsibilities of a student data manager described in Requirements for Student Data Manager, below.

3. If possible, the District shall designate a records officer pursuant to the Government Records Access and Management Act as defined in Utah Code § 63G-2-103(27), as the student data manager.

4. The District shall designate a District Information Security Officer.

5. The District shall implement a cyber security framework.

6. The District shall create and maintain a District:

    a. Data governance plan; and

    b. Metadata dictionary.

7. By ~~October 1~~ November 15 annually, the District shall provide the State Superintendent with the following:

    a. The name and contact information of the District's Information Security Officer and its Student Data Manager;

~~b. The District's data governance plan;~~ Evidence that the District has implemented:

1) Privacy requirements outlined in:

a) Utah Code Title 53E, Chapter 9, Part 2, Student Privacy;

b) Utah Code Title 53E, Chapter 9, Part 3, Student Data Protection;

c) Utah Code Title 63A, Chapter 19, Government Data Privacy Act;

d) FERPA; and

e) 20 U.S.C. 1232h, Protection of Pupil Rights Amendment; and

2) Other privacy practices identified by the State Superintendent; and

3) A cybersecurity framework.

~~c. The District's annual notification of FERPA rights;~~

~~d. The District's FERPA directory information notice;~~

~~e. The District's student data disclosure notice (see below);~~

~~f. The District's metadata dictionary; and~~

~~g. Evidence that the District has implemented a cyber security framework.~~

8. The District shall establish an external research review process to evaluate the requests for data for the purpose of external research or evaluation.

Utah Code § 53E-9-303 (2019)
Utah Admin. Rules R277-487-2 (July 8, 2025)
Utah Admin. Rules R277-487-3(1) (July 8, 2025)

C. Student Data Ownership and Access

1. A student owns the student's personally identifiable student data.

2. The District shall allow a student or a student's parent to access the student's student data which is maintained by the District.

Utah Code § 53E-9-304 (2020)

D. Data Retention

1. The District shall classify all student data which it collects under an approved records retention schedule. The District shall retain and dispose of all student data in accordance with an approved records retention schedule.

2. If no existing retention schedule governs student disciplinary records collected by the District:

   a. The District may propose to the State Records Committee a retention schedule of up to one year if collection of the data is not required by federal or state law or Board rule; or

   b. The District may propose to the State Records Committee a retention schedule of up to three years if collection of the data is required by federal or state law or State Board rule, unless a longer retention period is prescribed by federal or state law or State Board rule.

3. The District's retention schedules shall take into account the District's administrative need for the data.

4. Unless the data requires permanent retention, the District's retention schedules shall require destruction or expungement of student data after the administrative need for the data has passed.

5. A parent or adult student may request that the District amend, expunge, or destroy any record not subject to an approved retention schedule and believed to be inaccurate, misleading, or in violation of the privacy rights of the student. The District shall process such a request following the same procedures outlined to amend a student education record under FERPA, as set out in Policy FE "Right to Amend Records."

   Utah Admin. Rules R277-487-4 (July 8, 2025)

E. Notification in Case of Breach

1. If there is a release of a student's personally identifiable student data due to a significant data breach, the District shall notify:

a. The student, if the student is an adult student; or

b. The student's parent, if the student is not an adult student.

Utah Code § 53E-9-304(2) (2020)

2. Within 10 business days of the discovery of a significant data breach (either by the District or by third parties), the District shall report the significant data breach to the State Superintendent.

Utah Admin. Rules R277-487-3(3) (July 8, 2025)

F. Prohibited Collection of Student Data

1. The District may not collect a student's"

a. Social Security number; or

b. Criminal record, except as required in Utah Code § 80-6-103 (Minor taken into custody by peace officer, private citizen, or juvenile probation officer).

Utah Code §53E-9-305(1) (2023)

G. Student Data Disclosure Statement

1. If the District collects student data into a cumulative record it shall, in accordance with this section, prepare and distribute to parents and students a student data disclosure statement that:

a. Is a prominent, stand-alone document;

b. Is annually updated and published on the District's website;

c. States the necessary and optional student data the District collects;

d. States that the District will not collect the student data described in Prohibited Collection of Student Data, above;

e. Describes the types of student data that the District may not share without a data authorization;

f. Describes how the district may collect, use, and share student data;

g. Includes the following statement: “The collection, use, and sharing of student data has both benefits and risks. Parents and students should learn about these benefits and risks and make choices regarding student data accordingly.”;

h. Describes in general terms how the District stores and protects student data; and

i. States a student’s rights under the student data protection statutes.

2. The notice may also include additional information relating to student and parent privacy, as determined by the District.

Utah Code § 53E-9-305(2), (8) (2023)

H. Student Data Disclosure Statement Recipients

1. The District may collect the necessary student data of a student into a cumulative record only if the District provides a student data disclosure statement to:

a. The student, if the student is an adult student; or

b. The student’s parent, if the student is not an adult student.

Utah Code § 53E-9-305(4) (2023)

I. Optional Student Data Collection

1. The District may collect optional student data into a cumulative record only if it:

a. Provides, to an individual described in Student Data Disclosure Statement Recipients, above, a student data disclosure statement that includes a description of:

1) The optional student data to be collected; and

2) How the District will use the optional student data; and

2. Obtains a data authorization to collect the optional student data from an individual described in Student Data Disclosure Statement Recipients, above.

Utah Code § 53E-9-305(5) (2023)

J. Student Biometric Identifier and Biometric Information Data Collection

1. The District may collect a student's biometric identifier or biometric information if the District:

a. Provides, to an individual described in Student Data Disclosure Statement Recipients, above, a biometric information collection notice that is separate from a student data collection notice and which states:

1) The biometric identifier or biometric information to be collected;

K. The purpose of collecting the biometric identifier or biometric information; and

L. How the District will use and store the biometric identifier or biometric information; and

a. Obtains written consent to collect the biometric identifier or biometric information from an individual described in Student Data Disclosure Statement Recipients, above.

Utah Code § 53E-9-305(6) (2023)

M. Sharing Student Data

1. The District may not share a student's personally identifiable student data without written consent, except in conformance with the requirements of this policy and with the Family Educational Rights and Privacy Act ("FERPA") and related provisions under 20 U.S.C. §§ 1232g and 1232(h).

Utah Code § 53E-9-308 (2023)

N. Requirements for Student Data Manager

1. The District will designate a student data manager who shall:

a. Authorize and manage the sharing, outside of the District, of personally identifiable student data for the District as described in this section;

b. Act as the primary local point of contact for the state student data officer described in Utah Code § 53E-9-302; and

c. Fulfill other responsibilities described in the District's data governance plan.

Utah Code § 53E-9-308(2) (2022)

O. Permitted and Prohibited Sharing of Student Data by Student Data Manager

1. A student data manager may share the personally identifiable student data of a student with the student and the student's parent. Otherwise, a student data manager may only share a student's personally identifiable student data from a cumulative record (including sharing student data with a federal agency) as required by federal law or as follows. Such data may be shared with:

   a. A school official;

   b. An authorized caseworker, in accordance with this policy, or other representative of the Department of Human Services; or

   c. A person to whom the District has outsourced a service or function:

      1) To research the effectiveness of a program's implementation; or

P. That the District's employees would typically perform

1. A student data manager may share a student's personally identifiable student data from a cumulative record with a caseworker or representative of the Department of Health and Human Services if:

   a. The Department of Health and Human Services is:

      1) Legally responsible for the care and protection of the student; or

Q. Providing services to the student; and

   a. The student's personally identifiable student data is not shared with a person who is not authorized:

      1) To address the student's education needs; or

R. By the Department of Health and Human Services to receive the student's personally identifiable student data; and

   a. The Department of Health and Human Services maintains and protects the student's personally identifiable student data.

2. A student data manager may share a student's personally identifiable student data to improve educational outcomes for the student where the student is:

    a. In the custody of or under the guardianship of, the Department of Health and Human Services;

    b. Receiving services from the Division of Juvenile Justice Services;

    c. In the custody of the Division of Child and Family Services;

    d. Receiving services from the Division of Services for People with Disabilities; or

    e. Under the jurisdiction of the Utah Juvenile Court.

3. A student data manager may share aggregate data.

4. A student data manager may not share personally identifiable student data for the purpose of external research or evaluation except as follows: If a student data manager receives a request to share data for the purpose of external research or evaluation, the student data manager shall:

    a. Verify that the request meets the requirements of 34 CFR § 99.31(a)(6);

    b. Submit the request to the District's external research review process; and

    c. Fulfill the instructions that result from the review process.

5. If the student data manager is informed that the State Board of Education intends to share student data collected by the District with the Utah Registry of Autism and Developmental Disabilities, the student data manager shall give notice to the parent of each student whose data is to be shared of the State Board's intention to share the data. This notice shall be provided at least 30 days before the State Board is to share the data. If a parent requests that the State Board not share the data, the student data manager shall relay that request to the State Board.

6. A student data manager may share personally identifiable student data in response to a subpoena issued by a court.

7. In accordance with State Board of Education rule, a student data manager may share personally identifiable information that is directory information.

    Utah Code § 53E-9-308 (2023)

S. Third Party Contractors

1. The District may provide a third-party contractor with personally identifiable student data received under a contract with the District strictly for the purpose of providing the contracted product or service within the negotiated contract terms.

2. When contracting with a third-party contractor, the District shall require the following provisions in the contract:

   a. Requirements and restrictions related to the collection, use, storage, or sharing of student data by the third-party contractor that are necessary for the District to ensure compliance with the provisions of the Student Data Protection Act and State Board of Education rules;

   b. A description of a person, or type of person, including an affiliate of the third-party contractor, with whom the third-party contractor may share student data;

   c. Provisions that govern requests by the District for the deletion of the student data received by the third-party contractor from the District;

   d. Except as provided in this policy and if required by the District, provisions that prohibit the secondary use of personally identifiable student data by the third-party contractor; and

   e. An agreement by the third-party contractor that, at the request of the District, the District or its designee may audit the third-party contractor to verify compliance with the contract.

3. A third-party contractor's use of personally identifiable student data shall be in accordance with Utah Code §§ 53E-9-309, 53E-9-310 and FERPA.

4. If the District contracts with a third-party contractor to collect and have access to the District's student data, the District shall monitor and maintain control of the data.

5. If the District contracts with a third-party contractor to collect and have access to the District's student data, the District shall notify a student and the student's parent or guardian in writing that the student's data is collected and maintained by the third-party contractor.

Utah Admin. Rules R277-487-7 (July 8, 2025)
Utah Code § 53E-9-309 (2020)

Utah Code § 53E-9-310 (2019)

Policy 4178
Adopted
April 10, 2024
First Reading
September 10, 2025
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October 8, 2025

POLICY 4178

Internet Use

A. Internet Protection

1. Access to the internet through District computer networks or systems or by means of devices owned by the District shall be regulated by filtering software or other measures which prevent users from accessing images which are obscene or pornographic or otherwise harmful. Student online activity shall be monitored and specified staff shall have responsibility for supervision of student online activities. In addition, students shall be educated by appropriate staff members regarding appropriate online behavior, including interacting with other individuals through chat rooms or social networking websites and cyberbullying awareness and response. Each school's community council shall also provide for education and awareness on safe technology use and digital citizenship which empowers students to make smart media and online choices and parents to know how to discuss safe technology use with their children.

   Utah Admin. Rules R277-495-4(1)(d), (2)(f), (3)(c) (October 8, 2024)
   Utah Code § 53G-7-216(3) (2018)
   Utah Code § 53G-7-1202(3)(a)(iii)(A), (iv) (2024)

B. Due Process

1. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District network or District-owned devices.

2. In the event there is an allegation that a student has violated this policy, the student will be provided with a notice and opportunity to be heard in the manner set forth in Policy 4177 Responsible Computer Use.

3. Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of this policy and Policy 4177, the violation will be handled in accord with the applicable provision of this policy and Policy 4177.

4. Employee violation of this policy will be handled in accordance with District policy and collective bargaining agreement, if applicable.

5. Any District administrator may terminate the account privileges of a guest user by providing notice to the user. Guest accounts that are not active for more than ninety days may be removed, along with the user's files, without notice to the user.

C. Search and Seizure

1. System users do not have an expectation of privacy in the contents of their personal files and/or personal electronic mail accounts and records of their online activity accessed via the District's electronic communications system or through District-owned devices.

2. Routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating this policy, Policy 4177, or the law.

3. An individual search will be conducted if there is reasonable suspicion that a user has violated this policy, Policy 4177, or the law. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

4. District employees should be aware that their personal files and/or personal electronic mail accounts on the District's network or on District-owned devices may be discoverable according to the Government Records Access Management Act.

D. Selection of Material

1. When using the internet for class activities, teachers will:

   a. Select material that is appropriate in light of the age of the students and that is relevant to the course objectives.

   b. Preview the materials and sites they require students to access to determine the appropriateness of the material contained on or accessed through the site.

   c. Provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly.

   d. Assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussion about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

E. Parental Notification and Responsibility

1. The District will post all policies on the District website concerning District network and the policies governing its use for parents to view. Parents must sign an agreement to allow their student to have an individual account during registration each year.

2. Parents have the right at any time to investigate the contents of their child(ren)'s email files. Parents have the right to request the termination of their child(ren)'s individual account at any time.

3. This policy contains restrictions on accessing inappropriate material and student use will be supervised. However, there is a wide range of material available on the Internet, some of which may not be in accordance with the particular set of values held by an individual student's family. The District will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the District network.

F. Access

1. The following levels of access will be provided:

   a. Elementary age students will be granted Internet access only through a classroom account. Elementary students may be provided with an individual account under special circumstances at the request of their teacher and with the approval of their parent. An agreement will only be required for an individual account, which must be signed by the student and his or her parent. Parents may specifically request that their child(ren) not be provided access through the classroom account by notifying the District in writing.

2. Individual accounts for students

   a. Secondary students may be provided with individual Internet accounts. Secondary students will not have remote access to the system. A written agreement will be required for an individual account. This agreement must be signed by the student and his or her parent.

G. Guidelines for Internet Use

1. Personal safety (these restrictions are for students only):

a. Users will not post or provide personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.

b. Users will not agree to meet with someone they have met online without their parent's approval and participation,

c. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activities

a. Users will not attempt to gain unauthorized access to the District network or to any other computer system through the District network or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."

b. Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

c. Users will not use the District network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

3. System Security

a. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.

b. Users will immediately notify the system administrator if they have identified a possible security problem. Users will not search for or attempt to discover security problems, because this may be construed as an illegal attempt to gain access.

c. Users will avoid the inadvertent spread of computer viruses by following the District virus protection procedures.

4. Inappropriate Language

a. Restrictions against inappropriate language apply to public messages, private messages, and material posted on webpages.

b. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, slanderous or disrespectful language.

c. Users will not post information that, if acted upon, could cause damage or a danger of disruption.

d. Users will not engage in personal attacks, including prejudicial or discriminatory attacks. Users will not harass another person.

    1) Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending the person messages, they must stop.

e. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

5. Request for Privacy

    a. Users will not re-post a message that was sent to them privately without permission of the person who sent them the message.

    b. Users will not post private information about another person.

6. Respecting Resource Limits

    a. Users will use the system only for educational and professional or career development activities (no time limit), and limited, high-quality, personal research.

    b. Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer or external drive.

    c. Users will not post chain letters or engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people.

d. Users will check their email frequently, delete unwanted messages promptly, and stay within their email quota.

e. Users will be subscribed only to high quality discussion group mail lists that are relevant to their education or professional/career development.

7. Plagiarism and Copyright Infringement

a. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

b. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

8. Inappropriate Access to Material

a. Users will not use the District network or District-owned electronic devices to access material that is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). (See Policy 3010 Employee Bullying and Hazing, Policy 5265 Student Discrimination and Harassment, Policy 5270 Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct and Policy 4177.) For students, a special exception may be made if the purpose is to conduct research and access is approved by both the teacher and the parent. District employees may access the above material only in the context of legitimate research.

b. If a user inadvertently accesses such information, he or she should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated this policy.

Utah Admin. Rules R277-495-4(1)(c) (October 8, 2024)

H. District Website

1. The District may establish a website. Material appropriate for placement on the District website includes: District information, school information, teacher or class information, student projects, and student extracurricular organization information. Personal information not related to education will not be allowed on the District website.

2. The Superintendent will designate a District web-master, responsible for maintaining the school websites and monitoring class, teacher, student, and extracurricular webpages. The web-master will develop style and content guidelines for official District and school web materials and develop procedures for the placement and removal of such material. All official District material posted on the District website must be approved through a process established by the District web-master. The District website shall meet the domain and notice requirements set forth in Policy 6002 Government Data Privacy.

   Utah Code § 63A-16-110 (2025)
   Utah Code § 63A-19-402.5 (2025)

I. School Websites

1. The principal will designate a school web-master, responsible for managing the school website and monitoring class, teacher, student, and extracurricular webpages. All official material originating from the school will be consistent with the District style and content guidelines and approved through a process established by the school web-master. The school web-master will develop additional guidelines for the school website. Each school website shall meet the domain and notice requirements set forth in Policy 6002 Government Data Privacy.

   Utah Code § 63A-16-110 (2025)

~~J. Collection of User Information~~

~~1. If the school or District collects personally identifiable information from users who access its website, the school or District shall publish on that website a privacy policy statement that discloses the following information:~~

~~a. The identity of the school's web-master and contact information (telephone number or email address);~~

~~b. A summary of the personally identifiable information collected by the school or District and contained on its website;~~

~~c. How the personally identifiable information collected by the school or District is used by the school or District;~~

~~d. The District's practices concerning disclosure of the personally identifiable information on the website;~~

~~e. How the user who accesses the school or District website can request access to his or her personally identifiable information and access to correct the information; and~~

~~f. A general description of the security measures in place to protect the user's personally identifiable information from unintended disclosure.~~

~~*Utah Code § 63D-2-102 (2023)*~~
~~*Utah Code § 63D-2-103 (2008)*~~

K. Staff Webpages

1. Staff may develop webpages that provide a resource for others. Staff will be responsible for maintaining their resource sites. Staff webpages will not be considered official material but will be developed in a manner as to reflect well upon the District.

L. Student Webpages

1. Students may create a website as part of a class activity. Material presented on a student class activity website must meet the educational objectives of the class activity.

2. With the approval of the principal or designee, students may establish personal webpages. Material presented in the student's personal website must be related to the student's educational and career preparation activities.

3. It will not be considered a violation of a student's right to free speech to require removal of material that fails to meet established educational objectives or that is in violation of a provision of this policy or Policy 4177. However, student material may not be removed merely on the basis of disagreement with the views expressed by the student.

4. Student webpages must include the following notice: "This is a student webpage. Opinions expressed on this page shall not be attributed to the District."

5. Student webpages will be removed at the end of the school year unless special arrangements are made. A notice will be provided to students prior to such removal.

M. Extracurricular Organization Webpages

1. With approval of the principal, extracurricular organizations may establish webpages. Material presented on the organization webpage must relate specifically to organization activities.

2. Organization webpages must include the following notice: "This is a student extracurricular organization webpage. Opinions expressed on this page shall not be attributed to the District."

N. Student Information

1. The following standards will be followed regarding the disclosure of student information on school websites:

   a. Elementary age students:

      1) First and last initial, no pictures of identifiable students

   b. Middle school students:

      1) First and last names

   c. Parental approval of disclosure in accord with the standards must be obtained.

O. Webpage Requirements

1. All provisions in this policy will govern material placed on the web.

2. Webpages shall not:

   a. Contain personal contact information about students beyond that permitted by the District and parent.

   b. Display photographs or videos of any identifiable individual without a signed model release. Model releases for students under the age of 18 must be signed by their parent or guardian.

c. Contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a website is within the fair use exemption.

3. Material placed on the website is expected to meet academic standards of proper spelling, grammar, and accuracy of information.

4. Students may retain the copyright on the material they create that is posted on the web. District employees may retain the copyright on material they create and post if appropriate under District policies.

5. Each webpage will carry a notice indicating when it was last updated and the email address of the person responsible for the page.

6. All webpages should have a link at the bottom of the page that will help users find their way to the appropriate home page.

7. Users should retain a back-up copy of their webpages.

Policy 4185
Amended
July 9, 2025
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 4185

Use of Video/Digital Media Materials

A. Digital media should be used legally and appropriately to achieve educational objectives.

1. Rented or privately owned digital media: All District employees must comply with federal copyright laws, as well as publisher licensing agreements. Rented or privately owned digital media may only be shown in the classroom provided that the media's producer or distributor has granted a "fair use" exception and that the following "fair use" requirements are satisfied:

    a. The digital media must be shown in the course of face-to-face teaching activities in a classroom or similar place devoted to instruction and be directly related to the curriculum and lesson objectives.

2. Programs from the internet or television: Educators showing programs from the internet or television for instructional purposes must follow the copyright conditions provided by the producer of the program.

3. Appropriate use of digital media:

    a. Educators bear responsibility to ensure that educational activities and support materials are relevant to the curriculum, appropriate for the age and maturity of students, and consistent with specific educational objectives and compliant with all related policies.

    b. District and state approved digital media (available through the District media contact) constitute a primary resource of digital support materials and should be considered first by teachers who want to use digital media in the classroom.

    c. Educators planning to use any digital media not approved by the Utah Instructional Media Consortium shall preview the entire product prior to showing the digital media in the classroom.

    d. Educators shall obtain the written approval of the administrator prior to showing a full-length movie or episode at least one week prior to the date of the intended showing.

e. Upon receiving approval from the administrator, educators may show the full-length movie or episode in a classroom according to the following guidelines:

1) Media with a G rating may be shown to any grade K-12 with teacher discretion.

2) Media with a PG rating may be shown in grades K-12 with administrator approval and parent notification as outlined in the policy.

3) Media with a PG-13 rating may only be shown to students in grades 8-12 with administrator approval and parent notification as outlined in this policy.

4) No movie, or digital media or excerpt from a movie, digital media with an "R," "NC 17," or "X" rating will be shown for any purpose in Box Elder School District schools. Educators permitting the viewing of such materials by students are subject to disciplinary action including termination.

5) No video game with a rating of T, M, or AO may be accessed for any school sponsored activity in grades K-7. No video game with a rating of M, or AO may be accessed for any school sponsored activity in grades 8-12.

6) Notification to parents could be included in the disclosure provided for the course

7) TV shows and/or clips with a TV-G rating may be shown to any grade K-12 with teacher discretion.

8) TV shows and/or clips with a TV-PG rating may be shown in grades 6-12 with administrator approval and parent notification as outlined in this policy.

9) TV shows and/or clips with a TV-14 rating may only be shown to students in grades 8-12 with administrator approval and parent notification as outlined in this policy. Educators will consider and avoid content with:

D - Sexual or suggestive dialogue
L - Coarse or crude language
S - Sexual situations
V - Violence

10) No TV show and/or clips with a TV-MA may be shown in any grade.

f. If the digital media, movie, or episode is unrated but contains material that a parent might consider inappropriate for their student, or if the media carries a warning of parental discretion, administrator approval must be obtained and parents must be notified at least five school days prior to the media being shown.

g. Parents must be given the opportunity to withhold their student(s) from viewing any movie, episode, or digital media based on the notification guidelines listed above. If a student is excused from viewing the media, the educator must provide a meaningful alternative activity.

B. An educator, student or parent may seek review of a decision by the administrator by submitting a written appeal in accordance with the appeals process established at the school.

Request to Show Movie

Teacher _____ Class or Course_____

Date_____

Date Movie to be Shown _____ Movie Title

_____

MPG Rating _____ Movie Length _____Class time to be Used for Movie_____

Where Movie Obtained _____

Describe the educational concept covered or to be addressed by the movie:

_____

_____

_____

_____

Describe the educational activities that have lead up to the movie:

_____

_____

_____

_____

Describe the educational activities to follow the movie:

_____

_____

_____

_____

Describe how the educational value and objectives of the movie will be assessed:

_____

_____

_____

Principal's Authorization

Approved: _____ Signature: _____

POLICY 5010

Admissions Eligibility Requirements

A. Minimum Age

1. ~~Except as provided for in Policy 5011 Admissions and Attendance of Military Children, t~~The District may enroll children in school who are at least five years old before September 2 of the year in which admission is sought. The District may enroll a child in kindergarten who does not meet this age requirement if the child moves to Utah from a different state in which the child, during the school year, was a resident and was enrolled in kindergarten in accordance with the prior state's kindergarten age requirements and transfers to the enrolling school after the beginning of the same school year. The District may also enroll children as provided for in Policy 5011 Admissions and Attendance of Military Children, Military and DOD Civilian Children.

2. A student may enroll in first grade if

   a. They have completed a full year of kindergarten or

   b. They are six years old before September 2.

   Utah Code § 53G-4-402(8) (2025)

B. Student Residency (Parent or Guardian Resides in Utah)

1. The district of residence of a minor child whose custodial parent resides in Utah is:

   a. The school district in which the custodial parent resides; or

   b. The District in which the child resides;

      1) While in the custody or under the supervision of a Utah state agency, local mental health authority, or substance abuse authority;

      2) While under the supervision of a private or public agency authorized to provide child placement services by the state of Utah;

3) If the child is married or has been determined to be an emancipated minor by a court of law or authorized administrative agency;

4) The child resides in the District while living with a responsible adult resident of the District who has been designated as the child's custodian through a durable power of attorney as provided for in this policy and the District has been determined to be the child's district of residency as provided for in "Alternative District of Residency" below; or

5) The child is receiving services from a health care facility or human services program (as defined by Utah Code § 26B-2-201 and Utah Code § 26B-2-101) and the District has been determined to be the child's district of residency as provided for in "Alternative District of Residency" below.

Utah Code § 53G-6-302(1), (2) (2024)
Utah Admin. Rules R277-621 (September 24, 2021)

c. A "responsible adult resident" is an individual who is 21 years old or older who is a resident of this state and is willing and able to provide reasonably adequate food, clothing, shelter, and supervision for the child.

Utah Code § 53G-6-303(1) (2024)

C. Alternative District of Residency

1. Procedure

a. When a student's parent or legal guardian resides in Utah but not within the District, and the student resides in the District, the parent or legal guardian may request a determination that the District is the student's alternative district of residency by filing a written request with the District for that determination. The written request shall demonstrate that:

1) the child's physical, mental, moral or emotional health will be best served by considering the child to be a resident for school purposes;

2) exigent circumstances prevent the case from being considered under the procedures provided for in this policy for interdistrict transfers (see "'Open Enrollment' for Utah Resident Students," below); and

3) considering the child to be a resident of the District will not violate any other law or rule of the State Board of Education.

Utah Admin. Rules R277-621-3(1) (September 24, 2021)
Utah Code § 53G-6-302(2)(b)(iii), (iv) (2024)

b. For alternative district requests, the District designates the District Superintendent as its review official.

c. Upon receipt of an alternative district request, the review official shall review the request in light of the requirements set forth above and within 10 business days make a recommendation to the Board of Education (or its designee) on whether the student should be treated as a resident of the District.

Utah Admin. Rules R277-621-3(2) (September 24, 2021)

d. The Board of Education (or its designee) shall review the request and the recommendation and determine, based on the criteria set forth above, whether to grant or deny the request. The decision shall be in writing and shall set for the reasons for approval or denial in accordance with the criteria.

Utah Admin. Rules R277-621-3(5) (September 24, 2021)

e. If the request is denied by the Board of Education, the student or parent may appeal the denial to the State Superintendent within 10 business days. The State Superintendent will rule on the appeal within 10 business days.

Utah Admin. Rules R277-621-3(6) (September 24, 2021)

2. Requirements

a. Pending a decision on the request, the district of residence of the student's custodial parent or legal guardian is responsible for the student's education services. If the request is approved, the District shall immediately enroll the student and assume responsibility for providing educational services to the student.

Utah Admin. Rules R277-621-3(3), (4) (September 24, 2021)

b. If the request is approved and the student qualifies for services under IDEA, the District shall conduct an IEP meeting with representation from the District and from the student's prior district (the district of residence of the student's custodial parent or legal guardian).

Utah Admin. Rules R277-621-3(7) (September 24, 2021)

c. The District is not responsible for a student's required transportation between a health care facility or a human services program facility and the District's facility.

Utah Admin. Rules R277-621-4(3) (September 24, 2021)

d. The Board of Education or its designee may periodically re-evaluate the student's eligibility for educational services from the District.

D. Students Attending a Private Human Services Program

1. When the District is established as the alternative district of residence of a student while the student is attending a private human services program, the student is entitled to educational services from the District at District facilities, as determined by the District. The District is not required to provide educational services on site at the private human services program facility unless the District's IEP team determines that on-site services are required to meet the needs of the student under federal law.

Utah Admin. Rules R277-621-4(1), (2) (September 24, 2021)

E. Student Residency (Parent or Guardian Does Not Reside in Utah)

1. A minor child whose parent or legal guardian does not reside within Utah may be considered a resident of the District in which the child lives if it is established to the satisfaction of the local Board that:

a. The child is either married or has been determined to be an emancipated minor by a court of law or authorized state administrative agency;

b. The child was placed and is being supervised by a child placing agency which is authorized by the State of Utah to provide residential or child placement services and the agency is paying the child's tuition and fees to the extent required by Utah Code § 26B-2-131;

c. The child is in custody or under the care of a Utah state agency;

Utah Code § 26B-2-131 (2023)

d. The child lives with a resident of the District who is a responsible adult and whom the District agrees to designate as the child's legal guardian as provided for below; or

e. The District, in its sole discretion may accept a non-emancipated student as a resident of the District if each of the following are demonstrated to the Board's satisfaction:

1) The child's physical, mental, moral, or emotional health would best be served by considering the child to be a resident for school purposes; and

2) The child is prepared to abide by the rules and policies of the District; and

3) The person with whom the child resides in the District has been given authority in a durable power of attorney, as specified below, which the District agreed in its sole discretion to accept; and

4) One of the following two sets of circumstances exists:

a) The child lives with a responsible adult who resides in the District and is the student's non-custodial parent, grandparent, brother, sister, uncle or aunt and the child's presence in the District is not for the primary purpose of attending the public schools; or

b) The child's parent has moved from the state, and the child resides with a responsible adult who resides in the District, and the child's attendance in the school will not be detrimental to the school or to the District.

Utah Code § 53G-6-302(3) (2024)

NOTE: A document issued by other than a court of law that purports to award guardianship to a person who is not a resident of the jurisdiction in which guardianship is awarded is not valid until reviewed by a court of law.

F. Durable Power of Attorney

1. In certain circumstances identified above, a durable power of attorney must be obtained before a child can be admitted to attend school within the District. This durable power of attorney does not confer legal guardianship. In order to be sufficient, this durable power of attorney must be issued by the person who has legal custody of the child and must grant the custodian full authority to take any appropriate action in the interests of the child, including delegating powers regarding care, custody, and property, including authority over schooling.

2. In addition, the person with legal custody of the child (the grantor of the power of attorney) and the person who the child is to reside with (the person empowered by the power of attorney) must both agree to:

   a. Assume responsibility for any fees (as defined in Policy 5230 School Fees) related to the child's education in the District, and

   b. Provide the District with all requested financial information needed to determine eligibility for fee waivers, if those are claimed.

   Utah Code § 53G-6-302(4) (2024)
   Utah Code § 75-5-103 (2018)

3. Forms for this power of attorney and for acceptance of custodianship are provided below.

G. Guardianship for Residency Purposes

1. Subject to the District's acceptance and approval, a responsible adult resident residing in the District may obtain guardianship of a child whose custodial parent does not reside in the District for the limited purpose of establishing school district residency of a minor child by submitting to the Superintendent a signed affidavit by the child's parent which states that:

   a. The child's presence in the district is not for the primary purpose of attending the public schools;

   b. The child's physical, mental, moral or emotional health would be best served by transfer of guardianship to a Utah resident;

   c. The affiant is aware that designation of a guardian is equivalent to a Court established guardianship and will suspend or terminate any existing parental or guardianship rights in the same manner as a court-established guardianship;

   d. The affiant consents and submits to suspension or termination of parental or guardianship rights;

   e. The affiant submits to jurisdiction of Utah State courts in which the District is located for any action related to guardianship or custody of the student;

   f. The affiant designates the responsible adult resident as agent to accept service of process and notice; and

g. It is the affiant's intent that the student become a permanent resident of the District under the supervision of the responsible adult

2. The responsible adult must also submit a signed affidavit stating that:

   a. The affiant is a resident of the school district and desires to become the guardian of the student;

   b. The affiant consents and submits to the jurisdiction of the state district court in which the school district is located in any action relating to the guardianship or custody of the child in question;

   c. The affiant will accept responsibilities of guardianship to provide adequate supervision, discipline, food, shelter, educational and emotional support, medical care and pay all school fees; and

   d. The affiant accepts the parent or prior guardian's appointment of agency.

3. Forms for the affidavits of the parent and the responsible adult are provided below. If the child's custodial parent cannot be found in order to execute the statement required under subsection (6), then the responsible adult resident must submit a signed affidavit to that effect to the District. A form for this affidavit is provided below. The District shall also submit a copy of the affidavit to the Criminal Investigations and Technical Services Division of the Department of Public Safety.

4. The student who lives with the responsible adult must submit a signed affidavit stating that:

   a. The student desires to become a permanent resident of the State of Utah and reside in the District with and be responsible to the named responsible adult; and

   b. The child will abide by rules and policies of the district and schools.

5. A form for this affidavit is provided below. The District may require the responsible adult to also submit any other relevant documents that it reasonably believes to be necessary to substantiate any claim made in connection with the application.

6. Upon receipt of the required information and documentation, and a determination by the board that the information is accurate, that the requirements have been met, and that the interests of the child would best be served by granting the guardianship, the

Board or its authorized representative may designate the applicant as guardian of the child by issuing a designation of guardianship letter to the applicant.

7. The District shall deliver the original documents filed with the District, together with a copy of the designation of guardianship issued by the District, in person or by any form of mail requiring a signed receipt, to the clerk of the state district court in which the District is located.

8. Intentional submission to the District of fraudulent or misleading information under this policy is punishable under Utah Code § 76-8-504.

9. If the District has reason to believe that a party has intentionally submitted false or misleading information under this part, it may, after notice and opportunity for the party to respond to the allegation:

   a. void any guardianship, authorization, or action which was based upon the false or misleading information; and

   b. recover, from the party submitting the information, the full cost of any benefits received by the child on the basis of the false or misleading information, including tuition, fees (as defined in Policy 5230), and other unpaid school charges, together with any related costs of recovery.

   Utah Code § 53G-6-303 (2024)

H. Appeal of Guardianship Denial

1. If the Board denies the application for a guardianship designation, the applicant may either appeal the denial to the Utah district court where the District is located or may file an original petition for guardianship with the court.

   Utah Code § 53G-6-303 (2024)

I. Termination of Guardianship

1. A guardianship designation issued by the District may be terminated, and the authority and responsibility of the prior custodial parent may be restored, upon submission to the District of:

   a. a signed affidavit by the person who consented to the guardianship which requests termination of the guardianship, or

b. a signed written request by the designated guardian requesting termination of the guardianship.

