



BOARD OF EDUCATION  
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

**Wednesday, May 12, 2021**

Alice C. Harris Intermediate School, 515 N 800  
W, Tremonton, UT 84337

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

**A. Retirement Reception - 6:00 p.m.**

**B. Retiring Employee Recognitions - 6:30 p.m.**

Keith Mecham, Assistant Superintendent

**C. Administrative - 7:00 p.m.**

**1. Call to Order**

President Julie Taylor

**2. Reverence**

Bryan Smith, Board Member

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

Rod Cook, Business Administrator

**4. Recognitions**

Tiffani Summers, Board Member

a. Haylee Dimond, Student School Board Member

b. BEHS Theater Department:

SpongeBob the Musical

Hamlet

Live, Love, Learn

Disney Divide

The Spirit of Life

c. Maegyn Ipsen - Teaching Intern at Discovery Elementary

d. Anna Lyman - Foothill Elementary student - Reflections Contest Winner

**D. Approval of Agenda - 7:15 p.m.**

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

Those individuals who would like to speak to the Board should read the guidelines and complete the sign-up document located at the door. At the discretion of the Board President, public comment may be permitted at any point during the Board meeting

**F. Certificated Employee Recognitions - 7:30 p.m.**

1. Heidi Jo West - Outstanding Elementary Administrator

Randy Rasmussen - Outstanding Secondary Administrator

Catherine Allen - Outstanding District Administrator

Lauri Hawkins - Outstanding Elementary Teacher

Camille McDermott - Outstanding Elementary Teacher

Megan Cranmer - Outstanding Secondary Teacher

Caden Burrell - Outstanding Secondary Teacher

Karen Bird - Outstanding Related Services

Alan Park - Outstanding Related Services

Shawn Udy - Outstanding Volunteer

Robert Brietenbeker - Outstanding Volunteer

**G. Action Items - 7:45 p.m.**

**1. Approval of School Land Trust Plans**

Gary Allen and Keri Greener, Assistant Superintendents

a. Elementary

4

5

Keri Greener, Assistant Superintendent	
b. Secondary	82
Gary Allen, Assistant Superintendent	
2. <b>Approval of 2021-22 Board Meeting Calendar</b>	<b>135</b>
Steve Carlsen, Superintendent	
3. <b>Approval of Grouse Creek School Structural Needs and Teacher Housing Options</b>	<b>137</b>
Corey Thompson, Director of Facilities	
4. <b>Closed Session for Discussion of Sale of Real Property</b>	
5. <b>Approval of Sale of Corinne School</b>	<b>138</b>
Rod Cook, Business Administrator	
H. <b>Information Items - 8:15 p.m.</b>	
1. <b>Long-Term Capital Development Plan</b>	<b>139</b>
Corey Thompson, Director of Facilities	
2. <b>Bear River High School Football Field Turf Update</b>	
Corey Thompson, Director of Facilities	
3. <b>Monthly Financial Report</b>	<b>140</b>
Rod Cook, Business Administrator	
I. <b>Policy Review - 8:30 p.m.</b>	
1. <b>Policy to Delete/Replace</b>	
a. Policy 2195 Crisis Intervention Team (Combined with Policy 5360 Suicide Prevention)	148
2. <b>Policies with No Changes</b>	
a. Policy 1200 School Attorney	158
b. Policy 1222 Naming of Facilities	159
c. Policy 1230 School Year Calendar	161
d. Policy 1240 Emergency Closing of Schools	162
e. Policy 1250 Professional Learning Communities	163
f. Policy 4075 Earning Credit	164
g. Policy 5045 Student and Staff Memorials	167
h. Policy 5200 Student Dress, Appearance and Personal Hygiene Standards	168
i. Policy 5210 Protection of Students Against Exploitation	169
j. Policy 5240 Appeals of Student Government Organizations	170
k. Policy 5250 Student Speech/Publications Prior Review	171
l. Policy 5285 Detention of Students After School Hours	173
m. Policy 5294 Student Discipline - Searches	174
n. Policy 5306 Children's Internet Protection Act	175
o. Policy 5330 Academic Eligibility	176
p. Policy 5370 Student Handbooks	177
q. Policy 6020 Relations with Parent/Community Groups	178
r. Policy 6030 Relations with Law Enforcement Agencies	180
3. <b>First Reading</b>	
a. Policy 2250 Homemade Food	181
b. Policy 3087 Personal Protective Equipment	183
c. Policy 4033 Early Learning Plan	187
d. Policy 4085 Students Released to Attend Technical Colleges	191
e. Policy 5340 Students Leaving with Adult During School Hours	192
f. Policy 6010 Visitors to Schools	193
4. <b>Second Reading</b>	
a. Policy 2225 Traffic Control	194
b. Policy 3021 Employment: Administrative Personnel	196
c. Policy 4170 Private and Home school Assessments	197
d. Policy 5282 Student Behavior Management	202

e. Policy 5380 Notification Received from Juvenile Courts	211
J. <b>Board Discussion Items 8:40 p.m.</b>	
1. <b>Return to Learn Plan</b>	
Steve Carlsen, Superintendent	
2. <b>"Learning by Doing" Schedule</b>	213
K. <b>Consent Items 8:55 p.m.</b>	
1. <b>Minutes</b>	214
2. <b>Claims</b>	222
3. <b>Personnel</b>	240
L. <b>Suggestions for Future Board Meetings 9:00 p.m.</b>	242
M. <b>Upcoming Events</b>	
1. <b>Box Elder High School Graduation</b> - Proposed date is Wednesday, June 2, 2021 @ 7:00 at the Dee Events Center. (Time and date still subject to change.)	
2. <b>Bear River High School Graduation</b> - Thursday, June 3, 2021 at the BRHS Gym 7:30 p.m. Thursday, June 3, 2021 - Motorcade will begin at 1:30 p.m.	
3. <b>Sunrise High School Graduation</b> - Thursday, June 17, 2021 at 6:00 p.m. at Sunrise High School	
N. <b>Board Handbook</b>	243
O. <b>Closed Session to discuss Collective Bargaining - 9:05 p.m.</b>	
P. <b>Adjournment 9:35 p.m.</b>	
The next meeting of the Board of Education will be held on Wednesday, June 9, 2021, with a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.	

**Box Elder School District  
Board of Education**

**will be honoring  
the following retirees:**

*Barbara Alexander*

*Donnette Andreasen*

*Jc Anne Barker*

*Lynette Barker*

*Chris Baron*

*Lisa Beard*

*Patty Clawson*

*Vicky Dean*

*Denise Deihl*

*Robyn Eplin*

*Debra Firth*

*Michelle Gardner*

*Janice Holmgren*

*Michelle Mund*

*Susan Iverson*

*Beth Jeppsen*

*Robert Johnson*

*Annette Jones*

*Cynthia Mc Conkie*

*Kevin Nelson*

*Marci Nelson*

*Pamela Nelson*

*Debbie Nelson*

*Jana Nish*

*Cindy Payne*

*Eldon Petersen*

*H. Dana Peterson*

*Sharon Potter*

*Tammy Salerno*

*Bart Sorensen*

*Suzette Stevenson*

*Sandra Thompson*

*Bruce Wankier*

*Karen Munns*

*Reese Nelson*

*Beth Stamey*

*Katherine Taylor*

*Wayne Mc Conkie*

**Wednesday, May 12, 2021**

**6:00-6:30 pm, Reception**

**6:30-7:00 pm, Board Recognition**

**Harris Intermediate School**

**Cafeteria**

**Recommendation for Elementary School Land Trust Plans for 2021-2022**

**Submitted by: Keri Greener, Assistant Superintendent – Elementary Curriculum**

**Recommendation: It is recommended that the Box Elder School District Board of Education approve The Elementary School Land Trust Plans for 2021-2022**

**Recommended Motion:**

*I move that the BESD Board of Education approve the Elementary School Land Trust Plans as submitted.*

**Background:**

Annual submission

**Policy Implications:**

This action will have no policy implications.

**Financial Implications:**

There are no known negative consequences.

**Staff Implications**

N/A at the district level

# Upcoming School Plan 2021-2022 - Century School

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

## Goal #1

[close](#)

## State Goal

[close](#)

K-5 Students at Century will demonstrate an increase in growth on the Acadience Pathways to Progress report BOY to EOY.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

K-3 is to have an 8% increase on Acadience Pathway to Progress Report. 4-5 is to have a 5% increase on Acadience Pathway to Progress Report.

## Action Plan Steps and Expenditures

[close](#)

\* Six Paras to support literacy instruction and remediation for all students in small groups.

\* The STAR paraeducator will be a full-time position to recruit, and train volunteers and run the STAR program, including tracking the growth of students.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Six Reading paras for 130 days with them working 5.5 hours per day at an approximate cost of \$11,797 per para, with the total cost for the paras at \$70,785. The shared cost of the STAR paraeducator will be approximately \$3000.	\$73,785
	Total:	\$73,785

Digital Citizenship/Safety Principles Component

close

No

**Summary of Estimated Expenditures**

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$73,785
Total:	\$73,785

**Funding Estimates – Please Update**

Estimates	Totals
Carry-over from 2019-2020	\$4,526.13
Distribution for 2020-2021	\$67,363
Total Available Funds for 2020-2021	\$71,889.13
Estimated Funds to be Spent in 2020-2021	\$ 62271
Estimated Carry-over from 2020-2021	\$9,618.13
Estimated Distribution for 2021-2022	\$66,241
Total Available Funds for 2021-2022	\$75,859.13
Summary of Estimated Expenditures for 2021-2022	\$73,785
Estimated Carry-over to 2022-2023	\$2,074.13

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

## Funding Changes

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

With additional funds, the Community Council has directed that we look at purchasing electronic devices for students to use in the classrooms and/or add an additional Para to help with Reading and/or Math.

## Publicity

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

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
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Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2021-04-12

BACK

# Upcoming School Plan 2021-2022 - Discovery School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

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

## Academic Area

[close](#)

- English/Language Arts
- Mathematics

## Measurements

[close](#)

Our 2020-2021 MOY report showed: [ K=57% 1=81% 2=75% 3=80% 4=65% 5=58% ] typical progress on Acadience Pathway to Progress Report. The goal is to increase that to: [ K=85% 1=86% 2=80% 3=85% 4=70% 5=70% ] on the 2021-2022 MOY Report. BOY to MOY 20-21 Goal Kindergarten 57% to 85% 1st Grade 81% to 86% 2nd Grade 75% to 80% 3rd Grade 80% to 85% 4th Grade 65% to 70% 5th Grade 58% to 70%

## Action Plan Steps and Expenditures

close

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

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Employ paraprofessionals to provide skill-based small-group interventions. Paraprofessionals will also work with students to develop vocabulary and comprehension reading skills in mathematics.	\$56,055
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices. Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process as well as increase the efficiency of teaching and student learning.	\$2,000
Books, Ebooks, online curriculum/subscriptions	Scholastic Periodicals: Scope, Storyworks, News, etc., and books for reading opportunities.	\$2,500
	Total:	\$60,555

## Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Our community council approved the use of Digital ResponsAbility for the 2021-2022 school year.

## 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)	\$2,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$56,055
Books, Ebooks, online curriculum/subscriptions	\$2,500
Total:	\$60,555

## Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2019-2020	\$7,498.61
Distribution for 2020-2021	\$62,066
Total Available Funds for 2020-2021	\$69,564.61
Estimated Funds to be Spent in 2020-2021	\$ 68564.61
Estimated Carry-over from 2020-2021	\$1,000
Estimated Distribution for 2021-2022	\$60,555
Total Available Funds for 2021-2022	\$61,555
Summary of Estimated Expenditures for 2021-2022	\$60,555
Estimated Carry-over to 2022-2023	\$1,000

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

## Funding Changes

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

1. Technology that would increase students' access to the curriculum. 2. Researched-based programs that would be used in Tier 2 and Tier 3. 3. Books for our Leveled Library. 4. Increased paraprofessional time for reading and math instruction and intervention.

## Publicity

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

## Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

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## Finish Review

## Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

### **The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Fielding School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

K-5 students will show typical or above typical growth on the Pathways of Progress Analysis report from the MOY 2021 to the MOY 2022.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

K-5: 65% of Fielding Elementary students showed typical or above typical growth on the Pathways of Progress Analysis report. Our goal is to increase this to 75% by the MOY 2022

## Action Plan Steps and Expenditures

[close](#)

## K-3

1. Provide small group interventions using literacy paraprofessionals
2. Progress monitor students monthly, biweekly, or weekly dependent on levels
3. Using Acadience assessments we will track student growth
4. Train Paraprofessionals for small group instruction/ Provide substitutes
5. Scholastic News to practice reading, improving fluency, comprehension, and accuracy

## 4-5

1. "Read Naturally" to practice fluency and accuracy
2. Chromebooks and Headphones to practice writing and reading
3. Scholastic News to practice reading, improving fluency, comprehension, and accuracy

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Paraprofessionals for small group interventions and instruction. Progress Monitor and assess students Substitutes for teachers and paraprofessionals	\$28,500
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Chromebook Lab for writing and "Read Naturally" Projectors	\$14,000
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)	Storyworks, Scholastic News Paper, Ink, Copies	\$4,800
Books, Ebooks, online curriculum/subscriptions	Read Naturally subscription	\$2,800
	Total:	\$50,100

Digital Citizenship/Safety Principles Component

close

No

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Goal #2

close

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State Goal

close

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K-5 Students will show proficiency on Box Elder Learning Standards performance analysis report on benchmark 2

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Academic Area

close

- 
- Mathematics

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Measurements

close

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K-5 63% of our students showed proficiency on 2021 Benchmark 2 of the math Box Elder Learning Standards The goal is to increase that to 70% using the 2022 Benchmark 2 of the math Box Elder Learning Standards

---

Action Plan Steps and Expenditures

close

**K-5**

1. Provide small group interventions using math paraprofessionals
2. Use an online math platform for students to remediate and practice grade-level concepts
3. Math professional development opportunities to improve Tier 1 instruction

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Paraprofessionals for small group interventions and instruction. Monitor and assess students Substitutes for teachers and paraprofessionals	\$28,000
Books, Ebooks, online curriculum/subscriptions	Online platform for remediation	\$1,000
	Total:	\$29,000

**Digital Citizenship/Safety Principles Component**

close

No

**Summary of Estimated Expenditures**

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$4,800
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$14,000
	Total:
	\$79,100

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$56,500
Books, Ebooks, online curriculum/subscriptions	\$3,800
Total:	\$79,100

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$13,034.13
Distribution for 2020-2021	\$61,116
Total Available Funds for 2020-2021	\$74,150.13
Estimated Funds to be Spent in 2020-2021	\$ 52000
Estimated Carry-over from 2020-2021	\$22,150.13
Estimated Distribution for 2021-2022	\$63,114
Total Available Funds for 2021-2022	\$85,264.13
Summary of Estimated Expenditures for 2021-2022	\$79,100
Estimated Carry-over to 2022-2023	\$6,164.13

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

### Funding Changes

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

We will use additional School Land Trust funds to extend para hours.

### Publicity

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

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2021-04-06

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Foothill School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

During the 2020-2021 school year, 69% of our K-5 students had typical or higher progress on the DIBELS/Acadience Pathways of Progress report on the middle-of-year assessment. For the 2021-2022 school year, we will increase our percentage of K-5 students who have typical or higher progress on the DIBELS/Acadience Pathways of Progress to 75% for the middle-of-year assessment.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

Our community council reviewed data on our most recent DIBELS/Acadience assessment and determined that literacy was still the most critical academic need in our school. The council discussed and considered math, however, the team determined that though the district math benchmark data was also critical, literacy components were affecting the math

benchmark outcomes. The DIBELS/Acadience pathways of progress will be used to determine the school's progress and success.