2. If the District determines that it would not be in the best interests of the child to terminate the guardianship, the District may refer the request for termination to the Utah district court where the original guardianship documents were submitted.

3. If the District determines, after giving notice and an opportunity to respond, that an individual has intentionally submitted false or misleading information to the District in connection with a guardianship designation, the District may

   a. void any guardianship, authorization, or action which was based on the false or misleading information, and

   b. recover from the person submitting the false or misleading information the full cost of any benefits received by the child based on the false or misleading information, including tuition, fees (as defined in Policy 5230), and other unpaid school charges, along with any related costs of recovery.

4. A student whose guardianship or enrollment has been terminated may, upon payment of all applicable tuition and fees, continue in enrollment until the end of the school year unless excluded from attendance for cause.

   Utah Code § 53G-6-303 (2024)

J. Tuition

1. The Board shall charge the nonresident child tuition at least equal to the per capita cost of the school program in which the child enrolls unless the board, in open meeting, determines to waive the charge for that child in whole or in part. The official minutes of the meeting shall reflect the determination.

   Utah Code § 53G-6-306(3) (2025)

K. Tuition for Education Outside of the District

1. If the Board so determines, it shall pay tuition to any accredited district outside the state with which it has a written agreement to educate students attending school in the out-of-state district. The agreement shall be approved by both districts and filed with the State Board of Education. The District is not required to pay tuition to any district with which it has not contracted.

Utah Code § 53G-6-305 (2019)

L. Eligibility and Admissions Requirements

1. All documents submitted for proof of guardianship shall be kept by the District until the student has reached 18 years old unless the District receives a valid court order to do otherwise.

   Utah Code § 53G-6-303(9) (2024)

2. The District may require evidence that a child is eligible to attend the public free schools of the District at the time it considers an application for admission of the child. The District may withdraw any student who ceases to be a resident; however, a student who guardianship or enrollment has been terminated under this policy may, upon payment of all applicable tuition and fees, continue in enrollment until the end of the school year unless excluded from attendance for cause.

   Plyler v. Doe, 102 S. Ct. 2382 (1982)
   Daniels v. Morris, 746 F.2d 271 (5th Cir. 1984)

M. "Open Enrollment" for Utah Resident Students

1. The Board is responsible for providing educational services consistent with Utah state law and rules of the State Board of Education for each student within the District and—to the extent reasonably feasible and in accordance with the limitations and provisions herein—for any student who resides in another district in the state and desires to attend a school in the District.

2. For purposes of "open enrollment," the following definitions apply:

   a. "Early enrollment" means:

      1) application between November 15 and the first Friday in February for admission for the next school year to a school that is not a student's school of residence; or

   b. "Early enrollment for grade reconfiguration" means

      1) application between August 1 through November 1 for admission for the next school year to a school that is not a student's school of residence if:

a) the school district is doing a district wide grade reconfiguration of its elementary, middle, ~~junior,~~ and ~~senior~~ high schools; and

b) that grade reconfiguration will be implemented in the next school year.

c. "Late enrollment" means application:

1) after the first Friday in February for admission for the next school year to a school that is not the student's school of residence; or

2) for admission for the current year to a school that is not the student's school of residence.

d. "Nonresident student" means a student who lives outside the boundaries of the school attendance area.

e. "Open enrollment threshold" means the school enrollment levels (for early enrollment or late enrollment) determined under Utah Code § 53G-6-401 and regulations established by the Utah State Board of Education.

f. "School of residence" means the school that a student is assigned to attend based on the student's place of residence.

g. "School attendance area" means an area established by the Board of Education from which students are assigned to attend a certain school.

Utah Code § 53G-6-401 (2019)
Utah Code § 53G-6-402(4)(b) (2025)

3. If a school's average daily membership falls below the open enrollment threshold, the Board shall allow nonresident students to enroll in the school. If a school's average daily membership is above the open enrollment threshold, the Board may, in its discretion, allow enrollment of nonresident students in the school upon satisfactory completion of the application process set forth herein.

4. The Board shall provide written notification to the parents of each student that resides within the school district and other interested parties of the revised early enrollment period beginning August 1 and ending November 1 if the school district is doing a district wide grade reconfiguration of its elementary, middle, ~~junior,~~ and ~~senior~~ high schools; and the grade reconfiguration will be implemented in the next school year.

5. The Board shall make information about the District, its schools, programs, policies and procedures available to all students who are residents of the State and express an interest in transferring into the District or in transferring to another school within the District.

6. In order for a Utah student to attend a District school other than the student's school of residence, the nonresident student's parent must submit an application to the District on a form provided by the State Board of Education.

7. To be considered as an "early enrollment" application, the student's parent must submit the application from August 1 to November 1 if there is a district wide grade reconfiguration the following school year or from December 1 through the third Friday in February prior to the school year of application for initial enrollment to begin the following school year in the District. Applications which are submitted for the current school year or after the third Friday in February for the following school year will be considered as "late enrollment" applications.

   Utah Code § 53G-6-401 (2019)

8. The District shall charge applicants a one-time $5.00 processing fee to be paid at the time of application.

   Utah Code § 53G-6-402(5) (2025)

N. Open Enrollment Applications Following Boundary Changes

1. Notwithstanding the early and late open enrollment application deadlines, a student who is affected by a school boundary change may submit an open enrollment application within 30 days after the day on which the boundary change takes effect.

   Utah Code § 53G-6-402(4)(b)(v) (2025)
   Utah Code § 53G-4-402(24)(f)(ii) (2025)

O. Notice of Acceptance or Rejection of Application

1. For an early enrollment application, the District shall provide written notice of acceptance or rejection of that application within six weeks after receipt of the application by the District or by March 31 whichever is later. For a late enrollment application for the following school year, written notice of acceptance or rejection shall be provided within two weeks of the District's receipt of the application or by the Friday before the new school year begins, whichever is later. For a late enrollment application for the current school year, written notice of acceptance or rejection shall

be provided within two weeks of the District's receipt of the application. Written notice of acceptance of an application for enrollment shall also be sent to the nonresident student's school of residence (for intradistrict transfers) or district of residence (for intradistrict transfers).

Utah Code § 53G-6-402(4)(b)(v), (vi) (2025)

P. Denial of Enrollment Appeal

1. Denial of initial or continuing enrollment of a nonresident student may be appealed to the Board. Written notice of the request for appeal to the Board must be submitted to the Board within fifteen (15) days of the date of the Board's denial of the application. The decision of the Board shall be upheld in any subsequent proceedings unless the Board's decision is found, by clear and convincing evidence, to be in violation of applicable law or regulation, or to be arbitrary and capricious.

   Utah Code § 53G-6-404 (2019)

Q. Standards for Application

1. Acceptance or rejection of an application shall be determined on an individual basis. Standards applied to each application include at least the following:

2. No nonresident student shall be allowed to voluntarily enroll in programs within the District unless, on a case by case basis, the District determines that there is capacity for additional students in the program for which the nonresident student applies, and that there is adequate space, facilities, and teacher availability in the class, grade level and school building for which the student applied. For secondary schools, the District may also consider the capacity of a comprehensive program in determining to accept or reject an application.

3. The District shall give priority to a student who is a child of a military service member or a child of a DOD civilian (as defined in Utah Code § 53B-8-102).

4. The District shall maintain heterogeneous student populations if necessary to avoid violation of constitutional or statutory rights of students.

5. The District shall not be required to provide any program that it has not previously provided to its own students. If the District does not offer a program that the student requires, that fact shall be considered in reviewing the student's application.

6. The District shall consider the willingness of prospective students to comply with District policies.

7. The District shall consider whether an applicant's brother or sister is attending the requested school or another school in the District.

8. The District may give preference to applicants from students residing within the District over applications from students who do not reside within the District.

9. The District may consider whether the requested transfer is needed for the student's health or safety.

10. The District may reject an application for transfer for the current school year when the student has already transferred to another school for the current school year under open enrollment (whether that was effective at the beginning of the school year or during the school year).

11. Standards may not include previous academic achievement, athletic or other extra-curricular ability, the fact that the student requires special education services for which space is available, previous disciplinary proceedings, except that the District may deny applications from students who have committed serious infractions of the law or school rules, including rules of the District which may not have been rules of the student's prior district where the conduct occurred. The District may deny applications from students who have been guilty of chronic misbehavior which would, if continued, endanger persons or property, cause serious disruptions in the school, or place unreasonable burdens on school staff.

12. The Board may, in its discretion, allow provisional enrollment of students with prior behavior problems. In such cases the Board will, on a case-by-case basis, establish conditions under which enrollment of the nonresident student would be permitted. The Board may also impose such conditions on a nonresident student previously enrolled in the District, under which the nonresident student's enrollment would be continued.

    Utah Code § 53G-6-402(1) (2025)
    Utah Code § 53G-6-403 (2019)

R. Posting of School Enrollment Information

1. For each school, the District shall post the following information on the District website:

a. The school's maximum capacity;

b. The school's adjusted capacity;

c. The school's projected enrollment used in calculating the open enrollment threshold;

d. The school's actual enrollment on October 1, January 2, and April 1;

e. The number of nonresident student enrollment applications for the school;

f. The number of nonresident student enrollment applications accepted; and

g. The number of resident students transferring to another school.

Utah Code § 53G-6-403(5) (2019)

S. Participation in Interscholastic Competition

1. The participation by nonresident students in interscholastic competition shall be governed under rules established by the State Board of Education, in consultation with the Utah High School Activities Association. Final determinations as to extent of participation shall be made by the Board of Education or coaches delegated such authority.

T. Termination of Enrollment

1. Once a nonresident student is enrolled within a school in the District, the student may remain enrolled in that school subject to compliance with all rules and standards established for students in the District, and is not required to submit annual or periodic applications unless one of the following occurs:

a. the student graduates;

b. the student is no longer a Utah resident;

c. the student is suspended or expelled from school; or

d. the District determines that enrollment within the school in question will exceed the open enrollment threshold during the coming school year.

2. However, even when the open enrollment threshold will be exceeded, a student may remain enrolled in the following circumstances. When a military service member or DOD civilian (as defined in Utah Code § 53B-8-102) moves from temporary to permanent housing outside of the relevant boundaries following a permanent change of station, a child of the service member or DOD civilian in kindergarten through grade 10 may remain enrolled until the student completes the current school year and a child of the service member or DOD civilian in grade 11 or 12 may remain enrolled until the student graduates. Where a nonresident student is enrolled in a nonresident school for safety reasons because bus service is not provided between the student's neighborhood and their school of residence, that student may remain at that school through the highest grade offered and may thereafter attend the middle school, ~~junior high school,~~ or high school into which the nonresident school feeds, until graduation.

   Utah Code § 53G-6-402(6), (11) (2025)

3. Otherwise, where the open enrollment threshold will be exceeded, determination of which nonresident students will be excluded from continued enrollment in the school during a subsequent year is based upon time in the school, with those most recently enrolled being excluded first and the use of a lottery system when multiple nonresident students have the same number of school days at the school. Nonresident students who will not be permitted to continue their enrollment in the District shall be notified on or before March 15 of the school year prior to the school year during which enrollment will be denied.

   Utah Code § 53G-6-402(7) (2025)

U. Transportation

1. The parent of the nonresident student must arrange for the student's own transportation to and from schools. The District shall provide transportation for a nonresident student on the basis of available space on an approved route within the District to the school of attendance if District students would be eligible for transportation to the same school from that point on the bus route and the student's presence does not increase the cost of the bus route.

   Utah Code § 53G-6-407 (2019)

V. Withdrawal of Enrollment

1. Except as set forth below for charter school students, the parent of a nonresident student may withdraw the student from the nonresident school by doing one of the following:

   a. Submitting notice of intent to enroll the student in the student's school of residence for the subsequent year.

   b. Submitting notice of intent to enroll the student in another nonresident school for the subsequent school year.

2. Unless provisions have previously been made for enrollment in another school, if the District releases a nonresident student from enrollment in the District, the District superintendent shall immediately notify the student's district of residence.

3. If the District receives notice from another district that a student residing in the District, but who has been enrolled in the other district, is released from enrollment with that district, the District shall enroll the student in the appropriate District school and take such additional steps as may be necessary to ensure compliance with laws governing school attendance.

   Utah Code § 53G-6-402(8), (9) (2025)

4. The Board may allow a student residing outside the state to attend school within the District but shall charge the nonresident child tuition at least equal to the per capita cost of the school program in which the child enrolls, unless the Board, in open meeting, determines to waive all or part of the charge for that child. In determining what nonresident students to enroll, the Board may give priority to a child~~ren~~ of a ~~military service~~ member~~s~~ of the uniformed services or a DOD civilian (as those are defined by Utah Code § 53B-8-102). Such action shall be recorded in the minutes of the meeting.

   Utah Code § 53G-6-306(2), (3) (2025)

W. Returning Charter School Students

1. A charter school student who resides in the District and who submits required enrollment information for the upcoming school year before June 30 shall be enrolled in the student's boundary school for the upcoming school year. However, if the student is leaving the charter school because it has been closed, the student shall be enrolled in the student's boundary school regardless of when the enrollment information is submitted. Otherwise, if the enrollment application is submitted after June 30 for the following year or is submitted for the current year, the student may

enroll in a District school, grade level, program or course which is below capacity or has space available "Below capacity" means that the grade level or program is less than 100% of the District, school, or grade level average (as applicable). The capacity and averages are determined as provided for in Utah Administrative Rules R277-472-2, R277-472-3, and R277-472-4. However, below capacity standards for individual schools, grade levels, courses or programs do not apply if the school has documentation that the school community council in a public meeting has designated more than ½ of the school's LAND trust annual allotment to reduce class size in a specific school, grade level, program, or course.

Utah Code § 53G-6-503(7) (2019)
Utah Admin. Rules R277-472-2 (May 8, 2024)
Utah Admin. Rules R277-472-3 (May 8, 2024)
Utah Admin. Rules R277-472-4 (May 8, 2024)
Utah Admin. Rules R277-472-5(2) (May 8, 2024)
Utah Admin. Rules R277-472-7 (May 8, 2024)

2. To facilitate transfer of charter school students, the District shall post the following information on District and school websites:

   a. Elementary schools within the District that are below capacity and available for charter transfer students;

   b. Grade levels and special programs within elementary schools that are below capacity and available for charter transfer students;

   c. Secondary schools that are below capacity and available for charter transfer students based on calculated capacity of language arts, science and mathematics; and

   d. Special programs within secondary schools that are below capacity and available for charter transfer students.

   Utah Admin. Rules R277-472-5(1) (May 8, 2024)

3. Notwithstanding these limitations, a student may be enrolled at any time if the District determines that is necessary to protect the health or safety of the student.

   Utah Code § 53G-6-503(8) (2019)

X. Exception to Open Enrollment Requirements for DCFS Cases

1. Regardless of the student's place of residency or the open enrollment requirements set forth above, the District shall allow enrollment of a student in a District school where such enrollment is determined by the Utah Division of Child and Family Services to be necessary to comply with the provisions of 42 U.S.C. § 675.

   Utah Code § 53G-6-402(12) (2025)

Y. Transfer from a Persistently Dangerous School

1. The State Superintendent may designate a school as "persistently dangerous" when at least 3% of students for three consecutive school years have been suspended or expelled for either a gun free school violation or for a reported violent criminal offense that took place either on school property or at a school-sponsored activity.

   20 U.S.C. § 7912
   20 U.S.C. § 7961
   Utah Code § 53G-8-205(2) (2025)
   Utah Admin. Rules R277-714-2 (May 8, 2025)
   Utah Admin. Rules R277-714-3(1) (May 8, 2025)

2. If a District school is designated by the State Superintendent as persistently dangerous, then the District shall, within 15 days of receiving notice of the designation, notify the parents of the school's students:

   a. That the school has been designated as persistently dangerous and the criteria that caused the designation;

   b. That a parent may transfer the parent's student to a safer school within the District if the parent chooses; and

   c. That the parent may request the transfer within 30 days after the parent received notice of the designation**.**

      Utah Admin. Rules R277-714-3(3) (May 8, 2025)

3. Upon receipt of a timely transfer request, the student shall be promptly transferred to a safe school within the District notwithstanding other limitations on transfers or enrollment changes contained in this policy.

4. In the event of a persistently unsafe school designation, the District shall also provide the State Superintendent with the information and materials required under Utah Administrative Rules R277-714-3 and R277-714-4.

Utah Admin. Rules R277-714-3 (May 8, 2025)
Utah Admin. Rules R277-714-4 (May 8, 2025)

Z. Required Identification

1. An "enroller" is an individual who enrolls a student in a public school. Upon enrollment of a student for the first time in a particular school in the District, that school shall notify the enroller in writing that within 30 days the enroller shall provide the school with either

   a. a certified copy of the student's birth certificate, or

   b. other reliable proof of the student's identity, biological age, and relationship to the student's legally responsible individual, together with an affidavit explaining the enroller's inability to produce a copy of the student's birth certificate.

2. If the documentation inaccurately describes the student's biological age, the enroller shall also provide an affidavit explaining the reason for this inaccuracy and supporting documentation that establishes the student's biological age.

   Utah Code § 53G-6-603 (2024)

3. Supporting documentation to establish a student's biological age may include:

   a. A religious, hospital, or physician certificate showing the student's date of birth;

   b. An entry in a family religious text;

   c. An adoption record;

   d. Previously verified school records;

   e. Previously verified immunization records;

   f. Documentation from a social service provider (as defined by Utah Code § 53E-3-524); or

   g. Other legal documentation, including from a consulate, that reflects the student's biological age.

   Utah Code § 53G-6-603(3)(b) (2024)

4. If supporting documentation to establish the student's biological age is not available, the school shall assign a review team to determine the student's biological age for the District to use in enrolling and placing the student. The review team shall consist of at least three members, with at least one of the members having completed the child sexual abuse and human trafficking prevention training described in Policy 5090 Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting within the prior two years. Review team members may include any of the following: an appropriate district administrator, the student's teacher or teachers, the school principal, a school counselor, a school social worker, a school psychologist, a culturally competent and trauma-informed community representative, a school nurse or other school health specialist, an interpreter (if necessary), or a relevant educational equity administrator.

   Utah Code § 53G-6-603(4)(a), (b) (2024)

5. In addition to meeting the mandatory reporting requirements regarding suspected physical or sexual abuse, the school shall also report to local law enforcement and to the Division of Child and Family Services any sign of child trafficking that the review team identifies in performing its duties.

   Utah Code § 53G-6-603(4)(c) (2024)
   Utah Code § 53E-6-701 (2022)
   Utah Code § 80-2-602 (2022)

AA. Distribution of Kits for Missing Child Identification Program

1. The Missing Child Identification Program administered by the Utah Attorney General provides for distribution of fingerprint and DNA identification kits that parents may use to collect and store fingerprint and DNA information for potential use by law enforcement in the event that the child is missing. Each elementary school in the District which receives a supply of such kits through the program shall offer a kit to a parent or guardian of each student entering kindergarten at the school.

   Utah Code § 67-5-38(3) (2022)

BB. Missing Child

1. If a school within the District receives notification from the Bureau of Criminal Identification that a child that is currently or was previously enrolled is missing, the school shall flag that child's records sufficiently to alert school officers that the record is that of a missing child. If the school receives notification from the Bureau of

Criminal Investigation that the child is no longer missing, it shall remove the flag from the record.

Utah Code § 53G-6-602 (2018)

CC. Transfer Students

1. Within fourteen (14) days after enrolling a transfer student (simultaneously if the student is a military child), a school shall request, directly from the student's previous school, a certified copy of his record and shall exercise due diligence in obtaining the record.

   Utah Code § 53G-6-604 (2018)
   Utah Code § 53E-3-905(2) (2018)

2. If a school within the District is requested to forward a copy of a transferring student's record to the student's new school, it shall comply within thirty (30) school days (10 days if the student is a military child) unless the record has been flagged as being that of a missing child, in which case the copy shall not be forwarded and the school shall notify the Bureau of Criminal Identification of the request. Any knowledge as to the whereabouts of a missing child shall be reported immediately to the Bureau of Criminal Identification.

   Utah Code § 53G-6-602 (2018)
   Utah Code § 53G-6-604 (2018)
   Utah Code § 53E-3-905(2) (2018)

DD. Health Examinations

1. The Board shall implement policies as prescribed by the Department of Health and Human Services for vision, dental, abnormal curvature of spine, and hearing examinations of students attending the District's schools.

2. Qualified health professionals shall provide instruction, equipment and material for conducting the examinations.

3. Upon written request from any parent of a student who contends that an examination provided by this policy would violate the personal beliefs of the person making the request and of the student, the student shall be exempt from submitting to the examination.

4. The school shall give notice in writing to a student's parent of any impairment disclosed by the examination.

   Utah Code § 53G-9-402 (2023)

EE. Credits and Records Transfer

1. The District shall accept credits from accredited secondary schools and accredited special purpose schools.

   Utah Code § 53G-7-206 (2019)

FF. Graduation

1. The District shall award a diploma to a nonresident student attending school within the District during the semester immediately preceding graduation if the student meets graduation requirements generally applicable to students in the school.

   Utah Code § 53G-6-406 (2019)

GG. Placement of Transfers

1. Records and transcripts of students from Utah nonpublic schools or from out of state shall be evaluated, and students shall be placed promptly in appropriate classes.

HH. Expelled Within Twelve Months

1. A student who has been expelled from a public school within the prior 12 months who is otherwise eligible to enroll may be denied enrollment in a District school for that reason. A student who has been expelled within the past 12 months may be allowed to enroll upon approval by the superintendent or designee, subject to such conditions and requirements as are determined to be appropriate.

   Utah Code § 53G-8-205(3) (2025)

II. Student Identification Number

1. The District may not use a nine-digit number as a student's identification number with the District.

   Utah Code § 63G-15-201 (2012)

FORM

SCHOOL DISTRICT DURABLE POWER OF ATTORNEY
(Under Utah Code § 53G-6-302)

The undersigned Grantor(s) is (are) the custodial parent(s) or legal guardian(s) of _____, a minor child (herein "Student"). Pursuant to Utah Code § 53G-6-302, Grantor(s) hereby designate(s) _____, who by relationship is (are) the Student's_____, and who reside(s) at _____ as the Custodian(s) of Student and grant(s) to Custodian(s) a Durable Power of Attorney with full authority to take any appropriate action, including authorization for educational or medical services, in the interests of the Student. Such action shall have the same force and effect and shall bind the undersigned Grantor(s), the Grantor(s)' heirs and assigns, to the same degree as would have been the case had the action been taken by the Grantor(s).

Grantor(s) agree(s) to assume full responsibility for payment of any fees or other charges relating to the Student's education in _____ School District. If eligibility for fee waivers is claimed under Utah Code § 53G-7-504, or application is made under other programs requiring financial information (such as for free or reduced school lunch) Grantor(s) also agree(s) to provide all financial information requested by the school district in determining eligibility.

This Durable Power of Attorney shall not be affected by the disability of the Grantor(s) and shall remain in effect until the earliest of the following:

a. The Student reaches the age of 18, marries, or becomes emancipated;
b. The following expiration date: _____; or
c. This Durable Power of Attorney is revoked or rendered inoperative by the Grantor(s), the Custodian(s), or by order of a court of competent jurisdiction.

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)
Printed Name_____

Signature_____

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

THIS POWER OF ATTORNEY DOES NOT CONFER LEGAL GUARDIANSHIP

FORM

ACCEPTANCE OF DESIGNATION AS CUSTODIAN

The undersigned accept(s) the designation as Custodian(s) of the Student and agree(s) to take appropriate action, including authorization for educational or medical services, in the interests of the Student. The undersigned also agree(s) to assume responsibility for payment of any fees or other charges relating to the Student's education in _____ School District. If eligibility for fee waivers is claimed under Utah Code § 53G-7-504, or application is made under other programs requiring financial information (such as for free or reduced school lunch) the undersigned also agree(s) to provide all financial information requested by the school district in determining eligibility.

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

FORM

Affidavit Granting Guardianship

I, _____, the_____
(Print Name) (legal relationship)
of _____ give guardianship of
(Name of Student)
him/her to _____
(Name of Responsible Adult who will act as Guardian)
while the said student lives as a permanent resident of _____ School District attending schools in the District.

I affirm the following:

a) I verify that the child's presence in the district is not for the primary purpose of attending the public schools;
b) I have determined that the child's physical, mental, moral or emotional health would be best served by transfer of guardianship;
c) I am aware that designation of a guardian is equivalent to a Court established guardianship and will suspend or terminate any existing parental or guardianship rights in the same manner as a court-established guardianship;
d) I consent and submit to suspension or termination of parental or guardianship rights;
e) I submit to jurisdiction of Utah State courts in which the District is located for any action related to guardianship or custody of the student;
f) I designate _____ as my agent to accept service of process and notice regarding custody and guardianship matters; and
g) I verify that it is my intent that the student become a permanent resident of the District under the supervision of the responsible adult.

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

FORM

Affidavit For Guardianship Where Parent Cannot Be Found

I certify that no parent or previous legal guardian can be found to grant guardianship of

_____
(Name of student)

to me,_____
(Name of Responsible Adult)

because _____

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

FORM

Affidavit Accepting Guardianship

I, _____,
(Name of Responsible Adult who will act as Guardian)
affirm the following:

a) I am a resident of _____ School District and desire to become the guardian of _____;
b) I consent and submit to the jurisdiction of the Utah district court with jurisdiction of _____ School District in any action relating to the guardianship or custody of this child in question;
c) I accept the responsibilities of guardianship of this child, which include the responsibilities to provide adequate supervision, discipline, food, shelter, educational and emotional support, medical care and to pay all school fees; and
d) I accept appointment by _____ as his or her agent for accepting service of process for any matter involving custody or guardianship of this child.

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

FORM

Student Guardianship Affidavit

I, _____,
(Name of Student)
affirm the following:

a) I desire to become a permanent resident of the State of Utah;
b) I desire to reside within the boundaries of the _____ School District;
c) I agree to be responsible to _____; and
d) I will abide by the rules and policies of _____ School District and its schools.

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state or country)

Printed Name_____

Signature_____

Policy 5011
Adopted
December 8, 2021
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5011

Admissions and Attendance of Military and Department Of Defense (DOD) Civilian Children

A. Definitions

1. As used in this policy, unless the context clearly requires a different construction:

   a. "Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve.

   b. "Child~~ren~~ of military famil~~yies~~" means a school-aged child, enrolled in Kindergarten through Twelfth grade, in the household of an active duty member.

   c. "Child of a DOD civilian family" means a school-aged child, enrolled in kindergarten through grade 12, in the household of a currently serving DOD civilian.

   d. "Deployment" means the period one month prior to the service member or DOD civilian's departure from their home station on ~~military~~ orders through six months after return to their home station.

   e. "DOD civilian" means an employee of the United States Department of Defense who is assigned to perform the employee's duties at a military organization based in Utah.

   f. "Education" or "educational records" means those official records, files, and data directly related to a student and maintained by the school or local education agency, including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

   g. "Extracurricular activities" means a voluntary activity sponsored by the school or the District or an organization sanctioned by the school or the District (such as the Utah High School Activities Association). Extracurricular activities

include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

h. "Interstate Commission on Educational Opportunity for Military Children" or "Interstate Commission" means the commission that is created under Article IX of the Interstate Compact on Educational Opportunity for Military Children, which has been adopted by Utah in Utah Code §§ 53E-3-901 to -921.

i. "Local education agency" means a public authority legally constituted by the state as an administrative agency to provide control of and direction for Kindergarten through Twelfth grade public educational institutions.

j. "Sending state" means the state from which a child of a military family or DOD civilian is sent, brought, or caused to be sent or brought.

k. "State" means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other U.S. Territory.

l. "Student" means the child of a military family or child of a DOD civilian for whom the local education agency receives public funding and who is formally enrolled in Kindergarten through Twelfth grade.

m. "Transition" means: 1) the formal and physical process of transferring from school to school; or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

n. "Uniformed services" means: the United States Army, Navy, Air Force, Marine Corps, Coast Guard as well as the commissioned corps of the National Oceanic and Atmospheric Administration, and of the United States Public Health Service.

o. "Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Utah Code § 53E-3-903 (2019)
Utah Code § 53E-3-1201 (2025)
Utah Code § 53B-8-102(1)(a) (2025)

B. Applicability

1. This policy shall apply to ~~the~~ a child~~ren~~ of a military family ~~active duty members of the uniformed services as defined above in this policy, including members of the National Guard and Reserve~~; a child of members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; ~~and~~ a child of members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death, and a child of a DOD civilian.

2. This policy shall not apply to ~~the~~ a child~~ren~~ of:

   a. Inactive members of the National Guard and military reserves;

   b. Members of the uniformed services now retired, except as provided in the paragraph above;

   c. Veterans of the uniformed services, except as provided in the paragraph above, and other U.S. Dept. of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

   Utah Code § 53E-3-904 (2018)

C. Eligibility

1. Eligibility or enrollment

   a. A special power of attorney, relative to the guardianship of a ~~child of a military family~~ student and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

   b. The District may not charge tuition to a transitioning ~~military child~~ student placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

   c. A transitioning ~~military child~~ student, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the student was enrolled while residing with the custodial parent.

Utah Code § 53E-3-1204 (2025)

2. Eligibility for extracurricular participation

   a. The District shall facilitate the opportunity for transitioning ~~military children~~ student~~'s~~ inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

      Utah Code § 53E-3-907 (2018)
      Utah Code § 53E-3-1203(6) (2025)

3. Provisional Enrollment

   a. For purposes of provisional enrollment, an "eligible student" is a student who is a dependent child of a member of the uniformed services or a DOD civilian who is either relocating to Utah and does not reside in Utah during the District's enrollment period or is relocating out of Utah during the school year and on permanent change of station orders or relocating for a civilian assignment or position.

   b. "Provisional enrollment" means enrollment in a school in the District by an eligible student before the student relocates to Utah or after the student's parent relocates out of Utah but before the student relocates out of Utah.

   c. Notwithstanding the general enrollment requirements in Policy 5010 Admissions Eligibility Requirements, the District shall allow an eligible student to provisionally enroll in a school in the District at the same time and in the same manner as students who reside in Utah or shall allow an eligible student to provisionally enroll in virtual education options that the District provides in the same manner as students residing in Utah. (Provisionally enrolled students are not considered nonresident students who are required to pay tuition.)

   d. The District shall not require proof of residence at the time that an eligible student applies for enrollment in a District school, but shall require proof of residency within 10 days after the eligible student's first day of residence in Utah.

      Utah Code § 53G-6-306(1), (4) (2025)
      Utah Code § 53E-3-1202 (2025)
      Utah Code § 53E-3-1204(1) (2025)

D. Educational Records and Enrollment

1. Unofficial or “hand-carried” education records:

    a. In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, the District school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

2. Official education records or transcripts

    a. Simultaneous with the enrollment and conditional placement of the student, the District school shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state should process and furnish the official education records to the District school within 10 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

3. Immunizations

    a. The District shall give 30 days from the date of enrollment or within such time as is reasonably determined under the rules promulgated by the Interstate Commission, for students to obtain any immunization required by state law. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

4. Kindergarten and First grade entrance age

    a. Students shall be allowed to continue their enrollment at grade level in the receiving District school commensurate with their grade level, including Kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving District school, regardless of age. Students transferring after the start of the school year in the District shall enter the District school on their validated level from an accredited school in the sending state.

Utah Code § 53E-3-905 (2018)
Utah Code § 53E-3-1202 (2025)

E. Placement and Attendance

1. Course Placement

   a. When the student transfers before or during the school year, the receiving District school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course.

2. Educational program placement

   a. The receiving District school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student.

3. Special education services

   a. In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., the receiving District school shall initially provide comparable services to a student with disabilities based on the student's current Individualized Education Program (IEP); and

   b. In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C. § 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, the receiving District school shall make reasonable accommodations and modifications to address the needs of incoming

students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student.

4. Placement flexibility

    a. District administrators shall have flexibility in waiving course or program prerequisites, or other preconditions for placement, in courses or programs offered within the District, subject to State Board of Education rules and regulations.

5. Absence as related to deployment activities

    a. A student whose parent or legal guardian is an active duty member of the uniformed services, as defined above in this policy, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

    Utah Code § 53E-3-906 (2018)
    Utah Code § 53E-3-1203 (2025)

F. Graduation

1. In order to facilitate the on-time graduation of ~~children of military families~~ students, the District incorporates the following procedures:

    a. Waiver requirements

        1) The District and its schools shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the District shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

    b. Exit exams

1) State statute provides that with respect to ~~children of military families~~ students, the District shall accept:

   a) Exit or end-of-course exams required for graduation from the sending state;

   b) National norm-referenced achievement tests; or

   c) Alternative testing, in lieu of testing requirements for graduation in Utah.

2. In the event the above alternatives cannot be accommodated by the District for a student transferring in the student's Senior year, then the provisions below regarding transfers during the Senior year shall apply.

   a. Transfers during Senior year

      1) Should a ~~military~~ student transferring at the beginning or during the student's Senior year be ineligible to graduate from the receiving District school after all alternatives have been considered, the sending local education agency and the District shall ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. In the event that the sending state has not adopted the Interstate Compact on Educational Opportunity for Military Children, the District shall use best efforts to facilitate the on-time graduation of the student in accordance with the waiver and exit exam provisions above.

         Utah Code § 53E-3-908 (2018)
         Utah Code § 53E-3-1205 (2025)

Policy 5035

Attendance Requirements and Procedures

A. Purpose

1. The Board of Education for Box Elder School District acknowledges that regular attendance is essential for a successful learning experience. Studies indicate consistent attendance is vital for enhancing student performance (Ginsburg et al., 2014). Arriving on time is crucial for achieving high academic success, as missed classes and tardiness can lead to significant learning gaps that are challenging to overcome.

B. Compulsory Education

1. Under Utah's compulsory education law, parents/guardians of a student who is at least six (6) years of age and not more than eighteen (18) years of age shall enroll and send their school-age students to school unless an exception applies as outlined in this policy releasing minors from school attendance. Attendance shall be in District schools or in some other district to which the student may legally be transferred, or in a regularly established private school. It is a class B misdemeanor for a parent to intentionally or without good cause fail to enroll a school-age minor in school, unless exempted as indicated below. The District shall report violations of this policy to the appropriate city, county, or district attorney.

C. Compulsory Education – Exemptions

1. Students who meet one or more of the following conditions to the satisfaction of the Board shall be exempt from compulsory attendance requirements and shall be given a certificate, issued by the Board, stating that the student is excused from attendance during the time specified on the certificate:

   a. A child over 16 years old may receive a partial release from school to enter employment, or to attend a trade school, if the child has completed the eighth grade. Children receiving this exemption must still attend school part-time as required by the Board or home school part time as permitted in b.5 below.

   b. On an annual basis, a school-age child under 18 years old may receive a full release from attending a public, regularly established private or part-time school or class if one of the following is established to the Board's satisfaction:

1) The child has already completed the work required for graduation from high school.

2) The child is in a physical or mental condition, certified by a competent physician if required by the Board, which renders attendance inexpedient and impracticable.

3) Proper influences and adequate opportunities for education are provided in connection with the child's employment.

4) The Superintendent determines that the child, if over 16 years old, is unable to profit from attendance at school because of inability or a continuing negative attitude toward school regulations and discipline.

5) The child's parent notifies the Board of Education of the intent to home school the child except to the extent that the child is dual-enrolled in a public school. (If an affidavit or other notice of home schooling of a student has previously been provided to the Board, no further notice is required.) A child receiving a partial release to enter employment under item C.1.a above may be excused from attending required part-time school to attend home school part time.

   a) A parent or legal guardian of a child who attends a home school is solely responsible for:

      i. the selection of instructional materials and textbooks;

      ii. the time, place, and method of instruction, and

      iii. the evaluation of the home school instruction.

   b) Upon request of a parent or legal guardian, the District shall identify the knowledge, skills, and competencies a student is recommended to achieve by grade level and subject area to assist the parent or legal guardian in achieving college and career readiness through home schooling.

      Utah Code § 53G-6-204 (2025)

D. Definitions, Roles, and Responsibilities

1. Parent(s)/guardians(s), students, and school personnel should make decisions that lead to excellent classroom attendance:

    a. Students should arrive on time and attend every class they are enrolled in unless they have an excused absence.

    b. Parents/guardians are expected to ensure that their school-age child attends school as required by Utah law and to notify the school when their student is absent for a valid reason.

    c. A parent may excuse an absence via a school-approved messaging method within a reasonable timeframe but not to exceed one week after the absence.

        1) Valid Excuse:

            a) An illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;

            b) mental or behavioral health of the school-age child;

            c) a family death;

            d) an approved school activity;

            e) an absence permitted by a school-age child's

                i. Individual Education Program; or

                ii. Section 504 Accommodation plan;

            f) Prearranged family events

            g) An absence permitted per Subsection 53G-6-803(5); or

            h) any other excuse established as valid by the school district superintendent.

            i) "Valid excuse" does not mean a parent's acknowledgment of an absence for a reason other than a reason described above, unless specifically permitted with the approval of the school district superintendent.

2. Teachers shall create a safe and engaging classroom that will encourage students to come to school and reach out to chronically absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.

3. The school's administrative staff shall reasonably accommodate parents and document efforts to resolve a student's truancy and chronic absenteeism problems.

4. The Board directs the Superintendent to develop procedures for managing student attendance, the requirements outlined in the State's Compulsory attendance law, and this policy to help students benefit from the District's education program. Included in the procedures will be:

    a. Definitions - key definitions, expectations, and tracking for policy implementation. Definitions should include those listed in this policy under definitions.

    b. General Procedures and Requirements - roles of students, parents, and employees.

    c. Tiered Responses to Truancy and Chronic Absenteeism - outline of communication, interventions, and progressive support provided to students and parents.

    d. School-Based Attendance Procedures - allowances for site-based attendance guidelines.

    e. Student Membership and Enrollment - guidance in accounting for student attendance and engagement in calculating student membership; and

    f. Appeal Process - due process for procedures for appealing district intervention and disciplinary actions.

Legal
Ginsburg, Alan, Phyllis Jordan and Hedy Chang, “Absences Add Up: How School Attendance Influences Student Success,” Attendance Works, August 2014.

Utah Administrative Rule R277-607
Utah Code § 53G-6-201 et seq.
Utah Code § 53G-6-801, et seq.
Utah Code 53G-8-211
Utah Code § 53G-9-202

Utah Code § 53G-9-801, et seq.
Utah Administrative Rule R277-419

POLICY 5050

Immunization Requirements

A. The following definitions apply within this policy:

1. "Enroller" means an individual who enrolls a student in a public school.

2. "Immunization record" means a record relating to a student that includes:

   a. Information regarding each required vaccine that the student has received, including the date each vaccine was administered, and which is verified by one of the following: a licensed health care provider, a registered nurse, a pharmacist, an authorized representative of a local health department, or an authorized representative of the Utah Department of Health and Human Services; and

   b. Information regarding each disease against which the student has been immunized by previously contracting the disease; and

   c. An exemption form identifying each required vaccination from which the student is exempt.

3. "Legally responsible individual" means:

   a. The student's parent, legal guardian, or (if the student does not have a legal guardian) an adult brother or sister of the student; or

   b. The student, if the student is an adult or is a minor who may give consent under Utah Code § 26-10-9 (which identifies certain minors who may consent to vaccinations and examinations for school attendance).

4. "Licensed health care provider" means a health care provider licensed by the Division of Occupational and Professional Licensing of the Utah Department of Commerce as a medical doctor, an osteopathic doctor, a physician assistant, or an advance practice registered nurse.

5. "Local health department" means the same as that term is defined in Utah Code § 26A-1-102.

6. “Newcomer student” means a student who is three through 21 years old, was not born in any state, and has not attended one or more schools in one or more states for more than three full academic years.

7. “Required vaccine” means a vaccine required by the Utah Department of Health and Human Services as a condition of attending school.

8. “Social service provider” means one of the following persons licensed to practice under Utah Code § 58-60-205 or staff employed to provide direct support to one of these persons:

   a. A clinical social worker;

   b. A certified social worker;

   c. A certified social worker intern; or

   d. A social service worker.

9. “Vaccination exemption form” means a form established by the Utah Department of Health and Human Services and which documents and verifies that a student is exempt from the requirement to receive one or more vaccines.

Utah Code § 53G-9-301 (2024)
Utah Code § 53G-6-603(1)(b) (2024)
Utah Code § 53G-9-308(1) (2022)
Utah Code § 53E-3-524(1)(a), (d) (2022)

B. Immunization Required for School Admission

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

Utah Code § 53G-9-302(1) (2018)
Utah Admin. Rules R396-100-3 (February 25, 2024)

C. Obtaining and Maintaining Immunization Records

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

   Utah Code § 53G-9-306(1) (2025)

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

   Utah Code § 53G-9-306(2)(a) (2025)

3. Each school shall maintain a current list of all enrolled students which notes:

   a. Each student for whom the school has received a valid and complete immunization record;

   b. Each student who is exempt from receiving a required vaccine;

   c. Each student who is attending school under conditional enrollment; and

   d. For each student, each disease against which the student is not immunized.

      Utah Code § 53G-9-309(1), (2) (2022)

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

   Utah Code § 53G-9-309(4) (2022)
   Utah Code § 53E-9-202 (2019)
   Utah Code § 26B-1-212 (2022)

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

   Utah Code § 26B-1-212 (2022)

6. Upon request, a school shall provide a student's immunization record to a new school to which a student transfers (this does not require consent of the student's legally responsible individual). If no specific request is made for a student's immunization record, that record shall be transferred when any student records are transferred to a new school

   Utah Code § 53G-9-306(3) (2025)

D. Exemptions

1. Vaccination with required vaccines is not a prerequisite for admission to the District schools if the student qualifies for a medical or personal exemption to the vaccination requirement.

   a. A student qualifies for the medical exemption if the student's legally responsible individual provides the school with:

      1) A completed vaccination exemption form and

      2) A written notice signed by a licensed health care provider stating that, due to the physical condition of the student, administration of the vaccine would endanger the student's life or health.

   b. A student qualifies for the personal exemption if the student's legally responsible individual provides the school with a completed vaccination form stating that the student is exempt from the vaccination because of a personal or religious belief.

2. A vaccination exemption form ~~is~~ remains valid for as long as the student remains enrolled in the public education system. The exemption form is part of the student's permanent school record, including if the student transfers schools ~~at the school to which the form is first presented. If the student changes schools before the student is old enough to enroll in kindergarten, the form accepted as valid at the student's previous school is valid until the earlier of the day on which the student enrolls in kindergarten or turns six years old. If the student changes schools after the student is old enough to enroll in kindergarten but before the student is eligible to enroll in grade 7, the form accepted as valid at the student's previous school is valid until the earlier of the day on which the student enrolls in grade 7 or turns twelve years old. (However, regardless of a school change before grade 7 or age twelve, an exemption form obtained through the online education module is valid for at least 2 years.) If the student changes schools after the student is old enough to enroll in grade 7, the form accepted as valid at the student's previous school is valid until the student completes grade 12.~~ If the school offers both remote and in-person learning

options, a student with a vaccination exemption may not be denied the opportunity to participate in in-person based on the student's vaccination status.

Utah Code § 53G-9-303 (2025)

E. Conditional Enrollment

a. If upon review it is determined that the school has not received an immunization record for a newly enrolled student, or that there are deficiencies in the immunization record, the school shall place the student on conditional enrollment and within five days of doing so provide notice to the student's enroller. This notice shall state that the student has been placed on conditional enrollment for failing to meet the immunization record requirements, shall describe the deficiencies in the immunization record or state that no immunization record has been provided, shall give notice that the student will not be allowed to attend school unless a compliant record is provided or the deficiencies are cured within the conditional enrollment period, and shall describe the process for obtaining a required vaccination. When possible, the notice shall be delivered in the enroller's preferred language and using one of the following methods as determined by mutual agreement between the enroller and the school: written notice delivered in person, written notice by mail, written notice by email or other electronic means, or telephone (including voice mail).

Utah Code § 53G-9-306(2)(b) (2025)
Utah Code § 53G-9-308(3) (2022)

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

Utah Code § 53G-9-308(4), (5) (2022)

3. The conditional enrollment period is the time period during which the student's immunization record is under review by the school or 30 calendar days after the school provides notice of the lack of or a deficiency in an immunization record. The student must begin receiving required immunizations within 30 calendar days of school enrollment. Where the student is receiving multiple doses of a required vaccine, the principal or other administrator shall extend the conditional enrollment period by the amount of time medically recommended to complete all required vaccination dosages. The principal or other administrator may grant an extension of the conditional enrollment period in extenuating circumstances if there is agreement

between the administrator and one of the following that an extension will likely lead to compliance with the immunization record requirement: a school nurse, a health official, or a health official designee (including a social service provider or a culturally competent and trauma-informed community representative). A newcomer student enrolling in a school for the first time constitutes an extenuating circumstance.

Utah Code § 53G-9-308(2), (6) (2022)
Utah Admin. Rules R396-100-7 (February 25, 2024)

F. Conditional Enrollment of Military Child

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

   a. each specified vaccine if the specified vaccine only requires one dose; and

   b. at least the first dose of a specified vaccine, if the specified vaccine is a series of vaccines.

2. Except as provided above, a military child is subject to rules developed by the Utah Health Department in accordance with Utah Code § 53G-9-305.

   Utah Code § 53E-3-905(3) (2018)

G. Action Upon Disease Outbreak

1. In the case of a disease outbreak, the school principal or other administrator shall, upon the request of an official from a local health department, take the following steps:

   a. Identify each student who is not immune to the outbreak disease;

   b. Notify the legally responsible individual of any such student, providing information regarding steps the legally responsible individual may take to protect students; and

   c. For a period determined by the local health official, but not to exceed the duration of the disease outbreak, do one of the following at the discretion of the principal or other administrator after obtaining approval from the local health department:

1) Provide a separate educational environment for non-immune students that ensures the protection of those students and of the remainder of the student body; or

2) Prevent non-immune students from attending school.

Utah Code § 53G-9-309(3) (2022)

Policy 5060
Amended
November 9, 2022
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5060

Medical Treatment for Students

A. The school in which a minor student is enrolled may consent to transporting for medical reasons and/or medical treatment of that student, provided:

   1. The person having the power to consent as otherwise provided by law cannot be contacted.

   2. Actual notice to the contrary has not been given by that person.

   Utah Code § 78B-3-406(6)(c) (2021)

B. Consent to medical treatment and/or transporting for medical reasons under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment.

C. When parents register students for school, they shall be provided a form that they may sign granting permission to the school to authorize transporting their child for medical reasons and authorizes the school to consent for medical treatment.

D. School District employees may administer emergency first aid medical treatment to students or others on school property when conditions so require without any liability to either the School District or the administering employee. Whenever possible and advisable under the circumstances, first aid treatment should be administered by the school nurse or athletic trainers.

E. Seizure Awareness Training

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

   Utah Code § 53G-9-213(1)(b), (3), (4) (2024)

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

   Utah Code § 53G-9-213(1)(a) (2024)

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

   Utah Code § 53G-9-213(2) (2024)

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

   Utah Code § 53G-9-213(4) (2024)

Policy 5061
Amended
March 12, 2025
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5061

~~Do Not Resuscitate~~ Medical Treatment Directives

A. It is the policy of Box Elder School District that life-sustaining emergency care shall be provided to any and all students in need of such care while under the control and/or supervision of the Box Elder School District. In very isolated situations, a child who is terminally ill may be enrolled and actively participating in a public school. This policy sets forth what school personnel may and must do if a student is subject to an ~~"do not resuscitate~~ order for life sustaining treatment~~"~~ ~~(DNR) directive~~ faces a life-threatening medical emergency.

B. The law provides that an "order for life sustaining treatment" executed pursuant to Utah Code § 75A-3-106 may be directed to health care providers or emergency medical service providers licensed or certified under Utah Code § 53, Chapter 2d, Utah Emergency Medical Services ~~System~~ Act. An order for life sustaining treatment gives direction to health care providers, health care facilities, and emergency medical services providers regarding the specific health care decisions of the individual to whom the order relates. The law further provides that those licensed or certified emergency medical providers may be directed to withhold or withdraw all life-sustaining procedures. Professionals licensed pursuant to Utah Code § 53-2d-402 include paramedics, advanced emergency medical service technicians, emergency medical service technicians, emergency medical responders, ~~and~~ behavioral emergency services technicians, and advanced behavioral emergency services technicians. Such professionals are granted immunity from liability for complying in good faith with an order for life sustaining treatment. Such professionals are also granted immunity for providing life-sustaining treatment notwithstanding a contrary directive in an order for life sustaining treatment.

Utah Code § 53-2d-402 (2025)
Utah Code § 75A-3-101(19) (2025)
Utah Code § 75A-3-106 (2024)

C. Medical service providers who are school employees may have responsibilities related to the treatment or withholding of treatment for persons for whom a valid order for life sustaining treatment has been issued pursuant to Utah Code § 75A-3-106. Such providers may act in good faith to exercise their judgment with regard to complying with an order for life sustaining treatment to withhold or withdraw life-sustaining treatment or to provide life-sustaining treatment despite a contrary directive in the order.

D. With the exception of situations governed by A. above, it is the policy of the District that first aid shall be provided to any and all students in need of such assistance while under the control and/or supervision of the School District. Orders for life sustaining treatment will **not** be followed by school district staff who are not licensed under Utah Code § 53-2d-402.

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

POLICY 5064

Medical Recommendations by School Personnel to Parents

A. Medical Recommendations by School Personnel Testing

1. School employees may provide information and observations to a student's parents about the student's

   a. Progress;

   b. Health and wellness;

   c. Social interactions; and/or

   d. Behavior.

2. School employees may complete a behavioral health evaluation form if requested by a student's parent to provide information to a licensed physician, physician assistant, advanced practice nurse or nurse practitioner.

3. In addition, a school employee may communicate information and observations between school personnel regarding a student. School employees may also refer a student to other appropriate school personnel and agents, including referrals and communication with a school counselor or other mental health professionals working within the school.

4. If a school employee believes a student is at risk of (a) attempting suicide, (b) physical self-harm, or (c) harming others, then the employee may question the student about the suicidal thoughts, self-harming behavior, or thoughts of harming others in order to refer the student to appropriate prevention services and to inform the student's parent. However, the questioning shall be limited to that which is necessary for referral to prevention services or to make the parent aware of the perceived risk. (See Policy 5140 Student and Family Privacy Rights)

   Utah Code § 53E-9-203(7) (2024)

5. If a school employee believes that a situation exists which presents a serious threat to the well-being of a student, that employee shall notify the student's parent without delay. The school employee may consult or use appropriate health care

professionals in the event of an emergency while the student is at school, consistent with the student emergency information provided at student enrollment.

6. The school shall notify the parent of a student who:

   a. Threatens suicide; or

   b. Is involved in an incident of bullying, hazing, abusive conduct, cyber-bullying, or retaliation (whether as a victim or as a perpetrator).

7. When a student is involved in an incident, the parent shall also be notified of the action plan. (See Policy 5270 Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct.) When a student threatens suicide or is involved in one of these incidents, the school shall also provide the parent with

   a. suicide prevention information materials and information as recommended by the State Superintendent,

   b. information on ways to limit the student's access to fatal means, including a firearm or medication, and

   c. information and resources on the healthy use of social media and online practices.

8. The school shall produce and maintain a record that verifies that the parent was notified of the threats or incidents listed above and provided the required information. If applicable, the record shall also track implementation of the action plan. The record is a private record for purposes of the Government Records Access and Management Act.

9. The process for notifying a parent shall consist of:

   a. The school principal or designee shall attempt to make personal contact with a parent when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.

   b. Contact with the parent must be documented in a "Verification of Parent Contact Regarding Threat or Incident". When there is an action plan for addressing an incident of bullying, hazing, abusive conduct, cyber-bullying, or retaliation, the documentation shall be supplemented to track implementation of the action plan.

10. Subject to laws regarding confidentiality of student educational records, at the request of a parent, a school may provide information and make recommendations related to an incident or threat.

    Utah Code § 53G-9-203 (2019)
    Utah Code § 53G-9-604 (2024)
    Utah Admin. Rules R277-613-4(3) (April 8, 2024)

11. The record of parental notification shall be maintained in accordance with Policy 5100 Student Records, Policy 5140 Student and Family Privacy Rights, Title 53E, Chapter 9, Part 3, Student Data Protection, Title 53E, Chapter 9, Part 2, Student Privacy, and the Federal Family Educational Rights and Privacy Act ("FERPA"). A copy of the record of parental notification shall upon request be provided to the student to whom the record relates. After the student has graduated, the District shall expunge the record of parental notification upon request of the student.

    Utah Code § 53G-9-604(2)(a)(iii), (4) (2024)

B. Schools Cannot Require Students to Take a Specific Medication or Treatment

1. School employees shall not require that a student take or continue to take a specific medication, whether over-the-counter or prescription medicine, as a condition for attending school.

2. This policy does not include immunizations against communicable diseases as required by the Department of Health as a prerequisite to school attendance. See Policy 5050 Immunization Requirements.

3. School employees may not:

    a. Recommend to a parent that a student take or continue to take a psychotropic medication;

    b. Require that a student take or continue to take a psychotropic medication as a condition for attending school;

    c. Recommend that a parent seek or use a type of psychiatric or psychological treatment for a student;

    d. Conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a student, except when necessitated to meet

the requirement of the Individual with Disabilities Education Act, 20 U.S.C. § 1400 et seq., and its subsequent amendments; or

e. Make a child abuse or neglect report to authorities, including the Division of Student and Family Services, solely or primarily on the basis that a parent refuses to consent to:

1) A psychiatric, psychological, or behavioral treatment for a student, including the administration of a psychotropic medication to a student; or

2) A psychiatric or behavioral health evaluation of a student.

a) However, school employees may make a report that would otherwise be prohibited under Subsection (5) if failure to take the action described under Subsection (5) would present a serious, imminent risk to the student's safety or the safety of others.

Utah Code § 53G-9-203 (2019)

C. School Mental health Professionals and Counselors Can Recommend Treatment or Evaluation

1. A school counselor, licensed clinical social worker (LCSW), Nurse Practitioner, or other mental health professional acting in accordance with the Mental Health Professional Practice Act, or licensed through the State Board of Education, working within the school system may:

a. Recommend, but not require, a psychiatric or behavioral health evaluation of a student;

b. Recommend, but not require, psychiatric, psychological, or behavioral treatment for a student;

c. Provide to a parent, upon the specific request of the parent, a list of three or more health care professionals or providers, including licensed physicians, psychologists, or other health specialists; and

d. Conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a student; however, prior written consent of the student's parent and a two-week minimum notification period are required prior to conducting the behavioral health evaluation or mental health screening, test, evaluation, or assessment. A parent may waive the two-week minimum

notification period. However, this written consent and notice is not required before questioning a student believed to be at risk of suicide, physically self-harming behavior, or harming others to the extent needed for referral to appropriate prevention services and to notify the parent of the perceived risk. See Policy 5140 Student and Family Privacy Rights.

e. Mental health care services may only be provided to students under the conditions and requirements set out in Policy 5080 Mental Health Care.

Utah Code § 53G-9-203 (2019)
Utah Code § 53G-9-902 (2025)
Utah Code § 53E-9-203(7) (2024)

D. Training and Discipline

1. Each school shall provide training to the appropriate personnel on the proper application of this policy. An intentional violation of this policy shall be dealt with according to the provisions of Policy 3120 Orderly School Termination for Employees.

Utah Code § 53G-9-203 (2019)

VERIFICATION OF PARENT CONTACT REGARDING THREAT OR INCIDENT

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

[__] in person

[__] by telephone (number used: _____)

[__] by email (email address used: _____)

[__] by other method (specify): _____

Notice was given of:

[__] bullying incident

[__] cyberbullying incident

[__] abusive conduct incident

[__] hazing incident

[__] retaliation incident

[__] suicide threat

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

_____ _____ _____

Principal or Principal's Designee Title Date

_____ _____ _____

School Staff Member Title Date

Policy 5065
Amended
March 12, 2025
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5065

Administration of Medication

A. The following procedures are intended to facilitate the implementation of this policy:

1. Employees of the District may administer medication to a student during periods when the student is under the control of the school, subject to the following conditions:

2. Prescription and/or over-the-counter medication may be administered to a student only if:

   a. The student's parent has provided a completed, current, signed and dated "School Medication Authorization Student Medication Authorization" (Utah Department of Health and Human Services) form providing for the administration of medication to the student during regular school hours. This requirement must be updated at the beginning of each school year (within the first ten school days) and whenever a change is made in the administration of medication.

   b. The student's licensed medical provider has also signed and dated the "School Medication Authorization Student Medication Authorization" form stating the name, method of administration, dosage, time to be given, side effects that may be seen in the school setting from the medication, and the necessity for administering.

   c. The medication is delivered to the school by the student's parent, or authorized adult.

   d. The prescription medication is in a container that has been properly labeled by a pharmacy with the name of the student, the name of the physician, the name of the medication, the amount to be given (dose), and the duration of the treatment.

   e. The nonprescription over-the-counter medication is in a sealed, original container and clearly labeled with child's name and dose, per doctor's order on the container. A one week's supply or more recommended. The medication must not be expired.

      1) Nonprescription over the counter medications shall include but not be limited to, sunscreen or any alternative, herbal, or homeopathic substances. Each

shall be in the original container and clearly labeled with child's name, and dose, per doctor's order. Alternative, herbal, or homeopathic substances will be administered by the student, under supervision of school staff, in grades K-7.

3. All medication provided to the school is to be kept in a secure location under lock and key. All controlled substances, Schedule II, III, and IV medications will be double locked.

4. Insofar as possible, one person shall be assigned the responsibility of administering student medication including but not limited to, asthma medication, diabetes medication, and glucagon. (Students may possess and self-administer epinephrine nasal spray.)

5. A record including the type of medication, amount, and the time and day it was administered must be kept for each student receiving medication at school. The person administering the medication must sign the record each time medication is given.

6. Students are not to carry or self-administer prescription medication on school premises unless it is expressly ordered by the student's physician because of life threatening circumstances. (Refer to 1. above)

7. Authorization for administration of medication by school personnel may be withdrawn by the school at any time following actual notice to the student's parent.

8. The Board may consult with the Department of Health and other health professionals to determine:

   a. Designation of employees who may administer medication.

   b. Proper identification and safekeeping of medication.

   c. Training of designated employees.

   d. Maintenance of records of administration.

9. School personnel shall substantially comply with the physician's or dentist's written statement in order that they and the district and Board may take full advantage of the immunity from liability granted under Utah Code § 53G-9-502(3).

B. Emergency Medication Administration (These must all be followed by a 911 call)

1. Intranasal Naloxone

    a. It is the policy of Box Elder School District to provide assistance to any person(s) who may be suffering from an opioid overdose. According to the Utah Code § 26-55-102(10) – Opiate Overdose Response Act – schools would be under the category "overdose outreach provider" as defined in (f) "an organization providing support services for an individual, or a family of an individual, with a substance use disorder". The delegation of this medication by school nurses would be covered under the Nurse Practice Act Rules. A school nurse may give intranasal Naloxone and also may train resource officers to administer the intranasal Naloxone as well. Those administering shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent overdose.

2. Administration of Opiate Antagonist Medication

    a. A person who acts in good faith to administer an opiate antagonist to an individual that the person believes is experiencing an opiate-related drug overdose event is not liable for civil damages for acts or omissions made as a result of administering the opiate antagonist.

        Utah Code § 26B-5-509(1)(a)(ii) (2023)
        Utah Code § 53G-9-502(4)(c) (2025)

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

3. Epinephrine Auto-injectors (EAI's)

    a. The District will maintain stock of EAI's with standing order, signed each year by the medical director, for nursing staff and trained volunteers to administer to student or staff that appear to be having a severe allergic reaction (anaphylaxis) but do not have a patient specific order at school.

    b. Training is online with One Shot to Live and is administered by school nurses with return demonstration as part of that training.

~~4. Administration of Glucagon~~

    ~~a. The following provisions govern administration of glucagon in place of the provisions set forth above under "Administering Medication." A glucagon~~

authorization shall include a signed statement from a parent of a student with diabetes:

1) Certifying that glucagon has been prescribed for the student;

2) Requesting that the school identify and train school personnel who volunteer to be trained in the administration of glucagon; and

3) Authorizing the administration of glucagon in emergency situations to the student.

b. After receiving a glucagon authorization from a student's parent, the school shall:

1) Within a reasonable time, train two or more school personnel who volunteer to be trained in the administration of glucagon, with training provided by the school nurse or another qualified, licensed medical professional;

2) Allow all interested personnel to receive training in the administration of glucagon. Training in the administration of glucagon shall include:

a) Techniques for recognizing the symptoms that warrant the administration of glucagon;

b) Standards and procedures for the storage and use of glucagon;

c) Other emergency procedures, including calling the emergency 911 and contacting, if possible, the student's parent.

3) Retain for reference the written materials prepared for training personnel;

4) Permit a student and/or school personnel to possess or store prescribed glucagon so that it will be available for administration in an emergency;

c. A person who has received glucagon administration training may administer glucagon at a school or school activity to a student with a glucagon authorization if:

1) The student is exhibiting the symptoms that warrant the administration of glucagon; and

2) A licensed health care professional is not immediately available.

~~d. A person who administers glucagon in accordance with this policy shall direct a responsible person to call 911 and take other appropriate actions in accordance with his or glucagon administration training.~~

~~e. School personnel who provide or receive training under this policy and pursuant to Utah Code § 53G-9-504 and act in good faith are not liable in any civil or criminal action for any act taken or not taken under the authority of § 53G-9-504 with respect to the administration of glucagon.~~

~~*Utah Code § 53G-9-504 (2019)*~~
~~*Utah Code § 53G-9-502(4)(a) (2024)*~~

5. Administration of Seizure Rescue Medications

   a. The following provisions govern administration of seizure rescue medication in place of the provisions set forth above under "Administering Medication." "Seizure rescue medication" is medication prescribed by a health care professional which is given as set out in a student's rescue seizure authorization while a student is experiencing seizure activity. It does not include medication given intravenously or intramuscularly.

   b. In accordance with requirements set forth in Utah Code § 53G-9-505, a "seizure rescue authorization" is a student's individualized healthcare plan which ~~allowing seizure rescue medications to be in the school setting, the following guidelines will be followed~~:

      1) Certifies that:

         a) A prescribing health care professional has prescribed a seizure rescue medication for the student.

         b) A student's parent has previously administered the student's seizure rescue medication in a non-medically supervised setting without complication.

         c) The student has previously ceased having full body prolonged or convulsive seizure activity as a result of receiving the seizure rescue medication.

      2) Describes the specific seizure rescue medication authorized for the student, including the indicated dose and instructions for administration; and

3) Requests that the school identify and train school personnel who volunteer to be trained to administer seizure rescue medication; and

4) Authorizes a trained school employee volunteer to administer seizure rescue medication to the student.

c. After receiving a seizure rescue authorization from a student's parent, the school shall:

1) Inform school employees of the opportunity to be a school employee volunteer to administer seizure rescue medication;

2) Provide for training of each volunteer in the administration of seizure rescue medication, with training provided by the school nurse or another qualified, licensed medical professional. The training shall be according to the program developed by the Utah Department of Health and Human Services, which will include:

a) Techniques for recognizing the symptoms that warrant the administration of a seizure rescue medication;

b) Standards and procedures for the storage of a seizure rescue medication;

c) Other emergency procedures, including calling 911 and contacting the student's parent or guardian;

d) An assessment to determine competency to administer seizure rescue medication;

e) An annual refresher training component; and

f) Written materials describing this information.

3) Retain for reference the written materials prepared for training personnel; and

4) Permit school personnel to possess or store prescribed seizure rescue medication so that it will be available for administration.

d. A volunteer school employee who has received the required training may administer seizure rescue medication to a student with a seizure rescue authorization if:

1) The student is exhibiting a symptom, described on the student's seizure rescue authorization, that warrants the administration of a seizure rescue medication; and

2) A licensed health care professional is not immediately available.

e. A person who administers a seizure rescue medication in accordance with this policy shall direct a responsible person to call 911 and take other appropriate actions in accordance with the seizure rescue medication administration training.

f. A volunteer school employee who in good faith administers a seizure rescue medication in accordance with this policy and Utah Code § 53G-9-505 is not liable in a civil or criminal action for an act taken or not taken under that authority.

g. Policy 5005 Safe Schools Student Discipline - Behavior, and Policy 5290 Student Discipline: Drugs, Alcohol, Tobacco do not apply to the possession of a seizure rescue medication.

6. Administration of Adrenal Crisis Rescue Medication

a. The following provisions govern administration of adrenal crisis rescue medication in place of the provisions set forth above under "Administering Medication." "Adrenal crisis rescue medication" is medication prescribed by a health care professional which is given as set out in a student's adrenal crisis rescue authorization during adrenal crisis activity.

b. An "adrenal crisis rescue authorization" is a student's individualized healthcare plan which:

1) Certifies that a prescribing health care professional has prescribed an adrenal crisis rescue medication for the student; and

2) Describes the specific adrenal crisis rescue medication authorized for the student, including the indicated dose and instructions for administration; and

3) Requests that the school identify and train school personnel who volunteer to be trained to administer adrenal crisis rescue medication; and

4) Authorizes a trained school employee volunteer to administer adrenal crisis rescue medication to the student.

c. After receiving an adrenal crisis rescue authorization from a student's parent, the school shall:

   1) Inform school employees of the opportunity to be a school employee volunteer to administer adrenal crisis rescue medication;

   2) Provide for training of each volunteer in the administration of adrenal crisis rescue medication, with training provided by the school nurse or another qualified, licensed medical professional. The training shall be according to the program developed by the Utah Department of Health and Human Services, which will include:

      a) Standards and procedures for the storage of an adrenal crisis rescue medication;

      b) Other emergency procedures, including calling 911 and contacting the student's parent or guardian;

      c) An assessment to determine competency to administer adrenal crisis rescue medication;

      d) An annual refresher training component; and

      e) Written materials describing this information.

   3) Retain for reference the written materials prepared for training personnel; and

   4) Permit school personnel to possess or store prescribed adrenal rescue medication so that it will be available for administration.

d. A volunteer school employee who has received the required training may administer adrenal crisis rescue medication to a student with an adrenal crisis rescue authorization if:

   1) The student is exhibiting a symptom, described on the student's adrenal crisis rescue authorization, that warrants the administration of an adrenal crisis rescue medication; and

   2) A licensed health care professional is not immediately available.

e. A person who administers an adrenal crisis rescue medication in accordance with this policy shall direct a responsible person to call 911 and take other

appropriate actions in accordance with the adrenal crisis rescue medication administration training.

f. A volunteer school employee who in good faith administers an adrenal crisis rescue medication in accordance with this policy and Utah Code § 53G-9-507 is not liable in a civil or criminal action for an act taken or not taken under that authority.

g. Policy 5005 Safe Schools Student Discipline - Behavior, and Policy 5290 Student Discipline: Drugs, Alcohol, Tobacco do not apply to the possession of an adrenal crisis rescue medication.

Utah Code § 53G-9-507 (2024)
Utah Code § 53G-9-502(4)(d) (2025)

7. Application of Sunscreen

a. If a student is unable to self-apply sunscreen, a volunteer school employee may apply the sunscreen on the student if the student's parent provides written consent for that assistance. If such consent has been given, neither the volunteer school employee nor the District are liable for an adverse reaction suffered by the student as a result of sunscreen application or for discontinuing the application of sunscreen at any time.

Utah Code § 53G-9-208(3), (4) (2020)

Policy 5066
Adopted
August 12, 2020
First Reading
September 10, 2025
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October 8, 2025

POLICY 5066

Students with Potentially Life-Threatening Allergies

A. Parent's Responsibility

B. The student's parent has the primary duty to inform school authorities about the child's potentially life-threatening medical condition(s) upon registration of the child or upon ~~medical~~ diagnosis of the medical problem. Therefore, the student's parent or guardian shall:

1. Annually notify, in writing, the school of the child's allergies and, if not already on file with the school, provide written physician verification of the child's allergies.

2. Work with the school to develop a plan that accommodates the child's needs, including an Allergy Emergency Response Plan. In the case of a child's potentially life-threatening food allergy, develop a Student Food Allergy Action Plan with the appropriate school staff.

3. Provide written documentation, instructions, and medications as directed by a physician, using the Allergy Emergency Response Plan as a guide. Include a current photo of the child on the written form.

4. Provide properly labeled medications and replace medications after use or upon expiration.

5. Educate the child in self-management of their allergy, including, where applicable:

    a. Safe and unsafe foods;

    b. Strategies for avoiding exposure to unsafe foods, including how to read food labels (age appropriate);

    c. Symptoms of allergic reactions;

    d. How and when to tell an adult that the child may be having an allergy-related problem.

6. Review the Student Food Allergy Action Plan and Allergy Emergency Response Plan with the appropriate school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.

7. Provide emergency contact information, including the name, phone number, fax number, and address of the student's treating physician.

C. School's Responsibility

1. Registration procedures shall inquire as to whether or not a student has medical problems of which the school should be aware.

2. Review the health records and/or information submitted by parents and physicians.

3. In developing a reasonable accommodation of the student with a potentially life-threatening food allergy, the following guidelines are recommended:

   a. The school principal or principal's designee, classroom teacher(s), the parent(s), the student (as age appropriate) and a District nurse or other qualified person should develop the Student Food Allergy Action Plan. Other persons may be involved as determined to be necessary. In addition, the child's physician should review the Student Food Allergy Action Plan.

   b. Consideration in the Student Food Allergy Plan shall be given to:

      1) Elimination, whenever reasonably feasible, of allergens from meals, educational tools, arts and craft projects, and incentives;

      2) Education of the student, parent, community, staff, and food handlers;

      3) Appropriate standards of hygiene and maintenance for facilities and students;

      4) Classroom and school routines in light of the age, maturity, and ability of the student, and expectations regarding personal responsibility;

      5) Emergency procedures and preparation for such;

      6) Procedure to be followed should a "dangerous" food product be brought to the classroom.

   c. Provide copies of the Allergy Emergency Response Plan to all staff who interact with the student on a regular basis, including substitute teachers.

d. Enforce a “no eating” policy on school buses with exceptions made only to accommodate students with special nutritional needs.