Action Plan Steps and Expenditures

close

1. School Lands Trust funds will be allocated to hire paraprofessional support as interventionists working with grade-level teams to provide students with reading interventions and extensions.
2. Student groups will be determined by continual review of a variety of reading data including the most recent DIBELS/Acadience assessment, district benchmark data, and progress monitoring data.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	School Lands Trust funds will be allocated to hire paraprofessional support as interventionists working with grade-level teams to provide students with reading interventions and extensions. Student groups will be determined by continual review of a variety of reading data including the most recent DIBELS/Acadience assessment, district benchmark data, and progress monitoring data.	\$67,922
	Total:	\$67,922

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$67,922
Total:	\$67,922

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$741.78
Distribution for 2020-2021	\$69,944
Total Available Funds for 2020-2021	\$70,685.78
Estimated Funds to be Spent in 2020-2021	\$ 66236.19
Estimated Carry-over from 2020-2021	\$4,449.59
Estimated Distribution for 2021-2022	\$69,794
Total Available Funds for 2021-2022	\$74,243.59
Summary of Estimated Expenditures for 2021-2022	\$67,922
Estimated Carry-over to 2022-2023	\$6,321.59

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

### Funding Changes

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

The community council will determine the greatest need at the point between additional literacy paraprofessionals, behavior support paraprofessionals, or math paraprofessionals.

### Publicity

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

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2021-04-13

### Submit Comments Below:

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Character Count:

0

### Finish Review

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**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.  
Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Garland School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

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

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

Our goals are linked to end of year DIBELS/Acadience scores. This test is administered three times per year. Our goal is to reach the following scores on the end of year test which will be conducted in April and/or May of 2022. The goals represent the percentage of students who we hope to be at grade level. Kindergarten: 90% First Grade: 80% Second Grade: 82% Third Grade: 85% Fourth Grade: 87% Fifth Grade: 87%. Percentages are measured using the composite score.

Action Plan Steps and Expenditures

close

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

2. We will pay for the services of 7 reading aides. Each aide will work 142 days in the year, 5.25 hours per day. We project this will cost us \$12,860 per aide, for a grand total of \$90,020.00. These reading aides will provide small group instruction for all students in our building. Training for these aides will be provided by the instructional coaches in our building. The aides will also be observed regularly and will be evaluated and given feedback by the instructional coaches.

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	Item #1. Scholastic magazines for 4th and 5th grade.	\$2,358
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Item #2. Hiring and paying 7 reading aides.	\$90,020
	Total:	\$92,378

Digital Citizenship/Safety Principles Component

close

No

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Books, Ebooks, online curriculum/subscriptions	\$2,358
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$90,020
Total:	\$92,378

## Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$1,137.78
Distribution for 2020-2021	\$95,884
Total Available Funds for 2020-2021	\$97,021.78
Estimated Funds to be Spent in 2020-2021	\$ 94242.01
Estimated Carry-over from 2020-2021	\$2,779.77
Estimated Distribution for 2021-2022	\$91,685
Total Available Funds for 2021-2022	\$94,464.77
Summary of Estimated Expenditures for 2021-2022	\$92,378
Estimated Carry-over to 2022-2023	\$2,086.77

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

## Funding Changes

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

If we had enough additional funding, our first priority would be to hire an additional reading aide. If we didn't have enough funding for that, we would purchase additional curriculum to support our reading instruction, such as: 95% materials, Shell fluency, Reading Mastery, more Scholastic magazines, etc. We may also choose to purchase replacement microphones for our audio enhancement systems. These cost over \$200.00 each and many of them are aging and are due to be replaced.

## Publicity

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

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2021-03-23

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.

- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Grouse Creek Elementary

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

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

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

50% students K-6 will increase or maintain benchmark on Acadience composite. Those not making progress will have a 30 point gain from BOY to MOY on the composite score. 60% students K-6 will show growth using PathWays to Progress BOY to MOY.

### Action Plan Steps and Expenditures

close

- 1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed.
- 2- All reading teachers will instruct using correct reading techniques and strategies.
- 3- Teachers and ESP will spend more time and focus on providing a quality tier 1 instruction with PD on instructional strategies.
- 4- Teachers will give formative assessments (daily, weekly) as students acquire and progress in their reading development.

Category	Description	Estimated Cost
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	1- Survey and assess staff PD needs. 2- Provide PD to staff. 3- Use new knowledge and skills gained in PD.	\$426
	Total:	\$426

### Digital Citizenship/Safety Principles Component

close

No

### 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)	\$426
Total:	\$426

### Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2019-2020	\$0
Distribution for 2020-2021	\$679
Total Available Funds for 2020-2021	\$679
Estimated Funds to be Spent in 2020-2021	\$
	679
Estimated Carry-over from 2020-2021	\$0
Estimated Distribution for 2021-2022	\$426
Total Available Funds for 2021-2022	\$426
Summary of Estimated Expenditures for 2021-2022	\$426
Estimated Carry-over to 2022-2023	\$0

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

### Funding Changes

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

additional PD

### Publicity

- School assembly
- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2021-04-16

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.  
No more than \$7,000 for a digital citizenship/safety component of an academic goal.  
Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Lake View School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

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

## Academic Area

[close](#)

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

## Measurements

[close](#)

The 2020-2021 MOY report showed the following percent of typical progress on the Acadience Pathway to Progress Report (K-46%, 1st-72%, 2nd-59%, 3rd-55%, 4th-58%, 5th-63%). The goal is to increase to the following percent of typical progress on the Acadience Pathway to Progress Report for the 2021-2022 MOY Report (K-51%, 1st-76%, 2nd-63%, 3rd-59%, 4th-63%, 5th-68%).

## Action Plan Steps and Expenditures

[close](#)

- Employ paraprofessionals to provide skill-based small-group interventions.
- Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices.
- Novels and periodicals will be purchased and used in small-group instruction.
- Chromebooks will be purchased to enhance curriculum and administer assessments.
- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
- Students performing below benchmark will be monitored regularly using Acadience.
- Program assessments will be analyzed to form intervention groups.
- Provide a Digital Citizenship program to students.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	The Instructional Paraprofessional salaries necessary to implement this plan. Title I and other budgets will also be used to pay the paraprofessional salaries of those involved in implementing this plan.	\$61,000
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Professional Development of teachers and paraprofessionals.	\$6,000
Books, Ebooks, online curriculum/subscriptions	Novels and Scholastic Periodicals: Scope, Storyworks, News, etc. for reading opportunities.	\$9,600

	<b>Total:</b>	<b>\$99,600</b>
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Category	Description	Estimated Cost
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Grade level sets of Chromebooks needed to maintain out-of-date classroom sets and other technology as needed.	\$23,000
	Total:	\$99,600

## Digital Citizenship/Safety Principles Component

Yes

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

## 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	\$23,000
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$6,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$61,000
Books, Ebooks, online curriculum/subscriptions	\$9,600
Total:	\$99,600

## Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2019-2020	\$13,051.34
Distribution for 2020-2021	\$81,080
Total Available Funds for 2020-2021	\$94,131.34

Estimates	Totals
Estimated Funds to be Spent in 2020-2021	\$ 70886.89
Estimated Carry-over from 2020-2021	\$23,244.45
Estimated Distribution for 2021-2022	\$76,760
Total Available Funds for 2021-2022	\$100,004.45
Summary of Estimated Expenditures for 2021-2022	\$99,600
Estimated Carry-over to 2022-2023	\$404.45

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

## Funding Changes

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

1. Technology that would increase students' access to the curriculum. 2. Researched-based programs that would be used in Tier 2 and Tier 3. 3. Books for our Leveled Library. 4. Increased paraprofessional time for reading instruction and intervention.

## Publicity

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

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	0	2021-04-16

## Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

The Plan has been reviewed by the School Children’s Trust. Any comments entered need to be addressed by the principal before funds may be distributed. Please choose **NEEDS EDITS** and then **FINISH REVIEW** to release the Plan for editing by the principal. Contact the principal to let them know the Plan is waiting for their edits.

When the principal has made edits, submitted, and you are comfortable the comments have been addressed, choose **APPROVE** and then **FINISH REVIEW**.

APPROVE

NEEDS EDITS

School Plan Review Status:

**FINISH REVIEW**

BACK

# Upcoming School Plan 2021-2022 - Mckinley School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

Our goal is that each grade level 2nd-5th will increase accuracy rates, as measured on progress monitoring and running records for accuracy, at mid year, and end of year on Acadience and Mclass testing results. McKinley Elementary will have an accuracy proficiency at or above 61% at the end of the school year, combining the results from 1st-5th grades, using Acadience results, or increase accuracy growth proficiency by 5% in each grade level 1st-5th as measured from BOY to EOY for grades 2nd-5th and MOY to EOY for 1st grade.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

We will use Acadience BOY, MOY, and EOY assessment results to identify academic success toward mastery of accuracy.

Action Plan Steps and Expenditures

close

Students measurement of gains will be tracked through progress monitoring. We will progress monitor our students well below benchmark weekly, below benchmark bi monthly, benchmark monthly, and well above benchmark- as needed requested by the teacher for check in's. We will use data from the 95% program PSI assessment to identify holes for foundational holes and areas for needed support. We will collected data on the BEPAST and BEPPA 3 times a year as another data point to target students needs and data alignment. We will use progress monitoring for discussions in collaboration based on students not meeting their targeted aim line. We will drive forward with targeted RTI's for each student, small group instruction with daily "opportunity to respond" data check in's. Training for ParaEducators on literacy programs, such as 95% and teachers training for best strategies and practices for early literacy needs. Paras and teachers will support students needs through tier 1 push in, tier 2 reteaching, and tier 3 small group interventions.

Para Educators will be in place for grades k-5th to support this academic need. 17.25 per hour @ 4289 hours cumulative.

Digital Citizenship/Safety Principles Component

close

No

**Funding Estimates – Please Update**

Estimates	Totals	
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Estimates	Totals	
Carry-over from 2019-2020	\$6,234.12	
Distribution for 2020-2021	\$67,771	
Total Available Funds for 2020-2021	\$74,005.12	
Estimated Funds to be Spent in 2020-2021	\$	
	73348.01	
Estimated Carry-over from 2020-2021	\$657.11	
Estimated Distribution for 2021-2022	\$73,348	
Total Available Funds for 2021-2022	\$74,005.11	
Summary of Estimated Expenditures for 2021-2022	\$0	
Estimated Carry-over to 2022-2023	\$74,005.11	

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

### Estimated Carry-over

*Please explain why the Estimated Carryover to 2022 - 2023 of \$74005.11 is more than the 10 % of the Estimated Distribution for 2021 - 2022 of \$73348.*

There shouldn't be a high carry over- hours are spent on para educator timecards.

### Funding Changes

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

Support baggie books, and para trainings, teacher trainings for literacy.

### Publicity

- School newsletter
- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2021-04-15

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Mountain View School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

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

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

Our 2020-2021 MOY report showed: [ K=93% 1=76% 2=71% 3=79% 4=64% 5=60% ] typical progress on Acadience Pathway to Progress Report. The goal is to increase that to: [ K=94% 1=80% 2=75% 3=83% 4=70% 5=70% ] on the 2021-2022 MOY Report.

### Action Plan Steps and Expenditures

close

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

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Employ paraprofessionals to provide skill-based small-group interventions. Paraprofessionals will also work with students to develop vocabulary and comprehension reading skills in mathematics.	\$55,000
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices. Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.	\$2,000
	Total:	\$57,000

### Digital Citizenship/Safety Principles Component

close

No

## 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)	\$2,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$55,000
Total:	\$57,000

## Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$7,946.39
Distribution for 2020-2021	\$44,411
Total Available Funds for 2020-2021	\$52,357.39
Estimated Funds to be Spent in 2020-2021	\$ 45388
Estimated Carry-over from 2020-2021	\$6,969.39
Estimated Distribution for 2021-2022	\$51,031
Total Available Funds for 2021-2022	\$58,000.39
Summary of Estimated Expenditures for 2021-2022	\$57,000
Estimated Carry-over to 2022-2023	\$1,000.39

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

## Funding Changes

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

1. Technology that would increase students' access to the curriculum. 2. Researched-based programs that would be used in Tier 2 and Tier 3. 3. Books for our Leveled Library. 4. Increased paraprofessional time for reading and math instruction and intervention. 5. Professional development for teachers and staff.

## Publicity

---

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

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2021-04-20

## Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

## Finish Review

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### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.

- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - North Park School

The Plan has been submitted by the School and is waiting LEA review.

Goal #1

close

State Goal

close

North Park students will work towards the following differentiated grade-level goals:  
Kindergarten: We will increase the percentage of kindergarten students that score at benchmark on the Nonsense Word Fluency portion of the Acadience reading assessment by 6% from middle to end of the year benchmarking periods. First Grade: North Park First Graders will increase the percentage of students proficient on the accuracy component of the Acadience reading assessment by 6% from the beginning to the end of the year. Second Grade: North Park Second Graders will increase the percentage of students proficient on the accuracy component of the Acadience reading assessment by 6% from the beginning to the end of the year. Third Grade: North Park Third Graders will increase the percentage of students proficient on the accuracy component of the Acadience reading assessment by 7% from the beginning to the end of the year. Fourth Grade: North Park Fourth Graders will increase the percentage of students proficient on the accuracy component of the Acadience reading assessment by 6% from the beginning to the end of the year. Fifth Grade: North Park Fifth Graders will increase the percentage of students proficient on the accuracy component of the Acadience reading assessment by 5% from the beginning to the end of the year.

Academic Area

close

- English/Language Arts

## Measurements

[close](#)

\*Kindergarten: Students average 73% proficiency on NWF over the past 5 years with a negative growth. We will increase proficiency by 6% from MOY to EOY. \*Grades 1-5: Accuracy is below 80% proficiency school-wide. Students typically grow 3% in the area of accuracy from the first reporting period to the end of the year. We will increase in the area of accuracy by 3-5%, depending on the grade-level as listed in the above goals. Grade-level goals were determined by analyzing the longitudinal data as assessed by the DIBELS or Acadience reading assessment for the past 5 years. The level of growth was established by taking the average growth in the area of greatest need and adding 3-5% to create the growth goal. Our focus will be on developing more accurate readers with a stronger foundation in grade-level skills. We will use the Acadience benchmark reading assessment to determine progress towards the goal as well as regular off and on-level progress monitoring to determine specific needs for all students.

## Action Plan Steps and Expenditures

[close](#)

- \*Provide paraprofessionals for small group instruction and progress monitoring.
- \*Purchase engaging reading materials for small-group intervention and extension

We will utilize effective teaching practices of explicit tier I Heggerty phonemic awareness instruction and Saxon Phonics instruction while bridging the gap between skills and reading with an increased exposure to decodable text in the early grades and application of skills and comprehension in the upper grades. In tier II and tier III settings, we will utilize 95% phonics programs to provide students with more targeted intervention based on their

need. Grade-levels will utilize research-based fluency supports and intervention, including Saxon Fluency and other grade-level fluency programs. We will provide more exposure to engaging text in the upper grades with a focus on providing individual feedback based on the area of concern that is impact student accuracy, fluency, or comprehension, with the focus being on accuracy first.