4. Review the Student Food Allergy Action Plan and Allergy Emergency Response Plan with parent or guardian, student (as age appropriate) and physician after a reaction has occurred at school or a school-related activity, and consider whether the plans need to be modified.

D. Emergency Injection for Anaphylaxis

1. In addition to students with known, potentially life-threatening allergies who have specific prescriptions for medication to respond to reactions, the following addresses the use of stock medications to treat reactions in others.

2. This policy does not create a duty or standard of care for a person to be trained in the use and storage of injectable epinephrine ~~auto-injectors~~ rescue medication, nor does it create a duty on the part of the District or a school to store injectable epinephrine ~~auto-injectors~~ rescue medication at a school (apart from the obligation to make ~~an auto-injector~~ injectable epinephrine rescue medication available to trained individuals as set forth below). A decision to complete the training program described below and to make injectable epinephrine ~~auto-injectors~~ rescue medication available for emergency medical situations is voluntary. A school, school board, or school official may encourage a teacher or other school employee to volunteer for such training. A school, the school board, or a school official may not prohibit or dissuade a school employee from

   a. being trained in use and storage of injectable epinephrine ~~auto-injectors~~ rescue medication,

   b. possessing or storing ~~an~~ injectable epinephrine ~~auto-injector~~ rescue medication on school premises (if the employee is a qualified adult and the possession and storage is in accord with training), or

   c. administering ~~an~~ injectable epinephrine ~~auto-injector~~ rescue medication (if the employee is a qualified adult and the administration is in accord with training).

   Utah Code § 26B-4-406 (2025)

3. Each primary and secondary school shall make initial and annual refresher training regarding the storage and emergency use of ~~an~~ injectable epinephrine ~~auto-injector~~ rescue medication available to any interested teacher or other school employee,

who is at least eighteen (18) years of age, who volunteers for such training. The training may be provided by the school nurse, or other person qualified to provide such training, designated by the school district physician, the medical director of the local health department, or the local emergency medical services director.

4. A person who provides this training shall include instruction on:

   a. Techniques for recognizing symptoms of anaphylaxis;

   b. Standards and procedures for the storage and emergency use of ~~an~~ injectable epinephrine ~~auto-injector~~ rescue medication;

   c. Emergency follow-up procedures, including calling the emergency 911 number and contacting, if possible, the student's physician and a parent or guardian; and

   d. Written materials covering the information provided during training.

5. The volunteers shall retain for reference the written materials covering the information provided during training.

   Utah Code § 26B-4-406 (2025)

6. A teacher or other school employee who has received the above training regarding the storage and emergency use of ~~an~~ injectable epinephrine ~~auto-injector~~ rescue medication becomes a "qualified adult" and:

   a. May obtain (along with the school nurse) from the school district physician, the medical director of the local health department, the local emergency medical services director, a physician, pharmacist, or any other person or entity authorized to prescribe or dispense prescribed medicines or drugs, a prescription for injectable epinephrine ~~auto-injectors~~ rescue medication;

   b. May immediately administer an injectable epinephrine ~~auto-injector~~ rescue medication to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available;

   c. Shall initiate emergency medical services or other appropriate medical follow-up in accordance with the training materials after administering an injectable epinephrine ~~auto-injector~~ rescue medication.

7. Each primary or secondary school shall make an emergency injectable epinephrine ~~auto-injector~~ rescue medication available to any teacher or other school employee who is employed at the school and has become a "qualified adult." However, the school is not required to keep more than one emergency injectable epinephrine ~~auto-injector~~ rescue medication on the school premises so long as it may be quickly accessed by a teacher or other school employee who is a "qualified adult" in the event of an emergency.

   Utah Code § 26B-4-406(5) (2025)
   Utah Code § 26B-4-409 (2025)

8. A school may obtain a prescription for a supply of injectable epinephrine ~~auto-injector~~ rescue medication for storage at the school and use by qualified adults if the school

   a. designates an individual to complete an initial and annual refresher training program regarding the proper storage and emergency use of injectable epinephrine ~~auto-injector~~ rescue medication and

   b. stores the injectable epinephrine ~~auto-injector~~ rescue medication according to Utah Department of Health standards.

   Utah Code § 26B-4-409(6) (2024)

9. The following, if acting in good faith, are not liable in any civil or criminal action for any act taken or not taken under the authority of § 26B-4-406 et seq. with respect to an anaphylactic reaction:

   a. a “qualified adult,”

   b. a person who conducts training regarding the emergency use and storage of injectable epinephrine ~~auto-injector~~ rescue medication, and

   c. the District or its schools.

   Utah Code § 26B-4-410 (2025)

E. Student’s Responsibility

1. The student will be proactive in the care and management of his or her food allergies and other reactions based upon the student’s developmental level, including the following:

a. Should not trade or share food, utensils, or containers with others;

b. Should not eat anything with unknown ingredients or know to contain any allergen;

c. Should notify an adult immediately if he or she eats something the student believes may contain the food to which he or she is allergic.

d. Know the location of his/her epinephrine nasal spray or injectable epinephrine ~~auto-injector~~ rescue medication, if applicable, or other emergency medications.

e. Wash hands before eating.

F. Student Self-Administration of Epinephrine ~~Auto-Injector~~

1. Under Policy 5065 Administration of Medication, elementary and middle school students are prohibited from carrying or self-administering medication on school premises except in certain limited circumstances. However, any student may possess and self-administer an epinephrine nasal spray. In addition, ~~elementary and middle school~~ students may possess or possess and self-administer injectable epinephrine ~~auto-injector~~ rescue medication provided that the student's parent or guardian has previously provided the school with a signed written request and written health care provider approval.

2. The written request must state that the parent or guardian authorizes the student to possess or possess and use the injectable epinephrine ~~auto-injector~~ rescue medication while acknowledging that the student is responsible for, and capable of, possessing or possessing and self-administering the injectable epinephrine ~~auto-injector~~ rescue medication.

3. The health care provider approval must state that the provider finds that it is medically appropriate for the student to possess or possess and self-administer ~~an~~ injectable epinephrine ~~auto-injector~~ rescue medication and the student should be in possession of the injectable epinephrine ~~auto-injector~~ rescue medication at all times.

Utah Code § 26B-4-407(4) (2025)

G. Medication Sharing Prohibited

1. No student is permitted to sell, share, or otherwise give to others any medication, prescription or non-prescription. Violations of this policy are subject to disciplinary action under the school's drug policies.

H. Resource Materials for Training

1. Training materials and information, along with other resource material relating to emergency administration of epinephrine, are available at the following:

   A Shot to Live, http://medicine.utah.edu/pediatrics/ashottolive/

~~Get Trained, http:/www.nasn.org/ToolsResources/FoodAllergyandAnaphylaxis/GetTrained~~

Policy 5067
Amended
March 12, 2025
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5067

Student Asthma Emergency

A. Definitions

1. "Asthma action plan" means a written plan developed with a school nurse, a student's parent, and the student's health care provider to help control the student's asthma, which is signed by the student's parent and health care provider.

2. "Asthma emergency" means an episode of respiratory distress that may include symptoms such as wheezing, shortness of breath, coughing, chest tightness, or breathing difficulty.

3. "Qualified adult" means a person who is 18 years of age or older and who has successfully completed the Utah Department of Health and Human Services training program described in this policy.

4. "Stock albuterol" means a prescription inhaled medication which is used to treat asthma and that may be delivered through a device, including an inhaler or a nebulizer with a mouthpiece or mask.

Utah Code § 26B-4-401(4), (5), (18), (24) (2025)

B. Administration of Stock Albuterol for Asthma Emergency

1. This policy does not create a duty or standard of care for a person to be trained in the use and storage of stock albuterol, nor does it create a duty on the part of the District or a school to store stock albuterol at a school, nor does it relieve a student's parent from providing a student's medication, nor does it create an expectation that a school will have stock albuterol available. A school, School Board, or school official may encourage a teacher or other school official to volunteer to complete the training described below and to make stock albuterol available for asthma emergencies. A school, school board, or school official may encourage a teacher or other school employee to volunteer for such training. A school, the school board, or a school official may not prohibit or dissuade a school employee from

   a. being trained in use and storage of stock albuterol,

b. possessing or storing stock albuterol on school premises (if the employee is a qualified adult and the possession and storage is in accord with training), or

c. administering stock albuterol (if the employee is a qualified adult and the administration is in accord with training).

Utah Code § 26B-4-406 (2025)

2. Each primary and secondary school shall make initial and annual refresher training regarding the storage and emergency use of stock albuterol available to any interested teacher or other school employee, who is at least eighteen (18) years of age, who volunteers for such training. The training will be provided by the Utah Department of Health and Human Services.

3. The training will include instruction on:

   a. Techniques for recognizing symptoms of an asthma emergency;

   b. Standards and procedures for the storage and emergency use of a stock albuterol;

   c. Emergency follow-up procedures, and contacting, if possible, the student's parent; and

   d. Written materials covering the information provided during training.

4. The volunteers shall retain for reference the written materials covering the information provided during training.

Utah Code § 26B-4-408 (2023)

5. A teacher or other school employee who is a "qualified adult":

   a. May request from the school district physician, the medical director of the local health department, the local emergency medical services director, a physician, pharmacist, or any other person or entity authorized to prescribe or dispense prescribed medicines or drugs, a prescription for stock albuterol;

   b. May, when a school nurse is not immediately available, immediately administer stock albuterol to a person who

      1) has a diagnosis of asthma by a health care provider,

2) has a current asthma action plan on file with the school, and

3) is showing symptoms of an asthma emergency as described in the student's asthma action plan;

6. May administer stock albuterol to any student who appears, based on the employee's training, to be experiencing respiratory distress or an asthma emergency regardless of whether a current asthma plan is on file for the student;

7. Shall initiate appropriate medical follow-up in accordance with the training materials after administering stock albuterol.

8. Each primary or secondary school may make stock albuterol available to any teacher or other school employee who is employed at the school and has become a "qualified adult."

   Utah Code § 26B-4-406(7) (2025)
   Utah Code § 26B-4-409(1), (5) (2025)

9. A school may obtain a prescription for a supply of stock albuterol for storage at the school and use by qualified adults if the school

   a. designates an individual to complete an initial and annual refresher training program regarding the proper storage and emergency use of stock albuterol and

   b. stores the stock albuterol according to Utah Department of Health and Human Services standards.

   Utah Code § 26B-4-409(5) (2025)

10. The following, if acting in good faith, are not liable in any civil or criminal action for any act taken or not taken under the authority of Utah Code § 26B-4-401 et seq. with respect to an asthma emergency:

    a. A "qualified adult",

    b. A person who conducts training regarding the emergency use and storage of stock albuterol, and

    c. The District or its schools

Utah Code § 26B-4-410 (2025)

C. Policy 5065 Administration of Medication prohibits elementary and middle school students from carrying and self-administering medication on school premises except under certain limited circumstances. However, elementary and middle school students may carry and self-administer prescription or non-prescription asthma medications provided that the student's parent has previously provided the school with a written request and written health care provider approval.

   1. The written request must state that the parent authorizes the student to have and use the asthma medication.

   2. The written health care provider statement must specifically identify any prescription medication and must state that:

      a. The name of the asthma medication prescribed or authorized for the student's use and

      b. The student is capable of appropriately self-administering the medication, and

      c. The provider finds that it is medically appropriate for the student to keep the medication with or readily available to him or her at all time.

D. If the medication is to be stored other than on the student's person, the student or parent shall inform the school nurse and administration where the medication will be kept to enable access for emergency use.

E. The student shall only use prescription asthma medication as directed by a health care provider's written order, and shall use non-prescription asthma medication in accordance with the manufacturer's instructions.

F. No student is permitted to sell, share, or otherwise give to others any medication, prescription or non-prescription. Violations of this policy are subject to disciplinary action under the school's drug policies.

Policy 5069
Reviewed
June 11, 2025
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5069

Student ~~Self-~~Treatment for Diabetes

A. Definitions

1. "Glucagon authorization" means a signed statement from a parent of a student with diabetes

   a. certifying that glucagon has been prescribed for the student,

   b. requesting that the school identify and train school personnel who volunteer to be trained in the administration of glucagon, and

   c. authorizing the administration of glucagon in an emergency to the student.

2. "Hypoglycemia" means a potentially life-threatening condition resulting from abnormally low blood glucose levels.

3. "Qualified adult" means a person who is 18 years of age or older and who has successfully completed the Utah Department of Health and Human Services training program described in this policy.

4. "Glucagon kit" means a medical device that contains a premeasured dose of glucagon for the emergency treatment of hypoglycemia.

   Utah Code § 26B-4-401(10), (12), (17)(b)(ii) (2025)
   Utah Code § 53G-9-504(1) (2025)

B. Administration of Glucagon for Hypoglycemic Emergency

1. This policy does not create a duty or standard of care for a person to be trained in the use and storage of glucagon kits, nor does it create a duty on the part of the District or a school to store glucagon kits at a school, nor does it relieve a student's parent or guardian from providing a student's medication, nor does it create an expectation that a school will have glucagon kits. A decision to complete the training program described below and to make glucagon kits available for hypoglycemia is voluntary. A school, school board, or school official may encourage a teacher or other school employee to volunteer for such training. A school, the school board, or a school official may not prohibit or dissuade a school employee from

a. being trained in use and storage of glucagon kits,

b. possessing or storing glucagon kits on school premises (if the employee is a qualified adult and the possession and storage is in accord with training), or

c. administering glucagon with a glucagon kit to a student with a glucagon authorization (if the employee is a qualified adult and the administration is in accord with training).

Utah Code § 26B-4-406 (2025)

2. Each primary and secondary school shall make initial and annual refresher training regarding the storage and emergency use of a glucagon kit available to any interested teacher or other school employee, who is at least eighteen (18) years of age, who volunteers for such training. The training will be provided by the Utah Department of Health and Human Services.

3. The training will include instruction on:

a. techniques for recognizing symptoms of a hypoglycemic emergency;

b. standards and procedures for the storage and emergency use of a glucagon kit;

c. emergency follow-up procedures, and contacting, if possible, the student's parent; and

d. written materials covering the information provided during training.

4. The volunteers shall retain for reference the written materials covering the information provided during training.

Utah Code § 26B-4-412(1), (2), (3) (2025)

5. A teacher or other school employee who is a "qualified adult":

a. May request from the school district physician, the medical director of the local health department, the local emergency medical services director, a physician, pharmacist, or any other person or entity authorized to prescribe or dispense prescribed medicines or drugs, a prescription for a glucagon kit;

b. May, when a school nurse is not immediately available, immediately administer a

glucagon kit to a student who

1) has a diagnosis of diabetes by a health care provider,

2) has a glucagon authorization on file with the school, and

3) is showing symptoms of hypoglycemia;

c. Shall initiate appropriate medical follow-up in accordance with the training materials after administering a glucagon kit.

6. Each primary or secondary school may make a glucagon kit available to any teacher or other school employee who is employed at the school and has become a "qualified adult."

Utah Code § 26B-4-406(6) (2025)
Utah Code § 26B-4-409 (2025)

7. A school may obtain a prescription for a supply of glucagon kits for storage at the school and use by qualified adults if the school (a) designates an individual to complete an initial and annual refresher training program regarding the proper storage and emergency use of glucagon kits and (b) stores the glucagon kits according to Utah Department of Health and Human Services standards.

Utah Code § 26B-4-410 (2024)

C. Student Self-Administration of Diabetes medication

1. Under Policy 5065 Administration of Medication, elementary and middle school students are prohibited from carrying or self-administering medication on school premises except in certain limited circumstances. However, elementary and middle school students may carry and self-administer prescription or non-prescription diabetes medications provided that the school has been provided a parent authorization statement and a health care provider statement.

2. The written parent statement must state that the parent authorizes the student to have and self-administer the diabetes medication and must acknowledge that the student is responsible for, and capable of, possessing and self-administering the diabetes medication.

3. The health care provider statement must specifically identify the prescription or nonprescription diabetes medication authorized for the student's use and must state

that:

a. It is medically appropriate for the student to possess or possess and self-administer the diabetes medication and that the student should be in possession of diabetes medication at all times.

b. If the medication is to be stored other than on the student's person, the student or parent shall inform the school nurse or administration where the medication will be kept to enable access for emergency use.

4. The student shall only use prescription diabetes medication as directed by a health care provider's written orders, and shall use non-prescription diabetes medication in accordance with the manufacturer's instructions.

Utah Code § 53G-9-506 (2019)
Utah Code § 26B-4-412(4) (2025)

D. Medication Sharing Prohibited

1. No student is permitted to sell, share, or otherwise give to others any medication, prescription or non-prescription. Violations of this policy are subject to disciplinary action under the school's drug policies.

New Policy 5080
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5080

Mental Health Care

A. Definitions

1. "Authorized personnel" means an individual:

   a. Who holds a license:

      1) As a school psychologist, as defined in Utah Code § 53F-5-218;

      2) As a school social worker, as defined in Utah Code § 53F-5-218;

      3) Under Utah Code Title 58, Chapter 61, Psychologist Licensing Act;

      4) Under Utah Code Title 58, Chapter 60, Part 2, Social Worker Licensing Act;

      5) Under Utah Code Title 58, Chapter 60, Part 3, Marriage and Family Therapist Licensing Act; or

      6) Under Utah Code Title 58, Chapter 60, Part 4, Clinical Mental Health Counselor Licensing Act; or

      7) Who is supervised by someone with one of the above licenses, to the extent the person's actions fall within the scope of that supervision; and

   b. Whom the District, or a District school, employs or engages by contract or agreement to support student mental health through a restricted service consistent with the scope of the individual's license or certification.

2. "Restricted service" means a mental health service that takes place in a school setting. It does not include:

   a. Describing basic stress-management strategies;

   b. Informing students and parents of the availability of a restricted service; or

   c. Engaging in generalized crisis response, which does not include one-on-one therapy, in accordance with District or Utah State Board of Education crisis response protocols.

Utah Code § 53G-9-901 (2025)

B. Providing Restricted Services

1. Except as provided in a student's IEP or Section 504 accommodation plan, only authorized personnel may provide restricted services to students. Authorized personnel may only provide restricted services within the scope of the provider's license and without other students present. Informed written parental consent must also be obtained as provided below.

   Utah Code § 53G-9-902(1) (2025)

2. Written parental informed consent for restricted services must be obtained before the first session of a restricted service in a given school year. A student's IEP or Section 504 accommodation plan that includes a restricted service satisfies the requirement for written parental informed consent. Otherwise, the consent shall be obtained using a standard form that includes:

   a. Fields for at least the following information:

      1) Student name;

      2) Name of individual giving consent;

      3) Name of each authorized personnel who has authority under the consent to provide a restricted service;

   b. A statement that, unless the parent opts out of receiving notices (which the parent may do at any time), the authorized personnel will provide within one business day after each session notice to the parent that the restricted service took place and a description of the topic of the service; and

   c. A statement that authorized personnel will adhere to the topics or issues that the parent identifies, in collaboration with authorized personnel, for discussion with or exclusion from the student, except that the topics may be addressed if:

      1) The omission would compromise the student's immediate safety;

      2) The omission would violate mandatory reporting requirements; or

      3) Based on behaviors or statements that the authorized personnel observe, the authorized personnel determine a need to assess the student's safety.

      Utah Code § 53G-9-902(2), (3)(c) (2025)

d. When obtaining the consent, the District, school, or authorized personnel shall, through consultation with the parent, provide the parent with an opportunity to identify topics or issues the parent intends the authorized personnel to address or to not address with the student. The authorized personnel may not address a topic or issue that the parent has expressly stated should not be addressed unless

   1) not doing so within the restricted service would compromise the student's immediate safety or

   2) the student discloses information that creates a duty for the authorized personnel to make a mandatory report (including for suspected cases of child abuse or neglect under Utah Code § 80-2-602, abuse of a student under Utah Code § 53E-6-701, or any other legally mandated duty to report).

e. If one of these exceptions applies, the authorized personnel may only discuss the information with the student to the extent necessary to make the report.

f. The requirement to obtain consent also does not apply in a case in which delaying to contact a parent to obtain consent would create an immediate serious risk of suicide or serious bodily injury (as defined in Utah Code § 76-1-101.5) to the student or to another individual. If this circumstance occurs, the District, school, or authorized personnel shall notify the parent in accordance with the requirements of Policy 3010 Employee Bullying and Hazing and Policy 5270 Student Rights and Responsibilities: Bullying, Cyberbullying, Hazing, and Abusive Conduct for suicide threats.

Utah Code § 53G-9-902(3) (2025)
Utah Code § 53G-9-604 (2024)

Policy 5090
Amended
October 9, 2024
First Reading
September 10, 2025
Second Reading
October 8, 2025

POLICY 5090

Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting

A. Reporting of Child Abuse

1. Whenever any employee of the District knows or reasonably believes that a child has been neglected, or physically or sexually abused, such employee shall immediately notify the ~~nearest peace officer, law enforcement agency or~~ office of the State Division of Child and Family Services (DCFS). Under such circumstances, the employee shall **also** notify the building principal. Such a report to the principal does not satisfy the employee's personal duty to report to law enforcement or DCFS. It is not the responsibility of school employees to prove that the child has been abused or neglected, or determine whether the child is in need of protection. Investigations are the responsibility of the division of Child and Family Services. Investigation by education personnel prior to submitting a report should not go beyond that necessary to support a reasonable belief that a reportable problem exists.

2. School officials shall cooperate appropriately with DCFS and law enforcement agency employees authorized to investigate charges of child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective, diagnostic, assessment, treatment, and coordination services, including:

   a. Allowing appropriate access to students;

   b. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;

   c. making no contact with parent of children being questioned by DCFS or local law enforcement; and

   d. cooperating with ongoing investigations and maintaining appropriate confidentiality.

3. The employee shall maintain the confidentiality of and not disclose any information learned in connection with an investigation except with those persons with whom the employee is required to cooperate, including the Division, law enforcement, the

State Board of Education, or supervisory District officials. Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that otherwise might arise from such actions, as provided by law.

4. The anonymity of those reporting or investigating child abuse or neglect will be preserved and information provided pursuant only to the manner provided for in *Utah Code § 80-2-1005*.

Utah Admin. Rules R277-217-3(5), (6) (January 10, 2024)
Utah Admin. Rules R277-401-3 (September 21, 2017)
Utah Code § 80-2-602 (2022)
Utah Code § 80-2-1005 (2025)

B. Reporting of Child Abuse by a School Employee

1. An employee who has reasonable cause to believe that a student may have been physically or sexually abused by a school employee shall immediately report that belief to the ~~nearest peace officer, law enforcement agency, or~~ office of the State Division of Child and Family Services and to **both** the school principal **and** ~~the Superintendent~~. Upon concluding the verbal report, immediately complete the "Report of Child Abuse-Neglect" form, and place a copy of the form in the student's auxiliary file at the school (NOT the student's cumulative file). A District administrator including the Superintendent, who has received such a report or who otherwise has reasonable cause to believe that a student may have been physically or sexually abused by an educator shall immediately report that information to the State Board of Education and to the Utah Professional Practices Advisory Commission.

Utah Admin. Rules R277-217-3(5) (January 10, 2024)
Utah Code § 53E-6-701 (2022)

C. School Personnel Education Regarding Child Sexual Abuse and Human Trafficking

1. The District shall provide, once every three years, training to all school personnel on responding to a disclosure of child sexual abuse in a supportive, appropriate manner and on the mandatory reporting requirements of Utah Code § 53E-6-701 (regarding abuse by school personnel) and Utah Code § 80-2-602 (regarding reporting of child abuse). The training shall also address human trafficking and identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation. "School personnel" to receive training include all school employees, whether licensed, part-time, contract, or non-licensed.

Utah Code § 53G-9-207(3)(a)(i) (2025)
Utah Admin. Rules R277-605-6(3) (July 22, 2022)

2. The District shall provide, once every three years, instruction to the parents of elementary school students in the District on

   a. recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation ~~and on~~

   b. effective, age-appropriate methods for discussing the topic of child sexual abuse with a child, and

   c. resources available for victims of sexual extortion.

   Utah Code § 53G-9-207(3)(a)(ii) (2025)

D. Training Materials

1. The training required under this policy for both school personnel and parents of elementary school students shall use the instructional materials approved by the State Board of Education (either those created by the State Board of Education or created by the District and approved by the State Board of Education).

   Utah Code § 53G-9-207(3)(b) (2025)

E. Evidence of Compliance

1. The District must provide evidence of compliance with these training and instructional materials requirements upon request of the State Board of Education.

   Utah Code § 53G-9-207(7) (2025)

Policy 5270

Student Rights and Responsibilities
Bullying, Cyberbullying, Hazing, and Abusive Conduct

A. Purpose and Philosophy

1. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees violates state law and local policy. Bullying based on a protected class violates federal civil rights laws. The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Box Elder School District's students and employees. Box Elder's Board has determined that a safe learning environment in which all members of the school community are treated with dignity and respect is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student's ability to learn and Box Elder School District's ability to educate its students in a safe environment.

B. Definitions

1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act may not constitute abusive conduct.

2. "Action Plan" means a process to address an incident of bullying, cyberbullying, hazing, or retaliation that is prohibited.

3. "Allegation" means a claim or assertion that someone has engaged in disruptive student behavior that has not been confirmed through a formal process.

4. "Bullying" means student bullying or staff bullying (see definitions for student bullying and staff bullying).

5. "Civil rights violation" means bullying, cyber-bullying, hazing, retaliation, or abusive conduct that is targeted at a student or employee upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:

a. Title VI of the Civil Rights Act of 1964, including discrimination based on race, color, or national origin;

b. Title IX of the Education Amendments of 1972, including discrimination based on sex; or

c. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination based on disability.

6. “Cyberbullying” means:

   a. Using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

   b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyberbullying.

7. “Hazing” means a student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

   a. Endangers the mental or physical health or safety of a school employee or student;

   b. Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;

   c. Involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or

   d. Involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either

1) Is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event; or

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

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

Utah Code § 76-5-107.5 (2022)
Utah Code § 53G-9-601(1) to (5) (2025)

8. "Incident" means a verified incident of bullying, cyberbullying, hazing or retaliation that is prohibited.

9. "LEA Designee" means a designated individual at the LEA level who can provide training to investigators, oversee implementation of any action plan, monitor implementation, assist with school case-specific needs, and act as a liaison to the state board regarding bullying, cyber-bullying, hazing, abusive conduct.

10. "Parent" means a student's parent or guardian.

11. "Restorative justice practice" means a discipline practice designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

12. "Retaliation" means an act or communication intended:

a. as retribution against a person for reporting bullying, cyberbullying, or hazing; or

b. to improperly influence the investigation of, or the response to, a report of bullying, cyberbullying, or hazing.

Utah Code § 53G-9-601(11) (2025)

13. "School" means a public elementary or secondary school, including a charter school.

14. “School Board” means:

    a. A local school board; or

    b. A charter school governing board.

15. “School Employee” means an individual working in the individual’s official capacity as:

    a. A school teacher;

    b. A school staff member;

    c. An administrator; or

    d. An individual who is employed, directly or indirectly, by a school, school board, or a school district.

    Utah Code § 53G-9-601(13) (2025)

16. “School designee” means a school administrator or designee assigned to receive and investigate allegations at that school, notify parents and/or persons involved, and oversee action plans.

17. “School-sponsored activity” means an activity, fundraising event, club, camp, clinic, or other event or activity that is authorized by a specific local education agency or public school, according to LEA governing board policy, and satisfies at least one of the following conditions:

    a. the activity is managed or supervised by a local education agency or public school, or local education agency or public school employee;

    b. the activity uses the local education agency's or public school's facilities, equipment, or other school resources; or

    c. the activity is supported or subsidized, more than inconsequentially, by public funds, including the public school's activity funds or Minimum School Program dollars. This includes preparation for and involvement in a public performance, contest, athletic competition, demonstration, display, or club activity.

18. “Staff bullying” means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

    a. creates an environment that a reasonable person would find hostile, threatening, or humiliating; and

    b. substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.

    c. "Staff bullying" does not mean instances of:

        1) ordinary teasing, horseplay, argument, or peer conflict;

        2) reasonable correction of behavior by a school employee; or

        3) reasonable coaching strategies and techniques by a school employee who is a coach.

19. “Student bullying” means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

    a. creates an environment that a reasonable person would find hostile; and

    b. interferes with a student's educational performance, opportunities, or benefits.

    c. "Student bullying" does not mean instances of:

        1) ordinary teasing, horseplay, argument, or peer conflict;

        2) reasonable correction of behavior by a school employee; or

        3) reasonable coaching strategies and techniques by a school employee who is a coach.

20. “Verification” means that an alleged incident has been found to be substantiated through a formal investigation process.

21. "Volunteer" means a person working under the direct supervision of a licensed educator.

Utah Admin. Rules R277-613-2 (17) (October 8, 2024)

E. Bullying and Abusive Conduct Prohibited

1. No student may engage in bullying of a student or school employee on school property, at a school related or sponsored event, on a school bus, at a school bus stop, or while the student is traveling to or from a school location or school related or sponsored event. No student may engage in abusive conduct.

2. Students who engage in bullying or abusive conduct are in violation of this policy and ~~verified infractions~~ an incident of bullying shall result in disciplinary action up to and including expulsion, consistent with the District's Safe Schools Policy 5005.

3. Anonymous reports of bullying or abusive conduct alone cannot constitute the basis for formal disciplinary action.

4. The school or District may also report ~~infractions~~ an incident of bullying to law enforcement if that is permitted by Utah Code § 53G-8-211.

Utah Code § 53G-9-602(1) (2024)
Utah Code § 53G-9-605(3)(b) (2019)
Utah Admin. Rules R277-613-4(1)(a) (October 8, 2024)

F. Hazing and Cyberbullying Prohibited

1. No student may engage in hazing or cyberbullying of a student or of a school employee at any time or at any location.

2. Students who engage in hazing or cyberbullying are in violation of this policy and ~~verified infractions~~ an incident of hazing or cyberbullying shall result in disciplinary action up to and including expulsion as well as suspension or removal from a school-sponsored team or activity, including school sponsored transportation, consistent with the District's Safe Schools Policy 5005.

3. The school may also determine to break up or dissolve a team, organization, or other school sponsored group for hazing violations by its members.

4. Anonymous reports of hazing or cyberbullying alone cannot constitute the basis for formal disciplinary action.

5. The school or district may also report ~~infractions~~ an incident of hazing or cyberbullying to law enforcement if that is permitted by Utah Code § 53G-8-211.

   Utah Code § 53G-9-602(2) (2024)
   Utah Code § 53G-9-605(3)(b) (2024)
   Utah Admin. Rules R277-613-4(1)(a) (October 8, 2024)

G. Retaliation Prohibited

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

2. Students who engage in retaliation are in violation of this policy and for ~~verified infractions~~ an incident of retaliation are subject to disciplinary action up to and including expulsion, consistent with the District's Policy 5005 Safe Schools – Student Discipline/Behavior.

3. Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.

4. The school shall inform students who have reported being subject to bullying, cyberbullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new ~~incidents~~ occurrences.

   Utah Code § 53G-9-605 (2019)
   Utah Admin. Rules R277-613-4(1)(a) (October 8, 2024)

H. Making A False Report ~~Allegations~~ Prohibited

1. No student may make a false allegation of bullying, cyberbullying, hazing, or retaliation against a school employee or student.

2. Students who engage in making such false allegations are in violation of this policy and verified ~~violations~~ instances of false allegations shall result in disciplinary action up to and including expulsion, consistent with the District's Policy 5005 Safe Schools – Student Discipline/Behavior.

   Utah Code § 53G-9-603(2) (2024)
   Utah Code § 53G-9-605(3)(d) (2019)

Utah Admin. Rules R277-613-4(1)(a) (October 8, 2024)

I. Additional Prohibitions

1. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights (see Policy 5265).

2. A student shall not share a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, or retaliation, in order to impact or encourage future incidents.

J. Reporting and Investigation

1. Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, are strongly encouraged to promptly report such incidents to any School employee. School employees who receive reports of such incidents must report them to the school designee. In connection with a report of an alleged incident, students and School employees who report incidents may request that their identity be kept anonymous, and reasonable steps shall be taken by the school designee and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible.

2. The school or LEA designee shall report to the Office of Civil Rights (OCR) all acts of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that the individual reasonably determines may be violations of a student's or employee's civil rights.

3. Students, parents/guardians/families, and school staff are encouraged to submit written complaints to ensure the school administrator is adequately informed of all details relevant to the complaint.

4. Complaints may also be submitted through the SafeUT application.

5. School employees must implement preventative measures to protect students from retaliation, including assisting students who are targeted by incidents and the student's parent(s) in reporting subsequent problems and new incidents. Staff will promptly investigate each complaint of bullying in a thorough and confidential manner, including, to the extent possible, anonymous reports, and shall administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

6. At a minimum, an investigation shall include interviewing the ~~alleged~~ ~~targeted~~ individual students subjected to the incident, the individual alleged to have engaged in an incident. The principal or school designee may also interview other individuals who may provide additional information, including the parents of the ~~alleged target~~ students subjected to the incident and alleged perpetrator, any witnesses to the conduct, and school staff. The principal or school designee may also review physical evidence, including but not limited to video or audio recordings, notes, email, text messages, social media, and graffiti. The principal or school designee shall inform any person being interviewed that the principal or school designee is required to keep the details of the interview confidential to the extent allowed by law and that further reports of bullying will become part of the investigation.

   Utah Admin Rules R277-613-5(2), (3), (4) (October 8, 2024)

7. If a school employee, agent, or school resource officer believes a student is at-risk of harming others, the school employee, agent, or school resource officer may intervene and ask a student questions regarding the student's thoughts of harming others for the purposes of referring the student to appropriate prevention services and informing the student's parent.

8. Box Elder School District shall establish and post on each school's webpage under the student tab:

   a. procedures allowing for anonymous or in-person reporting of bullying, cyber-bullying, hazing, retaliation, or abusive conduct; and

   b. the name and position of the school designee to receive reports.

9. Each reported complaint should include:

   a. name of the complaining party, unless anonymous;

   b. name of the offender if known;

   c. date and location of incident(s); and

   d. a statement describing the incident(s), including the names of any witnesses.

10. All information received in the complaint, including the name of the complaining party, shall be treated with the utmost confidence to the extent possible. Administrators shall notify the complaining party before revealing the complaining party's name.