We will utilize School LAND Trust funds to provide salaries for paraprofessionals who will provide targeted and research-based tier II and tier III interventions for students based on the need of the student with the focus being on skills acquisition, accuracy, fluency, and then comprehension. We will also use Trustlands funds to purchase engaging texts for students as well as supports to meet the digital literacy component of the Community Council requirement. We will also use a small portion to meet the digital citizenship requirement by providing a curriculum to be taught while in the computer prep setting.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Provide paraprofessionals for small group instruction and progress monitoring.	\$72,353
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)	Purchase engaging reading materials for small-group intervention and extension	\$2,217
	Total:	\$74,570

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$72,353
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)	\$2,217
Total:	\$74,570

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$1,589.49
Distribution for 2020-2021	\$68,450
Total Available Funds for 2020-2021	\$70,039.49
Estimated Funds to be Spent in 2020-2021	\$ 62000
Estimated Carry-over from 2020-2021	\$8,039.49
Estimated Distribution for 2021-2022	\$72,353
Total Available Funds for 2021-2022	\$80,392.49
Summary of Estimated Expenditures for 2021-2022	\$74,570
Estimated Carry-over to 2022-2023	\$5,822.49

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

### Funding Changes

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

Additional allocation, including any carryover from the 2020-2021 school year, will be spent on professional development resources for targeted literacy PD, additional para-support, and technology or other resources to support tier I, tier II, and tier III needs.

### Publicity

- School newsletter
- School website

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2021-04-07

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Park Valley Elementary

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

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. All K-6 will maintain grade level benchmark or show growth using PathWays to Progress from BOY to MOY.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

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. 100% of Park Valley Students K-6 will maintain grade level benchmark or show growth using PathWays to Progress.

Action Plan Steps and Expenditures

close

- 1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed.
- 2- All reading teachers will instruct using correct reading techniques and strategies.
- 3- Teacher will spend more time and focus on providing a 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 paras to work one-on-one with struggling readers.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed. 2- All reading teachers/ paras will instruct using correct reading techniques and strategies. 3- Teacher will spend more time and focus on providing a quality tier 1 instruction. Implementing strategies and knowledge gained in PD. 4-Give formative assessments as students acquire and progress in their reading development (daily/ weekly/ monthly/ Trimester). 5- Identified students will receive individualized tier 3 interventions using a paraprofessional. 6- paras to work one-on-one with struggling readers.	\$2,500
	Total:	\$2,500

Digital Citizenship/Safety Principles Component

close

No

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## Goal #2

[close](#)

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### State Goal

[close](#)

Students will write on grade level or show growth as measured using Utah Compose rubric, Turn It In software and individual teacher evaluation.

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### Academic Area

[close](#)

- English/Language Arts

---

### Measurements

[close](#)

80 % of students in grades 3-8 will use Utah Compose to measure progress for each trimester. (Passing score is 20 out of 30 points).

---

### Action Plan Steps and Expenditures

[close](#)

1- Students will write frequently (daily/ weekly) and receive specific feedback.

2- All writing teachers will instruct on correct writing techniques and strategies learned in PD.

3- Students will publish writing in various forms (narrative, argumentative, opinion, and informational) and for various audiences.

4- Identified struggling students will receive targeted writing interventions with teachers or paraprofessional personnel.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1- Students will write frequently (daily/ weekly) and receive specific feedback. 2- All writing teachers will instruct on correct writing techniques and strategies learned in PD. 3- Students will publish writing in various forms (narrative, argumentative, opinion, and informational) and for various audiences. 4- Identified struggling students will receive targeted writing interventions with teachers or paraprofessional personnel.	\$2,500
	Total:	\$2,500

Digital Citizenship/Safety Principles Component

close

No

**Summary of Estimated Expenditures**

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$5,000
Total:	\$5,000

**Funding Estimates – Please Update**

Estimates	Totals
Carry-over from 2019-2020	\$0
Distribution for 2020-2021	\$5,433
Total Available Funds for 2020-2021	\$5,433
Estimated Funds to be Spent in 2020-2021	\$
	5433
Estimated Carry-over from 2020-2021	\$0
Estimated Distribution for 2021-2022	\$5,117
Total Available Funds for 2021-2022	\$5,117
Summary of Estimated Expenditures for 2021-2022	\$5,000
Estimated Carry-over to 2022-2023	\$117

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

## Funding Changes

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

Additional paraprofessional hours, equipment used for interventions- Headphones, manipulatives, chrome books

## Publicity

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

**Explanation for other publicity option:**

School Face Book page/ Flyers
-------------------------------

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2021-04-15

**Submit Comments Below:**

--

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

**Finish Review**

**Approval Instructions for LEAs and Charter Authorizers**

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.

- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Snowville School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

K-5 will be on or maintain grade level benchmark on Acadience composite. Those not making progress will have a 30 point gain from BOY to MOY on the composite score.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

85% of the students will maintain or increase to benchmark using the Acadience Assessment. Students not reaching the benchmark goal will demonstrate at least a 30 point gain on the Acadience composite score from the BOY to MOY.

## Action Plan Steps and Expenditures

close

- 1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed.
- 2- All reading teachers will instruct using correct reading techniques and strategies.
- 3- Teachers will spend more time and focus on providing a quality tier 1 instruction.
- 4- Teachers will give formative assessments as students acquire and progress in their reading development.
- 5- Identified students will receive individualized tier 3 interventions using a paraprofessional.
- 6- The school will purchase Storyworks and Storyworks Jr from Scholastic.
- 7- Classroom teachers will incorporate Story Works and Storyworks Jr to increase comprehension and fluency reading skills.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed. 2- Identify students to receive individualized tier 3 interventions using a paraprofessional. 3- Assess students on a regular basis to see growth and needs ( daily/ weekly/ monthly).	\$2,728
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)	1- The school will purchase Storyworks and Storyworks Jr from Scholastic. 2-Classroom teachers will incorporate Story Works and Storyworks Jr to increase comprehension and fluency reading skills.	\$115
	Total:	\$2,843

## Digital Citizenship/Safety Principles Component

close

No
----

### Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$2,728
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)	\$115
Total:	\$2,843

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$0
Distribution for 2020-2021	\$3,260
Total Available Funds for 2020-2021	\$3,260
Estimated Funds to be Spent in 2020-2021	\$ <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">3260</div>
Estimated Carry-over from 2020-2021	\$0
Estimated Distribution for 2021-2022	\$2,843
Total Available Funds for 2021-2022	\$2,843
Summary of Estimated Expenditures for 2021-2022	\$2,843
Estimated Carry-over to 2022-2023	\$0

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

### Funding Changes

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

additional hours for Para, Books for literacy library

## Publicity

---

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

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2021-04-06

## Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

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## Finish Review

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### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
  - Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
  - Notify the principal to complete edits and submit.
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**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Three Mile Creek School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

For the 2021-2022 School year, our goal is 92% of our students will be proficient, or show typical or above typical progress on the Acadience Assessment as a school.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

At mid year Acadience 2021, our school had 88% of students on level or show typical growth from BOY to MOY.

## Action Plan Steps and Expenditures

[close](#)

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

Category	Description	Estimated Cost
Software < \$5,000	-We will purchase 'Read Naturally Live', a reading fluency intervention program, to assist our students in building reading fluency to reach Acadience goals.	\$1,150
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	-Instructional paraprofessionals will be hired to teach necessary literacy skills to small groups of students across all grade levels. Teachers will do diagnostic testing to find skills that students need in order to progress in their reading. Grade level teams will then design reading groups to meet all students' needs. -Teacher teams will meet for 40 minutes, weekly to plan tier 1 literacy instruction together as a team, focusing on essential learning standards. Funding will be used to pay our prep paras to stay longer per day to accommodate these planning meetings.	\$60,000
	Total:	\$61,150

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

Goal #2 For the 2021-2022 School year, our goal is 77% of students will score proficient or meet student growth index on the HMH Math Growth measure.

### Academic Area

close

- Mathematics

### Measurements

close

At mid year Math Assessments, our school had 74% of students on level or show typical growth from BOY to MOY.

### Action Plan Steps and Expenditures

close

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

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

Category	Description	Estimated Cost
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Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	-Math paraprofessionals will be hired to assist teachers in their math instruction and Tier 2 and 3 math interventions to assist struggling students. -Three Mile Creek will hire a BTSALP specialist to support the grant we received for the Beverly Taylor Sorensen Arts Learning Program. Our art specialist integrates math into her instruction, as well as works with the classroom teachers to find ways to integrate art into their math lessons to help students better understand math concepts. Research shows a positive correlation between arts instruction and higher academic achievement.	\$25,000
	Total:	\$25,000

### Digital Citizenship/Safety Principles Component

No

### Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < \$5,000	\$1,150
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$85,000
Total:	\$86,150

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$10,266.42
Distribution for 2020-2021	\$76,327
Total Available Funds for 2020-2021	\$86,593.42
Estimated Funds to be Spent in 2020-2021	\$
	80000
Estimated Carry-over from 2020-2021	\$6,593.42
Estimated Distribution for 2021-2022	\$81,024
Total Available Funds for 2021-2022	\$87,617.42

Estimates	Totals	
Summary of Estimated Expenditures for 2021-2022	\$86,150	
Estimated Carry-over to 2022-2023	\$1,467.42	

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

## Funding Changes

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

If there is additional funding, we would use it to increase the number of days that our paras work, and to add new instructional technology for our school.

## Publicity

- School marquee
- School newsletter
- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2021-03-19

## Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

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## Finish Review

### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

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- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

### **The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

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*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Willard School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

By the end of the 2021-2022 school year, 85% of Willard kindergarteners will demonstrate mastery on the Kindergarten Box Elder Phonological Awareness Skills Test (BEPAST) and Skills 1 & 2 on the Box Elder Phonics Assessment (BEPA). 85% of Willard first graders will demonstrate mastery on first grade Box Elder Phonological Awareness Skills Test (BEPAST) and skills 1-5 on the Box Elder Phonics Assessment (BEPA).

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

Box Elder Phonological Awareness Skills Test (BEPAST)- tests Phonemic Awareness skills, which is a precursor for beginning readers. Students must be proficient in these skills in order to become good readers. Box Elder Phonics Assessment (BEPA)- tests beginning phonics skills. Students must be proficient in these early skills (Letters/sounds, Consonant-

Vowel-Consonant, Blends, Digraphs, and Silent e) before they can learn more complex phonics skills and become fluent readers.

Action Plan Steps and Expenditures

close

- Paraprofessionals will be hired to teach students in tier 2 and 3 intervention groups depending on individual student need.
- Professional development will be given to teachers and paraprofessionals on effective instructional techniques and programs. Observations and coaching will be given for teachers and paraprofessionals to improve effectiveness.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	4 paraprofessionals will be hired for a total of 2030 hours.	\$35,017
	Total:	\$35,017

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	\$35,017

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$35,017
Total:	\$35,017

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$2,053.91
Distribution for 2020-2021	\$33,274
Total Available Funds for 2020-2021	\$35,327.91
Estimated Funds to be Spent in 2020-2021	\$
	35000
Estimated Carry-over from 2020-2021	\$327.91
Estimated Distribution for 2021-2022	\$34,826
Total Available Funds for 2021-2022	\$35,153.91
Summary of Estimated Expenditures for 2021-2022	\$35,017
Estimated Carry-over to 2022-2023	\$136.91

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

### Funding Changes

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

Paraprofessionals will be given more hours to work 1-2 more days per month in order to assist teachers in progress monitoring students.

### Publicity

- School newsletter
- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2021-03-18

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

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### Finish Review

## Approval Instructions for LEAs and Charter Authorizers

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Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

**Recommendation for Secondary School Land Trust Plans 2021-2022**

Submitted by: Gary Allen, Assistant Superintendent - Secondary Curriculum

**Recommendation: It is recommended that the Box Elder School District Board of Education approve The Secondary School Land Trust Plans for 2021-2022**

**Recommended Motion:**

I move that the BESD Board of Education approve the Secondary School Land Trust Plans as submitted.

**Background:**

**Annual Submission**

**Policy Implications:**

None

**Financial Implications:**

None

**Staff Implications:**

None

# Upcoming School Plan 2021-2022 - Box Elder High

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

Box Elder High School will reduce the number of students who are credit deficit, by 10%, from August 2021 to June 2022.

## Academic Area

[close](#)

- College and Career Readiness
- English/Language Arts
- Graduation Rate Increase
- Mathematics
- Science

## Measurements

[close](#)

At the end of first trimester the number of students who are credit deficit will be documented. At the end of second and third trimester the number of students who are credit deficit will be documented. We want to see a decrease in the two measurements by

10%. We have been tracking this data for the past three years. Approximately 15% of our students are credit deficit in some area. The pandemic, and moving to a soft closure during the spring of 2019-2020, has increased the number of students we have off track. This is concerning to us and we feel this is a critical need we need to address. When students do not recover the credit it keeps them from graduating. We want to decrease this number so more students are not off track for graduation.

## Action Plan Steps and Expenditures

[close](#)

1. Purchase Edgenuity credit recovery courses.
2. Hire five paras to help the students work on credit recovery and get to the needed interventions given by classroom teachers.
3. Paras will work with teachers to help identify and track students who need academic interventions.
4. Pay teachers summer hours to work on creating Canvas courses to use during the school year to help students earn credit.
5. Pay teachers to run after school credit recovery times.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Teacher Summer Hours (\$33,600). Bee Time Paras (\$60,000). Teachers for summer school credit recovery (\$16,000).	\$109,600
Books, Ebooks, online curriculum/subscriptions	Edgenuity Licenses (\$6000)	\$6,000
	Total:	\$115,600

## Digital Citizenship/Safety Principles Component

[close](#)

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No

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Goal #2

close

---

State Goal

close

---

Box Elder High School teachers will use SIOP and Big 8 teaching strategies to achieve an average of 85% or higher student engagement during the 2021-2022 school year. 85% of Box Elder High School teachers will have an average of 85% student engagement during classroom instruction.

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Academic Area

close

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

## Measurements

[close](#)

Using the ObserverTab tool administrators and building level coaches will calculate the average percentage of student engagement at Box Elder High School. This data will be tracked monthly through classroom observations. By April 2022, 85% of Box Elder High School teachers will have an average of 85% of their students engaged during classroom instruction. We know that as engagement goes up our student's achievement will go up as well. We want to increase our school-wide engagement rate to 85%. We feel this is a critical need in our building. As our students are more engaged with their teacher's instruction, achievement will increase and the amount of classes failed will decrease.

## Action Plan Steps and Expenditures

[close](#)

1. Training on SIOP and Big 8 teaching strategies will be provided to PLC team leaders and teachers schoolwide.
2. Chromebooks, audio enhancements, and other technologies (Turnitin!, ACT Prep, Read180) 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 Solution Tree Consultant to come in and work with our first year teachers. (Subs while teachers are working with consultant)
7. Purchase books for language arts classes.

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	Library Books (\$5000). Read 180 Licenses (\$1000). Screencast-o-matic Subscription (\$240). Quizlet Subscription (\$600). High-low books SPED (\$1200). Turnitin! (\$4000). Teacher Technology (\$6450).	\$18,490
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Language Arts Teachers UCET Conference (\$1500)	\$1,500
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	LIA Liaison (\$9000). Subs for PLC/Instructional Training (\$3000). Intervention Team PDs 11@\$500 (\$5500). PLC Team Leaders PDs 11@\$500 (\$5500).	\$17,500
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	ACT Prep Services (\$10000). New Teachers work with Annette Brinkman (\$6000).	\$16,000
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	LIA transportation to Elementary Schools to work on reading (\$4000).	\$4,000
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	4 Chromebook Carts (\$40,000). 5 Audio Enhancements (\$20,000).	\$60,000
	Total:	\$117,490

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
	Total: \$233,090

Category	Estimated Cost (entered by the school)
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$1,500
Books, Ebooks, online curriculum/subscriptions	\$24,490
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$4,000
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$16,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$127,100
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$60,000
Total:	\$233,090

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$2,844.28
Distribution for 2020-2021	\$209,831
Total Available Funds for 2020-2021	\$212,675.28
Estimated Funds to be Spent in 2020-2021	\$ 188350
Estimated Carry-over from 2020-2021	\$24,325.28
Estimated Distribution for 2021-2022	\$213,363
Total Available Funds for 2021-2022	\$237,688.28
Summary of Estimated Expenditures for 2021-2022	\$233,090
Estimated Carry-over to 2022-2023	\$4,598.28

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

### Funding Changes

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

Additional funds will be used to purchase technology for students.

### Publicity

- School marquee
- School newsletter
- School website

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	4	2021-02-02

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

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- Notify the principal to complete edits and submit.

- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Bear River High

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

Bear River High School will increase graduation rates by 1% for the 2021-22 school year.

## Academic Area

[close](#)

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

## Measurements

[close](#)

Bear River High School graduation rates: 2021 - \_\_\_ % 2020 - \_\_\_ % (final data yet to be posted) 2019 - 92.7% 2018 - 95% 2017 - 91.5%

## Action Plan Steps and Expenditures

[close](#)

- 1 - S.S. core unpacking and development - 40 hours each for 2 teachers at \$25/hour - \$2,000
- 2 - Science curriculum unpacking and developing - 1 teacher for 80 hours at \$25/hour - \$2,000
- 3 - Increasing effectiveness of Biology curriculum - 1 teacher for 40 hours at \$25/hour - \$1,000
- 4 - LA online curriculum development - 7 teachers for 15 hours each at \$25/hour - \$2,625
- 5 - Sports Pysch curriculum unpacking and developing - 2 teachers for 40 hours each at \$25/hour - \$2,000
- 6 - Full-time math aide - 6/hours a day, 180 days + benefits - \$21,849
- 7 - Before and after school math tutoring - 6 teachers for 45 hours each at \$25/hour - \$6,750
- 8 - New math curriculum unpacking and development - 6 teachers for 40 hours each at \$25/hour - \$6,000
- 9 - Professional development to attend conferences, pay for travel, substitutes, lodging, etc. - \$10,000
- 10 - 1 full-time aide to support our at-risk students - \$23,814
- 11 - Paid graders for LA essays - \$5,200

## Digital Citizenship/Safety Principles Component

[close](#)

No

## Goal #2

[close](#)

### State Goal

[close](#)

Prepare students for post-high school and increase passing grades by purchasing electronic equipment and devices to move closer to a student-to-device ratio of 1:1 for the 2021-22 school year.

### Academic Area

[close](#)

- College and Career Readiness
- Educational Technology/Library/Media

### Measurements

[close](#)

Currently we do not have sufficient technology or chromebooks to meet the needs of our students and teachers. Currently we have 15 chromebook carts of 36 chromebooks plus a partial 13-chromebook set. Our focus is to replace old and out-dated computers and

increase our total number to get closer to 1:1. We will also begin to get more technology into classrooms including tablets and webcams to better support teaching and learning in the classrooms.

---

### Action Plan Steps and Expenditures

[close](#)

- 1 - 2 tablets for student use on self-directed learning - \$400
- 2 - Library chromebook cart and 36 computers - \$10,800
- 3 - 5 chromebooks for student use in natatorium - \$1,205
- 4 - 4 chromebook lab replacements (computers only) each \$8,750 - \$35,000
- 5 - 12 SPED chromebooks with cart - \$3,300
- 6 - HS language competitions at BYU and USU - \$1,200
- 7 - Math chromebook cart and 36 computers - \$10,800
- 8 - Webcam for foods demo-display - \$800
- 9 - Robotics kits upgrades - \$9,892

---

### Digital Citizenship/Safety Principles Component

[close](#)

No

## Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2019-2020	\$28,795.83	
Distribution for 2020-2021	\$140,702	
Total Available Funds for 2020-2021	\$169,497.83	
Estimated Funds to be Spent in 2020-2021	\$	
	137447	
Estimated Carry-over from 2020-2021	\$32,050.83	
Estimated Distribution for 2021-2022	\$156,647	
Total Available Funds for 2021-2022	\$188,697.83	
Summary of Estimated Expenditures for 2021-2022	\$0	
Estimated Carry-over to 2022-2023	\$188,697.83	

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

## Estimated Carry-over

*Please explain why the Estimated Carryover to 2022 - 2023 of \$188697.83 is more than the 10 % of the Estimated Distribution for 2021 - 2022 of \$156647.*

COVID-19 related issues of not spending our funds once schools got closed. Plan is to use \$23,814 for an additional full-time support aide Addition \$4,981 will be used to support our technology improvements.

## Funding Changes

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

1 - additional support aides 2 - technology

## Publicity

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

- School newsletter
- School website

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
14	0	0	2021-04-15

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
  - Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
  - Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Sunrise High School

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

Our goal is to decrease the percentage of failing grades each term by 1% next year. Thus increasing the number of credits students are earning, while decreasing the number of drop outs by 30%. Overall the goal is to increase student support throughout the year resulting in fewer failing grades each term. Thus increasing our graduation percentage at the end of the year by 5% over last year.

## Academic Area

[close](#)

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

## Measurements

[close](#)

This year we have identified 6 sophomores, 17 juniors and 47 seniors that registered with us at one point but are currently not attending. Retention of students is absolutely critical for us to help them reach graduation. We have also seen a significant number of failing grades each term this past year. Last year the percentage of failing grades ranged from 21% to 27% at the end of each term. This year with some mentors it has been between 7.2% and 9.9%. A significant decrease but room to improve. Students who feel connected, and who experience academic success are much more likely to stay enrolled. By providing a full time mentor for students we will decrease the number of failing grades thus increasing academic success. We will also build connections with students thus decreasing the number of students not returning. We expect that by hiring an additional full time mentor we will decrease the number of drop outs by 30% over last year. We also expect to decrease the percent of failing grades by 1% next year.

#### Action Plan Steps and Expenditures

[close](#)

1. Place the majority of students in contained classrooms called pods.
2. Hire a full time mentor for each pod. The cost of hiring one mentor will exceed the entire allocation of our school land trust funds.
3. Track the failing percentages each term and compare them to last year's percentage.
4. Compare the number of drop outs with mentors in place as compared to the number before.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Hire a full time mentor for one of our pods. The cost of hiring one mentor will exceed the entire allocation of our school land trust funds.	\$16,916
	Total:	\$16,916

## Digital Citizenship/Safety Principles Component

close

No

**Summary of Estimated Expenditures**

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$16,916
Total:	\$16,916

**Funding Estimates - Please Update**

Estimates	Totals
Carry-over from 2019-2020	\$0
Distribution for 2020-2021	\$15,754
Total Available Funds for 2020-2021	\$15,754
Estimated Funds to be Spent in 2020-2021	\$ 15754
Estimated Carry-over from 2020-2021	\$0
Estimated Distribution for 2021-2022	\$16,916
Total Available Funds for 2021-2022	\$16,916
Summary of Estimated Expenditures for 2021-2022	\$16,916
Estimated Carry-over to 2022-2023	\$0

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

**Funding Changes**

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

The cost of hiring a mentor exceeds the funds available. If there are additional funds they will be used to cover the shortfall in hiring a mentor.

## Publicity

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- School newsletter
- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
1	0	0	2021-04-14

## Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

## Finish Review

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Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Box Elder Middle

Please Finish your Upcoming School Plan Submission

Goal #1

close

State Goal

close

Our students will move from 69% proficient to 71% proficient or better in each Essential Learning Standard, as measured by the Common Formative Assessments, in every content area as compared to 2020-2021 results. By the end of the 2023-2024 school year, our students will score a 75% proficient in each Essential Learning Standard.

Academic Area

close

- Educational Technology/Library/Media
- English/Language Arts
- Fine Arts
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

## Measurements

[close](#)

Measurements will be determined by each team's common formative assessments and by the Reading Inventory Test.

## Action Plan Steps and Expenditures

[close](#)

Teacher teams determine guaranteed curriculum.

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

Teachers assess student learning.

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

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

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

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

We will purchase graphing calculators to support our math students.

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

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

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

We will pay teachers to teach an extra class during the day instead of having a prep period in order to reduce class sizes.

We will pay for 2/3 of a math teacher to help alleviate large student numbers in our math classes.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Teacher teams determine guaranteed curriculum. Teachers collectively create common goals and assessments to check student learning Teachers assess student learning Teachers intervene/remediate as necessary to ensure student success and learning has occurred. Teachers will be given days without students to work in teams on common formative assessments and curriculum to support students. We will offer math tutoring will be provided Monday through Thursday 30 weeks during the school year staffed by a math teacher for one hour per day. Additional aides will be hired to assist in core classes as needed to aid student learning. We will purchase graphing calculators to support our math students. We will bring in a literacy specialist to train our teachers in vocabulary strategies to help all of our students to be more successful. We will pay team leaders to help guide the work of the teams and the direction of the school and assist in gathering data from common formative assessments so we can measure progress. We will pay teachers to attend additional professional development during the year to better support student learning. We will pay teachers to teach an extra class during the day instead of having a prep period in order to reduce class sizes. We will pay for 2/3 of a math teacher to help alleviate large student numbers in our math classes.	\$163,490
	Total:	\$163,490

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Our counselors will work with our school community council and teachers as they present to the classes and teach them about how be be good and safe digital citizens.

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$163,490
Total:	\$163,490

## Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$15,557.09
Distribution for 2020-2021	\$148,443
Total Available Funds for 2020-2021	\$164,000.09
Estimated Funds to be Spent in 2020-2021	\$ 159000
Estimated Carry-over from 2020-2021	\$5,000.09
Estimated Distribution for 2021-2022	\$160,200
Total Available Funds for 2021-2022	\$165,200.09
Summary of Estimated Expenditures for 2021-2022	\$163,490
Estimated Carry-over to 2022-2023	\$1,710.09

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

## Funding Changes

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

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

## Publicity

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

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	2	2021-03-15

[BACK](#)

# Upcoming School Plan 2021-2022 - Bear River Middle

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

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

## Academic Area

[close](#)

- English/Language Arts
- Mathematics
- Science

## Measurements

[close](#)

The specific measurements to determine this goals effectiveness will be PLC team expectations monitored from formative assessments. Baseline data will be established

using last year's results to show trends. The results of the summative assessments will then give the data needed to determine if the goal is met.

---

## Action Plan Steps and Expenditures

[close](#)

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This overarching goal will require the following steps:

**Step #1: Implement the Utah Core Standards and Curriculum.**

**Step #2: Provide teachers with time for Professional Learning Communities (PLC's) to plan, pace, prepare common formative assessments, evaluate data, and devise methods for interventions and extensions.**

**Step #3: Provide students with multiple and frequent opportunities across all curriculum areas to do interventions on deficiencies (Study Hall). Supplies to operate the Intervention and Extension time will be required. Personnel are needed to facilitate the intervention and extension process. Through the Trust Lands funding, four (4) Aides are currently provided. An additional two (2) aides could be added as funding permits. These individuals will be some of our aides at school who need additional time in days and hours to complete this assignment. They are currently on a 165-day contract and will need to have that extended to 180 days or are only on 6-hour contracts per day and will need to be extended to 7 hours per day.**

**Step #4. Continuing advisory classes where teachers and school staff are working with a small group of students the entire year on social skills, grades, reading, homework, etc.**

**Step #5: PLC Team Leader Accountability and Stipend. Each PLC Team Leader will be responsible for guiding the PLC Team in the PLC process, organizing an agenda and submitting required reports to administration, and attending a monthly PLC Team Leader meeting. A Stipend of \$500 will be offered to the PLC Team Leader for assuming and completing these duties.**

**Step #6 With the increase in enrollment for next year, additional items will be required to support the science curriculum with scientific instruments and equipment as well as supplies for demonstrations, experimentation and safety equipment. Additionally, there is**

a need for calculators in the math classes to support increased enrollment and replacement of aging devices.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Continue to support 4 paraprofessionals for 4.5 hrs./day. (Approximately \$4500 per month/person) Provide a half hour of one additional aide time. (Approx. \$225/month) A stipend for 14 PLC Team Leaders (14 X \$500)	\$57,000
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Supplies for use in advisory classes. Additional and replacement calculator devices for Math classrooms. Supplies need to implement the Digital Citizenship/Safety Principles Component. Additional and replacement of Science equipment and safety materials and devices.	\$5,000
	Total:	\$62,000

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	The school will provide students with training in the wise and responsible use of electronic devices and the internet. This can be via a whole school assembly or in classes as best determined by the health department regulations and permitted requirement's.

Goal #2

close

State Goal

close

Increase the number of students passing all classes to 90% for each trimester.

---

## Academic Area

[close](#)

- College and Career Readiness
- English/Language Arts
- Graduation Rate Increase
- Mathematics
- Science

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## Measurements

[close](#)

Progress and success for this goal will be measured at the end of term based on how many students passed all their classes with a D or better as reported on the students progress report for each trimester.

---

## Action Plan Steps and Expenditures

[close](#)

This overarching goal will require the following steps:

Step #1: Implement the Utah Core Standards and Curriculum.

Step #2: Provide teachers with time for Professional Learning Communities (PLCs) to plan, create curriculum, prepare common formative assessments, evaluate data, and devise methods for interventions and extensions. This may be time during the summer to meet once as a PLC Team for one day and/or provide a substitute for a day each trimester.

Step #3: BRMS has benefited from the opportunity to visit other schools' programs and attend national conferences to receive exposure to new and innovative ideas. To continue to

stay on the cutting edge of these learning models and strategies, BRMS will continue to send teachers to similar events.

**Step #4:** Provide students with options to receive differentiated instruction in their classes. Math and Language Arts will provide for students with IEPs to be integrated into the regular classroom with the use of a co-teaching model for these students using a 1/3 - 2/3 ratio of special ed. to regular ed. students. Provide an honor track for advanced students with options to receive differentiated instruction in their regular Math and Language Arts classes. A leveled classroom model will deliver this for honors students to engage and complete work that is beyond the regular ed. students. In addition to the leveled classroom experience, honors students will participate in extension projects during Study Hall and an on-site visits and field-trips to educational partners to enhance their learning and deepen their understanding. Busing will provide transportation for these off-site visits to educational partners. There are also registration and entrance fees to some of these sites. The school will fund these transportation and registration costs with Land Trust Funds.

**Step# 5:** Student participation in various intra-curricular activities is essential to promote student interest and learning. It gives them real world experiences to the content. Several of these activities are at off campus locations between Utah State University in Logan, UT and Brigham Young University in Provo, UT. Busing will provide transportation to these events. There are also registration fees to several of these events. The school will fund these transportation and registration costs with Land Trust Funds.

**Step #6:** Provide various software programs that support learning such as IXL, Edulastic, Pear Deck, Edficiency and others.

**Step #7:** Provide students with academic counseling, a teacher mentor, and the opportunity to attend a study skills class, if after two weeks with a low grade, they cannot improve. This will be a fluid support where students enter and exit as necessary from an elective class. This could involve a teacher teaching an hour of productivity to provide the instruction as numbers dictate.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Compensation for Teachers who meet during the summer to plan for upcoming year. (1 day each) Provide substitutes for Teachers to have one planning day prior to 2nd and 3rd Trimester for planning.	\$10,000
	Total:	\$30,000

Category	Description	Estimated Cost
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Registration Fees for teachers to attend conferences	\$2,000
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Honors Track Fees, Registration and Admissions. Transportation to various Academic Field Trips	\$3,000
Books, Ebooks, online curriculum/subscriptions	Various software applications such as IXL, Edulastic, Pear Deck, Edfinity and others.	\$10,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Productivity compensation for teachers who provide tutoring on as as-needed-basis during their prep period.	\$5,000
	Total:	\$30,000

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

Seventy (70%) percent of students will be proficient on grade level in their reading abilities and comprehension by April 15 2022.