11. It is Box Elder School District's policy, in compliance with state and federal law, that students have a limited expectation of privacy on Box Elder School District' 's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has engaged in prohibited conduct. Also, individual targeted searches under this policy will be conducted if there is reasonable suspicion that a user has violated this policy. Personal electronic devices of any student suspected of violating this policy may be confiscated for investigation and may be turned over to law enforcement.

K. Parent Notification/Documentation

1. The School Administrator (or their designee) must notify parents that their student was involved in an incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation, including incidents that result in a student expressing suicidal ideation. Timeliness of notification may vary depending on the circumstances of an incident. If a school employee or agent believes that a situation exists which presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent without delay.

    a. A phone call with a follow-up email is the preferred method for delivering this notification; however, if the administrator has left a voicemail message but has been unable to connect telephonically with the parent, an email will be sufficient.

    b. The school administrator who notifies parents/guardians/families under this section shall keep an incident report which includes a record verifying that notification was provided to the parents/guardians/families of each student involved.

    c. It is recommended that the parent be informed of the threat or incident with two school people present.

2. The administrator's record of notification must include the date and time of notification, manner of notification (phone call, in-person meeting, etc.), and an indication of the type of incident. The incident report may be disclosed to the parents/guardians and/or students involved, but it may not be disclosed to any other person or entity except when required by a valid court order as provided in Utah Code.

3. Following the investigation of an incident, An LEA shall follow up with the parents of all parties to:

a. inform parents of the outcome when an investigation is concluded;

b. provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g; and

c. inform parents of appeal options, if available, if the parents disagree with the resolution of the investigation.

4. If an incident is verified, the school will inform parents what safety measures will be in place for their child and regularly update the parents regarding the implementation of an action plan.

L. Action Plan

1. Verified violations of the prohibitions noted previously may result in:

a. use a discipline plan consistent with Admin Rule R277-609;

2. Use of restorative justice practices consistent with Admin Rule R277-613;

a. A student to whom an incident is directed, is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in an incident. If the school designee would like a student to participate in a restorative justice practice, the school designee shall notify the student's parent of the restorative justice practice and obtain consent from the student's parent before including the student in the process.

3. The provision of supportive services designed to preserve the student’s access to educational opportunities and a sense of safety.

4. Other actions against student or employee as appropriate; and

5. Additionally, an LEA shall create and implement an action plan for verified incidents:

a. An action plan shall include:

1) a communication plan designed to keep each parent updated on the implementation of the action plan;

2) with respect to the student to whom the incident was directed and in direct coordination with the student's parent:

a) a tailored response to the incident that addresses the student's needs

b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident

c) notification of the consequences and plan to address the behavior of the student who caused the incident;

d) supportive measures designed to preserve the student's access to educational services and opportunities; and

e) to the extent available, access to other resources the parent requests for the student; and

3) with respect to the student who caused the incident and in direct coordination with the student's parent:

a) A range of tailored and appropriate consequences, making reasonable efforts to preserve the student's access to educational services and activities;

b) a process to determine and provide any needed resources related to the underlying cause of the incident;

c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and

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

6. An action plan may not include a requirement that the student to whom the incident was directed change the student's:

a. Educational schedule or placement; or

b. Participation in a school sponsored sport, club, or activity.

7. If, after the school attempts to involve a parent in the development and implementation of an action plan, the parent chooses not to participate in the

process, the school may develop and implement an action plan without the parent's involvement.

8. Actions must also include, as appropriate:

    a. Prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;

    b. Procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and

    c. Procedures for providing due process rights under Utah Code § 53G-11-501.

9. In determining the appropriate response to students who have been found to have engaged in a verified incident, the following factors should be considered:

    a. The development and maturity levels of the parties involved;

    b. The level of harm;

    c. The surrounding circumstances;

    d. Past incidents or past continuing patterns of behavior;

    e. The relationships between the parties involved;

    f. The level of disruption in or interference with the orderly operation of the school.

M. Training and Education

1. Each school shall establish procedures for training school employees, coaches, volunteers and students on bullying, cyberbullying, hazing, retaliation, or abusive conduct. The principal or designee shall be the point person to assist, direct, and supervise training on these matters.

    a. Training to students, staff, and volunteers shall:

        1) Include information on:

            a) Bullying, cyberbullying, hazing, retaliation and abusive conduct;

b) Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

c) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination,

d) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are prohibited based on the students' or employees' actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes, or conformance or failure to conform with stereotypes, and

e) The right of free speech and how it differs for students, employees, and parents;

2) The training will also complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with § 53G-9-704(1); and also

3) Include information on when issues relating to these standards may lead to employee or student discipline.

Utah Code § 53G-9-607(1), (2) (2024)
Utah Admin. Rules R277-613-4(6) (October 8, 2024)
Utah Admin. Rules R277-613-5(1)(c) (October 8, 2024)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

b. This training shall be required of:

1) new employees, coaches, and volunteers within the first year of employment or service;

2) all employees, coaches, and volunteers at least once every three years after the initial training.

Utah Admin. Rules R277-613-4(7) (October 8, 2024)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

c. In addition to training school employees and educating students mentioned above, any student, employee, or volunteer coach participating in a school

sponsored athletic program, both curricular and extracurricular, or any extra-curricular club or activity shall:, prior to participating in the athletic program or activity, participate in bullying, cyberbullying, harassment, retaliation, hazing, and abusive conduct prevention training;

d. Repeat bullying, cyberbullying, harassment and hazing prevention training at least every three years;

e. Box Elder School District will inform student athletes and extracurricular club members of the prohibited activities list provided previously in this policy under R277-613 and the potential consequences for violation of the law and the rule.

f. The content of this activity training shall be developed in collaboration with the Utah High School Activities Association (UHSAA) and the training shall also be provided in collaboration with UHSAA. The school shall obtain and keep signature lists of the participants in the activity training.

Utah Admin. Rules R277-613-7 (October 8, 2024)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

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

Utah Code § 53G-9-605 (2019)

h. The District may also offer voluntary training to parents and students regarding abusive conduct.

Utah Code § 53G-9-607(1)(b) (2020)

i. The principal or designee responsible for reviewing and investigating allegations of bullying, cyberbullying, hazing, retaliation, and abusive conduct shall receive training on conducting a review and investigation as provided for in this policy.

Utah Admin. Rules R277-613-5(1)(b) (September 8, 2024)

N. Director of Student Services

1. The Director of Student Services shall provide training to each school principal or designee responsible for school training and oversight. The Director of Student Services will also oversee implementation of action plans, monitors implementation

of this policy regarding communication plans, acts as the District's liaison to the State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation, and assists with school case-specific needs.

Utah Admin. Rules R277-613-5(1)(c) (October 8, 2024)

O. Assessment

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

   Utah Admin. Rules R277-613-4(4) (October 8, 2024)
   Utah Code § 53E-9-203 (2022)

P. Publication and Acknowledgment

1. A copy of this policy shall be included in student conduct handbooks, shall be provided to the parent of each student enrolled in the District, and shall be available on the District's publicly accessible website for faculty, staff, administrators, volunteers, students, parent(s), and community to access.

2. Each student 8 years of age and older and a parent of each student enrolled in the District shall annually provide a signed statement stating that the student and parent has received a copy of this policy; however, such a statement is not a substitute for having met the training requirements of this policy.

   Utah Code § 53G-9-605(3)(h), (4) (2019)
   Utah Admin. Rules R277-613-4(1)(d), (2) (October 8, 2024)

Q. Annual Reporting

1. Box Elder School District is required by Utah Code § 53E-3-401(3) and Admin Rule R277-613 to report the following annually on or before June 30, to the State Superintendent in accordance with the Superintendent's submission requirements:

   a. a copy of the District's bullying policy required in R277-613-4;

   b. implementation of the signed statement requirement described in Utah Code § 53G-9-605(3)(g);

c. verification of required training of school employees regarding bullying, cyberbullying, hazing, retaliation, and abusive conduct described in Utah Code § 53G-9-607;

d. incidents of student bullying, cyberbullying, hazing, and retaliation; and

e. the number of incidents that include a student who was bullied, cyberbullied, hazed, or retaliated against due to or based on the student's actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, sexual orientation, or other characteristic.

Utah Admin. Rules R277-613-5(11) (October 8, 2024)

R. Employee Grievance

1. A School employee who has experienced abusive conduct must report the incident to the School or LEA designee in writing. If the school employee is not satisfied with the school or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or) recommended disciplinary action against the perpetrator, the school employee may address/raise the issue in accordance with the school's grievance policies.

2. A school employee found to have committed an act of bullying, cyberbullying, hazing, or retaliation will be disciplined in accordance with district policy.

3. This policy applies to bullying that:

   a. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.

   b. Takes place while students are being transported to or from schools or school-sponsored events;

   c. Takes place at any school-sponsored event, activity, function, program, instruction or training; or

   d. Takes place through the use of technology. School officials have the authority to discipline students for off-campus or online speech that causes or threatens a

substantial disruption to School operations, including violent altercations or a significant interference with a student's educational performance and involvement in School activities.

4. This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute a bullying, cyber-bullying, or hazing incident creates a substantial disruption to the school environment, Box Elder School District may take disciplinary action against the student who initiated the speech.

VERIFICATION OF PARENT CONTACT REGARDING THREAT OR INCIDENT

I, [Name] , principal or principal's designee, contacted [Name of parent] on [Date] and notified him or her that [Name of student] was involved in an incident of bullying, hazing, cyberbullying, abusive conduct, or retaliation. Contact was made:
[__] in person
[__] by telephone (number used: _____)
[__] by email (email address used: _____)
[__] by other method (specify): _____

Notice was given of:
[__] bullying incident
[__] cyberbullying incident
[__] abusive conduct incident
[__] hazing incident
[__] retaliation incident
[__] suicide threat

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

This form was scanned and uploaded into Educator's Handbook _____
Date

_____ _____ _____
Principal or Principal's Designee Title Date

_____ _____ _____
School Staff Member Title Date

POLICY 5282

Student Behavior Management

A. The Board recognizes that effective discipline is carried out within a restorative model wherein student interpersonal relationships, personal dignity, mutual respect, understanding, and restitution are the top priorities. The Board also recognizes that a restorative model of discipline must be included in a Multi-Tiered System of Support (MTSS) for students. The Board, therefore, delegates to the District Administration responsibility for establishing regulations for staff responsibility in restorative discipline for enrolled students.

B. Definitions

1. "Restorative Discipline" means the discipline of student behavior where interpersonal relationships, personal dignity, mutual respect, understanding, conferencing, and restitution are the disciplinary strategies instead of punishment and retribution.

2. "Multi-Tiered Systems of Supports" means a framework for academic and behavioral concerns. The premise behind MTSS is that academic and behavioral problems are addressed through a systematic problem-solving model. This model includes a primary, secondary, and tertiary support system that increases in the intensity of intervention.

3. "Emergency Safety Interventions," or "ESI," means the use of ~~seclusionary time out~~ seclusion or physical restraint when a student presents an immediate danger to self or others.

   Utah Compilation of School Discipline Laws and Regulations
   Utah Admin. Rules R277-609-2(3)(a) (April 8, 2025)

4. "Physical Restraint" means a personal restriction that immobilizes or significantly reduces the ability of a student to move the student's torso, arms, legs, or head freely. The length of the restraint and the amount of force used should be for the shortest duration and the least amount necessary to diffuse the emergency situation and ensure the safety of the student(s) and others. The use of prone, or face-down physical restraint; supine, or face-up physical restraint; physical restraint that obstructs the airway of a student; or any physical restraint that impacts a student's primary mode of communication is strictly prohibited.

Utah Compilation of School Discipline Laws and Regulations
Utah Code 53G-8-301.3

5. "Seclusion~~ary~~ ~~Time Out~~" means seclusionary time out, meaning the involuntary confinement of a student alone in an enclosed room when a student is prevented from leaving.

   a. Seclusion~~ary~~ ~~time out~~, when used with a student, means all the following conditions are met:

      1) The student is placed in a locked room ~~safe enclosed area by school personnel~~;

      2) Placing the student in a room where the door is blocked by furniture or held closed by staff ~~The student is purposefully isolated from adults and peers~~;

      3) The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.

      4) The room or area must meet applicable health department and fire marshal regulations.

      5) School employee may not place a student in a seclusion~~ary~~ ~~time out~~ for more than 30 minutes.

         USBE Least Restrictive Behavioral Interventions and Utah Compilation of School Discipline Laws and Regulations
         Utah Admin. Rules R392-200 (June 14, 2023)
         Utah Admin. Rules R710-4 (June 26, 2025)

6. "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

7. "Mechanical restraint" means the use of any device or equipment to restrict a student's freedom of movement.

8. "Immediate danger" means the imminent risk of physical violence or aggression towards self or others or other behaviors which are likely to cause substantial bodily injury or serious bodily injury.

9. "Substantial bodily injury" means bodily injury which does not amount to serious bodily injury but which causes or creates protracted physical pain, temporary

disfigurement, or temporary loss or impairment of the function of any bodily member or organ.

10. "Serious bodily injury" means bodily injury that creates or causes serious permanent disfigurement, protracted loss or impairment of the function of any bodily member or organ, or creates a substantial risk of death.

11. "ESI key employee" means an employee who has received comprehensive ESI training and is authorized to use an ESI with a student.

Utah Code § 53G-8-301(1)(b), (c), (d) (2025)
Utah Code § 76-1-101.5(17), (18) (2023)
Utah Admin. Rules R277-608-2(4), (8), (10)(a), (14), (15), (16) (March 10, 2025)
Utah Admin. Rules R277-608-4(3) (March 10, 2025)

C. Emergency Safety Intervention

1. An emergency safety intervention is using seclusion or physical restraint when a student presents an immediate danger to self or others (not for disciplinary purposes). The District shall implement policies and procedures for the use of emergency safety interventions for all students which are consistent with evidence-based practices.

2. Physical restraint as part of an emergency safety intervention may not be used with a student except within the guidelines stated below under Physical Restraint. Mechanical restraint may not be used as part of an emergency safety intervention, except those which are protective, stabilizing or required by law, or any device used by a law enforcement officer in carrying out law enforcement duties, including seatbelts or any other safety equipment when used to secure students during transportation. Chemical restraint may not be used on a student.

3. Seclusion as part of an emergency safety intervention may not be used with a student except by a key employee and only when a student presents an immediate danger of serious physical harm to self or others, when less restrictive interventions have failed, and within the guidelines stated below under Seclusion.

4. For a student with a disability, emergency safety interventions may not be written into a student's individualized education program as a planned intervention unless school personnel, the family, and the IEP team agree less restrictive means have been attempted to address the qualifying circumstances (that is, circumstances where the student presents an imminent danger of physical violence or aggression towards self or others which is likely to cause serious physical harm) have been

attempted, a functional behavior analysis has been conducted, and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

Utah Code § 53G-8-301(4), (10)(b)(ii), (iii) (2025)
Utah Admin. Rules R277-608-2(1)(b), (4), (10)(b) (March 10, 2025)
Utah Admin. Rules R277-608-3(3)(h) (March 10, 2025)

D. Administrative Regulation

1. MTSS Framework

   a. In order to maintain a safe, positive, and inclusive learning environment, each school principal shall work cooperatively with faculty members, parents, and students to establish safety measures, quality instruction, maintenance of relationships, and maintain a clean, well-maintained school environment. Principals will be required to identify how their respective schools' restorative disciplinary measures operate within an MTSS framework. Individual teachers will be responsible for maintaining high-quality positive behavior supports and instructional control in their classes and extracurricular assignments. All staff members will assist in maintaining discipline in other areas of the building and school grounds.

2. Safe Learning Environment

   a. Teachers and other staff members will promote a safe learning environment for a continuum of student learners by establishing rapport with students and demonstrating qualities of honesty, fairness, and consistency in their dealings. Teachers are expected to help students develop and maintain respect for themselves, for others, and for school property. Teachers are expected to define clear expectations for the following domains of classroom behavior:

      1) The amount of movement required for an instructional activity;

      2) The types of conversations for the instructional activity;

      3) How to ask for help during the instructional activity;

      4) Definitions of what participation in the instructional activity looks like.

3. Instruction

a. Teachers will maintain effective control of the instructional situation in order to provide optimum learning opportunities for all students. It is the responsibility of the teacher to plan lessons carefully and engage in instructional activities that further student interest and engagement. It is the responsibility of the teacher to adopt a positive behavior support system in their respective classroom where explicit classroom behavioral expectations are reviewed and reinforced regularly.

4. Principals

   a. Principals will work with faculty members to develop school-wide positive behavior supports where explicit school-wide behavioral expectations are reviewed and reinforced regularly.

5. Restorative Discipline Procedures

   a. In situations where student behavior becomes disruptive to the extent that it interferes with the learning and teaching process, the principal or teacher may utilize reasonable restorative discipline procedures.

   b. Student disciplinary action must be consistent with established state rules and regulations consistent with those rules and regulations found in the LRBI Manual.

   c. No employee may inflict cruel or irresponsible punishment upon a student or exercise other liberties prohibited by statutory law including any form of corporal punishment as defined under Utah Code § 53G-8-301(2).

   d. Students requiring discipline are to be dealt with in a professional and objective manner, without undue emotional displays.

   e. All student discipline must incorporate a restorative component fostering belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

6. Physical Restraint and Seclusion~~ary Time Out~~

   a. When student behavior becomes disruptive to the extent that immediate measures must be taken to avoid personal injury or abuse to themselves or others, teachers, acting in loco parentis, may use emergency safety interventions; physically restrain to control the student or students involved or use seclusion~~ary time out~~.

b. Physical Restraint and Seclusion~~ary Time Out~~ in Box Elder School District will follow these explicit steps:

1) Physical restraint and seclusion~~ary time out~~ initiation can only be provided by ESI Key Employees ~~trained faculty and/or staff~~ when student behavior has been deemed a real, immediate, and capable threat to student(s), faculty, and/or staff.

a) Prior to its use, a school employee must first use the least restrictive available intervention.

b) It may not be used as a means of discipline or punishment.

c) The student may not be placed in a prone (face-down) or supine (face-up) position in physical restraint.

d) No restraint may be used which obstructs the airway of a student or which adversely affects a student's primary mode of communication.

2) Release Criteria: Physical restraint and seclusion~~ary time out~~ duration must be terminated:

a) After the minimum time necessary to ensure safety or

b) When the student is no longer a real, immediate, and capable threat to self, students, faculty, and staff,

c) The student is in severe distress

d) a student may not be physically restrained for more than the shortest of: 30 minutes; the time described in the District's emergency intervention training program; or when law enforcement arrives.

3) If a public education employee engages in physical restraint of a student or the use of seclusion~~ary time out~~, the ~~employee~~ classroom teacher or designee shall immediately notify:

a) The student's parent~~; and~~ immediately and in any event within 15 minutes of use;

b) School administration and Special Education Director or designee and provide documentation of the ESI to the ESI Committee.

4) If an ESI is used for more than 15 minutes, a second notice shall be given immediately to the student's parent and to administration;

   a) The school shall, upon his or her request, provide to the student's parent or guardian a copy of any notes or additional documentation taken during an ESI. A student's parent or guardian may request a time to meet with school staff and administration to discuss the use of an ESI.

   Utah Code § 53G-8-301(10)(d) (2025)
   Utah Admin. Rules R277-608-5(5) – (8), (13) – (19) (March 10, 2025)

5) If the student is eligible for special education, the director of special education must be notified as well.

6) In a reasonable amount of time following the use of physical restraint or seclusion~~ary time out~~, a formal process for debriefing the faculty and staff will take place in an effort to address any concerns on behalf of the employees involved as well as procedures to help prevent the need for physical restraint again for the involved student.

7. Supervision

   a. Teachers will provide adequate supervision and structure in their classes and during assigned extracurricular assignments.

8. Modeling Behavior

   a. Teachers have the responsibility to set and maintain high standards of behavior and act as role models to their students.

9. Continuum of Interventions

   a. Box Elder School District will continue to develop, use, and monitor a continuum of intervention strategies and restorative discipline to assist students, including students whose behavior in school falls repeatedly short of reasonable expectations, by

      1) Teaching student behavior expectations,

      2) Re-teaching behavior expectations,

3) Enlist effective, evidence-based interventions matched to student needs prior to an administrative referral.

E. General Authority

1. If a particular type of conduct has the effect of disrupting the learning atmosphere, it should be subject to regulation. The Board possesses discretion in promulgating regulations for the proper conduct of students.

   Utah Code § 53E-3-501(1)(b)(v) (2019)
   Utah Admin. Rules 277-609-3 (April 8, 2025)

F. Relation of school discipline rules to other policies

1. Rules and procedures shall restrict corporal punishment and the use of reasonable and necessary physical restraint or force as set forth in these policies and pursuant to *Utah Code § 53G-8-302* and Utah Administrative Rules R277-609. Policies shall include written procedures for the suspension and expulsion of, or denial of admission to, a student, consistent with due process and other provisions of law, including *Utah Code § 53G-8-204 et seq.* Moreover, all rules and procedures shall be consistent with all other policies of the Board, and all state statutes and federal laws governing school discipline, including *Utah Code § 53G-8-203*, *Utah Code § 53G-8-204* and Section 504 of the Rehabilitation Act of 1974 (*29 U.S.C. § 794*).

   Utah Code § 53G-8-203 (2019)

G. Revising discipline rules

1. In adopting or revising the District's rules and regulations, the School Board shall solicit input from various interest groups at the school and in the community, including District employees, parents, and students.

   Utah Code § 53G-8-202 (2019)

H. ESI Training

1. All employees who supervise students or who may be asked to assist in managing a student's behavior shall receive foundational behavior support training including behavioral or emotional crisis management including de-escalation strategies consistent with the LRBI manual and the District's policies relating to ESI.

2. ESI key employees shall also receive comprehensive ESI training before the key employee may be authorized to use an ESI with a student and shall receive the comprehensive ESI training annually thereafter. This comprehensive training shall include the appropriate, safe, and effective use of ESI and the proper and required documentation of ESI.

   Utah Admin. Rules R277-608-4 (March 10, 2025)

I. ESI Committee

1. The District shall establish an Emergency Safety Intervention (ESI) Committee with members appointed by the Superintendent and consisting of two or more administrators, at least one parent or guardian of a student enrolled in the District, and at least two certified educational professionals with behavior training and knowledge of state rules and District discipline policies.

2. The ESI Committee shall meet often enough to monitor the use of emergency safety intervention in the District, shall determine and recommend professional development needs relating to emergency safety intervention, shall develop policies for local dispute resolution processes to address concerns regarding disciplinary actions, and shall ensure that each emergency incident where a school employee uses an ESI is documented in the District's student information system and is reported to the State Superintendent through UTREx.

3. The District shall collect, maintain, and periodically review documentation and other records of the use of emergency safety interventions at schools within the District, according to procedures defined by the State Superintendent of Public Instruction. For each incident where an ESI is used, the data shall report the incident and shall include the duration of the intervention used to respond to the incident, the stated purpose of the intervention used, the alternative interventions attempted, demographic information regarding the student (sex, gender, age, grade in school, and applicable disability status), and (without revealing the identity of staff involved), relevant training offered to staff and whether the staff received the training. Such documentation and records shall be provided annually by June 30 to the State Superintendent. In addition, the District shall submit all required UTREx discipline data and incident or infraction data elements as part of the District's daily UTREx submission.

   Utah Code § 53G-8-301(11) (2025)
   Utah Admin. Rules R277-608-6 (March 10, 2025)
   Utah Admin. Rules R277-608-8 (March 10, 2025)

J. Emergency Removals

1. Students may be removed from regular classes or District premises for nondisciplinary health, safety, and welfare reasons when the Board or its designee determines that an emergency exists.

2. Any student removed from school for any "emergency" reason who is in a condition that threatens his or her own welfare or the welfare of others shall be released to the student's parent, the parent's representative, or other proper authority, including, but not limited to, law enforcement officers and medical personnel.

3. When an ESI (physical restraint or seclusion) is used, a school shall notify the student's parent immediately and in any event within 15 minutes of use. The school shall also notify the administration and provide documentation of the ESI to the ESI Committee. If an ESI is used for more than 15 minutes, a second notice shall be given immediately to the student's parent and to administration. ~~The District shall make reasonable efforts to notify the parent prior to removing a student from school premises for emergency reasons. If the parent cannot be notified prior to the removal, the parent shall be notified as soon as possible after the removal and the reasons for it.~~

4. The notice provided shall be documented in the student information system records.

5. The school shall, upon his or her request, provide to the student's parent or guardian a copy of any notes or additional documentation taken during an ESI. Within 24 hours of an ESI, the school shall notify the student's parent or guardian that such a request may be made. A student's parent or guardian may request a time to meet with school staff and administration to discuss the use of an ESI.

Utah Code § 53G-8-301(10)(d) (2025)
Utah Admin. Rules R277-608-5(5) – (8), (13) – (19) (March 10, 2025)

K. Students with Disabilities

1. Removal of a handicapped student for any of these reasons shall be used only in emergency situations and shall not exceed ten school days. Consecutive ten-day removals are prohibited, unless the Special Education Committee determines that the student poses an immediate threat to the safety of himself or others, or disrupts the safety of the learning environment. If the parents appeal the Special Education Committee's decision and refuse to permit a change in placement, the District may seek a court injunction to remove a dangerous handicapped student for more than ten consecutive days.

2. If emergency removals, suspensions, or removals to alternative education total 10 school days in a year, the Special Education Committee shall review the student's IEP, unless the discipline management portion of the IEP specifies otherwise.

L. Corporal Punishment

1. A school employee may not inflict or cause the infliction of corporal punishment upon a child who is receiving service from the school.

   Utah Admin. Rules R277-608 (March 10, 2025)
   Utah Code § 53G-8-302 (2019)

2. The term "corporal punishment" means the intentional infliction of physical pain upon the body of a student as a disciplinary measure. The term “child” means a person under the age of eighteen (18) or under the age of twenty-three (23) if the person is receiving educational services as an individual with a disability.

   Utah Code § 53G-8-301 (2018)

M. Appropriate Conduct

1. This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to:

   a. obtain possession of a weapon or other dangerous object in the possession or under the control of a child;

   b. protect the child or another person from physical injury;

   c. remove from a situation a child who is violent or disruptive; or

   d. protect property from being damaged.

   Utah Code § 53G-8-301(2) (2018)
   Utah Code § 53G-8-302 (2019)
   Utah Admin. Rules R277-609-4(3)(k) (April 8, 2025)

2. An employee of the District may not be subjected to any sanction for failure or refusal to commit an act prohibited by this policy.

   Utah Code § 53G-8-302 (2019)

3. Policy 5090 Child Abuse regarding child abuse reporting and investigation shall apply to complaints made to the District regarding improper or unauthorized use of corporal punishment.

   Utah Code § 53G-8-303 (2018)

N. Limitation

1. This policy does not restrict the use of physical contact which is considered to be reasonable discipline for purposes of behavior reduction intervention and which is also in compliance with state regulations and District policies adopted pursuant to Utah Code § 53E-7-202 regarding provision of education for students with disabilities.

   Utah Code § 53E-7-202 (2018)

O. Disciplinary Record

1. Disciplinary records shall be made available to parents or the student, whichever is appropriate, pursuant to the District's student records policy.

P. Notice of Rules

1. A copy of the rules and procedures shall be made available to all students at the time of their enrollment in the school. If a school makes significant changes to its discipline rules and procedures, written notice of the adopted and revised discipline rules and procedures shall be distributed to all new and continuing students. In the case of all new, continuing or transfer students, a copy of the rules and procedures shall be mailed to the student's parents.

   Utah Code § 53G-8-204 (2018)

~~Q. Board review of school discipline rules~~

1. ~~Each school shall file a copy of its school discipline rules and procedures with the Board within thirty days after adoption of the rules and procedures. The Board shall review the rules and procedures filed by each school and may require the school to modify any rule or procedure that is not consistent with Board policy or state statutes on discipline in the public schools.~~

   ~~*Utah Code § 53G-8-202 (2018)*~~

~~*Utah Code § 53G-8-203 (2018)*~~

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

A work session was held at 5:30. The School Board reviewed the cell phone policy and its implementation. The attendance policy was also discussed.

Tentative minutes of a Regular Meeting of the Board of Education, Box Elder County School District, held Wednesday evening September 10, 2025, at 6:30 p.m. at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Members Bryan Smith, Julie Taylor, Karen Cronin, Wade Hyde, and Stephanie DeFilippis and Student Board Member Makayla Barton. Also, present were Superintendent Steven Carlsen, Assistant Superintendents Keith Mecham and Heidi Jo West, Business Administrator Neil Stevens, and IT Director Robert Gordon, officers of the Box Elder Education Association, District employees, representatives of the press and interested citizens.

President Summers welcomed those in attendance and conducted the business of the meeting. After the reverence, which was offered by Danielle Wright, Wade Hyde led the audience in the pledge of allegiance.

Recognitions

Jamie Kent, Public Information Officer, presented the educators for the 5th Cohort of the Utah Teacher Fellows. The following educators were chosen to participate: Sara Alfonso – BRHS, Shannon Neeley – BRMS and Jamie Porter – BRHS.

Dawn Devoe, Jeremy Hunsaker, Seth Salmond, Chris Payne from Walmart presented the donation to the District

Tara Buckway and Capree Austin presented Nucor Grants donation for the educators who received Nucor grants.

Approval of Agenda

Danielle Wright made the motion to approve the agenda. Bryan Smith seconded the motion, which passed unanimously.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

Swear in Student Board Member, Makayla Barton, BEHS

Neil Stevens, Business Administrator, swore in Makayla Barton as the Student Board Member for the 2025-26 school year.

Public Comment

DJ Bott provided public comment in support of the School Board and on the responsibility to use social media ethically.

Lisa Marble provided public comment in opposition to the tax increase passed by the School Board in the prior month.

Ben Soholt, representing the Box Elder County Republican Party, provided public comment opposing the tax increase that was passed by the School Board in the prior month.

Action Items

Approval of E-sports
Keith Mecham, Assistant Superintendent of Secondary Teaching & Learning, presented the request to approve adding E-sports as a UHSSA sanctioned sports at BEHS and BRHS, along with the associated school fees to support the program.

Wade Hyde made the motion to approve E-sports at BEHS and BRHS for the 2025-2026 school year. Danielle Wright seconded the motion, which passed unanimously.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

Approval of Amendment to 2025-26 General Student Fees and Deposits increasing FBLA Participation Fee and Intervention Student Drug Testing
Keith Mecham, Assistant Superintendent of Secondary Teaching & Learning, presented the request to increase school fees for FBLA participation and student drug testing for interventions. Additionally, school fees for the Art Opps club, Auto club and Skills USA club are being requested to be added to the 2025-26 school fees schedule.

Bryan Smith made the motion to approve amendment to 2025-26 general student fees and deposits increasing FBLA participation fee and intervention student drug testing. Julie Taylor seconded the motion, which passed unanimously.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes

Danielle Wright – Yes
Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

Resolution to Receive Exempt Status for Days Off for Memorial Services for Fallen Officers in Box Elder County
Superintendent Steve Carlsen presented a letter written to the Utah State Board of Education requesting that the District be granted an exemption from 180 school day rule due to the tragedy of the fallen officers in Tremonton.

Danielle Wright made the motion to approve sending the letter to the Utah State Board of Education requesting that Box Elder School District be granted exempt status from the 180-school day rule. Stephanie DeFilipps seconded the motion, which passed unanimously.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

Information Items

Transportation Field Trip Report
Jason Sparks, Transportation Director, presented a summary of field trips taken in the prior school year.

Early Learning Plan
AshLee Nelson, Director of Literacy & Instructional Support, and Jamie Kent, Director of Public Information and Math Specialist, presented the early learning goals and outcomes from the prior school year. They also presented the new goals for the 2025-26 school year.

AP and Acadience Results
Jeff Morris, Assessment Director, presented the AP and Acadience testing participation and results for the 2024-25 school year.

CAPS Update
Ben Wiley, CTE Director, presented an update on the CAPS program. The CAPS program is the capstone program that is taken at the conclusion of their CTE Pathways coursework. The program began this year and has been extremely popular with students.

Monthly Financial Report
Neil Stevens, Business Administrator, presented the August 2025 Financial Report to the Board.

Board Committee Reports
Karen Cronin provided an update about the open house for Bridgerland Technical College happening on September 29th.

Policy Review

The following Policies were presented to be deleted:

Policy 4035 Early Intervention Kindergarten
Policy 5030 Attendance - Compulsory (Combined with Policy 5035)
Policy 5031 Attendance - Exemption from Compulsory Attendance (Combined with Policy 5035)

Karen Cronin made the motion to approve the above policies for deletion. Bryan Smith seconded the motion, which was approved unanimously.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

The following Policies were presented for first reading:

Policy 2100 Gifts, Donations, and Bequests – Acceptance
Policy 3091 Postpartum and Parental Leave
Policy 3108 Certificated: Educator's Hours and Teaching Load
Policy 3126 Certificated: Sickness, Absences and Leaves
Policy 3208 ESP: Fringe Benefits and Leave of Absence
Policy 4033 Early Learning Plan
Policy 4067 Curriculum: Ethnic Studies
Policy 4175 Student Data Protection
Policy 4178 Internet Use
Policy 4185 Use of Video/Digital Media Materials
Policy 5010 Admissions Eligibility Requirements
Policy 5011 Admissions and Attendance of Military and Department of Defense (DOD) Civilian Children Policy 5035 Attendance Requirements and Procedures
Policy 5050 Immunization Requirements
Policy 5060 Medical Treatment for Students
Policy 5061 Medical Treatment Directives
Policy 5064 Medical Recommendations by School Personnel to Parents
Policy 5065 Administration of Medication
Policy 5066 Students with Potentially Life-Threatening Allergies
Policy 5067 Student Asthma Emergency
Policy 5069 Student Treatment for Diabetes

Policy 5080 Mental Health Care
Policy 5090 Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting Policy 5270 Student Rights and Responsibilities: Bullying, Cyberbullying, Hazing, and Abusive Conduct Policy 5282 Student Behavior Management

Bryan Smith made the motion to approve the above policies for first reading. Wade Hyde seconded the motion, which was approved unanimously.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

The following Policies were presented for second reading:

Policy 1090 Rules of Order
Policy 3038 Highly Needed Educator Salary Supplement

Julie Taylor made the motion to approve the above policies for second reading. Bryan Smith seconded the motion, which was approved unanimously.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

Suggestions for Future Board Meetings

1. Report on Kindergarten Roundup in the October Work Session
2. Information presentation on math instruction in the secondary schools
3. Facilities Discussion

Consent Calendar

Karen Cronin moved to accept the consent items. The motion was seconded by Bryan Smith and passed on a unanimous vote.

Julie Taylor – Yes
Wade Hyde – Yes
Tiffani Summers – Yes
Danielle Wright – Yes

Stephane DeFilippis – Yes
Bryan Smith – Yes
Karen Cronin - Yes

The Consent Calendar included the following items:

Approval of the minutes of the regular meetings and Tax Hearing of August 13, 2025.

Approval of claims numbered 545544 – 54731; 7082925,8082925,9082925,9082025,9080425,101524 – 101535; 1106907 – 1106969, 356 – 363; 30403203 – 30403208; 30703228 – 30803832; 40403476 – 40403478; 4080403 – 408404809; 70415593 -70815736 and the ACH and school activity checks for the month of August 2025.

Personnel Items

As detailed in the agenda.

Clubs

As detailed in the agenda

Adjournment

With the announcement that the next meeting will be held on Wednesday, October 8, 2025 at 6:30 p.m. at the Independent Life Skills Center, President Tiffani Summers adjourned the meeting at 9 p.m.

APPROVED: _____

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

Batch Year: 26 Bank: All Date Range: 09/01/2025 - 09/30/2025

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00054732	C	09/04/2025	1	CHRISTINA NOORDA	31.15
01	00054733	C	09/04/2025	1	ELIZABETH REDEPENNING	14.70
01	00054734	C	09/04/2025	1	TIFFANY MOORE	30.85
01	00054735	C	09/04/2025	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	7,392.00
01	00054736	C	09/04/2025	110723	BOX ELDER CHAMBER OF COMMERCE	175.00
01	00054737	C	09/04/2025	62774	CEDAR RIDGE AUTO WASH INC	40.00
01	00054738	C	09/04/2025	107994	CERTIFIED SHRED	141.00
01	00054739	C	09/04/2025	1490	COGNIA INC	4,000.00
01	00054740	C	09/04/2025	75558	ECKS LASER	480.00
01	00054741	C	09/04/2025	111125	IML SECURITY SUPPLY	2,807.92
01	00054742	C	09/04/2025	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	19,349.96
01	00054743	C	09/04/2025	110259	KONE INC	1,247.91
01	00054744	C	09/04/2025	75043	MGT IMPACT SOLUTIONS, LLC	8,500.00
01	00054745	C	09/04/2025	29858	MOUNTAINLAND SUPPLY COMPANY	2,986.50
01	00054746	C	09/04/2025	892645	ROCKY MOUNTAIN POWER	5,327.47
01	00054747	C	09/04/2025	70831	S & D CARWASH MANAGEMENT LLC	215.91
01	00054748	C	09/04/2025	875087	UKON WATER CO	1,000.00
01	00054749	C	09/04/2025	24580	VERIZON WIRELESS	131.70
01	00054750	C	09/04/2025	924155	WASTE MGMT OF UTAH INC	5,660.04
01	00054751	C	09/04/2025	31364	95 PERCENT GROUP LLC	5,598.50
01	00054752	C	09/04/2025	38032	AMAZON CAPITAL SERVICES INC	7,278.78
01	00054753	C	09/04/2025	70416	BRAND-CO CUSTOM APPAREL LLC	8,577.40
01	00054754	C	09/04/2025	113116	BRYSON SALES & SERVICE	137,233.00
01	00054755	C	09/04/2025	31658	BSN SPORTS	6,822.05
01	00054756	C	09/04/2025	11517	COMPUNET, INC	199,614.00
01	00054757	C	09/04/2025	75310	CONSOLIDATED ELECTRICAL DISTRIBUTORS	2,973.74
01	00054758	C	09/04/2025	106378	GOLDEN SPIKE EQUIPMENT	145.44
01	00054759	C	09/04/2025	109962	MUSIC & ARTS	113.52
01	00054760	C	09/04/2025	386370	HYKO SUPPLY CO	901.41
01	00054761	C	09/04/2025	586159	MOUNTAIN STATE TEXTBOOK DEP	1,390.15
01	00054762	C	09/04/2025	633340	OFFICE DEPOT	551.05
01	00054763	C	09/04/2025	157371	STAPLES	334.31
01	00054764	C	09/04/2025	866716	UCI ACCOUNTS RECEIVABLE	1,749.00
01	00054765	C	09/04/2025	109355	VOYAGER SOPRIS LEARNING	796.40
01	00054766	C	09/04/2025	53376	WING AERO PRODUCTS, INC	3,900.82
01	00054767	C	09/11/2025	1	ASHLEY NEILSON	39.10
01	00054768	C	09/11/2025	1	COLTON POTTER	81.80
01	00054769	C	09/11/2025	1	JENNY STANGER	442.35
01	00054770	C	09/11/2025	1	JESSE MILLER	36.15
01	00054771	C	09/11/2025	6617	ACME WATER CO	1,107.10
01	00054772	C	09/11/2025	14010	AED EVERYWHERE	393.20
01	00054773	C	09/11/2025	14575	AIRMOTIVE SERVICE	207.02
01	00054774	C	09/11/2025	812477	ALSCO/AMERICAN LINEN	917.63
01	00054775	C	09/11/2025	36784	AMERICAN RED CROSS	240.00
01	00054776	C	09/11/2025	85768	BEAR RIVER SEWER DEPT	255.50
01	00054777	C	09/11/2025	108217	BRIGHAM CITY CORPORATION	72,092.44
01	00054778	C	09/11/2025	75400	LESLIE BROWN	6,500.00
01	00054779	C	09/11/2025	113116	BRYSON SALES & SERVICE	5,814.47
01	00054780	C	09/11/2025	162470	CRUS OIL INC	1,388.50
01	00054781	C	09/11/2025	14958	CULLIGAN	30.00
01	00054782	C	09/11/2025	165037	CURLEW RESERVOIR & IRRIGATION CO	101.20
01	00054783	C	09/11/2025	729332	ECONO WASTE INC	8,340.66
01	00054784	C	09/11/2025	58475	EMS LINQ, INC	7,200.00
01	00054785	C	09/11/2025	304217	GARLAND CITY	10,903.38
01	00054786	C	09/11/2025	778870	GOPHER SPORT	200.00
01	00054787	C	09/11/2025	324430	GRAYBAR ELECTRIC COMPANY INC	7,418.08
01	00054788	C	09/11/2025	110559	HARMONY HOME HEALTH LLC	686.17
01	00054789	C	09/11/2025	44180	KELSEY HEATON	6,500.00
01	00054790	C	09/11/2025	75710	SAMANTHA MCCARTNEY HUNTER	6,500.00
01	00054791	C	09/11/2025	49026	IVY LANE PEDATRICS	3,210.15
01	00054792	C	09/11/2025	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	14,820.04
01	00054793	C	09/11/2025	467700	JOHNSON ELECTRIC MOTORS	3,340.04

Batch Year: 26 Bank: All Date Range: 09/01/2025 - 09/30/2025

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01	00054796	C	09/11/2025	75299	KIRSTEN HAILEY LUCAS	6,500.00
01	00054797	C	09/11/2025	543168	MADDOX RANCH HOUSE	245.80
01	00054798	C	09/11/2025	66435	OBSERVERTAB, LLC	750.00
01	00054799	C	09/11/2025	49859	JACKSON GROUP PETERBILT, INC.	6,565.21
01	00054800	C	09/11/2025	700077	PERRY CITY	259.22
01	00054801	C	09/11/2025	54640	PURCELL TIRE AND SERVICE CENTER	10,704.11
01	00054802	C	09/11/2025	732367	RAFT RIVER RURAL	997.91
01	00054803	C	09/11/2025	103604	SCHOLASTIC MAGAZINES	412.50
01	00054804	C	09/11/2025	110789	CORE BUSINESS TECHNOLOGIES (SIP)	39.95
01	00054805	C	09/11/2025	25976	SHERWIN-WILLIAMS	5,431.43
01	00054806	C	09/11/2025	110968	SKY BLUE INDUSTRIES INC	369.54
01	00054807	C	09/11/2025	802087	SNOWVILLE WATERWORKS INC	954.75
01	00054808	C	09/11/2025	112080	SQUIRE & COMPANY	35,000.00
01	00054809	C	09/11/2025	110914	SUPERIOR WATER AND AIR INC	35.95
01	00054810	C	09/11/2025	75213	THE PARTRIDGE GROUP	750.00
01	00054811	C	09/11/2025	111109	TOM RANDALL DIST	4,619.04
01	00054812	C	09/11/2025	109356	TRANSPORT DIESEL INC	269.94
01	00054813	C	09/11/2025	891125	UAESP/UTAH ASSOCIATION ELEMENTARY PRIN	7,407.00
01	00054814	C	09/11/2025	863370	UASSP/UTAH ASSOCIATION OF	6,900.00
01	00054815	C	09/11/2025	102558	UTAH DEPARTMENT OF HEALTH	49,128.64
01	00054816	C	09/11/2025	892916	DGO FUEL NETWORK TEAM	15,452.83
01	00054817	C	09/11/2025	891181	LB 410027	2,061.72
01	00054818	C	09/11/2025	891185	UTAH TAXPAYERS ASSOC	97.50
01	00054819	C	09/11/2025	38210	OGDEN ECCLES CONFERENCE CENTER	14,480.55
01	00054820	C	09/11/2025	110931	WEESE GLASS LLC	998.40
01	00054821	C	09/11/2025	941217	WILLARD CITY CORP	202.98
01	00054822	C	09/11/2025	31364	95 PERCENT GROUP LLC	35,640.00
01	00054823	C	09/11/2025	38032	AMAZON CAPITAL SERVICES INC	8,744.88
01	00054824	C	09/11/2025	43370	BRAINPOP, LLC	3,270.00
01	00054825	C	09/11/2025	113116	BRYSON SALES & SERVICE	137,233.00
01	00054826	C	09/11/2025	1597	CANYONS SCHOOL DISTRICT	125.00
01	00054827	C	09/11/2025	158220	COVER UP	1,342.70
01	00054828	C	09/11/2025	71170	DISCOVERY EDUCATION, INC	8,800.00
01	00054829	C	09/11/2025	72664	EMBI TECH	1,419.00
01	00054830	C	09/11/2025	386370	HYKO SUPPLY CO	1,309.70
01	00054831	C	09/11/2025	68306	HYPO SOURCE	1,900.00
01	00054832	C	09/11/2025	53082	LEXIA LEARNING SYSTEMS LLC	16,758.00
01	00054833	C	09/11/2025	53317	LOCKSTEP TECHNOLOGY GROUP	795.00
01	00054834	C	09/11/2025	586159	MOUNTAIN STATE TEXTBOOK DEP	8,341.89
01	00054835	C	09/11/2025	105708	NICKYS FOLDERS/ROCHESTER 100	400.40
01	00054836	C	09/11/2025	75205	NJRA ARCHITECTS, INC	59,242.75
01	00054837	C	09/11/2025	633340	OFFICE DEPOT	5,230.35
01	00054838	C	09/11/2025	709060	PITSCO EDUCATION, LLC	337.48
01	00054839	C	09/11/2025	35955	PROMO PLUS	1,555.00
01	00054840	C	09/11/2025	60291	RENEGADE RENTALS LLC	946.44
01	00054841	C	09/11/2025	157371	STAPLES	674.53
01	00054842	C	09/11/2025	51837	SWEETWATER	2,565.00
01	00054843	C	09/11/2025	31429	COMPETITIVE EDGE.COM	2,027.94
01	00054844	C	09/11/2025	866716	UCI ACCOUNTS RECEIVABLE	1,740.00
01	00054845	C	09/11/2025	63177	VALANT MEDICAL SOLUTIONS, INC	165.00
01	00054846	C	09/23/2025	75574	NULL EDUCATION SERVICES, LLC	14,000.00
01	00054847	C	09/23/2025	72737	AMERITAS LIFE INSURANCE CORP	3,596.63
01	00054848	C	09/23/2025	999027	B E SCHOOL BOARD FUND	70.00
01	00054849	C	09/23/2025	999024	BOSTON MUTUAL LIFE INS CO - W	406.36
01	00054850	C	09/23/2025	999055	BOX ELDER FOUNDATION	138.00
01	00054851	C	09/23/2025	999023	BOX ELDER SCHOOL DISTRICT	100.00
01	00054852	C	09/23/2025	999033	BUREAU CHILD SUPPORT SERV	4,473.00
01	00054853	C	09/23/2025	999021	ELEVATE CREDIT UNION	6,600.00
01	00054854	C	09/23/2025	999019	EMI HEALTH	333.28
01	00054855	C	09/23/2025	999017	GLOBE LIFE INSURANCE CO	69.12

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00054856	C	09/23/2025	999035	HORACE MANN INSURANCE COMPANY	29,677.15
01	00054857	C	09/23/2025	51080	IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	461.00
01	00054858	C	09/23/2025	999084	NATIONAL BENEFITS SERVICES LLC	8,265.00
01	00054859	C	09/23/2025	999081	NATIONAL BENEFITS SERVICES LLC	4,686.07
01	00054860	C	09/23/2025	999156	OLSON SHANER	1,052.67
01	00054861	C	09/23/2025	999079	PEHP	1,651,513.74
01	00054862	C	09/23/2025	999032	PRE-PAID LEGAL SERVICES	1,275.05
01	00054863	C	09/23/2025	999018	THE HARTFORD	27,889.54
01	00054864	C	09/23/2025	999012	UESP	200.00
01	00054865	C	09/23/2025	999025	UTAH SCHOOL EMPLOYEES ASSOCIATION	6,703.47
01	00054866	C	09/23/2025	999004	UTAH STATE TAX COMMISSION	1,131.82
01	00054867	C	09/23/2025	999003	UTAH STATE TAX COMMISSION	269,062.72
01	00054868	C	09/23/2025	71110	VOYA FINANCIAL	9,351.29
01	00054869	C	09/25/2025	1	ARIANNA MCCULLOUGH	40.00
01	00054870	C	09/25/2025	1	BAILEY KERIVAN	245.00
01	00054871	C	09/25/2025	1	DILLAN HANCEY OR COLT JARVIS	200.00
01	00054872	C	09/25/2025	1	LINDSAY LEGUA	233.20
01	00054873	C	09/25/2025	1	MANDY BORGES	50.06
01	00054874	C	09/25/2025	1	MINDY SALISBURY	300.00
01	00054875	C	09/25/2025	1724	ACE HARDWARE TREMONTON	59.97
01	00054876	C	09/25/2025	10260	ADELE C YOUNG INTERM SCH	1,025.00
01	00054877	C	09/25/2025	347560	ALICE C HARRIS INTERM SCH	470.00
01	00054878	C	09/25/2025	69140	ATC AUTO GLASS	1,227.90
01	00054879	C	09/25/2025	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	5,754.00
01	00054880	C	09/25/2025	107102	BEAR RIVER BOWLING CENTER / THE GRILL	2,700.00
01	00054881	C	09/25/2025	85556	BEAR RIVER HEALTH DEPARTMENT	345.00
01	00054882	C	09/25/2025	85748	BEAR RIVER MIDDLE SCHOOL	3,042.59
01	00054883	C	09/25/2025	45500	BOX ELDER SCHOOL DISTRICT	8,849.00
01	00054884	C	09/25/2025	104338	BOX ELDER HIGH SCHOOL	6,926.05
01	00054885	C	09/25/2025	104348	BOX ELDER MIDDLE SCHOOL	231.00
01	00054886	C	09/25/2025	24236	BRODY CHEMICAL	240.71
01	00054887	C	09/25/2025	123130	CACHE COUNTY SCHOOL DISTRICT	133.33
01	00054888	C	09/25/2025	73016	CANON U.S.A., INC	12,126.49
01	00054889	C	09/25/2025	890740	CENTURYLINK	389.16
01	00054890	C	09/25/2025	40363	CIO MEDICAL SERVICES	791.00
01	00054891	C	09/25/2025	10774	CRUMP MOTORS	757.50
01	00054892	C	09/25/2025	75973	D.L. WIMMER COMPANY	221.40
01	00054893	C	09/25/2025	102017	DAVIS SCHOOL DISTRICT	1,500.00
01	00054894	C	09/25/2025	62235	DEX IMAGING LLC	632.50
01	00054895	C	09/25/2025	73121	DYLAN SMITH	130.00
01	00054896	C	09/25/2025	109652	DREWES FLORAL & GIFTS	92.00
01	00054897	C	09/25/2025	64084	ALDER EDUCATION LAW	6,800.00
01	00054898	C	09/25/2025	16276	EMERY SCHOOL DISTRICT	200.00
01	00054899	C	09/25/2025	999019	EMI HEALTH	35,298.20
01	00054900	C	09/25/2025	107136	ERS HEATING & COOLING	47,735.00
01	00054901	C	09/25/2025	304217	GARLAND CITY	124.00
01	00054902	C	09/25/2025	13757	GARLAND CITY POLICE DEPARTMENT	33,040.25
01	00054903	C	09/25/2025	44431	GOLDEN SPIKE AUTOMATION	270.00
01	00054904	C	09/25/2025	901150	IMT COMPANIES LLC	41.70
01	00054905	C	09/25/2025	107389	INTERMOUNTAIN WORKMED-N OGDEN	225.00
01	00054906	C	09/25/2025	107940	IPACO	134.70
01	00054907	C	09/25/2025	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	19,629.11
01	00054908	C	09/25/2025	489240	KENTS MARKET PL/TREMONTON	601.04
01	00054909	C	09/25/2025	75132	LECTICON, INC	399.60
01	00054910	C	09/25/2025	530755	LOGAN SCHOOL DISTRICT	133.33
01	00054911	C	09/25/2025	612068	NORTH PARK SCHOOL	20.57
01	00054912	C	09/25/2025	111273	NUCO2 LLC	4,957.56
01	00054913	C	09/25/2025	66435	OBSERVERTAB, LLC	4,561.20
01	00054914	C	09/25/2025	104992	PRINT SHOP	135.00
01	00054915	C	09/25/2025	892645	ROCKY MOUNTAIN POWER	45,757.85
01	00054916	C	09/25/2025	60020	RON KELLER TIRE INC	3,016.80
01	00054917	C	09/25/2025	7323	SQUARE ONE PRINTING	36.00

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00054918	C	09/25/2025	110914	SUPERIOR WATER AND AIR INC	314.55
01	00054919	C	09/25/2025	852617	TREMONTON CITY CORP	14,521.26
01	00054920	C	09/25/2025	863370	UASSP/UTAH ASSOCIATION OF	750.00
01	00054921	C	09/25/2025	511570	UTAH LABOR COMMISSION DIVISION OF	396.00
01	00054922	C	09/25/2025	55034	UTAH PARENT CENTER, INC	3,327.15
01	00054923	C	09/25/2025	999016	UTAH RETIREMENT SYSTEMS	55,000.00
01	00054924	C	09/25/2025	63177	VALANT MEDICAL SOLUTIONS, INC	165.00
01	00054925	C	09/25/2025	24580	VERIZON WIRELESS	4,448.69
01	00054926	C	09/25/2025	102864	WALKER CINEMAS	5,400.00
01	00054927	C	09/25/2025	53481	A&S CRAFTED PRODUCTS	1,540.40
01	00054928	C	09/25/2025	38032	AMAZON CAPITAL SERVICES INC	20,784.42
01	00054929	C	09/25/2025	100913	BORDER STATES INDUSTRIES, INC	2,391.27
01	00054930	C	09/25/2025	47937	BOYLE APPLIANCE LLC	729.00
01	00054931	C	09/25/2025	70416	BRAND-CO CUSTOM APPAREL LLC	831.50
01	00054932	C	09/25/2025	33316	NCS PEARSON INC	3,810.00
01	00054933	C	09/25/2025	110791	COLONIAL FLAG	159.16
01	00054934	C	09/25/2025	100293	DELL INC	1,195.83
01	00054935	C	09/25/2025	62235	DEX IMAGING LLC	1,527.20
01	00054936	C	09/25/2025	2941	EASY WAY SAFETY SERVICES INC	1,260.00
01	00054937	C	09/25/2025	73849	HOWARD TECHNOLOGY SOLUTIONS	2,786.00
01	00054938	C	09/25/2025	386370	HYKO SUPPLY CO	4,706.30
01	00054939	C	09/25/2025	16543	LANGUAGE DYNAMICS GROUP	1,831.47
01	00054940	C	09/25/2025	11894	LIBRARY STORE	321.07
01	00054941	C	09/25/2025	545971	MARC / MID AMERICAN RESEARCH	672.40
01	00054942	C	09/25/2025	586159	MOUNTAIN STATE TEXTBOOK DEP	27,535.11
01	00054943	C	09/25/2025	73636	MULTI-HEALTH SYSTEMS, INC	5,451.23
01	00054944	C	09/25/2025	633340	OFFICE DEPOT	2,080.67
01	00054945	C	09/25/2025	75949	OLSON EDUCATIONAL SERVICES, LLC	30,276.00
01	00054946	C	09/25/2025	43460	ONIX NETWORKING CORP	26,793.12
01	00054947	C	09/25/2025	709060	PITSCO EDUCATION, LLC	545.00
01	00054948	C	09/25/2025	75825	PRO ACOUSTICS, LLC	8,280.75
01	00054949	C	09/25/2025	110417	RESCO	4,905.00
01	00054950	C	09/25/2025	49220	ROCKALINGUA INC	1,393.00
01	00054951	C	09/25/2025	102477	SCHOOL NURSE SUPPLY	357.80
01	00054952	C	09/25/2025	48666	SEFAC USA, INC	3,204.00
01	00054953	C	09/25/2025	157371	STAPLES	2,415.99
01	00054954	C	09/25/2025	824825	SWANSON BUILDING MATERIALS INC	2,986.69
01	00054955	C	09/25/2025	74144	TEKNOLOGIA, LLC	6,210.34
01	00054956	C	09/25/2025	866716	UCI ACCOUNTS RECEIVABLE	1,078.00
01	00054957	C	09/25/2025	63177	VALANT MEDICAL SOLUTIONS, INC	330.00
01	00054958	C	09/25/2025	66915	VENTRIS LEARNING	591.50
01	00054959	C	09/25/2025	109355	VOYAGER SOPRIS LEARNING	204.60
01	00054960	C	09/25/2025	75787	WE VIDEO	384.00
01	00054961	C	09/25/2025	53252	WORKSPACE ELEMENTS	8,742.80
01	05091025	M	09/10/2025	888540	US BANK	188,161.76
01	07093025	M	09/23/2025	999070	HEALTH EQUITY INC	162,118.90
01	08093025	M	09/23/2025	999005	UTAH STATE RETIREMENT FUND	1,680,373.83
01	09091925	M	09/23/2025	999140	BANK OF UTAH	208,213.41
01	09093025	M	09/23/2025	999140	BANK OF UTAH	1,419,301.25
					Total Bank: 01	**$7,284,240.85**
02	00101536	C	09/04/2025	38032	AMAZON CAPITAL SERVICES INC	2,066.76
02	00101537	C	09/04/2025	104321	BOX ELDER SCHOOL DISTRICT	60,000.00
02	00101538	C	09/04/2025	109248	J W PEPPER MUSIC	2,932.34
02	00101539	C	09/11/2025	38032	AMAZON CAPITAL SERVICES INC	659.82
02	00101540	C	09/11/2025	104338	BOX ELDER HIGH SCHOOL	13,000.00
02	00101541	C	09/11/2025	586159	MOUNTAIN STATE TEXTBOOK DEP	892.38
02	00101542	C	09/11/2025	108663	SCHOOL OUTFITTERS	450.00
02	00101543	C	09/11/2025	700008	THREE MILE CREEK ELEMENTARY	3,000.00
02	00101544	C	09/25/2025	38032	AMAZON CAPITAL SERVICES INC	176.81
02	00101545	C	09/25/2025	54313	SCHOOL SPECIALTY, LLC	1,052.50
02	00101546	C	09/25/2025	47686	TNT ENGRAVING	425.00
					Total Bank: 02	**$84,655.61**

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01106970	A	09/04/2025	101520	BELL JANITORIAL	68.10
11	01106971	A	09/04/2025	102177	BRADY INDUSTRIES LLC	140.26
11	01106972	A	09/04/2025	70939	CAMFIL USA, INC	63.00
11	01106973	A	09/04/2025	728870	ENBRIDGE GAS UTAH	3,003.03
11	01106974	A	09/04/2025	322776	GRAINGERS INC	169.24
11	01106975	A	09/04/2025	75540	KATOM RESTAURANT SUPPLY, INC	5,244.04
11	01106976	A	09/04/2025	100590	WAXIE SANITARY SUPPLY	614.14
11	01106977	A	09/11/2025	54828	MCKENZIE ANDERSON	34.00
11	01106978	A	09/11/2025	29785	HENRY BAKER	59.00
11	01106979	A	09/11/2025	101520	BELL JANITORIAL	2,062.91
11	01106980	A	09/11/2025	64467	DAVE BINGHAM	59.00
11	01106981	A	09/11/2025	48011	GAILE BINGHAM	116.00
11	01106982	A	09/11/2025	95835	JASON V BINGHAM	188.00
11	01106983	A	09/11/2025	60933	MICHAEL BIRD	46.00
11	01106984	A	09/11/2025	102177	BRADY INDUSTRIES LLC	149.28
11	01106985	A	09/11/2025	8354	JONATHAN CALL	85.00
11	01106986	A	09/11/2025	70939	CAMFIL USA, INC	1,592.64
11	01106987	A	09/11/2025	31380	JOSE M CEDILLO	36.00
11	01106988	A	09/11/2025	53473	CHARLIE'S PRODUCE	1,926.80
11	01106989	A	09/11/2025	4090	MARY CLARK	47.00
11	01106990	A	09/11/2025	75698	MACKENZI CLAWSON	46.00
11	01106991	A	09/11/2025	69868	ARCHER CRAWFORD	46.00
11	01106992	A	09/11/2025	9717	GLORIA DABB	85.00
11	01106993	A	09/11/2025	728870	ENBRIDGE GAS UTAH	3,437.65
11	01106994	A	09/11/2025	75272	ESS WEST, LLC	3,229.50
11	01106995	A	09/11/2025	109665	A J GILMORE	85.00
11	01106996	A	09/11/2025	36706	MONICA GROVER	36.00
11	01106997	A	09/11/2025	64866	JACOB HANSEN	59.00
11	01106998	A	09/11/2025	75647	HH TECHNOLOGIES, INC	2,249.00
11	01106999	A	09/11/2025	61530	INTELEPEER CLOUD COMMUNICATIONS, LLC	5,583.17
11	01107000	A	09/11/2025	69850	ARDELL JENKS	59.00
11	01107001	A	09/11/2025	32816	KLEO, INC DBA CLASS WALLET	19,868.23
11	01107002	A	09/11/2025	62030	MARCUS LEONARD	85.00
11	01107003	A	09/11/2025	72842	MONTANAELA LOFTISS	188.00
11	01107004	A	09/11/2025	72486	CORY LOPEZ	36.00
11	01107005	A	09/11/2025	112083	JACE MCKEE	85.00
11	01107006	A	09/11/2025	10936	JONI MITCHELL	23.00
11	01107007	A	09/11/2025	25640	RAMONA MORA	36.00
11	01107008	A	09/11/2025	75655	SELENE MORENO	136.00
11	01107009	A	09/11/2025	22195	BRANDON NELSON	85.00
11	01107010	A	09/11/2025	54356	MARISSA NELSON	36.00
11	01107011	A	09/11/2025	62081	NICOLE HESS VINYL	41.50
11	01107012	A	09/11/2025	55930	MCKELLEN RADER	70.00
11	01107013	A	09/11/2025	108310	RANDY RASMUSSEN	85.00
11	01107014	A	09/11/2025	51292	DJ SAVAGE	191.30
11	01107015	A	09/11/2025	63304	KAYLEE SILVESTER	36.00
11	01107016	A	09/11/2025	58866	RACHEL SMITH	60.00
11	01107017	A	09/11/2025	69876	MARTIN SOHOLT	49.00
11	01107018	A	09/11/2025	12688	SYSCO	115,842.04
11	01107019	A	09/11/2025	47686	TNT ENGRAVING	27,120.00
11	01107020	A	09/11/2025	108116	JANETTE TOMKINSON	100.80
11	01107021	A	09/11/2025	100590	WAXIE SANITARY SUPPLY	1,386.01
11	01107022	A	09/11/2025	40002	MAURY WHEATLEY	60.00
11	01107023	A	09/11/2025	48062	LEWIS WHITAKER	85.00
11	01107024	A	09/11/2025	69442	TRINA WINNINGHAM	118.00
11	01107025	A	09/25/2025	21423	HAYLEY ANDERSON	243.00
11	01107026	A	09/25/2025	23132	CORY BALLARD	170.00
11	01107027	A	09/25/2025	3379	LINN BECK	531.97
11	01107028	A	09/25/2025	101520	BELL JANITORIAL	17,023.74
11	01107029	A	09/25/2025	70343	BLUUM USA, INC	16,603.93
11	01107030	A	09/25/2025	6580	JEFF BRADSHAW	120.00
11	01107031	A	09/25/2025	102177	BRADY INDUSTRIES LLC	452.80

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01107032	A	09/25/2025	70939	CAMFIL USA, INC	3,251.84
11	01107033	A	09/25/2025	106437	CARSON ELEVATOR CO INC	352.47
11	01107034	A	09/25/2025	134250	CEM SALES & SERVICE	321.92
11	01107035	A	09/25/2025	53473	CHARLIE'S PRODUCE	1,981.63
11	01107036	A	09/25/2025	18643	MARIA CONTRERAS	170.00
11	01107037	A	09/25/2025	63274	DAVID COOK	170.00
11	01107038	A	09/25/2025	66079	JILL DALLON	116.00
11	01107039	A	09/25/2025	73172	HEATHER DROUBAY	116.00
11	01107040	A	09/25/2025	110514	SHAYLYNN EKINS	116.00
11	01107041	A	09/25/2025	75272	ESS WEST, LLC	65,151.28
11	01107042	A	09/25/2025	110099	FLUXLIGHT INC	299.90
11	01107043	A	09/25/2025	30368	LESLIE FRIDAL	1,068.97
11	01107044	A	09/25/2025	322776	GRAINGERS INC	96.91
11	01107045	A	09/25/2025	8966	TRACY HANSEN	779.97
11	01107046	A	09/25/2025	32280	BRUCE D HIRSCHI	170.00
11	01107047	A	09/25/2025	73334	JAMIE KELLER	116.00
11	01107048	A	09/25/2025	64530	TAYLER KENT	116.00
11	01107049	A	09/25/2025	21733	HALLIE KUNZLER	187.00
11	01107050	A	09/25/2025	75981	MARIA LEAL LAMATA	116.00
11	01107051	A	09/25/2025	72869	LINK IMAGING, LLC	71.98
11	01107052	A	09/25/2025	72044	READ MARSHALL	170.00
11	01107053	A	09/25/2025	75990	JENNILYN MERKLEY	116.00
11	01107054	A	09/25/2025	58823	HUNTER MORGAN	161.94
11	01107055	A	09/25/2025	110469	MELISSA MORRIS	116.00
11	01107056	A	09/25/2025	31917	HEATHER MYERS	170.00
11	01107057	A	09/25/2025	68101	RIKER NAGEL	170.00
11	01107058	A	09/25/2025	71439	PILOT THOMAS LOGISTICS, LLC	21,178.53
11	01107059	A	09/25/2025	72117	DAVID J POLSON	170.00
11	01107060	A	09/25/2025	108310	RANDY RASMUSSEN	243.00
11	01107061	A	09/25/2025	111237	MICHELE SIMPSON	116.00
11	01107062	A	09/25/2025	76007	REBECCA STAHL	170.00
11	01107063	A	09/25/2025	47686	TNT ENGRAVING	72.00
11	01107064	A	09/25/2025	74438	NATHAN TOLL	116.00
11	01107065	A	09/25/2025	76015	BRETT VORIS	243.00
11	01107066	A	09/25/2025	100590	WAXIE SANITARY SUPPLY	4,766.00
11	01107067	A	09/25/2025	22071	JENNIFER WEBB	116.00
11	01107068	A	09/25/2025	61972	JANET WOOD	165.18
					Total Bank: 11	**$334,616.60**
15	00000364	C	09/09/2025	75566	DUSTIE BURNETT	206.80
15	00000365	C	09/09/2025	489240	KENTS MARKET PL/TREMONTON	559.40
15	00000366	C	09/09/2025	56006	BRITNI ROBERTS	30.78
15	00000367	C	09/09/2025	103604	SCHOLASTIC MAGAZINES	207.55
15	00000368	C	09/09/2025	39667	SIGN GYPSIES BOX ELDER	75.00
15	00000369	C	09/09/2025	47686	TNT ENGRAVING	27.50
15	00000370	C	09/09/2025	38032	AMAZON CAPITAL SERVICES INC	937.12
15	00000371	C	09/30/2025	104348	BOX ELDER MIDDLE SCHOOL	10.97
15	00000372	C	09/30/2025	14958	CULLIGAN	139.95
15	00000373	C	09/30/2025	27510	LINDSI FLORENCE	65.00
15	00000374	C	09/30/2025	489240	KENTS MARKET PL/TREMONTON	669.78
15	00000375	C	09/30/2025	66834	MOUNTAIN VALLEY PRINTING	1,359.00
15	00000376	C	09/30/2025	75957	KIM REEDER	70.00
15	00000377	C	09/30/2025	73342	SHUTTERFLY LIFETOUCH, LLC ACCTS RECV	57.08
15	00000378	C	09/30/2025	75736	STEPHANIE SMITH	50.80
15	00000379	C	09/30/2025	110914	SUPERIOR WATER AND AIR INC	90.00
15	00000380	C	09/30/2025	38032	AMAZON CAPITAL SERVICES INC	4,618.94
15	00000381	C	09/30/2025	13560	PERIPOLE, INC	580.54
					Total Bank: 15	**$9,756.21**