Academic Area

close

- College and Career Readiness
- English/Language Arts

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## Measurements

[close](#)

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A software program called Reading Inventory will generate a Lexile score for each student this will be the tool used to measure this goal.

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## Action Plan Steps and Expenditures

[close](#)

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Step #1 Students will be assessed at the end of their 7th or 8th grade year or upon arrival at BRMS to assess their reading level. Students will be placed in various reading courses based upon identified deficiencies. These courses will be fluid to allow students opportunity to exit at terms end if they can show adequate progress.

Step #2 Language Arts teachers will provide reading support classes. These classes will use Language Live as a tool for instruction.

Step #3 All teachers will receive professional development in providing reading support and instruction to students across all content areas. Each content is required to provide reading opportunities and vocabulary development on a regular and frequent basis in their subject areas.

Step #4 All students are assigned an advisory class. With the help of Edficiency, an online app., teachers and students can schedule intervention time during Study Hall. If they are not called into another class for interventions during Study Hall, they are to use the time for reading or doing homework. This allows many students the opportunity to have sustained reading opportunities in the school day.

Step #5 Aides will assist teachers to monitor students on a regular basis to chart their

progress toward their individual reading goals.

Step #6 Students will use a computer program with an individualized goal and participate in direct instruction to increase their achievement in reading and comprehension.

Step #7 Additional Chromebook mobile labs and ancillary items will be acquired to replace aging devices and add more classroom labs. This will allow for much of the online reading instruction (Language Live) and testing to be administered and assessed. (This may be dependent upon the need if Box Elder School District secures a grant that will assist schools to acquire additional Chromebook labs and devices.

Step #8: Four para-professionals will be hired to assist the administration with tracking students who are failing, running academic skill sessions during Study Hall and provide support to the ISS and ZAPS program. These para-professionals are accounted for in the funding in goal #1. This number could increase by another two (2) para-professionals if funding is not needed as mentioned in step #7 above.

Category	Description	Estimated Cost
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	130 additional Chromebooks to add to the school's inventory and to replace aging devices.	\$27,000
	Total:	\$27,000

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Books, Ebooks, online curriculum/subscriptions	\$10,000
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$5,000
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$2,000
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$3,000
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$27,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$72,000
Total:	\$119,000

### Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2019-2020	\$0
Distribution for 2020-2021	\$106,070
Total Available Funds for 2020-2021	\$106,070
Estimated Funds to be Spent in 2020-2021	\$ 101070
Estimated Carry-over from 2020-2021	\$5,000
Estimated Distribution for 2021-2022	\$119,404
Total Available Funds for 2021-2022	\$124,404
Summary of Estimated Expenditures for 2021-2022	\$119,000
Estimated Carry-over to 2022-2023	\$5,404

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

### Funding Changes

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

Goal #1. Additional funds could be used to provide for additional aides in courses where co-teaching is not available to support struggling learners. They could also serve and support more students in academic areas, particularly stress the areas of reading, science and mathematics. These aides would be trained in higher depth of knowledge questioning techniques as well as supporting the new reading software. Goal #2. Additional funds could be used toward teacher collaboration and professional

development. Additional time planning with PLC team will necessitate substitutes to cover classes. Additional resources could also be used to support more teachers who wish to attend conferences, workshops and learning academies with travel, registration, and/or per Diem. Better prepared and trained teachers will enhance the learning experience for students. Additional funds could provide for additional sections of a few courses to be offered. This would require a teacher to be paid for productivity while teaching during their prep period. This could lower class sizes. Some supplemental support could be offered to students during a teacher’s preparation period. This would require some use of productivity funding. Goals #1, #2 and #3. Additional funds could be used to acquire additional technology devices, manipulatives, equipment and computers. Exposure to various technology applications will broaden student knowledge and experiences. This would also provide additional enrichment activities for our high achievers such as opportunities to attend math camps and competitions, theater performances, and STEM activities.

**Publicity**

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- School website

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	1	2021-04-13

**Submit Comments Below:**

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

**Character Count:**

0

## Finish Review

### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
- Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Young Intermediate

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

By the end of the 2021-2022 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.

## Academic Area

[close](#)

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

## Measurements

[close](#)

According to data collected during the 2020-2021 school year, 83% 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.

---

## Action Plan Steps and Expenditures

[close](#)

1. **Accommodation/Literacy Aides:** Six(6) Accommodation Aides will be hired to provide in-class support for at-risk and struggling students. The aides will work with ELA teachers to provide support, instruction, and intervention for students in remedial, team taught, and general education classes.
2. **Intervention Aide:** An Intervention Aide will be hired to assist teachers, students, and administrators in coordinating the daily academic intervention program (SOAR). The aide will access and gather data from the school gradebook program and assign students intervention from one of their teachers.
3. **PLC Team Leaders:** All teachers will be a part of a PLC team that meets weekly to review learning standards and curriculum, create common formative assessments, review assessment data, and/or plan enrichment/intervention activities for students based on the data. PLC Team Leaders conduct these weekly meetings as well as attend regular leadership meetings to discuss the effectiveness of school-wide intervention efforts and the planning of strategies and program changes to improve their effectiveness. A stipend will be paid to each PLC Team Leader for this additional responsibility.
4. **Access to Technology:** Two carts of Chromebooks will be purchased to increase student access to technology. The Chromebooks will be included in the existing technology pool in the school and will be made available to teachers daily. Students will use the Chromebooks to practice writing, access online curriculum, and take assessments.
5. **Technology Devices Aide:** An Aide will be hired to oversee the scheduling, distribution, and maintenance of the school technology pool as well as an existing computer lab. Such management will extend the life of the technology as well as ensure its effective distribution and use.

6.

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

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

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Intervention Aide: \$16,146; Accommodation Aides: \$81,900; PLC Team Leaders: \$9,800; Technology Devices Aide: \$16,146	\$123,992
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Professional Learning Costs (registration fees, transportation, substitute costs, guest presenters, etc.) \$8,000	\$8,000
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	72 Chromebooks: \$17,800; 2 Charging Carts: \$3,500	\$21,300
Books, Ebooks, online curriculum/subscriptions	Purchase Scope magazine to serve as a supplemental text in the sixth grade language arts classrooms.	\$2,100
	Total:	\$155,392

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

## State Goal

[close](#)

By the end of the 2021-2022 school year, 93% of students at ACYI will demonstrate grade-level proficiency in mathematics as measured by end-of-level assessments created and administered by the school's Math PLC teams.

## Academic Area

[close](#)

- Mathematics

## Measurements

[close](#)

According to data collected during the 2020-2021 school year, 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 93% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments.

## Action Plan Steps and Expenditures

[close](#)

1. **Daily Practice Sheets:** Throughout the past two years, Math PLC Teams have developed and refined curriculum that aligns with State Standards and District Essentials. The materials provide practice, spiral review, and assessment of content

taught during the course of the school year. This curriculum will be printed for consumable student use and also inform instruction, intervention, and remediation.

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)	Printing of Consumable Math Materials: \$3,000.	\$2,500
	Total:	\$2,500

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

By the end of the 2021-2022 school year, 85% 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

- Science

## Measurements

[close](#)

According to data collected during the 2020-2021 school year, 81% 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 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.

## Action Plan Steps and Expenditures

[close](#)

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.

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)	Consumable Science Supplies: \$5,000	\$5,100
	Total:	\$6,100

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	6th Grade OER Science Textbook: \$1,800	\$500
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Transportation costs for the 7th grade science field trip to the Box Elder Museum of Natural History.	\$500
	Total:	\$6,100

### Digital Citizenship/Safety Principles Component

No

### Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$21,300
Books, Ebooks, online curriculum/subscriptions	\$2,600
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)	\$7,600
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$8,000
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$500
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$123,992
Total:	\$163,992

### Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2019-2020	\$16,119.15
Distribution for 2020-2021	\$143,961

Estimates	Totals
Total Available Funds for 2020-2021	\$160,080.15
Estimated Funds to be Spent in 2020-2021	\$ 148000
Estimated Carry-over from 2020-2021	\$12,080.15
Estimated Distribution for 2021-2022	\$152,240
Total Available Funds for 2021-2022	\$164,320.15
Summary of Estimated Expenditures for 2021-2022	\$163,992
Estimated Carry-over to 2022-2023	\$328.15

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

## Funding Changes

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

Increased distribution of funds will be spent in 2 areas: First, to fund additional supplemental text in the language arts and student skills programs and Second to acquiring additional technology in an effort to update failing and outdated items. This can include projectors, mobile Chromebook labs and components, software, audio enhancement systems and components, and interactive whiteboard systems and components. This technology will continue to support all academic goals as the technology is used across multiple content areas and in every classroom in the school. Additional funds may also be used to expand upon previously funded Professional Development.

## Publicity

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

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	6	2021-04-15

### Submit Comments Below:

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

### Finish Review

#### Approval Instructions for LEAs and Charter Authorizers

Please review School LAND Trust Plan for compliance with the requirements listed below.

- Any changes that need to be made are entered in the comment box for the principal to review.
  - Choose NEEDS EDITS and then FINISH REVIEW. The Plan will be released for the principal to complete the edits.
  - Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

**The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.  
Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

# Upcoming School Plan 2021-2022 - Harris Intermediate

The Plan has been submitted by the School and is waiting LEA review.

## Goal #1

[close](#)

## State Goal

[close](#)

100% of our students will test proficient or make one-years Lexile growth on the "Reading Inventory" from September to May 2022.

## Academic Area

[close](#)

- English/Language Arts

## Measurements

[close](#)

Language Arts was designated as our greatest academic need based on our Reading Inventory given 3 times each year. It was determined for the 2020-21 school year that 50% of our 7th-grade students and 65% of our 6th graders were below reading level as based on the Reading Inventory. We also looked at the last 5 years of RISE/ SAGE data that was available, and we determined all of our RISE scores are on the decline and at about 40-50%. It was determined by our School Leadership Team and Community Council that both the

Math and Science RISE tests are also significantly tests of reading and our students who struggle, are below grade level and struggle to read the tests.

Action Plan Steps and Expenditures

close

1. \$122,872 will be spent on Paraprofessionals to help support our Language Live intervention classrooms.
2. Students will be screened using a placement test for Language Live in May 2021 so that we will know exactly which differentiated class to put them in for the start of the 21-22 school year.
3. Each student in our school will also take 4 benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal.
4. PLC teams will use our WIN intervention as well as grade level common time to help provide Interventions and extensions based on the CFA grade-level data.
5. Our school administration will participate in monthly consultancy visits with Schools Cubed to determine the next steps in increased school-wide literacy using our study Synch and Language live curriculums to ensure data-driven instructions.
6. We will use the reports generated by Reading Inventory to determine a years worth of growth.

Category	Description	Estimated Cost
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		Total: \$122,872
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Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	- \$122,872 will be spent on Paraprofessionals to help support our Language Live intervention classrooms. - Students will be screened using a placement test for Language Live in May 2021 so that we will know exactly which differentiated class to put them in for the start of the 21-22 school year. - Each student in our school will also take 4 benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal. - PLC teams will use our WIN intervention as well as grade level common time to help provide Interventions and extensions based on the CFA grade-level data. - Our school administration will participate in monthly consultancy visits with Schools Cubed to determine the next steps in increased school-wide literacy using our study Synch and Language live curriculums to ensure data-driven instructions. As a leadership team, we will participate with our PLC consultant Joe C. to determine the next PLC steps as it relates to use of data to help more students learn. - We will use the reports generated by Reading inventory to determine a years worth of growth. Generally, it is about 70 Lexile points gained per year.	\$122,872
	Total:	\$122,872

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	We will purchase the license rights to the Netzsmartz curriculum. We will teach this in multiple sessions in our advisory hour (at least 3 sessions).

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$122,872
Total:	\$122,872

Funding Estimates – Please Update

Estimates	Totals

Estimates	Totals
Carry-over from 2019-2020	\$0
Distribution for 2020-2021	\$114,218
Total Available Funds for 2020-2021	\$114,218
Estimated Funds to be Spent in 2020-2021	\$ 105339.98
Estimated Carry-over from 2020-2021	\$8,878.02
Estimated Distribution for 2021-2022	\$114,002
Total Available Funds for 2021-2022	\$122,880.02
Summary of Estimated Expenditures for 2021-2022	\$122,872
Estimated Carry-over to 2022-2023	\$8.02

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

## Funding Changes

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

If we receive additional funds or if funds need to be re-allocated, our council determined that we will spend those funds on additional para hours for our Intervention classrooms, additional SMART technologies, classroom projectors, or materials for the ELA intervention classrooms.

## Publicity

- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2021-04-13

## Submit Comments Below:

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Character Count:

0

## Finish Review

### Approval Instructions for LEAs and Charter Authorizers

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- Notify the principal to complete edits and submit.
- If the plan meets the requirements listed below, choose APPROVE and then FINISH REVIEW.

### **The law requires an approving entity to review and confirm that the School LAND Trust Plan contains:**

*Academic goals*

*Specific steps to meet the goals.*

*Measurements to assess improvement.*

*Specific expenditures focused on student academic improvement needed to meet the goals.*

*No more than \$7,000 for a digital citizenship/safety component of an academic goal.*

*Appropriate plan for any carry-over greater than 10% that will not be used in this plan.*

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

**Recommendation:**

It is recommended that the Box Elder School Board of Education approve the calendar as presented for the 2021-22 calendar year.

Submitted by: Steve Carlsen, Superintendent

**Recommended Motion:**

I move that we approve the calendar as presented.

**Background: The Board has a legal obligation to approve a calendar of their scheduled board meetings to be presented to the public.**

**Policy Implications:** None

**Financial Implications:** None

**Staff Implications:** Please note Julie has vacation scheduled for the second week of July so we are recommending the third Wednesday in July (July 21) for the July Board Meeting.



Box Elder School District  
School Board & Municipal Building Authority  
Meeting Schedule  
2021-2022 School Year

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**2021**

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**Place**

<b>*July 21</b> .....	6:30 p.m.	ILSC Building
<b>August 11</b> .....	6:30 p.m.	ILSC Building
<b>September 8</b> .....	6:30 p.m.	ILSC Building
<b>October 13</b> .....	6:30 p.m.	<b>Century Elementary</b>
<b>November 10</b> .....	6:30 p.m.	ILSC Building
<b>December 8</b> .....	6:30 p.m.	ILSC Building

**2022**

<b>January 12</b> .....	6:30 p.m.	ILSC Building
<b>February 9</b> .....	6:30 p.m.	ILSC Building
<b>March 9</b> .....	6:30 p.m.	ILSC Building
<b>April 13</b> .....	6:30 p.m.	ILSC Building
<b>May 11</b> .....	6:30 p.m.	<b>Box Elder High School</b> <i>(Retirees)</i>
<b>June 8</b> .....	6:30 p.m.	ILSC Building

**\*This meeting is on the third Wednesday**

## **Recommendation to the Box Elder School District Board of Education**

Submitted by Corey Thompson, Facilities Director

12 May, 2021

### **Recommendation:**

Address the needs of Grouse Creek School through the use of modular buildings to replace the oldest east portion of the school, and investigate options for teacher housing in secluded rural communities.

### **Recommended Motion:**

*I move that Grouse Creek School structural and aesthetic needs be addressed by removing the east classroom portion and replacing with modular units. In addition, give clearance for Rod Cook and Corey Thompson to investigate options for teacher housing in secluded rural communities.*

### **Background:**

The 5-year capital plan developed by the Long-Term Capital Committee and approved by the School Board states, "Assess and address the structural and aesthetic needs of Grouse Creek School". The east (classroom portion) of the school is in need of replacement. A solution from the Long-Term Capital Committee is to demo the east portion and replace it with modular units constructed in town, and then moved out to the school due to the high costs of construction in secluded rural areas. The buildings would be dressed up so they do not look like a typical portable classroom. These units would contain; office, conference, media space, kitchen, dining, elementary classroom, and secondary classroom. The plan would be to keep the gym and breeze way. The cost is estimated to be \$1,100,000 (including construction and transporting of units, removing the existing building, setting up the new buildings, hooking up utilities, and repairing the site). Also, it is becoming increasingly difficult to attract teaching staff to secluded rural communities due to housing options in those areas.

### **Policy Implications:**

District Policy 2180

### **Staff Implications:**

None

## **Box Elder School District**

### **Recommendation to Sell Corinne School**

#### **Recommendation:**

**It is recommended the board accept the offer to sell Corinne School previously declared surplus to Capener and Company Real Estate. The sale will include the Corinne school and property of approximately 2.8 with water rights. Box Elder School District will receive \$350,000.**

#### **Recommended Motion:**

***I move that the board approve cash offer from Capener & Company Real Estate for the sale of Corinne School and 2.8 acres for \$350,000.***

#### **Background:**

**The School Board declared Corinne Elementary surplus and has instructed Administration to sell the property. A sealed bid solicitation was advertised in the papers and online. Three offers were received from companies interested in purchasing the building.**

#### **Policy Implications:**

**None**

#### **Financial Implications:**

**The district will receive \$350,000 for the sale of the property, plus save the price of asbestos mitigation and tear down of \$250,000. Savings of ongoing costs of maintaining the building.**

#### **Staff Implications**

**Minimal time will be spent on the execution and closing. Time savings in not maintaining the Corinne building.**

**Box Elder School District**  
**Long Term Capital Plan**  
**April 29, 2021**

**5 Year, 2021 to 2026**

- Address the current structural concerns at Grouse Creek School.
- Prior to 2025, construct a new elementary building to replace one or more existing building(s), 850 student capacity or larger (Golden Spike Elementary, current construction, summer '22).
- Increase parking lot space at BRHS and BEHS to accommodate the increased number of staff and students (current construction, '21).
- Address increased enrollment needs in schools through the use of portable classrooms when building addition is not feasible.
- Lay groundwork to investigate obtaining another bond.

**10 Year, 2021 to 2031**

- Watch and address student population growth
- Fulfill obligations to the current bond (Final 2029)
- Address the following three categories according to available funding;
  - Elementary Schools
    - Construct elementary school(s) in the listed areas according to available funding and enrollment (replace or in addition to current schools)
      - North (Tremonton area)
      - Central (Bear River City/Corinne area)
      - South (Brigham City area)
  - BEMS and BRMS
    - Replace or Remodel according to funding and enrollment needs
  - BEHS and BRHS address greatest needs in relationship to available funding and with equal consideration to both schools
    - Initial suggestions in 2021 (these are not finalized)
      - BRHS; science lab(s) and rooms replaced/updated, language arts rooms replaced/updated
      - BEHS; indoor athletic practice facility, update/replace CTE classroom wing

**20 Year, 2021 to 2041**

- Replace elementary buildings at end of life
- Update the Natatoriums at BEHS and BRHS
- Replace the district office at end of life

MONTHLY FINANCIAL REPORT  
April 30, 2021

				Current Bud vs Actual	Prev Bud vs Actual		
	2020-21 Revised	2020-21 YTD		%	%	2019-20 YTD	2019-20 Actual
Description							
<b>Percent of Year completed to date</b>				<b>75.0%</b>	<b>75.0%</b>		
<b>Percent of 9 month contract complete</b>				<b>66.6%</b>	<b>66.6%</b>		
<b>1 GENERAL FUND (M&amp;O) FUND (10)</b>							
<b>2</b>							
<b>3 REVENUE:</b>							
<b>4 Local</b>							
<b>5 Property</b>	23,420,275	20,136,528		86.0%	86.9%	19,379,801	22,305,024
<b>6 Tuitions</b>	250,000	147,316		58.9%	32.3%	117,738	364,677
<b>7 Inv Earnings</b>	180,000	104,185		57.9%	92.5%	537,695	581,592
<b>8 Indr. Costs-SL</b>	680,000	0		0.0%	0.0%	0	670,342
<b>9 Rental Fees/Building/Tra</b>	80,000	45,895		57.4%	73.1%	78,415	107,313
<b>10 Other</b>	2,000,000	1,945,793		97.3%	95.6%	1,218,072	1,274,591
<b>11 State</b>	70,906,273	58,685,239		82.8%	84.6%	55,567,125	65,646,170
<b>12 Federal</b>	6,525,000	2,345,428		35.9%	53.7%	2,969,667	5,526,002
<b>13 Misc./ Fund Bal</b>	0						890,181
<b>14 TOTAL M &amp; O</b>							
<b>15 REVENUE</b>	<b>104,041,548</b>	<b>83,410,384</b>		<b>80.2%</b>	<b>82.0%</b>	<b>79,868,513</b>	<b>97,365,892</b>
<b>16 Beg Balance</b>	<b>1,809,180</b>						<b>1,892,331</b>
				<b>CARES Funds from BE County</b>			
<b>17 Less:</b>							
<b>18 Ending Balance</b>	<b>2,249,988</b>						<b>1,809,180</b>
<b>19 TOTAL M &amp; O FUNDS</b>							
<b>20 available</b>	<b>103,600,740</b>	<b>83,410,384</b>		<b>80.5%</b>	<b>82.0%</b>	<b>79,868,513</b>	<b>97,449,043</b>
<b>21 EXPENDITURES:</b>							
<b>22 Instruction (1000)</b>							
<b>23 Salaries</b>	45,233,157	35,184,826		77.8%	74.6%	31,970,350	42,865,703
<b>24 Benefits</b>	17,153,955	14,241,522		83.0%	73.0%	13,564,400	18,579,465
<b>25 Purchased Serv.</b>	3,070,500	2,032,345		66.2%	77.7%	1,597,157	2,055,437
<b>26 Supplies/Textbooks</b>	5,100,000	5,050,701		99.0%	72.9%	2,171,566	2,976,899
<b>27 Equipment</b>	1,405,000	396,304		28.2%	174.8%	489,865	280,281
<b>28 Other</b>	600,942	567,425		94.4%	73.4%	277,249	377,643
<b>29 Total</b>	<b>72,563,554</b>	<b>57,473,123</b>		<b>79.2%</b>	<b>74.6%</b>	<b>50,070,587</b>	<b>67,135,428</b>
<b>30</b>							
				<b>Textbook Adoption 2020</b>			
<b>31 Student Services (2100)</b>							
				<b>Under budgeted</b>			
<b>32 Salaries</b>	3,189,715	2,439,709		76.5%	74.2%	2,133,084	2,873,187
<b>33 Benefits</b>	1,208,901	993,420		82.2%	74.4%	876,523	1,178,088
<b>34 Other</b>	200,000	182,389		91.2%	91.1%	313,427	343,879
<b>35 Total</b>	<b>4,598,616</b>	<b>3,615,518</b>		<b>78.6%</b>	<b>75.6%</b>	<b>3,323,034</b>	<b>4,395,154</b>
<b>36</b>							
<b>37 Instructional Staff (2200)</b>							
<b>38 Salaries</b>	1,479,742	1,235,789		83.5%	80.6%	1,025,797	1,272,055
<b>39 Benefits</b>	589,741	491,575		83.4%	80.9%	380,844	470,801
<b>40 Other</b>	276,738	238,234		86.1%	97.3%	357,694	367,518
<b>41 Total</b>	<b>2,346,221</b>	<b>1,965,598</b>		<b>83.8%</b>	<b>83.6%</b>	<b>1,764,335</b>	<b>2,110,374</b>

**MONTHLY FINANCIAL REPORT**

April 30, 2021

				<b>Current</b>			
		<b>2020-21</b>	<b>2020-21</b>	<b>Bud vs</b>	<b>Prev Bud vs</b>	<b>2019-20</b>	<b>2019-20</b>
	<b>Description</b>	<b>Revised</b>	<b>YTD</b>	<b>Actual</b>	<b>Actual</b>	<b>YTD</b>	<b>Actual</b>
				<b>%</b>	<b>%</b>		
	<b>Percent of Year completed to date</b>			<b>75.0%</b>	<b>75.0%</b>		
	<b>Percent of 9 month contract complete</b>			<b>66.6%</b>	<b>66.6%</b>		
<b>42</b>	<b>District Administration (2300)</b>						
<b>43</b>	<b>Salaries</b>	<b>358,944</b>	<b>282,658</b>	<b>78.7%</b>	<b>79.2%</b>	<b>266,258</b>	<b>336,104</b>
<b>44</b>	<b>Benefits</b>	<b>160,235</b>	<b>130,130</b>	<b>81.2%</b>	<b>82.6%</b>	<b>130,996</b>	<b>158,633</b>
<b>45</b>	<b>Purch Services</b>	<b>125,000</b>	<b>62,386</b>	<b>49.9%</b>	<b>79.5%</b>	<b>98,745</b>	<b>124,215</b>
<b>46</b>	<b>Liability Insurance</b>	<b>225,000</b>	<b>223,473</b>	<b>99.3%</b>	<b>100.0%</b>	<b>235,235</b>	<b>235,235</b>
<b>47</b>	<b>Supplies</b>	<b>35,000</b>	<b>24,508</b>	<b>70.0%</b>	<b>78.3%</b>	<b>31,646</b>	<b>40,407</b>
<b>48</b>	<b>Other</b>	<b>25,000</b>	<b>24,105</b>	<b>96.4%</b>	<b>96.5%</b>	<b>23,909</b>	<b>24,786</b>
<b>49</b>	<b>Total</b>	<b>929,179</b>	<b>747,260</b>	<b>80.4%</b>	<b>85.6%</b>	<b>786,789</b>	<b>919,380</b>
<b>50</b>	<b>School Administration (2400)</b>						
<b>51</b>	<b>Salaries</b>	<b>3,991,888</b>	<b>3,315,854</b>	<b>83.1%</b>	<b>13.2%</b>	<b>3,151,047</b>	<b>3,842,404</b>
<b>52</b>	<b>Benefits</b>	<b>1,641,487</b>	<b>1,351,293</b>	<b>82.3%</b>	<b>12.5%</b>	<b>1,349,574</b>	<b>1,654,266</b>
<b>53</b>	<b>Prof Serv/Travel</b>	<b>75,000</b>	<b>49,484</b>	<b>66.0%</b>	<b>145.2%</b>	<b>70,936</b>	<b>74,986</b>
<b>54</b>	<b>Other</b>	<b>15,000</b>	<b>10,170</b>	<b>67.8%</b>	<b>90.2%</b>	<b>11,685</b>	<b>11,685</b>
<b>55</b>	<b>Total</b>	<b>5,723,375</b>	<b>4,726,801</b>	<b>82.6%</b>	<b>82.1%</b>	<b>4,583,242</b>	<b>5,583,341</b>
<b>56</b>							
<b>57</b>	<b>Business &amp; Support (2500)</b>						
<b>58</b>	<b>Salaries</b>	<b>646,895</b>	<b>539,030</b>	<b>83.3%</b>	<b>83.3%</b>	<b>508,484</b>	<b>610,071</b>
<b>59</b>	<b>Benefits</b>	<b>247,312</b>	<b>206,314</b>	<b>83.4%</b>	<b>83.8%</b>	<b>206,094</b>	<b>245,993</b>
<b>60</b>	<b>Purchased Services</b>	<b>159,665</b>	<b>122,226</b>	<b>76.6%</b>	<b>109.1%</b>	<b>108,912</b>	<b>99,792</b>
<b>61</b>	<b>Other</b>	<b>25,000</b>	<b>9,784</b>	<b>39.1%</b>	<b>60.4%</b>	<b>10,541</b>	<b>17,457</b>
<b>62</b>	<b>Total</b>	<b>1,078,872</b>	<b>877,354</b>	<b>81.3%</b>	<b>85.7%</b>	<b>834,031</b>	<b>973,313</b>
<b>63</b>							
<b>64</b>	<b>Operation &amp; Maintenance (2600)</b>						
<b>65</b>	<b>Salaries</b>	<b>5,038,135</b>	<b>4,117,478</b>	<b>81.7%</b>	<b>83.4%</b>	<b>3,839,246</b>	<b>4,606,135</b>
<b>66</b>	<b>Benefits</b>	<b>2,068,328</b>	<b>1,671,304</b>	<b>80.8%</b>	<b>83.9%</b>	<b>1,610,783</b>	<b>1,918,760</b>
<b>67</b>	<b>Electricity</b>	<b>834,325</b>	<b>702,928</b>	<b>84.3%</b>	<b>82.6%</b>	<b>714,499</b>	<b>864,951</b>
<b>68</b>	<b>Purchased Service</b>	<b>536,497</b>	<b>484,562</b>	<b>90.3%</b>	<b>92.6%</b>	<b>658,958</b>	<b>711,830</b>
<b>69</b>	<b>Telephone</b>	<b>242,012</b>	<b>193,381</b>	<b>79.9%</b>	<b>68.3%</b>	<b>216,610</b>	<b>317,094</b>
<b>70</b>	<b>Natural Gas</b>	<b>509,011</b>	<b>443,276</b>	<b>87.1%</b>	<b>87.7%</b>	<b>419,030</b>	<b>478,061</b>
<b>71</b>	<b>Prop Insurance</b>	<b>189,052</b>	<b>189,052</b>	<b>100.0%</b>	<b>100.0%</b>	<b>240,698</b>	<b>240,698</b>
<b>72</b>	<b>Repair</b>	<b>150,000</b>	<b>140,954</b>	<b>94.0%</b>	<b>95.8%</b>	<b>157,287</b>	<b>164,237</b>
<b>73</b>	<b>Supplies</b>	<b>730,300</b>	<b>737,721</b>	<b>101.0%</b>	<b>99.0%</b>	<b>739,639</b>	<b>747,344</b>
<b>74</b>	<b>Other</b>	<b>2,500</b>	<b>489</b>	<b>19.6%</b>	<b>100.0%</b>	<b>779</b>	<b>779</b>
<b>75</b>		<b>0</b>					<b>0</b>
<b>76</b>	<b>Total</b>	<b>10,300,160</b>	<b>8,681,145</b>	<b>84.3%</b>	<b>85.5%</b>	<b>8,597,529</b>	<b>10,049,889</b>
<b>77</b>							