Bank	Check	Type	Date	Vendor	Vendor Name		Amount
29	16800618	C	09/08/2025	103604	SCHOLASTIC MAGAZINES		109.89
29	16800619	C	09/08/2025	104321	BOX ELDER SCHOOL DISTRICT		78.00
29	16800620	C	09/08/2025	38032	AMAZON CAPITAL SERVICES INC		199.98
29	16800621	C	09/11/2025	38032	AMAZON CAPITAL SERVICES INC		84.35
29	16800622	C	09/18/2025	85738	BEAR RIVER HIGH SCHOOL		826.20
29	16800623	C	09/22/2025	104321	BOX ELDER SCHOOL DISTRICT		761.49
29	16800624	C	09/24/2025	489240	KENTS MARKET PL/TREMONTON		37.22
29	16800625	C	09/24/2025	507075	KELLIE KUNZLER		170.16
						Total Bank: 29	**$2,267.29**
33	30403209	C	09/09/2025	1	DAVID RICHARDS		212.23
33	30403210	C	09/09/2025	104327	BOX ELDER COUNTY LANDFILL		15.00
33	30403211	C	09/09/2025	100522	INTERMOUNTAIN FARMERS ASSOC / IFA		28.56
33	30403212	C	09/09/2025	103604	SCHOLASTIC MAGAZINES		213.02
33	30403213	C	09/09/2025	5908	WALMART COMMUNITY		54.05
33	30403214	C	09/16/2025	38032	AMAZON CAPITAL SERVICES INC		1,030.71
33	30403215	C	09/16/2025	104321	BOX ELDER SCHOOL DISTRICT		317.55
33	30403216	C	09/26/2025	38032	AMAZON CAPITAL SERVICES INC		5,014.39
33	30403217	C	09/26/2025	489240	KENTS MARKET PL/TREMONTON		953.89
33	30403218	C	09/26/2025	66834	MOUNTAIN VALLEY PRINTING		680.00
33	30403219	C	09/26/2025	75426	TREVIPAY-WALMART		37.56
						Total Bank: 33	**$8,556.96**
34	30803833	C	09/09/2025	38032	AMAZON CAPITAL SERVICES INC		163.76
34	30803834	C	09/09/2025	106895	BADGER SCREEN PRINTING CO		652.05
34	30803835	C	09/09/2025	37087	COASTAL ENTERPRISES		1,235.10
34	30803836	C	09/09/2025	75426	TREVIPAY-WALMART		81.43
34	30803837	C	09/09/2025	5908	WALMART COMMUNITY		21.95
34	30803838	C	09/15/2025	71242	IRON GATE CATERING		870.00
34	30803839	C	09/22/2025	1	ADRIENNE EVANS		20.00
34	30803840	C	09/22/2025	38032	AMAZON CAPITAL SERVICES INC		330.38
34	30803841	C	09/22/2025	104321	BOX ELDER SCHOOL DISTRICT		2,529.57
34	30803842	C	09/22/2025	75876	HEIDI JOHNSON		425.00
34	30803843	C	09/22/2025	54313	SCHOOL SPECIALTY, LLC		1,654.94
34	30803844	C	09/22/2025	111790	SUNSTONE POTTERY		235.40
34	30803845	C	09/22/2025	75426	TREVIPAY-WALMART		114.83
						Total Bank: 34	**$8,334.41**
35	40403479	C	09/05/2025	1	SABRINA BURMESTER		50.00
35	40403480	C	09/05/2025	38032	AMAZON CAPITAL SERVICES INC		3,267.19
35	40403481	C	09/05/2025	45500	BOX ELDER SCHOOL DISTRICT		1,936.81
35	40403482	C	09/05/2025	158220	COVER UP		440.00
35	40403483	C	09/05/2025	327480	GREER'S HARDWARE		83.56
35	40403484	C	09/05/2025	489240	KENTS MARKET PL/TREMONTON		600.64
35	40403485	C	09/05/2025	57223	SCHOOL CHECK IN / NAVIGATE 360		409.78
35	40403486	C	09/05/2025	729276	QUILL CORPORATION		227.06
35	40403487	C	09/05/2025	110914	SUPERIOR WATER AND AIR INC		39.95
35	40403488	C	09/16/2025	1724	ACE HARDWARE TREMONTON		65.94
35	40403489	C	09/16/2025	38032	AMAZON CAPITAL SERVICES INC		569.99
35	40403490	C	09/16/2025	104321	BOX ELDER SCHOOL DISTRICT		614.42
35	40403491	C	09/16/2025	51837	SWEETWATER		4,367.40
35	40403492	C	09/16/2025	102470	THE BOOK TABLE		3,083.79
35	40403493	C	09/18/2025	891181	UTAH STATE UNIVERSITY/VOLLEYBALL		108.00
						Total Bank: 35	**$15,864.53**

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
36	40804810	C	09/02/2025	10260	ADELE C YOUNG INTERM SCH	15.00
36	40804811	C	09/02/2025	36358	EMILY BINGHAM	24.00
36	40804812	C	09/02/2025	104992	PRINT SHOP	37.80
36	40804813	C	09/02/2025	103604	SCHOLASTIC MAGAZINES	109.89
36	40804814	C	09/05/2025	38032	AMAZON CAPITAL SERVICES INC	1,054.53
36	40804815	C	09/05/2025	6360	JEREMY JOHNSON	25.00
36	40804816	C	09/05/2025	489250	KENTS MARKET PL/BRIGHAM	992.07
36	40804817	C	09/05/2025	104992	PRINT SHOP	1,826.16
36	40804818	C	09/05/2025	5908	WALMART COMMUNITY	553.89
36	40804819	C	09/15/2025	38032	AMAZON CAPITAL SERVICES INC	1,651.75
36	40804820	C	09/15/2025	106055	BLICK ART MATERIALS	295.11
36	40804821	C	09/15/2025	104321	BOX ELDER SCHOOL DISTRICT	493.45
36	40804822	C	09/15/2025	104321	BOX ELDER SCHOOL DISTRICT	14.00
36	40804823	C	09/15/2025	104321	BOX ELDER SCHOOL DISTRICT	1,469.45
36	40804824	C	09/15/2025	778870	GOPHER SPORT	169.50
36	40804825	C	09/15/2025	51063	SHRED IT STERICYCLE, INC	110.68
36	40804826	C	09/15/2025	810361	STANDARD PLUMBING SUPPLY	318.52
36	40804827	C	09/15/2025	5908	WALMART COMMUNITY	27.52
36	40804828	C	09/18/2025	36358	EMILY BINGHAM	102.00
36	40804829	C	09/18/2025	103961	INTERMOUNTAIN WOOD PRODUCTS	105.30
36	40804830	C	09/18/2025	25119	SIZZLING PLATTER	95.88
36	40804831	C	09/18/2025	10731	SMITH'S CUSTOMER CHARGES	50.99
36	40804832	C	09/18/2025	35335	TECHNOLOGY STUDENT ASSOCIATION	580.00
36	40804833	C	09/18/2025	109476	UTAH FCCLA	675.00
36	40804834	C	09/18/2025	5908	WALMART COMMUNITY	84.28
36	40804835	C	09/19/2025	57703	MIKAROSE LLC	670.50
36	40804836	C	09/19/2025	5908	WALMART COMMUNITY	611.48
36	40804837	C	09/23/2025	38032	AMAZON CAPITAL SERVICES INC	239.19
36	40804838	C	09/23/2025	7609	UTAH FBLA-PBL	400.00
36	40804839	C	09/23/2025	5908	WALMART COMMUNITY	31.96
					Total Bank: 36	**$12,834.90**
37	70415653	C	09/02/2025	104321	BOX ELDER SCHOOL DISTRICT	3,514.00
37	70415654	C	09/04/2025	1	CHRISTOPHER AARON	25.00
37	70415655	C	09/04/2025	1	SANDY SCOTT	15.00
37	70415656	C	09/04/2025	347560	ALICE C HARRIS INTERM SCH	50.00
37	70415657	C	09/04/2025	38032	AMAZON CAPITAL SERVICES INC	1,628.32
37	70415658	C	09/04/2025	72427	BEAR RIVER FLORAL	75.00
37	70415659	C	09/04/2025	107994	CERTIFIED SHRED	112.00
37	70415660	C	09/04/2025	158220	COVER UP	1,158.30
37	70415661	C	09/04/2025	102017	DAVIS HIGH SCHOOL	540.00
37	70415662	C	09/04/2025	37672	EWELL EDUCATIONAL SERVICES INC	210.00
37	70415663	C	09/04/2025	12483	FIREWORKS WEST	1,779.75
37	70415664	C	09/04/2025	109248	J W PEPPER MUSIC	651.47
37	70415665	C	09/04/2025	474162	JOSTENS	7,095.00
37	70415666	C	09/04/2025	75663	MINICO HIGH SCHOOL	60.00
37	70415667	C	09/04/2025	11924	MOUNTAIN CREST HIGH SCHOOL	160.00
37	70415668	C	09/04/2025	157371	STAPLES	483.88
37	70415669	C	09/04/2025	72435	TWISTED SUGAR TREMONTON	4,925.06
37	70415670	C	09/04/2025	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	8,999.00
37	70415671	C	09/04/2025	111588	ULINE	263.46
37	70415672	C	09/04/2025	7536	GAME ONE	657.67
37	70415673	C	09/04/2025	5908	WALMART COMMUNITY	785.49
37	70415674	C	09/04/2025	32824	YES PRINT COPY N MORE, LLC	78.25
37	70415675	C	09/09/2025	106055	BLICK ART MATERIALS	905.24
37	70415676	C	09/09/2025	327480	GREER'S HARDWARE	282.84
37	70415677	C	09/09/2025	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	65.98
37	70415678	C	09/09/2025	102697	INTERCONNECT SERVICES INC	10,593.70
37	70415679	C	09/09/2025	12840	KARA'S KONCEPTS	539.00
37	70415680	C	09/09/2025	489240	KENTS MARKET PL/TREMONTON	4,663.17
37	70415681	C	09/09/2025	75728	MAIN STREET SERVICES	240.00
37	70415682	C	09/09/2025	66834	MOUNTAIN VALLEY PRINTING	1,993.77
37	70415683	C	09/09/2025	105086	PRESTIGE WEST FENCE	2,615.52

Batch Year: 26 Bank: All Date Range: 09/01/2025 - 09/30/2025

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70415684	C	09/09/2025	15180	CHRIS REES	1,355.00
37	70415685	C	09/09/2025	28967	ROBOTICS ED & COMPETITION FOUNDATION	1,250.00
37	70415686	C	09/09/2025	75388	SUGAR & SIPS, LLC	428.00
37	70415687	C	09/09/2025	43753	VISTA HIGHER LEARNING, INC.	74.95
37	70415688	C	09/11/2025	38032	AMAZON CAPITAL SERVICES INC	2,261.65
37	70415689	C	09/11/2025	75760	RENEE BATKE	998.24
37	70415690	C	09/11/2025	75752	BLACK PEAK EQUIPMENT LLC	719.13
37	70415691	C	09/11/2025	104321	BOX ELDER SCHOOL DISTRICT	2,725.00
37	70415692	C	09/11/2025	31658	BSN SPORTS	2,970.81
37	70415693	C	09/11/2025	28991	FAMILY CAREER AND COMMUNITY LEADERS OF	224.00
37	70415694	C	09/11/2025	7030	GOSSNER FOODS, INC	163.20
37	70415695	C	09/11/2025	67326	PIZZA PLUS OF TREMONTON	1,056.86
37	70415696	C	09/11/2025	110914	SUPERIOR WATER AND AIR INC	40.00
37	70415697	C	09/11/2025	863370	UASSP/UTAH ASSOCIATION OF	375.00
37	70415698	C	09/11/2025	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	7,599.00
37	70415699	C	09/11/2025	34185	UTAH DANCE & DRILL ASSOCIATION	130.00
37	70415700	C	09/11/2025	16535	VEX ROBOTICS	370.87
37	70415701	C	09/16/2025	1724	ACE HARDWARE TREMONTON	224.08
37	70415702	C	09/16/2025	44024	APOGEE COMPONENTS, INC.	436.61
37	70415703	C	09/16/2025	104321	BOX ELDER SCHOOL DISTRICT	13,090.53
37	70415704	C	09/16/2025	104321	BOX ELDER SCHOOL DISTRICT	9,454.21
37	70415705	C	09/16/2025	75833	SAVANNAH CONRAD	500.00
37	70415706	C	09/16/2025	361	BEAR RIVER VALLEY HOSPITAL	687.75
37	70415707	C	09/16/2025	75841	CAMBRIA KANEKO	500.00
37	70415708	C	09/16/2025	75850	ANAIAH LISH	500.00
37	70415709	C	09/16/2025	66834	MOUNTAIN VALLEY PRINTING	5,439.65
37	70415710	C	09/16/2025	28967	ROBOTICS ED & COMPETITION FOUNDATION	375.00
37	70415711	C	09/16/2025	58386	ROCKY MOUNTAIN DRILL INVITATIONAL	555.00
37	70415712	C	09/16/2025	157371	STAPLES	507.23
37	70415713	C	09/16/2025	33227	TAYLOR MATH CONSULTING	819.00
37	70415714	C	09/16/2025	75426	TREVIPAY-WALMART	512.31
37	70415715	C	09/18/2025	1	JENNY STANGER	220.00
37	70415716	C	09/18/2025	38032	AMAZON CAPITAL SERVICES INC	1,101.45
37	70415717	C	09/18/2025	75868	ELLEN COOK	80.00
37	70415718	C	09/18/2025	38644	GREEN CANYON HIGH SCHOOL	175.00
37	70415719	C	09/18/2025	22950	OGDEN HIGH SCHOOL	400.00
37	70415720	C	09/18/2025	4960	OLD GRIST MILL BREAD	505.80
37	70415721	C	09/18/2025	5916	PITNEY BOWES	143.91
37	70415722	C	09/18/2025	109476	UTAH FCCLA	240.00
37	70415723	C	09/23/2025	45500	BOX ELDER SCHOOL DISTRICT	260.00
37	70415724	C	09/23/2025	106055	BLICK ART MATERIALS	689.20
37	70415725	C	09/23/2025	104338	BOX ELDER HIGH SCHOOL	300.00
37	70415726	C	09/23/2025	104321	BOX ELDER SCHOOL DISTRICT	500.00
37	70415727	C	09/23/2025	158220	COVER UP	283.60
37	70415728	C	09/23/2025	73288	COVER ZERO	1,000.00
37	70415729	C	09/23/2025	75922	FALK MIND STRENGTH COACHING, LLC	6,000.00
37	70415730	C	09/23/2025	43893	ISTITCH	264.00
37	70415731	C	09/23/2025	64823	JO AND JAX LLC	6,733.60
37	70415732	C	09/23/2025	28967	ROBOTICS ED & COMPETITION FOUNDATION	860.00
37	70415733	C	09/23/2025	68837	TEAM UP ATHLETICS	5,208.00
37	70415734	C	09/23/2025	7536	GAME ONE	3,918.11
37	70415735	C	09/23/2025	7609	UTAH FBLA-PBL	200.00
37	70415736	C	09/25/2025	38032	AMAZON CAPITAL SERVICES INC	4,268.10
37	70415737	C	09/25/2025	111287	BOWCUTT'S FLOWERS & GIFTS	152.00
37	70415738	C	09/25/2025	47635	EPIC PRODUCTIONS LLC	500.00
37	70415739	C	09/25/2025	75930	JAKE GILES	647.30
37	70415740	C	09/25/2025	76031	LIGHT HELMETS	806.00
37	70415741	C	09/25/2025	21296	LINCOLN ELECTRIC CO	1,162.50
37	70415742	C	09/25/2025	51187	METALMART INC.	3,464.86
37	70415743	C	09/25/2025	110975	RIDDELL ALL AMERICAN SPORTS	870.20
37	70415744	C	09/25/2025	103604	SCHOLASTIC MAGAZINES	1,274.72
37	70415745	C	09/25/2025	75426	TREVIPAY-WALMART	205.61

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70415746	C	09/25/2025	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	600.00
37	70415747	C	09/25/2025	20494	UTAH HOSA	200.00
37	70415748	C	09/25/2025	71609	UTAH WATER POLO ASSOCIATION	2,200.00
					Total Bank: 37	**$156,942.91**
38	70815737	C	09/09/2025	112046	ACE HARDWARE - BRIGHAM	14.98
38	70815738	C	09/09/2025	38032	AMAZON CAPITAL SERVICES INC	6,339.74
38	70815739	C	09/09/2025	108543	B & H PHOTO VIDEO	987.67
38	70815740	C	09/09/2025	110412	BARBIZON LIGHT	2,402.86
38	70815741	C	09/09/2025	106055	BLICK ART MATERIALS	1,701.10
38	70815742	C	09/09/2025	104370	BOX ELDER NEWS JOURNAL	40.00
38	70815743	C	09/09/2025	104321	BOX ELDER SCHOOL DISTRICT	1,092.65
38	70815744	C	09/09/2025	31658	BSN SPORTS	3,489.26
38	70815745	C	09/09/2025	64017	COPPER CANYON APPAREL	619.70
38	70815746	C	09/09/2025	11304	R & H THEATRICALS	4,202.13
38	70815746	CV	09/22/2025	11304	R & H THEATRICALS	-4,202.13
38	70815747	C	09/09/2025	75680	ERIKA COX	1,800.00
38	70815748	C	09/09/2025	72478	DESERT PEAKS PROMO	6,531.00
38	70815749	C	09/09/2025	12831	DURAEDGE UTAH INC	4,000.00
38	70815750	C	09/09/2025	103987	EWING IRRIGATION	844.59
38	70815751	C	09/09/2025	51977	HONEYBUCKET	290.00
38	70815752	C	09/09/2025	13420	HUDL	10,900.00
38	70815753	C	09/09/2025	75094	IC GROUP	532.32
38	70815754	C	09/09/2025	71390	JOEL NAVA PHOTOGRAPHY	663.60
38	70815755	C	09/09/2025	71528	ANA LEGUA	750.00
38	70815756	C	09/09/2025	543168	MADDOX RANCH HOUSE	1,241.78
38	70815757	C	09/09/2025	70475	MASTER PITCH, LLC	194.19
38	70815758	C	09/09/2025	110154	MEDCO SCHOOL	229.33
38	70815759	C	09/09/2025	71978	NATHAN MINERT	100.00
38	70815760	C	09/09/2025	4979	O'REILLY AUTOMOTIVE	154.99
38	70815761	C	09/09/2025	698980	PEPSI-COLA OF OGDEN	884.21
38	70815762	C	09/09/2025	40010	SOUTHEASTERN PERFORMANCE APPAREL	452.58
38	70815763	C	09/09/2025	822122	SUMMERHAYS MUSIC CENTER	120.00
38	70815764	C	09/09/2025	5223	SWIRE COCA-COLA	237.42
38	70815765	C	09/09/2025	75426	TREVIPAY-WALMART	210.98
38	70815766	C	09/09/2025	34185	UTAH DANCE & DRILL ASSOCIATION	160.00
38	70815767	C	09/09/2025	5932	VARSITY SPIRIT FASHIONS	10,484.20
38	70815768	C	09/23/2025	104321	BOX ELDER SCHOOL DISTRICT	27,096.03
38	70815769	C	09/24/2025	1	BERT LARSEN	10.00
38	70815770	C	09/24/2025	1	LORI EMERSON	50.00
38	70815771	C	09/24/2025	112046	ACE HARDWARE - BRIGHAM	177.19
38	70815772	C	09/24/2025	4529	AFFILIATED METALS	218.14
38	70815773	C	09/24/2025	35688	ALPHAGRAPHICS	170.26
38	70815774	C	09/24/2025	38032	AMAZON CAPITAL SERVICES INC	5,132.32
38	70815775	C	09/24/2025	106895	BADGER SCREEN PRINTING CO	897.39
38	70815776	C	09/24/2025	53457	BLACK STITCH LLC	90.00
38	70815777	C	09/24/2025	104348	BOX ELDER MIDDLE SCHOOL	1,055.00
38	70815778	C	09/24/2025	104321	BOX ELDER SCHOOL DISTRICT	6,603.93
38	70815779	C	09/24/2025	104321	BOX ELDER SCHOOL DISTRICT	7.00
38	70815780	C	09/24/2025	75744	ERIC BREITENBEKER	1,000.00
38	70815781	C	09/24/2025	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	245.00
38	70815782	C	09/24/2025	31658	BSN SPORTS	582.59
38	70815783	C	09/24/2025	230	CAROLINA BIOLOGICAL	89.60
38	70815784	C	09/24/2025	64017	COPPER CANYON APPAREL	1,080.00
38	70815785	C	09/24/2025	4618	COLEMAN KNITTING MILL	2,100.00
38	70815786	C	09/24/2025	158220	COVER UP	494.55
38	70815787	C	09/24/2025	102017	CLEARFIELD HIGH SCHOOL	115.70
38	70815788	C	09/24/2025	71676	DKWK ENTERPRISES, INC	16,764.00
38	70815789	C	09/24/2025	107267	DOMINO'S PIZZA / BRIGHAM	74.49
38	70815790	C	09/24/2025	109652	DREWES FLORAL & GIFTS	123.11
38	70815791	C	09/24/2025	103987	EWING IRRIGATION	181.97
38	70815792	C	09/24/2025	8702	LESLIE GARBANATI	162.50
38	70815793	C	09/24/2025	38644	GREEN CANYON HIGH SCHOOL	175.00

Batch Year: 26 Bank: All Date Range: 09/01/2025 - 09/30/2025

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70815794	C	09/24/2025	4790	HOME DEPOT CREDIT SERVICE	2,041.76
38	70815795	C	09/24/2025	16314	HOSA-FUTURE HEALTH PROFESSIONALS	180.00
38	70815796	C	09/24/2025	69396	IMPACT CANOPIES USA	1,882.09
38	70815797	C	09/24/2025	103961	INTERMOUNTAIN WOOD PRODUCTS	1,217.02
38	70815798	C	09/24/2025	4839	INTSEL STEEL WEST LLC	1,847.98
38	70815799	C	09/24/2025	109248	J W PEPPER MUSIC	115.64
38	70815800	C	09/24/2025	50601	JUAB HIGH SCHOOL	300.00
38	70815801	C	09/24/2025	13684	LAYTON HIGH SCHOOL	504.00
38	70815802	C	09/24/2025	8109	GREG LEMKE	24.00
38	70815803	C	09/24/2025	74055	M&K GRAPHICS AND APPAREL	1,187.73
38	70815804	C	09/24/2025	110154	MEDCO SCHOOL	58.71
38	70815805	C	09/24/2025	4910	NATIONAL FFA ORGANIZATION	2,101.00
38	70815806	C	09/24/2025	4960	OLD GRIST MILL BREAD	397.93
38	70815807	C	09/24/2025	71889	PETERSON PLUMBING SUPPLY	1,095.40
38	70815808	C	09/24/2025	4987	PICTURELINE INC	4,232.46
38	70815809	C	09/24/2025	104992	PRINT SHOP	3,469.00
38	70815810	C	09/24/2025	51373	RAMADA CEDAR CITY	2,826.75
38	70815811	C	09/24/2025	58386	ROCKY MOUNTAIN DRILL INVITATIONAL	465.00
38	70815812	C	09/24/2025	16608	SAFETY SUPPLY AND SIGN CO	1,536.00
38	70815813	C	09/24/2025	75795	DERECK SHERER	600.00
38	70815814	C	09/24/2025	10731	SMITH'S CUSTOMER CHARGES	431.85
38	70815815	C	09/24/2025	100705	JANET STOLWORTHY	240.27
38	70815816	C	09/24/2025	111790	SUNSTONE POTTERY	220.90
38	70815817	C	09/24/2025	5223	SWIRE COCA-COLA	712.26
38	70815818	C	09/24/2025	19488	T SHIRT CHOP SHOP	8,816.00
38	70815819	C	09/24/2025	6149	THE LOGO SHOP	1,866.40
38	70815820	C	09/24/2025	75426	TREVIPAY-WALMART	252.94
38	70815821	C	09/24/2025	7609	UTAH FBLA-PBL	400.00
38	70815822	C	09/24/2025	109476	UTAH FCCLA	480.00
38	70815823	C	09/24/2025	5908	WALMART COMMUNITY	8,265.83
38	70815824	C	09/24/2025	38210	OGDEN ECCLES CONFERENCE CENTER	332.75
38	70815825	C	09/24/2025	5355	WHIPPLE SOUND LLC	150.00
38	70815826	C	09/26/2025	112046	ACE HARDWARE - BRIGHAM	21.26
38	70815827	C	09/26/2025	38032	AMAZON CAPITAL SERVICES INC	3,995.96
38	70815828	C	09/26/2025	53457	BLACK STITCH LLC	50.00
38	70815829	C	09/26/2025	104321	BOX ELDER SCHOOL DISTRICT	59.69
38	70815830	C	09/26/2025	72478	DESERT PEAKS PROMO	622.50
38	70815831	C	09/26/2025	107267	DOMINO'S PIZZA / BRIGHAM	228.65
38	70815832	C	09/26/2025	75426	TREVIPAY-WALMART	275.85
38	70815833	C	09/26/2025	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	600.00
38	70815834	C	09/26/2025	20494	UTAH HOSA	550.00
38	70815835	C	09/26/2025	36935	UTAH'S BEST VACATION RENTALS	2,739.66
					Total Bank: 38	**$179,560.16**
39	77800630	C	09/17/2025	1821	IXL LEARNING	1,687.50
39	77800631	C	09/18/2025	104321	BOX ELDER SCHOOL DISTRICT	4,665.08
					Total Bank: 39	**$6,352.58**

Total Computer Checks:	**$4,115,399.39**
Total Manual Checks:	**$3,658,169.15**
Total ACH Checks:	**$334,616.60**
Total Other Checks:	**$0.00**
Total Electronic Checks:	**$0.00**
Total Computer Voids:	**-$4,202.13**
Total Manual Voids:	**$0.00**
Total ACH Voids:	**$0.00**
Total Other Voids:	**$0.00**
Total Electronic Voids:	**$0.00**
Grand Total:	**$8,103,983.01**
Number of Checks:	**638**

Batch Year: 26 Bank: All Date Range: 09/01/2025 - 09/30/2025

Batch Year	Batch	Amount
26	000137	483.48
26	000210	8,577.40
26	000249	1,483.16
26	000251	892.38
26	000277	358.56
26	000308	41,502.27
26	000309	8,330.50
26	000310	12,702.37
26	000311	413,798.94
26	000312	788.62
26	000313	64,999.10
26	000314	1,107.03
26	000315	937.12
26	000316	186.69
26	000324	3,514.00
26	000346	29,752.65
26	000352	4,451.65
26	000358	7,054.99
26	000369	247,556.23
26	000370	206,052.97
26	000371	58,566.80
26	000372	212,458.90
26	000373	63,274.98
26	000374	17,109.82
26	000388	109.89
26	000389	78.00
26	000390	199.98
26	000394	57,469.15
26	000395	25,007.17
26	000400	2,154.29
26	000401	522.86
26	000412	19,633.76
26	000418	84.35
26	000423	270,367.95
26	000424	65,116.96
26	000425	95,953.45
26	000426	192,833.66
26	000427	19,425.19
26	000428	1,654.31
26	000429	2,512.58
26	000430	5,199.48
26	000433	4,549.98
26	000439	870.00
26	000450	33,601.37
26	000452	8,701.54
26	000456	1,348.26
26	000467	1,687.50
26	000468	1,693.45
26	000470	2,866.16
26	000477	826.20
26	000479	108.00
26	000480	4,665.08
26	000487	1,281.98
26	000499	5,497,063.30
26	000500	5,310.12
26	000502	761.49
26	000503	27,096.03
26	000504	14,000.00
26	000507	671.15
26	000509	26,216.51
26	000510	85,851.41
26	000520	37.22
26	000523	170.16
26	000526	16,351.29
26	000529	9,143.57

Batch Year: 26 Bank: All Date Range: 09/01/2025 - 09/30/2025

Batch Year	Batch	Amount
26	000535	6,685.84
26	000537	188,161.76

For October 8, 2025 Board Meeting

Leaving the District

Site	*Employee*	*Position*	*Reason*
Golden Spike	Braden Reams	Student Custodian	Resigned
Golden Spike	Kayla Reams	Student Custodian	Resigned
North Park	Cynthia Shereda	Instructional Para	Resigned
BRHS Nat	Madison Littlefield	Lifeguard	Resigned
BRHS Nat	Cordell Cluff	Lifeguard	Resigned
BRHS Nat	Isabelle Christensen	Lifeguard/ Swim Teacher	Resigned
McKinley	Amanda Ballard	Instructional Para	Resigned
Discovery	Sunee Freebairn	Instructional Para	Temp
Fielding	Brittney Lamborn	Instructional Para	Resigned
Transportation	Steven Wiscombe	Bus Driver	Resigned
Discovery	Ashlee Freeze	Custodian	Resigned
Young	Michael Pedersen	Functional Skills Para	Resigned
District Office	Sheree Judd	Substitute	Resigned
Transportation	Robert Kenner	Bus Driver	Resigned
Transportation	Kaylee Silvester	Bus Driver	Resigned

New Hires - None

Site	*Employee*	*Position*
McKinley	Lesly Castro	Instructional Para
Lake View	Rachel Roueche	Behavior Para
Garland	Gracie Rigby	Instructional Para
District Office	Kory Grant	Substitute
North Park	Carrie Briggs	Instructional Para
Golden Spike	Madeline Kunzler	Instructional Para
TMC	Janice Reese	Overcrowding Para
Discovery	Janet Hall	Cook
North Park	Jayci Anderson	Overcrowding Para
Lake View	Maleia Anderson	Overcrowding Para
Harris	Jessica West	Behavior Para
North Park	Tijuana Whitlock	Speech Para
Fielding	Lily Jackman	Overcrowding Para
Golden Spike	Melissa Pratt	Cook
Discovery	Brinley Thomas	Overcrowding Para
Fielding	Katie Christiansen	Overcrowding Para
Fielding	Emma Jackman	Instructional Para
Young	Michael Pedersen	Functional Skills Para
Lake View	Rosa Rodriguez	DLI Overcrowding Para
McKinley	Daniel Curtis	Behavior Para
Discovery	Kylee Blakeley	Cook
District Office	Kaylynn McIntyre	Substitute
District Office	Bonnie Young	Intervention/Prevention Specialist
Willard	Kira Alldredge	Instructional Para
BEMS	Holly Marler	Cook
Fielding	Danielle Knuchel	Overcrowding Para
District Office	Rebecca Kimber	Substitute
Lake View	Mikayla Sepulveda	Literacy Para/ Collaboration
BRHS	John McMahon	Custodian

Century	Arlene Storey	Functional Skills Para
TMC	Gloria Rueda	DLI Overcrowding Para
BRHS NAT	Madison Witt	Custodian
North Park	Makenzie Colborn	Instructional Para
Fielding	Jacob Gregory	Overcrowding Para
Golden Spike	Gideon Everton	Student Custodian
North Park	Kylie Lund	Instructional Para
Golden Spike	Luis Ventura	Student Custodian
BEHS	Richard Ramirez	Functional Skills Para
McKinley	Taybreigh	Preschool Para
Discovery	Rachel Robinson	Resource Para
Garland	Lisa Farmer	Instructional Para
Fielding	Aubrey Catalini	Resource Para
BRHS	Rachel Jones	Asst. Girls Basketball Coach
District Office	Audrey Kimber	Substitute
BEHS	Grace Novak	ED Para
District Office	Dalton Burdick	Field Tech
District Office	Cheyenne White	Substitute
McKinley	McKell Draper	Cook
Garland	Kimberly Goff	Instructional Para
District Office	Ellen Gunter	Substitute
District Office	Wendy Witt	Substitute
District Office	Christine Heath	Substitute
Century	Blythe Chournos	Office Aide
District Office	Nickolas Boatright	Substitute
Fielding	Annie Hansen	Instructional Para
Golden Spike	Irina McLaughlin	Instructional Para
Golden Spike	Shawna Chadburn	Functional Skills Para
Century	Colleen Tolman	Progress Monitoring/ LEAP Para
District Office	Ashley Peterson	Substitute
District Office	Bonnie Bunn	Sub Bus Driver
BEHS	Callie Mortensen	Asst. Girls Basketball Coach
BEHS	Stephen Lister	Asst. Boys Basketball Coach
Garland	Dawna Johnson	Instructional Para
TMC	Keli Anderson	Instructional Para
BEMS	Jordan Mund	Reading Intervention Para
Fielding	Madeline Williams	RTI Para
District Office	Katie Hatch	Substitute

Box Elder School District
Home School Affidavits Per Year

School Year	Total # of students with Home School Affidavit	Grades K-5	Grades 6-7	Grades 8-9	Grades 10-12	Unknown
2019-20	391	177	44	60	56	54
2020-21	569	289	74	66	64	76
2021-22	498	198	75	69	75	81
2022-23	587	243	82	81	110	71
2023-24	642	249	107	98	134	54
2024-25	781	322	141	102	169	47
*2025-26	735	302	133	100	155	45

*as of 10/6/25

Box Elder School District

Secondary Club Application

1. Recommended club name Creative writing club

2. What is the club's purpose? writing of all forms, and getting feedback from peers

3. What are the club's goals? improve writers' capabilities; provide a place to work and recieve feedback

4. What activities will be planned for the club? writing, critique groups, study the "masters," find inspiration, bring in local authors (if possible)

5. Please indicate which of the following categories are appropriate for the proposed club:

___ Athletic

___ Business/Economic

___ Agriculture

X Art/Music/Performance

___ Science

___ Gaming

___ Religious

___ Community Service/Social Justice

X Other (Please explain) english (optional)

6. Are you asking for the club to be considered curricular ___ or non-curricular X ?

7. Meeting information: Wednesdays

Preferred meeting time during the day (must be non-instructional time) 2:20 - 3:30

Anticipated number of meetings per month 4-5 (once a week)

Preferred location for club meetings H-3

8. Proposed faculty advisor Mrs. Cheney

9. Financial information:

Will the club have a budget? No (not really needed)

What will the budget be?

Where will the money come from? If needed, we can run a fundraiser event

How will the money be spent? Towards club activities

10. By submitting this application you are giving your assurance that the club will comply with the provisions of policies of the Box Elder Board of Education, the Utah State Board of Education, and the State of Utah.

Sydney Stacey _____ Faith Dahle _____ Kylee Beezer _____

Signatures of at least three students (non-curricular club) with dates of signatures.

By signing as club advisor/sponsor below, I agree to oversee and supervise all activities of the proposed club.