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				<b>Current</b>	<b>Prev Bud vs</b>		
		<b>2020-21</b>	<b>2020-21</b>	<b>Bud vs</b>	<b>Actual</b>	<b>2019-20</b>	<b>2019-20</b>
	<b>Description</b>	<b>Revised</b>	<b>YTD</b>	<b>Actual</b>	<b>Actual</b>	<b>YTD</b>	<b>Actual</b>
				<b>%</b>	<b>%</b>		
	<b>Percent of Year completed to date</b>			<b>75.0%</b>	<b>75.0%</b>		
	<b>Percent of 9 month contract complete</b>			<b>66.6%</b>	<b>66.6%</b>		
<b>78</b>	<b>Transportation (2700)</b>						
<b>79</b>	<b>Salaries</b>	<b>2,544,051</b>	<b>2,177,912</b>	<b>85.6%</b>	<b>81.0%</b>	<b>2,156,146</b>	<b>2,661,172</b>
<b>80</b>	<b>Benefits</b>	<b>761,381</b>	<b>640,004</b>	<b>84.1%</b>	<b>80.2%</b>	<b>637,185</b>	<b>794,972</b>
<b>81</b>	<b>Purch Serv</b>	<b>280,000</b>	<b>265,795</b>	<b>94.9%</b>	<b>92.2%</b>	<b>189,819</b>	<b>205,828</b>
<b>82</b>	<b>Fuel</b>	<b>397,785</b>	<b>363,698</b>	<b>91.4%</b>	<b>98.3%</b>	<b>401,329</b>	<b>408,263</b>
<b>83</b>	<b>Supplies</b>	<b>307,565</b>	<b>249,305</b>	<b>81.1%</b>	<b>83.4%</b>	<b>280,545</b>	<b>336,424</b>
<b>84</b>	<b>Other/Property</b>	<b>1,010,000</b>	<b>2,034,480</b>	<b>201.4%</b>	<b>193.8%</b>	<b>2,083,572</b>	<b>1,074,892</b>
<b>85</b>	<b>Total</b>	<b>5,300,782</b>	<b>5,731,194</b>	<b>108.1%</b>	<b>104.9%</b>	<b>5,748,596</b>	<b>5,481,551</b>
<b>86</b>	<b>Community Services (3300)</b>		<b>Next year's Bus Order</b>				
<b>87</b>	<b>Salary</b>	<b>627,250</b>	<b>481,421</b>	<b>76.8%</b>	<b>76.3%</b>	<b>389,212</b>	<b>510,143</b>
<b>88</b>	<b>Benefits</b>	<b>169,818</b>	<b>142,736</b>	<b>84.1%</b>	<b>77.7%</b>	<b>125,302</b>	<b>161,292</b>
<b>89</b>	<b>Purchased Serv</b>	<b>58,820</b>	<b>9,407</b>	<b>16.0%</b>	<b>100.8%</b>	<b>45,485</b>	<b>45,140</b>
<b>90</b>	<b>Supplies/Util</b>	<b>68,872</b>	<b>54,449</b>	<b>79.1%</b>	<b>83.2%</b>	<b>42,910</b>	<b>51,553</b>
<b>91</b>	<b>Property</b>	<b>26,000</b>	<b>16,380</b>	<b>63%</b>	<b>98.4%</b>	<b>2,190</b>	<b>2,225</b>
<b>92</b>	<b>Other Objects</b>	<b>15,467</b>	<b>4,883</b>	<b>31.6%</b>	<b>98.5%</b>	<b>29,813</b>	<b>30,259</b>
<b>93</b>	<b>Desig. Fund Bal</b>						
<b>94</b>	<b>Total</b>	<b>966,227</b>	<b>709,276</b>	<b>73.4%</b>	<b>79.3%</b>	<b>634,912</b>	<b>800,612</b>
<b>86</b>	<b>Total Expenditures</b>	<b>103,806,986</b>	<b>84,527,269</b>	<b>8</b>	<b>8</b>	<b>76,343,055</b>	<b>97,449,042</b>
<b>95</b>	<b>Interfund Trans</b>	<b>0</b>	<b>1</b>			<b>1</b>	<b>1</b>
<b>96</b>	<b>Change Desig Fund Bal</b>	<b>0</b>	<b>1</b>			<b>1</b>	<b>0</b>
<b>97</b>	<b>Other/Budget Cuts</b>	<b>0</b>	<b>0</b>			<b>23,739</b>	<b>0</b>
<b>98</b>	<b>TOTAL EXPENDITURERS</b>	<b>0</b>	<b>0</b>				<b>0</b>
<b>99</b>	<b>M &amp; O</b>	<b>103,806,986</b>	<b>84,527,271</b>	<b>81.43%</b>	<b>78.4%</b>	<b>76,366,796</b>	<b>97,449,043</b>

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		<b>2020-21</b>	<b>2020-21</b>	<b>Bud vs</b>	<b>Actual</b>	<b>2019-20</b>	<b>2019-20</b>
	<b>Description</b>	<b>Revised</b>	<b>YTD</b>	<b>Actual</b>	<b>Actual</b>	<b>YTD</b>	<b>Actual</b>
				<b>%</b>	<b>%</b>		
	<b>Percent of Year completed to date</b>			<b>75.0%</b>	<b>75.0%</b>		
	<b>Percent of 9 month contract complete</b>			<b>66.6%</b>	<b>66.6%</b>		
<b>100</b>	<b>School Activity Fund (21)</b>						
<b>101</b>							
<b>102</b>	<b>REVENUE:</b>						
<b>103</b>	<b>School Deposits</b>	<b>4,400,000</b>	<b>2,810,799</b>	<b>63.9%</b>	<b>88.9%</b>	<b>3,146,611</b>	<b>3,539,857</b>
<b>104</b>							
<b>105</b>	<b>Other</b>		<b>0</b>			<b>0</b>	
<b>106</b>	<b>Total Revenue</b>	<b>4,400,000</b>	<b>2,810,799</b>	<b>63.9%</b>	<b>88.9%</b>	<b>3,146,611</b>	<b>3,539,857</b>
<b>107</b>	<b>EXPENDITURES:</b>						
<b>108</b>	<b>Purchased Services</b>	<b>902,150</b>	<b>237,730</b>	<b>26.4%</b>	<b>80.5%</b>	<b>461,822</b>	<b>573,713</b>
<b>109</b>	<b>Supplies</b>	<b>2,882,850</b>	<b>2,055,705</b>	<b>71.3%</b>	<b>78.3%</b>	<b>2,051,390</b>	<b>2,621,259</b>
<b>110</b>	<b>Equipment</b>	<b>290,000</b>	<b>15,721</b>	<b>5.4%</b>	<b>94.2%</b>	<b>70,747</b>	<b>75,067</b>
<b>111</b>	<b>Desig/Other/Adm</b>	<b>325,000</b>	<b>112,822</b>	<b>34.7%</b>	<b>85.6%</b>	<b>187,330</b>	<b>218,803</b>
<b>112</b>	<b>Total Expenditures</b>						
<b>113</b>	<b>School Activity</b>	<b>4,400,000</b>	<b>2,421,978</b>	<b>55.0%</b>	<b>79.4%</b>	<b>2,771,289</b>	<b>3,488,842</b>
<b>114</b>	<b>DEBT SERVICE FUND (31)</b>						
<b>115</b>							
<b>116</b>	<b>REVENUE:</b>						
<b>117</b>	<b>Property Tax</b>	<b>2,805,364</b>	<b>2,291,819</b>	<b>81.7%</b>	<b>86.9%</b>	<b>2,205,364</b>	<b>2,538,246</b>
<b>118</b>	<b>Interest</b>	<b>105,750</b>	<b>28,468</b>	<b>26.9%</b>	<b>81.2%</b>	<b>98,009</b>	<b>120,634</b>
<b>119</b>	<b>Other</b>		<b>634</b>				<b>0</b>
<b>120</b>	<b>Total</b>	<b>2,911,114</b>	<b>2,320,921</b>	<b>79.7%</b>	<b>86.6%</b>	<b>2,303,373</b>	<b>2,658,880</b>
<b>121</b>	<b>Begining Bal</b>	<b>5,696,268</b>	<b>6,535,160</b>			<b>7,800,099</b>	<b>7,167,630</b>
<b>122</b>	<b>LESS:</b>						
<b>123</b>	<b>Ending Balance</b>	<b>6,034,982</b>	<b>7,167,630</b>			<b>6,560,373</b>	<b>6,535,160</b>
<b>124</b>	<b>Funds Available</b>	<b>4,630,220</b>	<b>5,581,331</b>	<b>120.5%</b>	<b>154.6%</b>	<b>10,103,472</b>	<b>6,535,160</b>
<b>125</b>	<b>EXPENDITURE:</b>						
<b>126</b>	<b>Bond Debt</b>	<b>3,927,162</b>	<b>3,269,750</b>	<b>83.3%</b>	<b>107.6%</b>	<b>3,537,599</b>	<b>3,286,350</b>
<b>127</b>	<b>Fees</b>	<b>50,000</b>	<b>5,000</b>	<b>0.0%</b>	<b>110.0%</b>	<b>5,500</b>	<b>5,000</b>
<b>128</b>	<b>Other Uses</b>	<b>0</b>	<b>0</b>			<b>0</b>	<b>0</b>
<b>129</b>	<b>Total</b>	<b>3,977,162</b>	<b>3,274,750</b>	<b>82.3%</b>	<b>107.6%</b>	<b>3,543,099</b>	<b>3,291,350</b>

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		<b>2020-21</b>	<b>2020-21</b>	<b>Bud vs</b>	<b>Actual</b>	<b>2019-20</b>	<b>2019-20</b>
	<b>Description</b>	<b>Revised</b>	<b>YTD</b>	<b>Actual</b>	<b>Actual</b>	<b>YTD</b>	<b>Actual</b>
				<b>%</b>	<b>%</b>		
	<b>Percent of Year completed to date</b>			<b>75.0%</b>	<b>75.0%</b>		
	<b>Percent of 9 month contract complete</b>			<b>66.6%</b>	<b>66.6%</b>		
<b>130</b>	<b>CAPITAL OUTLAY FUND (32)</b>						
<b>131</b>							
<b>132</b>	<b>REVENUE:</b>						
<b>133</b>	<b>Property Tax</b>	<b>11,750,000</b>	<b>10,378,187</b>	<b>88.3%</b>	<b>86.9%</b>	<b>9,983,802</b>	<b>11,490,775</b>
<b>134</b>	<b>Interest</b>	<b>243,753</b>	<b>205,722</b>	<b>84.4%</b>	<b>73.2%</b>	<b>448,008</b>	<b>612,447</b>
<b>135</b>	<b>Other</b>	<b>168,000</b>	<b>150,422</b>	<b>89.5%</b>	<b>88.8%</b>	<b>65,797</b>	<b>74,131</b>
<b>136</b>	<b>State</b>	<b>150,500</b>	<b>68,336</b>	<b>45.4%</b>	<b>83.3%</b>	<b>93,857</b>	<b>112,629</b>
<b>137</b>	<b>Federal /MBA</b>	<b>60,274</b>	<b>60,274</b>		<b>-0.2%</b>	<b>-112</b>	<b>69,992</b>
<b>138</b>	<b>Ins./Prop.Recry</b>	<b>90,000</b>	<b>51,600</b>	<b>57.3%</b>	<b>100.3%</b>	<b>36,368</b>	<b>36,263</b>
<b>139</b>	<b>Total Revenue</b>	<b>12,462,527</b>	<b>10,914,541</b>	<b>87.6%</b>	<b>85.7%</b>	<b>10,627,720</b>	<b>12,396,237</b>
<b>140</b>	<b>Lease Revenue MBA</b>	<b>15,000,000</b>	<b>15,000,000</b>			<b>0</b>	<b>0</b>
<b>141</b>	<b>Other Sources(F50)</b>	<b>345,580</b>	<b>0</b>			<b>0</b>	<b>345,580</b>
<b>142</b>	<b>Desig. Fund Bal</b>	<b>0</b>					<b>1,621,006</b>
<b>143</b>	<b>TOTAL REVENUE CAPITAL</b>						
<b>144</b>	<b>OUTLAY</b>	<b>27,808,107</b>	<b>25,914,541</b>	<b>93.2%</b>	<b>74.0%</b>	<b>10,627,720</b>	<b>14,362,823</b>
<b>145</b>	<b>Beg. Balance</b>	<b>16,120,809</b>					<b>14,806,096</b>
<b>146</b>	<b>Less:</b>		<b>Loan proceeds Golden Spike</b>				
<b>147</b>	<b>Ending Balance</b>	<b>28,428,648</b>					<b>16,120,809</b>
<b>148</b>	<b>Capital Outlay Funds</b>						
<b>149</b>	<b>available</b>	<b>15,500,268</b>	<b>25,914,541</b>	<b>167.2%</b>	<b>81.5%</b>	<b>10,627,720</b>	<b>13,048,110</b>

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		<b>2020-21</b>	<b>2020-21</b>	<b>Bud vs</b>	<b>Actual</b>	<b>2019-20</b>	<b>2019-20</b>
	<b>Description</b>	<b>Revised</b>	<b>YTD</b>	<b>Actual</b>	<b>Actual</b>	<b>YTD</b>	<b>Actual</b>
				<b>%</b>	<b>%</b>		
	<b>Percent of Year completed to date</b>			<b>75.0%</b>	<b>75.0%</b>		
	<b>Percent of 9 month contract complete</b>			<b>66.6%</b>	<b>66.6%</b>		
<b>150</b>	<b>EXPENDITURES:</b>						
<b>151</b>	<b>Oper/Maint</b>	<b>0</b>	<b>2,000</b>			<b>8,969</b>	
<b>152</b>	<b>Other Equipment</b>		<b>500</b>			<b>0</b>	<b>6,814</b>
<b>153</b>	<b>Purchased Services</b>	<b>5,500</b>	<b>5,767</b>	<b>104.9%</b>	<b>90.0%</b>	<b>4,500</b>	<b>5,000</b>
<b>154</b>	<b>Technology/Software</b>	<b>1,200,000</b>	<b>1,000,396</b>	<b>83.4%</b>	<b>100.2%</b>	<b>1,339,035</b>	<b>1,336,297</b>
<b>155</b>	<b>Improvement</b>	<b>1</b>	<b>0</b>	<b>Cares Funds</b>			<b>1</b>
<b>156</b>	<b>Buildings Maint</b>	<b>2,000,000</b>	<b>1,518,882</b>	<b>75.9%</b>	<b>104.5%</b>	<b>1,128,006</b>	<b>1,078,986</b>
<b>157</b>	<b>Vehicles</b>	<b>320,000</b>	<b>313,897</b>	<b>98.1%</b>	<b>100.0%</b>	<b>109,058</b>	<b>109,058</b>
<b>158</b>	<b>Furniture/Equip</b>	<b>1,524,000</b>	<b>1,393,212</b>	<b>91.4%</b>	<b>88.5%</b>	<b>1,700,147</b>	<b>1,920,105</b>
<b>159</b>	<b>Other Objects</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>
<b>160</b>	<b>Vehicle charges</b>	<b>1</b>	<b>0</b>			<b>0</b>	<b>1</b>
<b>161</b>	<b>Total Capital</b>	<b>5,049,503</b>	<b>4,234,654</b>	<b>83.9%</b>	<b>96.3%</b>	<b>4,289,715</b>	<b>4,456,262</b>
<b>162</b>	<b>West Tremonton Elem/Ot</b>	<b>1,000</b>	<b>0</b>	<b>0.0%</b>		<b>2,455</b>	<b>2,455</b>
<b>163</b>	<b>Other Proj</b>	<b>150,000</b>	<b>122,793</b>	<b>81.9%</b>	<b>11.9%</b>	<b>27,290</b>	<b>229,750</b>
<b>164</b>	<b>Sunrise High School</b>	<b>4,500,000</b>	<b>4,435,688</b>	<b>98.6%</b>	<b>60.4%</b>	<b>3,648,312</b>	<b>6,038,361</b>
<b>165</b>	<b>Brigham East Elem</b>	<b>4,484,765</b>	<b>3,485,518</b>	<b>77.7%</b>	<b>0.0%</b>	<b>0</b>	<b>114,075</b>
<b>166</b>	<b>HS Athletic Facilities</b>	<b>510,000</b>	<b>202,361</b>	<b>39.7%</b>	<b>89.0%</b>	<b>1,707,281</b>	<b>1,918,411</b>
<b>167</b>	<b>Property Purchase</b>	<b>480,000</b>	<b>460,266</b>			<b>0</b>	<b>0</b>
<b>168</b>	<b>Total Construction</b>	<b>10,125,765</b>	<b>8,706,626</b>	<b>86.0%</b>	<b>64.9%</b>	<b>5,385,338</b>	<b>8,303,052</b>
<b>169</b>	<b>Desig. F Bal</b>						
<b>170</b>	<b>MBA/Bond Fee/Fund 50</b>	<b>325,000</b>	<b>277,885</b>	<b>85.5%</b>	<b>12.9%</b>	<b>37,250</b>	<b>288,499</b>
<b>171</b>	<b>Other</b>	<b>0</b>	<b>97</b>			<b>297</b>	<b>297</b>
<b>172</b>	<b>TOTAL EXPENDITURES CAPITAL</b>			<b>Costs underestimated</b>			
<b>173</b>	<b>OUTLAY</b>	<b>15,500,268</b>	<b>13,219,262</b>	<b>85.3%</b>	<b>74.4%</b>	<b>9,712,600</b>	<b>13,048,110</b>