Shannon Cheney _____ 9-4-25 _____

Club Advisor/Sponsor (curricular club) Date

11. Club's application approval:

Yes (Yes or No) _____ 9/9/25 _____

Principal or Principal's Designee Date

_____ (Yes or No) _____ 9/11/25 _____

Board President or Designee Date

12. Club's name approval:

Yes (Yes or No) _____ 9/9/25 _____

Principal or Principal's Designee Date

_____ (Yes or No) _____ 9/11/25 _____

Board President or Designee Date

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QUOTE PREPARED FOR:

Box Elder School Dist
BD OF EDUC
BRIGHAM CITY, UT 84302
ACCOUNT NUMBER: 423145

SUBSCRIPTION/DIGITAL CONTACT:

CONTACT:

SALES REP INFORMATION:

Janalee Miller
janalee.miller@mheducation.com
(385) 831 - 8940

Section Summary	Value of All Materials	Free Materials	Product Subtotal
StudySync 3-year Digital Grade 6	$70,613.70	($1,616.94)	$68,996.76
StudySync 3-year Digital Grade 7	$70,613.70	($1,616.94)	$68,996.76
StudySync 3-year Digital Grade 8	$76,275.30	($1,741.32)	$74,533.98
StudySync 3-year Digital Grade 9	$76,275.30	($1,741.32)	$74,533.98
StudySync 3-year Digital Grade 10	$78,701.70	($1,865.70)	$76,836.00
StudySync 3-year Digital Grade 11	$72,635.70	($1,616.94)	$71,018.76
StudySync 3-year Digital Grade 12	$62,525.70	($1,492.56)	$61,033.14
Professional Development	$10,500.00	($10,500.00)	$0.00
PRODUCT TOTAL*	$518,141.10	($22,191.72)	$495,949.38
ESTIMATED S&H**			$0.00
ESTIMATED TAX**			$0.00
GRAND TOTAL*			$495,949.38

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 08/12/2025 ACCOUNT NAME: Box Elder School Dist EXPIRATION DATE:11/10/2025
QUOTE NUMBER: SDADA-08122025083045-001 ACCOUNT #: 423145 PAGE #: 1

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
StudySync 3-year Digital Grade 6					
STUDYSYNC CORE ELA STUDENT ONLINE 3 YEAR SUBSCRIPTION GRADE 6	978-0-07-906951-1	850	$80.88	$0.00	$68,748.00
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 6	978-0-07-906954-2	2	$124.38	$0.00	$248.76
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 6	978-0-07-906954-2	13	$124.38	$1,616.94	*Free Materials
		StudySync 3-year Digital Grade 6 Subtotal:		**$1,616.94**	**$68,996.76**
StudySync 3-year Digital Grade 7					
STUDYSYNC CORE ELA STUDENT ONLINE 3 YEAR SUBSCRIPTION GRADE 7	978-0-07-906952-8	850	$80.88	$0.00	$68,748.00
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 7	978-0-07-906955-9	2	$124.38	$0.00	$248.76
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 7	978-0-07-906955-9	13	$124.38	$1,616.94	*Free Materials
		StudySync 3-year Digital Grade 7 Subtotal:		**$1,616.94**	**$68,996.76**
StudySync 3-year Digital Grade 8					
STUDYSYNC CORE ELA STUDENT ONLINE 3 YEAR SUBSCRIPTION GRADE 8	978-0-07-906953-5	920	$80.88	$0.00	$74,409.60
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 8	978-0-07-906956-6	1	$124.38	$0.00	$124.38
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 8	978-0-07-906956-6	14	$124.38	$1,741.32	*Free Materials
		StudySync 3-year Digital Grade 8 Subtotal:		**$1,741.32**	**$74,533.98**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 08/12/2025 ACCOUNT NAME: Box Elder School Dist EXPIRATION DATE:11/10/2025
QUOTE NUMBER: SDADA-08122025083045-001 ACCOUNT #: 423145 PAGE #: 2

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
StudySync 3-year Digital Grade 9					
STUDYSYNC CORE ELA GRADE 9 STUDENT ONLINE 3YEAR SUBSCRIPTION	978-0-07-907022-7	920	$80.88	$0.00	$74,409.60
STUDYSYNC CORE ELA GRADE 9 TEACHER ONLINE 3 YEAR SUBSCRIPTION	978-0-07-907033-3	1	$124.38	$0.00	$124.38
STUDYSYNC CORE ELA GRADE 9 TEACHER ONLINE 3 YEAR SUBSCRIPTION	978-0-07-907033-3	14	$124.38	$1,741.32	*Free Materials
			StudySync 3-year Digital Grade 9 Subtotal:	**$1,741.32**	**$74,533.98**
StudySync 3-year Digital Grade 10					
STUDYSYNC CORE ELA GRADE 10 STUDENT ONLINE 3YEAR SUBSCRIPTION	978-0-07-907023-4	950	$80.88	$0.00	$76,836.00
STUDYSYNC CORE ELA GRADE 10 TEACHER ONLINE 3 YEAR SUBSCRIPTION	978-0-07-907035-7	15	$124.38	$1,865.70	*Free Materials
			StudySync 3-year Digital Grade 10 Subtotal:	**$1,865.70**	**$76,836.00**
StudySync 3-year Digital Grade 11					
STUDYSYNC CORE ELA GRADE 11 STUDENT ONLINE 3YEAR SUBSCRIPTION	978-0-07-907025-8	875	$80.88	$0.00	$70,770.00
STUDYSYNC CORE ELA GRADE 11 TEACHER ONLINE 3 YEAR SUBSCRIPTION	978-0-07-907038-8	2	$124.38	$0.00	$248.76
STUDYSYNC CORE ELA GRADE 11 TEACHER ONLINE 3 YEAR SUBSCRIPTION	978-0-07-907038-8	13	$124.38	$1,616.94	*Free Materials
			StudySync 3-year Digital Grade 11 Subtotal:	**$1,616.94**	**$71,018.76**
StudySync 3-year Digital Grade 12					
STUDYSYNC CORE ELA GRADE 12 STUDENT ONLINE 3YEAR SUBSCRIPTION	978-0-07-907029-6	750	$80.88	$0.00	$60,660.00
STUDYSYNC CORE ELA GRADE 12 TEACHER ONLINE 3 YEAR SUBSCRIPTION	978-0-07-907042-5	3	$124.38	$0.00	$373.14
STUDYSYNC CORE ELA GRADE 12 TEACHER ONLINE 3 YEAR SUBSCRIPTION	978-0-07-907042-5	12	$124.38	$1,492.56	*Free Materials
			StudySync 3-year Digital Grade 12 Subtotal:	**$1,492.56**	**$61,033.14**
Professional Development					
PROFESSIONAL LEARNING ONSITE DAY 6-12 ELA	978-1-26-422392-3	3	$3,500.00	$10,500.00	*Free Materials
			Professional Development Subtotal:	**$10,500.00**	**$0.00**

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Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 08/12/2025 ACCOUNT NAME: Box Elder School Dist EXPIRATION DATE:11/10/2025
QUOTE NUMBER: SDADA-08122025083045-001 ACCOUNT #: 423145 PAGE #: 3

Because learning changes everything.®

QUOTE PREPARED FOR:

Box Elder School Dist
BD OF EDUC
BRIGHAM CITY, UT 84302
ACCOUNT NUMBER: 423145

CONTACT:

VALUE OF ALL MATERIALS	$518,141.10
FREE MATERIALS	($22,191.72)
PRODUCT TOTAL*	**$495,949.38**
ESTIMATED SHIPPING & HANDLING**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL	**$495,949.38**

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

BOX ELDER SCHOOL DISTRICT
Learning is Everything

Steven E. Carlsen,
Superintendent

O. Jay & Tamra Call Education Center
960 South Main
Brigham City, UT 84302
435-734-4800
Fax 435-734-4833
www.besd.net

Box Elder School District Rental Information & Fees

Policy Reference: 2160
Effective Date: October 7, 2025
Last Amended: March 2018

General Guidelines

- **Eligibility & Documentation**
  - A 501(c)(3) or tax-exempt number may be required for Level 1 or Level 2 rentals.
  - Municipal entities are charged per negotiated agreements with the District.
- **Scheduling Procedures**
  - Rentals may be requested after the school calendar is finalized.
  - If multiple groups request the same date, selection is first-come, first-served or by random drawing (as determined by the school).
  - Facilities are not scheduled until a deposit covering estimated costs is received.
- **Supervision & Staffing**
  - Supervision fees may be waived if district personnel volunteer, at the principal's discretion.
  - Non-exempt employees may not volunteer for supervision.
  - District employees are not responsible for supervising participants or spectators.
- **Rental Conditions**
  - Minimum rental is one (1) hour; increments increase by half-hours.
  - Charges apply for all hours participants are in the building.
  - Outdoor rentals are subject to maintenance schedules.
  - Special equipment (e.g., sound booths, computer labs) must be operated by district technicians.
- **Liability & Insurance**
  - Non-Civic Center and commercial renters must provide liability insurance.

- Insurance may be waived for Civic Center uses with minimal risk (e.g., meetings, lectures, piano recitals).
- Insurance is recommended for higher-risk areas (e.g., gym, pool, kitchen).

- **Cancellation & Damage**
  - Rentals may be canceled or altered at the principal's discretion.
  - Renters are liable for any damage to district property.
  - Renters must comply with all state laws and district policies (e.g., no alcohol, drugs, fireworks, or weapons).

Rental Categories

Level	Description
Level 1	Charitable, volunteer-led teams made up exclusively of BESD students. Coaches unpaid. The sole purpose is to better the high school athletic programs in the future while building confidence in the youth.
Level 2	Feeder programs with 90% BESD students. Coaches may receive reasonable compensation. The sole purpose is to better the high school athletic programs in the future while building confidence in the youth.
Level 3	Commercial or non-BESD majority groups. For-profit organizations.
Level 4	City Recreation. Rates are negotiated with Administrator.

Facility Rental Rates (Per Hour)

Facility	Level 1	Level 2	Level 3	Level 4
Athletic Field w/ lights	$0.00	$30.00	$80.00	TBD
Athletic Field w/o lights	$0.00	$15.00	$50.00	TBD
Auditorium – High School	$0.00	$35.00	$115.00	TBD
Auditorium – Middle School	$0.00	$25.00	$65.00	TBD

Facility	Level 1	Level 2	Level 3	Level 4
Classrooms (each)	$0.00	$10.00	$30.00	TBD
Commons	$0.00	$15.00	$50.00	TBD
Computer Lab	$0.00	$20.00	$50.00	TBD
Courtyard	$0.00	$10.00	$30.00	TBD
Dining Area Only	$0.00	$10.00	$50.00	TBD
Gym & Showers	$0.00	$20.00	$80.00	TBD
Kitchen & Dining Area	$0.00	$15.00	$80.00	TBD
Media Center	$0.00	$25.00	$50.00	TBD
Multi-Purpose Room	$0.00	$25.00	$50.00	TBD
Natatorium Gym & Showers	$0.00	$20.00	$65.00	TBD
Small Theater	$0.00	$15.00	$30.00	TBD
Swimming $0.00	$15.00	Pool & Showers	$65.00	TBD
Unfenced/Unsupervised Field	$0.00	$10.00	$20.00	TBD

Additional Hourly Charges

Service	Rate
Facilities Supervision	$60.00
Kitchen Supervision	$25.00
Lifeguard	$15.00
Setup/Clean-up	$35.00
Student Technicians	$15.00
Technicians	$35.00

Optional Charges

Fee	Rate
Concession Fee*	$50.00
Contract Fee*	$25.00

*Optional fees apply based on rental terms.

Liability Insurance: In cases where the rental qualifies as a Civic Center (UCA. § 53G-7-209, 210) and involves activities with little or no risk of bodily harm, the liability insurance will be waived. Examples are meetings, classroom lectures, and piano recitals. Renters using the gym, showers, swimming pool, kitchen area, and the auditorium may want to consider liability insurance for their own protection. Liability insurance will be verified and documented in all cases where such insurance is required.

UCA 53G-7-209, 210 & 63G-7g301(5) - Permit Immunity for Use of Schools This law which became effective May 13, 2014 grants governmental immunity to schools when they "permit" use of their school/grounds to non-commercial groups/ individuals. The rental agreement constitutes a permit and allows the district to waive liability insurance requirements for non-profit use.

SALARY SCHEDULE ADDENDUM
CATEGORY II
Extended Curricular Instruction - Regular Year

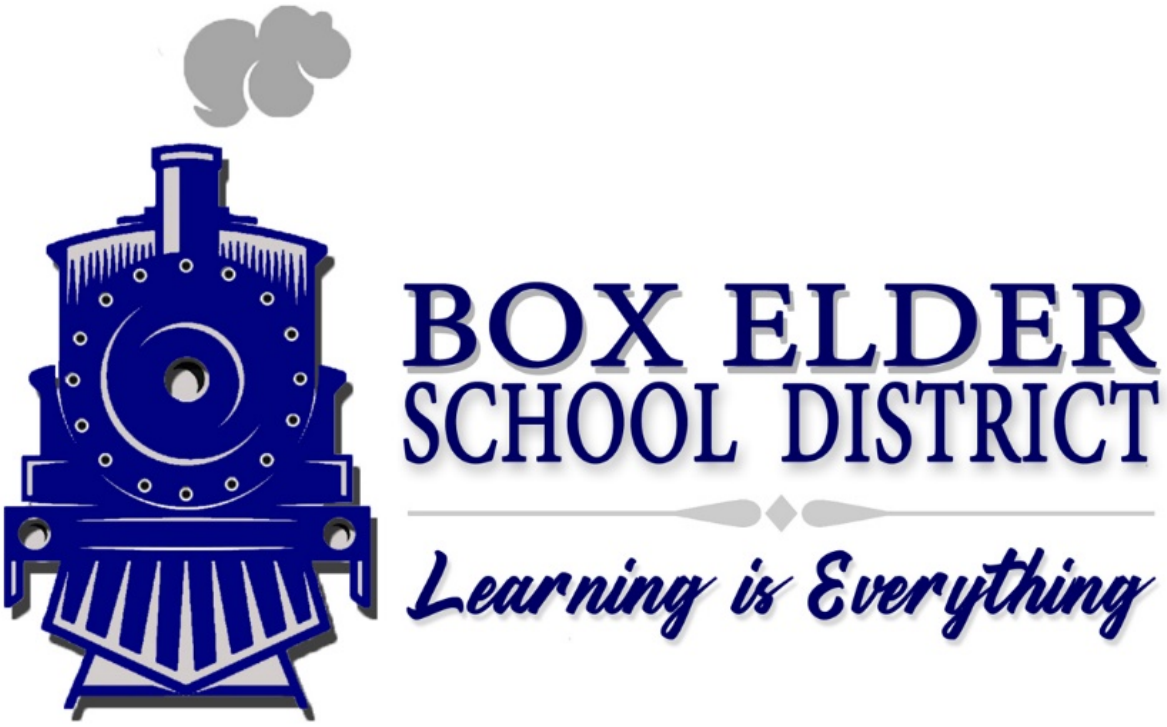
Philosophy	Pay/Salary Rate
Instruction which is an extension of the classroom or school program & necessary to achieve the goals and objectives set by the classroom instructor, school administrator, and district policy. **Group I - Regular Year** (See classification breakdown in Pay/Salary Rate Column Group I Regular Year) **Group II - Summer Programs** Vocational Agriculture Music, Other Summer Vocational, Summer carry over - Category I, Specially funded handicapped Programs - Extended Year Assign **Strength Training Coach** $20 per hour. Total stipend is $1680 $560 per trimester Paid November, February and May **Extended days (10 days before - after school)** i.e., Youth In Custody, Band, extra Preschool preparation and testing, Certificated Athletic Trainers, Natatorium Managers summer days	**Group I - Regular Year** (Regular Index* adjusted to step #10) — INDEX* High School Yearbook Advisor — .070 High School Student Council Advisor (one per school) High School Stage Supervision — .060 High School Choral Director High School Band Director High School Drama Director — .060 High School Orchestra Director (one per school) High School Debate Coaches — .050 High School Principal's Discretion Club (1) High School Web-Master (one per school) Intramural Directors — .040 Intermediate & Middle Schools only (two per school) Color Guard — .036 High School Pep Club Advisors — .036 (High Schools only) Middle School Stage Manager — .025 (one per school) *Each educator's index will be computed to determine their placement on the current salary schedules. Any educator whose experience exceeds step #10 will be paid at the level indicated on Step #10. **Group II - Summer Programs** 2.5% of educators position on salary schedule for each equivalent 37.5 hours worked.

Suggestions for Future Board Meetings

Work Session	Board Meeting	Assigned
November 12, 2025 ***(tentative)***		
Complete MBA	Approval of Revised TSSA Framework	Keith Mecham & Heidi Jo West
Secondary Math Direct Instruction Time		
Mr. Jensen, BEHS Teacher	RISE and Utah Aspire Plus Data	Jeff Morris
Kindergarten Intake		
Heidi Jo West	Policy Review	
December 10, 2025 ***(tentative)***		
Meeting with Legislators	Approval of New Courses	Keith Mecham
	Approval of 2026-27 District Calendar	Coerina Fife
	Audit Report	Neil Stevens
	Policy Review	
January 14, 2026 ***(tentative)***		
Supt and BA Reivews	First Public Comment on School Fees	Keith Mecham
	Approval of 2-year contract for Business Administrator	
	Review of Policies 1034 Board of Education Code of Conduct and 1035 Board Member Ethics	
	Policy 1036 Conflict of Interest - Complete Form	
	Foundation Report	Matt Nelson
	AAPPL Data	Jeff Morris
	Policy Review	
	Elect New Board President and Vice President	Board President
	Policy 1080 Board Committees - Committee Assignments	Board President
	Building and Ground Rental and Supervision Policies	Neil Stevens
	USBA Conference Report	Board Members
February 11, 2026 ***(tentative)***		
	Second Public Comment on School Fees	Keith Mecham
	Approval of School Fees	Keith Mecham
	Approval of Sex Education Curriculum	Keith Mecham
	FY2026 Capital Improvement Plan	Corey Thompson
	Legislative Update	Steve Carlsen
	Policy Review	
March 11, 2026 ***(tentative)***		
	Negotiations Team Approval	Coerina Fife
	Legislative Update	Steve Carlsen
	Policy Review	
	Board Graduation Assignments	Board President
April 8, 2026 ***(tentative)***		
	ESP Recognitions	Coerina Fife
	Public Hearing on Indian Education Formula Grant	Megan Bushnell
	Approval of College and Career Readiness Counseling Program (CCRCP)	Ben Wiley
	Approval of School Land Trust Plans	Keith Mecham & Heidi Jo West
	Approval of TSSA Plans	Keith Mecham & Heidi Jo West
	Child Nutrition Report	Neil Stevens
	Policy Review	
	TSSA & SLT Previous Year Review	Keith Mecham & Heidi Jo West
May 13, 2026 ***(tentative)***		
	Retirement Recognitions	Coerina Fife

	Certificated Employee and Volunteer Recognitions	BEAA
	Approval of 2023-2024 Board Meeting Calendar	Steve Carlsen
	Review of Positive Behavior Plans	Megan Bushnell
	ACT Data	Jeff Morris
	Policy Review	
June 10, 2026 ***(tentative)***		
	Budget Hearing	Neil Stevens
	Approval of Budget	Neil Stevens
	Approval of 2026-27 Tax Rates	Neil Stevens
	Approval of Internal and Independent Auditors	Neil Stevens
	MBA Meeting	Neil Stevens
	Pick-up Contributions for Members of Contributory Retirement System	Neil Stevens
	Tentative Ratification of Negotiated Agreement with BEAA	Coerina Fife
	Tentative Ratification of Negotiated Agreement with BEEA	Coerina Fife
	Tentative Ratification of Negotiated Agreement with BEESPA	Coerina Fife
	Declaration of Open Enrollment Schools	Megan Bushnell
	Policy Review	
July 8, 2026 ***(tentative)***		
	Approval of Sex Education Committee	Keith Mecham
	Bullying Report	Megan Bushnell
August 12, 2026 ***(tentative)***		
	Approval of Early Literacy Plan	AshLee Nelson
	Policy Review	
September 9, 2026 ***(tentative)***		
	Walmart Grants Presentation	Walmart
	Nucor Grants Presentation	Nucor
	Swearing in of Student Board Member	Neil Stevens
	Early Learning Plan Review	Jamie Kent
	AP and Acadience Results	Jeff Morris
	Policy Review	
October 14, 2026 ***(tentative)***		
	Approval of Positive Behavior Plans (PBS)	Megan Bushnell
	Approval of LEA Specific Licenses and LEA Specific Endorsements	Coerina Fife
	October 1 Enrollment Report	Coerina Fife
	Exemption from Compulsory Attendance (Home School)	Steve Carlsen
	Policy Review	

BOX ELDER SCHOOL DISTRICT BOARD OF EDUCATION HANDBOOK



REVISED

OCTOBER 9, 2019

BOX ELDER SCHOOL DISTRICT

Box Elder School District
Board of Education Handbook
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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 been taken by roll call. Name and vote.

Minutes of the closed meeting shall contain:

1. Reason for holding the meeting.
2. Location of the meeting.
3. Vote by name, of each member of the board, either for or against the motion to hold the closed meeting.

Purpose of a closed meeting:

1. Discussion of the character, professional competence, or physical or mental health of individual.
2. Strategy sessions to discuss collective bargaining.
3. Strategy sessions to discuss pending or reasonably imminent litigation.
4. Strategy sessions to discuss the purchase, exchange, or lease of real property including any form of a water right or water shares if public discussion of the transaction would:
    a. Disclose the appraisal or estimated value of the property under consideration; or
    b. Prevent the board from completing the transaction on the best possible terms.
5. Strategy sessions to discuss the sale of real property, including any form of water right or water shares if public discussion of the transaction would:
    a. Disclose the appraisal or estimated value of the property under consideration; or
    b. Prevent the board from completing the transaction of the best possible terms.
6. Discussion regarding deployment of security personnel, devices or systems.
7. Investigative proceedings regarding allegations of criminal misconduct.

A Board may not interview a person applying to fill an elected position in a closed meeting.

Record of closed meetings:

1. A recording shall be made of the closed portion of the meeting.
2. Detailed written minutes may be kept that disclose the content of the closed portion of the meeting.
3. A recording of a closed meeting shall be complete and unedited from the commencement of the closed meeting through adjournment.
4. The recording and any minutes of a closed meeting shall include:
    a. Date, time, and place of the meeting.
    b. Name of the members present and absent.
    c. Names of all others present except where the disclosure would infringe on the confidentiality necessary to fulfill the original purpose of the closing the meeting.
5. No recording or minutes will be taken if the purpose of the closed meeting is for the discussion of the character, professional competence, or physical or mental health of an individual.

a. A sworn statement must be signed by the presiding member of the board that the sole purpose for closing the meeting was to discuss the character, professional competence, or physical or mental health of an individual.

Collaborative Relationships: Shared Governance

The Box Elder County School District Board of Education has the exclusive right and responsibility to determine the goals and direction of the schools and use all its resources to achieve such goals, within the bounds of state and federal law and rules of the Utah State Board of Education.

Box Elder School District is a complex organization, which can succeed only if we enlist the energy, creativity, and effort of many people to accomplish our goals. The board believes that ideal conditions for student learning can be realized when shared governance is thoughtfully used to support student achievement.

Board decisions should accurately reflect the public's interests. Statutes of the state of Utah require local school boards to make decisions by majority vote; thus the obligation to seek consensus under shared governance does not bind the board in its decision-making.

The board delegates to school sites and departments the right to make some decisions using the shared governance process. Site-based decisions must conform to legal requirements, state and federal rules and regulations, the district's Student Achievement Plan, policies, procedures, guidelines, and contractual obligations, including negotiated employee agreements.

Essentials of A Professional Learning Community

A. The Superintendent and district administrators will ensure that all of the schools in the district function as professional learning communities. Professional learning communities are defined as educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

    1. The Board, district, and school administrators will ensure that time is available, within the contract day, for educators to meet together regularly in collaborative teams.
    2. District/school administrators will ensure this time is reserved for activities directly related to the process of collective inquiry and action research to achieve better achievement results for our students.

3. Collaborative teacher teams will focus on the following four questions:
    a. What is it that our students are expected to know and do?
    b. How will we know if they know and can do what is expected?
    c. How will we respond if they don't know and can't do what is expected?
    d. How will we respond if they already know and can do it?

District and school administrators will ensure that ongoing training and professional learning opportunities are provided to ensure that all Box Elder School District educators are proficient in the philosophies and practices related to professional learning communities/collaborative teacher teams.

Authority of Individual Board Members

Power belongs not to individual members of a Board of Education but to the Board of Education acting as a corporate body through collective action. Board members have authority only when acting as a Board of Education in a legally constituted session, with a quorum present. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is specifically authorized by an official act of the board. This does not preclude individual board members from representing the board at meetings and ceremonial events or speaking to constituent groups in their capacity as board members.

Nominations and Elections for Board Leadership

Nominations

A. An office must be created by Board Policy or by a motion to that effect before it can be filled by election or otherwise.
B. The Board President must call for nominations.
C. Nominations do not require a second. However, any number of persons may second a given nomination just to show their support of that nominee.
D. The motion "to close nominations" is not in order until the assembly is ready to close nominations.
    1. When there are two or more nominees for the office the motion to close nominations requires a two-thirds vote. (This motion must be seconded.)
    2. A negative vote on the motion signifies that there are additional nominations forthcoming.
    3. If and when there are no further nominations the Board President may then put the motion to close nominations to a vote without waiting for a second.

Elections

A. Elections and nominations must conform to the procedure prescribed by the Utah State Law and Board Policy.

B. In case of a tie vote, the election is decided by lot unless the organization adopts a motion to do otherwise.
C. Elections are decided by a roll call vote, not by secret ballot. Election to the office is determined by a simple majority.

Board Leadership Responsibilities

The board president will:

1. Conduct meetings of the board in accordance with law and policy.
2. Communicate regularly with the superintendent, business administrator, and members of the board to set meeting agendas, facilitate the flow of necessary information, and respond to community issues and queries.
3. Sign legal assurances, correspondence, and contracts on behalf of the board as required by law, policy, or vote of the board.
4. Represent the board, or designate others to represent the board, as requested, in executive meetings with community and business leaders or elected officials to promote perform their duties.

The board vice president will:

1. Advise and assist the president as needed.
2. Substitute for the president as required.
3. Attend meetings with or at the request of the president and superintendent.
4. Keep the board appropriately informed of issues or data that would help members

Board leadership may speak for the board, or designate others to speak for the board, when requested to do so by vote or consensus of the board communication, without binding the board to a specific decision or position.

New Board Member Orientation

Following the election or appointment of new members, the superintendent and board leadership will provide for an orientation, as to the board's operation and processes, the working relationships with the Superintendent of Schools and staff of the Box Elder School District, and substantive background information pertaining to school system issues and procedures. A copy of this handbook will be provided online. New board members are also encouraged to attend the orientation session organized by the Utah School Boards Association (USBA).

Board of Education Code of Conduct

The members of the Board of Education agree to abide by the following norms of behavior, both as they govern the conduct of board meetings and as they govern the actions of individual board members. These norms will provide an orderly way to conduct public business, promote an atmosphere of mutual respect, and establish a level of expectation for those who aspire to become school board members in the future.

Board members shall:

1. Represent the Board with dignity, honesty, and integrity.
2. Attend meetings regularly, prepared, professional, engaged, and dedicated to accomplishing and adhering to the agenda.
3. Support efforts to focus on the important matters, remembering that the student is always our most important matter.
4. Communicate effectively, early, and often with each other and with others concerned, seeking to make your own ideas clear while respecting the different opinions of others.
5. Be loyal to the Board and work to achieve unity by supporting its decisions, even though you may personally espouse a different view.
6. Value civility and avoid contention realizing conflict on some issues is inherent and not undesirable.
7. Represent and seek to understand the needs of all students, staff and citizens in the District without partisanship.
8. Work effectively with the Superintendent, and through him/her, with the staff throughout the District.
9. Develop and improve Board skills by establishing goals, measuring progress, and participating in a variety of training opportunities
10. If at all possible Board members should notify the Superintendent or the Board President well in advance of any concerns or questions regarding the Board agenda so that they can be resolved in advance if possible.

Board Member Commitments and Ethics

The Board and its members commit to standards of conduct that are consistent with the public trust placed in elected officials. Accordingly, the Board and its members will:

1. Strive to make policies that promote the educational growth and development of all students;
2. Endeavor to appoint the most competent person available as superintendent of schools and hold that superintendent responsible for carrying out the vision, mission, and goals of the District in the administration of its schools;

3. Support and allow administrators, teachers, and staff to function in their authorized capacities while holding employees responsible for carrying out the District's vision, mission, and goals in their respective roles;
4. Seek to employ the best qualified personnel available without regard to race, color, sex, pregnancy, religion, national origin, age, marital status, disability, sexual orientation, or gender identity—except when justified to meet a bona fide occupational requirement (*see* 20 U.S.C. 1681 *et seq.*; Utah Code § 34A-5 *et seq.*);
5. Promulgate policies and procedures dedicated to maintaining a learning and working environment in the District free of discrimination and unlawful harassment, including sexual harassment;
6. Promulgate policies and procedures that ensure operational transparency, including directing employees to maintain, manage, and where appropriate, produce records consistent with federal and state laws (s*ee* 20 U.S.C. § 1232g; 34 C.F.R. Part 99; and Utah Code § 53E-9 *et seq.*);
7. Attend Board meetings, insofar as possible, being informed and prepared to discuss and act upon the items on the Board agenda;
8. Conduct Board business in compliance with the *Utah Open Meetings Act* (Utah Code § 52-4-1 *et seq.*);
9. Exercise Board authority exclusively to perform legislative and judicial functions;
10. Encourage free expression of opinion and seek regular communication and feedback from the public;
11. Work toward consensus in Board decision making and foster respectful and civil working relationships with other Board members and with the superintendent and District staff while recognizing the value of diverse perspectives and differences of opinion; and
12. Strive to be effective educational leaders by participating in professional development, studying education issues, fulfilling assigned Board duties, building relationships with community organizations and leaders, communicating with constituents, and advocating for public education.

A. Board of Education Code of Ethics
   1. Members of the Board may receive compensation for services and necessary expenses in accordance with Utah Code § 53G-4-204. For purposes of Utah Retirement Systems (URS) coverage, however, duly elected members of the Board are classified as part-time employees and ineligible for URS benefits.
   2. Members of the Board may not use their position, or information acquired by reason of their position, for any improper or unlawful purpose including substantially furthering personal economic interests or securing special privileges or benefits for themselves or others that would impair the members' independent judgement or interfere with the ethical performance of the members' duties in

violation of Utah Code, § 67-16-4.

3. The Board will officially accept gifts and donations on behalf of the District; such acceptance, however, shall not obligate the Board to act in any way contrary to the best interests of students and the public. Further, the Board or its members shall not request, demand, or accept personally or on behalf of the District, a loan, donation, gift of substantial value, or an economic benefit tantamount to a gift in violation of
   Utah Code §§ 67-16-5 to 5.6
4. The Board and its members shall not misappropriate or misuse public funds or resources and shall be responsible fiscal managers of public funds. Expenditure of public funds shall only be made in accordance with federal or state law and District policies.
5. Members of the Board shall disclose any compensation or any position (whether officer, director, agent, employee, or owner of a substantial interest) in any business entity that does business with or is subject to the regulations governing the District or other public agency in a sworn affidavit and file it with the state attorney general, the District, and any other agency involved in the business or transaction consistent with Utah Code §§ 67-16-6 to 8. Further, members of the Board shall have no personal investments and/or conduct any business creating a substantial conflict of interest between Board members' private interests and their public duties in violation of Utah Code § 67-16-9.
6. Members of the Board shall maintain the confidentiality of information obtained in executive session or other confidential information otherwise obtained in an official capacity.
7. Members of the Board have no individual authority to act on behalf of the Board and the Board only exercises its authority as a body by taking official action through voting in a duly scheduled Board meeting. Individual Members of the Board should not speak on behalf of the Board without prior Board approval.

Members of the Board shall abide by state and federal laws and District policies and refrain from personal or professional conduct that would bring censure, ridicule, damage, or reproach upon the Board or the District.

Disciplining Board Members

If a member of the Board of Education violates the Code of Conduct or the ethical assurances outlined in Board Policies 1034 and 1035, the board president and vice president will speak to that member about his or her responsibilities. If disruptive or destructive behavior occurs, the board may issue a formal reprimand by a vote of five members.

Policies Governing the Board

Detailed information about the board's process of conducting meetings and other guidance around board operation can be found in School Board Policy Article 1.

Links to other helpful resources, including specific citations to Utah Code, are included with the appropriate policy on the district's website.

Guidelines and Parliamentary Motions

The following guidelines and examples have been taken from the Utah School Boards Association book titled Coming to Order, which is available on the USBA website. The Box Elder School District Board of Education appoints a Business Administrator who serves as the board's parliamentarian:

1. A board should agree on and adopt an agenda format that it will follow at regular meetings.
2. Action items on the agenda require:
    - a motion by a board member,
    - a second to the motion (required by most boards but not all),
    - a discussion of the motion by board members, and
    - a vote by board members.
3. Other than the consent agenda, each motion should be limited to one idea or issue.
4. No new motion may be made while another is being discussed.
5. A motion may be amended and votes on the amendments must be taken before acting on the original motion.
6. Before a vote on a main motion is taken, business can be interrupted by a motion:
    - to table the main motion,
    - to postpone action,
    - to refer the motion to a committee,
    - to withdraw it from consideration, or
    - to adjourn the meeting.

    The subsidiary motions must be disposed of prior to action on the main motion.
7. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
8. When a Board member wishes to speak in board meeting, he/she should request to be recognized by the Board President before speaking. He/she may gain recognition by the President by raising a hand or speaking audibly, "Mr./Mrs. President". Once recognized the Board member should address the Board.

9. When the president senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
10. Some motions, such as a motion to adjourn, are not debatable. See the "Simplified Chart of Parliamentary Motions" on page 10.
11. Before a motion is voted upon, it should be repeated aloud.
12. The president, by virtue of membership on the board, is expected to vote on each issue before the board.
13. The president should indicate before each vote whether a simple or special majority is required.
14. The president should keep readily at hand a reference guide, such as the chart of parliamentary motions.

Simplified Chart of Parliamentary Motions

Motion & Order of Precedence	You Say:	Debatable	Amendable	Vote Required
Adjourn	I move to adjourn	No	No	Majority
Recess	I move to recess for	No	No	Majority
Close Debate	I move the previous question	No	No	2/3
Postpone Definitely	I move to postpone the motion to	Yes	Yes	Majority
Refer to Committee	I move to refer the motion to	Yes	Yes	Majority
Amend the Amendment	I move to amend the amendment by	Yes	Yes	Majority
Amend or substitute	I move to amend the motion by	Yes	Yes	Majority
Main motion	I move to	Yes	Yes	Majority
Reconsider		Yes	Yes	Majority
Rescind		Yes	Yes	Majority (with notice)

Incidental Motions				
No order of precedence. Arise incidentally and decided immediately				
Point of Order (to enforce rules)	Point of Order	No	No	None
Parliamentary Inquiry	Parliamentary questions	No	No	None
Withdraw or Modify a Motion	I withdraw (or modify) my motion	No	No	Majority

Board Policies Relevant to Board of Education Legal Status, Responsibilities, and Ethics

Policy 1010 School Board's Legal Status

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371387/1010-School_Board_Legal_Status.pdf

Policy 1020 Board Power and Duties

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371388/1020-Board_Powers___Duties.pdf

Policy 1025 Administration Relations

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371389/1025-Administration_Relations.pdf

Policy 1034 Board of Education Code of Conduct

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371392/1034-Board_of_Education_Code_of_Conduct.pdf

Policy 1035 Board Member Commitments and Ethics

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371393/1035-Board_Member_Commitments_and_Ethics.pdf

Policy 1036 Conflict of Interest: Board Member and Employee

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371394/1036-Board_Member_Employee_Conflict_of_Interest.pdf

Policy 1037 Employment/Assignment of Relatives (Nepotism) (Reference - Utah Code 52-3)

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371395/1037-Employee_Assignment_of_Relatives.pdf

Board Policies Relevant to School Board Meetings

Policy 1070 Board Meeting Procedures

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371399/1070-Board_Meeting_Procedures.pdf

Policy 1072 Board Meetings: Notice Requirements

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371400/1072-Board_Meetings_Notice_Requirements.pdf

Policy 1074 Board Meetings: Closed Meetings

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371401/1074-Board_Meetings_Closed_Meetings.pdf

Policy 1080 Board Committees

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371402/1080-Board_Committees.pdf

Policy 1090 Rules of Order

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371403/1090-Rules_of_Order.pdf

Policy 1100 Minutes

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371404/1100-Minutes.pdf

Policy 1110 Public Participation in Board Meeting

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371405/1110__Public_Participation_in_Board_Meeting.pdf