**MONTHLY FINANCIAL REPORT**  
April 30, 2021

				<b>Current</b>	<b>Prev Bud vs</b>		
		<b>2020-21</b>	<b>2020-21</b>	<b>Bud vs</b>	<b>Actual</b>	<b>2019-20</b>	<b>2019-20</b>
	<b>Description</b>	<b>Revised</b>	<b>YTD</b>	<b>Actual</b>	<b>Actual</b>	<b>YTD</b>	<b>Actual</b>
				<b>%</b>	<b>%</b>		
	<b>Percent of Year completed to date</b>			<b>75.0%</b>	<b>75.0%</b>		
	<b>Percent of 9 month contract complete</b>			<b>66.6%</b>	<b>66.6%</b>		
<b>174</b>	<b>SCHOOL FOOD SERVICE FUND (49)</b>						
<b>175</b>							
<b>176</b>	<b>REVENUE:</b>						
<b>177</b>	<b>Lunch Sales</b>	<b>250,000</b>	<b>190,945</b>	<b>76.4%</b>	<b>97.9%</b>	<b>1,032,761</b>	<b>1,055,208</b>
<b>178</b>	<b>Other Local</b>	<b>6,100</b>	<b>669</b>	<b>11.0%</b>	<b>88.3%</b>	<b>3,577</b>	<b>4,049</b>
<b>179</b>	<b>State</b>	<b>1,075,000</b>	<b>681,386</b>	<b>63.4%</b>	<b>62.6%</b>	<b>657,422</b>	<b>1,049,598</b>
<b>180</b>	<b>Federal</b>	<b>3,500,000</b>	<b>3,850,187</b>	<b>110.0%</b>	<b>65.8%</b>	<b>2,059,311</b>	<b>3,130,278</b>
<b>181</b>	<b>Other/Inventory Adj</b>	<b>0</b>	<b>0</b>		<b>0.0%</b>	<b>0</b>	<b>1</b>
<b>182</b>	<b>TOTAL REVENUE SCHOOL</b>						
<b>183</b>	<b>FOODS</b>	<b>4,831,100</b>	<b>4,723,187</b>	<b>97.8%</b>	<b>71.6%</b>	<b>3,753,071</b>	<b>5,239,134</b>
<b>184</b>	<b>Beg. Balance</b>	<b>938,697</b>					<b>690,707</b>
<b>185</b>	<b>Less:</b>						
<b>186</b>	<b>Ending Balance</b>	<b>805,735</b>					<b>938,697</b>
<b>187</b>	<b>School Food Service Funds</b>						
<b>188</b>	<b>available</b>	<b>4,964,062</b>	<b>4,723,187</b>	<b>95.1%</b>	<b>75.2%</b>	<b>3,753,071</b>	<b>4,991,144</b>
<b>189</b>	<b>EXPENDITURES:</b>						
<b>190</b>	<b>Salaries</b>	<b>1,646,305</b>	<b>1,390,952</b>	<b>84.5%</b>	<b>76.9%</b>	<b>1,390,026</b>	<b>1,806,721</b>
<b>191</b>	<b>Benefits</b>	<b>648,757</b>	<b>434,798</b>	<b>67.0%</b>	<b>77.0%</b>	<b>447,944</b>	<b>581,672</b>
<b>192</b>	<b>Food/Supplies</b>	<b>2,294,000</b>	<b>1,860,836</b>	<b>81.1%</b>	<b>88.6%</b>	<b>1,917,893</b>	<b>2,164,840</b>
<b>193</b>	<b>Equipment</b>	<b>50,000</b>	<b>41,849</b>	<b>83.7%</b>	<b>100.0%</b>	<b>13,864</b>	<b>13,864</b>
<b>194</b>	<b>Other Costs</b>	<b>25,000</b>	<b>22,323</b>	<b>89.3%</b>	<b>33.6%</b>	<b>19,244</b>	<b>57,354</b>
<b>195</b>	<b>Dir/Indirect Costs</b>	<b>300,000</b>	<b>278</b>	<b>0.1%</b>	<b>0.1%</b>	<b>236</b>	<b>293,344</b>
<b>196</b>	<b>TOTAL EXPENDITURES SCHOOL</b>						<b>73,349</b>
<b>197</b>	<b>FOODS</b>	<b>4,964,062</b>	<b>3,751,036</b>	<b>75.6%</b>	<b>75.9%</b>	<b>3,789,207</b>	<b>4,991,144</b>

**MONTHLY FINANCIAL REPORT**  
April 30, 2021

				Current Bud vs Actual	Prev Bud vs Actual		
		2020-21 Revised	2020-21 YTD	%	%	2019-20 YTD	2019-20 Actual
Description							
<b>Percent of Year completed to date</b>				<b>75.0%</b>	<b>75.0%</b>		
<b>Percent of 9 month contract complete</b>				<b>66.6%</b>	<b>66.6%</b>		
198	Foundation Fund (75)						
199							
200	<b>REVENUE:</b>			<b>Budget underestimated</b>			
201	<b>Total Revenue</b>	<b>250,000</b>	<b>171,768</b>	<b>68.7%</b>	<b>24.0%</b>	<b>43,310</b>	<b>180,142</b>
202	<b>Avallable Revenue</b>	<b>250,000</b>	<b>171,768</b>	<b>68.7%</b>	<b>24.0%</b>	<b>43,310</b>	<b>180,142</b>
203	<b>EXPENDITURE:</b>			<b>Budget underestimated</b>			
204	<b>Expenses</b>	<b>180,000</b>	<b>77,717</b>	<b>43.2%</b>	<b>58.1%</b>	<b>94,462</b>	<b>162,544</b>
205	<b>Changes/Desg Fund Bal</b>	<b>0</b>					<b>0</b>
206	<b>TOTAL EXPENDITURE</b>	<b>180,000</b>	<b>77,717</b>	<b>43.2%</b>	<b>58.1%</b>	<b>94,462</b>	<b>162,544</b>
207	Agency Fund (76)						
208							
209	<b>REVENUE:</b>						
210	<b>Agent Services</b>	<b>125,000</b>	<b>3,951</b>	<b>3.2%</b>	<b>100.0%</b>	<b>19,400</b>	<b>19,400</b>
211	<b>State</b>	<b>5,000</b>	<b>4,360</b>			<b>0</b>	<b>0</b>
212	<b>Federal</b>	<b>0</b>					<b>0</b>
213	<b>Other</b>	<b>7,000</b>	<b>0</b>	<b>0.0%</b>	<b>99.8%</b>	<b>14,346</b>	<b>14,372</b>
214	<b>TOTAL REVENUE/BB</b>						
215	<b>AGENCY FUND</b>	<b>137,000</b>	<b>8,311</b>	<b>6.1%</b>	<b>99.9%</b>	<b>33,746</b>	<b>33,772</b>
216	<b>EXPENDITURE:</b>						
217	<b>Instruction</b>	<b>0</b>	<b>6,165</b>			<b>2,686</b>	<b>4,150</b>
218	<b>NUCC</b>	<b>125,000</b>	<b>8,180</b>	<b>6.5%</b>	<b>74.2%</b>	<b>23,398</b>	<b>31,538</b>
219	<b>Other</b>	<b>7,000</b>	<b>2,326</b>	<b>33.2%</b>	<b>66.9%</b>	<b>2,735</b>	<b>4,089</b>
220	<b>Changes/Desg Fund Bal</b>	<b>5,000</b>					<b>0</b>
221	<b>TOTAL EXPENDITURES</b>						
222	<b>AGENCY FUND</b>	<b>137,000</b>	<b>16,671</b>	<b>12.2%</b>	<b>72.5%</b>	<b>28,819</b>	<b>39,777</b>
223							
224							
225			<b>SUMMARY</b>			<b>SUMMARY</b>	
226							
227	<b>GRAND TOTAL FUNDS AVAILABLE</b>						
228	<b>ALL FUNDS</b>	<b>144,378,869</b>	<b>119,359,911</b>	<b>82.7%</b>	<b>79.3%</b>	<b>99,776,344</b>	<b>125,777,228</b>
229	<b>GRAND TOTAL EXPENDITURE</b>						
230	<b>ALL FUNDS</b>	<b>132,965,478</b>	<b>107,288,685</b>	<b>80.7%</b>	<b>78.6%</b>	<b>96,306,272</b>	<b>122,470,810</b>

## POLICY 2195

### Crisis Intervention Team

- A. In the event of a tragic incident such as a death or other traumatic situation affecting the school climate and community, a District Crisis Intervention Team has been established to provide professional assistance to a school community.
- B. The Crisis Intervention Team is a team of professionals trained to develop and implement appropriate guidance and services to students and school personnel when a crisis or tragedy occurs. Under the direction of the Superintendent, the Team Leader is responsible to organize, train, and supervise the Crisis Intervention Team.
- C. The building principal, in consultation with the Team Leader will determine when the services of the Intervention Team are needed in a school.
- D. The Crisis Intervention Team will coordinate necessary services to calm the emotional climate, identify and intervene in potential problems, and facilitate communication between the school, home and community agencies. Proper and appropriate action will be taken to help prevent a second crisis.
- E. Under the direction of the Crisis Team Leader, an ongoing review of the crisis intervention programs will occur and modification made as necessary. In-service training for team members, administrators, counselors, social workers, psychologists and personnel will occur as needed.

## POLICY 5360

### Suicide Prevention

- A. The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:
1. recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
  2. further recognizes that suicide is a leading cause of death among young people,
  3. has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
  4. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.
- B. Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the district's Child Find obligations.
- C. Definitions
1. At-risk
    - a. A student who is defined as at risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
  2. Crisis Team
    - a. A multidisciplinary team of primarily administrative, emotional and or mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take

the leadership role in developing crisis plans and in ensuring school staff can effectively execute various crisis protocols.

### 3. Mental Health

- a. A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental, emotional and substance use disorders.

### 4. Postvention Suicide

- a. Postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

### 5. Risk Factors for Suicide

- a. Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

### 6. Self-harm

- a. Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

### 7. Suicide Death

- a. Suicide death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

### 8. Suicide attempt

- a. A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

9. Suicidal Behavior

- a. Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

10. Suicide Contagion

- a. The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

11. Suicidal Ideation

- a. Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

D. Scope

1. This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents, and volunteers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

E. Prevention

1. District Policy Implementation

- a. A district-level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district.
- b. Each elementary school principal and secondary principal or designee shall be the school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

2. Staff Professional Development

- a. All licensed staff will receive two hours of professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention once every three years.

3. Youth Suicide Prevention Programming

- a. Developmentally-appropriate, student-centered supports will be provided to students including the importance of safe and healthy choices and coping strategies and help seeking strategies for oneself or others.

4. Publication and Distribution

- a. This policy will be posted on the school website.

F. Assessment and Referral

1. When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers.
  - a. School staff will continuously supervise the student to ensure their safety until a parent, or emergency contact can arrive to get the student.
  - b. The principal will be made aware of the situation as soon as reasonably possible.
  - c. In situations where a student is assessed at risk for suicide or has made a suicide attempt:
    - 1) the student's parent will be informed as soon as practicable by the principal, designee, or mental health professional.
    - 2) If the student has exhibited any kind of suicidal behavior, the parent should be counseled on "means restriction", limiting the child's access to mechanisms for carrying out a suicide attempt.
    - 3) Through discussion with the student, the principal, nurse, or school counselor will assess whether there is a further risk of harm due to parent notification. If the principal, nurse or counselor believes, in their professional capacity, that contacting the parent would endanger the health or well-being of the student, they may delay such contact as appropriate.

- 4) If contact is delayed, the reasons for the delay should be documented.
- a. Staff will ask the student's parent for a signature on a release of information form to discuss the student's health with outside care, if appropriate.

#### G. In-School Suicide Attempts

1. In case of an in-school suicide attempt, the health and safety of the student are paramount. In these situations:
  - a. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
  - b. In situations where a student is assessed at risk for suicide or has made a suicide attempt:
    - 1) the student's parent will be informed as soon as practicable by the principal, designee, or mental health professional.
    - 2) If the student has exhibited any kind of suicidal behavior, the parent should be counseled on "means restriction", limiting the child's access to mechanisms for carrying out a suicide attempt.
    - 3) Through discussion with the student, the principal, nurse, or school counselor will assess whether there is a further risk of harm due to parent notification. If the principal, nurse, or counselor believed, in their professional capacity, that contacting the parent would endanger the health or well-being of the student, they may delay such contact as appropriate.
    - 4) If contact is delayed, the reasons for the delay should be documented.
  - c. School staff will supervise the student to ensure their safety until a parent or another emergency contact arrives.
  - d. Staff will move all other students out of the immediate area as soon as possible.
  - e. If appropriate, staff will immediately request a mental health assessment for the youth by referring the parents to the Bear River Mental Health Department.
  - f. Staff will immediately notify the principal regarding in-school suicide attempts.
  - g. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

## H. Re-Entry Procedure

1. When the school is aware of a student's returning to school after a mental health crisis:
  - a. For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), the principal, or designee will meet with the student's parent, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.
    - 1) A school counselor or nurse will be identified to coordinate with the student, their parent, and any outside mental health care providers.
    - 2) The parent will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
    - 3) The principal, counselor, or other designated staff person will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.

## I. Out of School Suicide Attempts

### 1. Parental Notification and Involvement

- a. If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:
  - 1) Call the police and/or emergency medical services, such as 911
  - 2) Inform the school principal who shall in turn inform the parent as described below.
  - 3) In situations where a student is assessed at risk for suicide or has made a suicide attempt:
    - a) the student's parent will be informed as soon as practicable by the principal, designee, or mental health professional.
    - b) If the student has exhibited any kind of suicidal behavior, the parent should be counseled on "means restriction", limiting the child's access to mechanisms for carrying out a suicide attempt.
    - c) Through discussion with the student, the principal, nurse, or school counselor will assess whether there is a further risk of harm due to a

parent notification. If the principal, nurse, or counselor believes, in their professional capacity, that contacting the parent would endanger the health or well-being of the student, they may delay such contact as appropriate.

- d) If contact is delayed, the reasons for the delay should be documented.
- b. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.
- c. In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Through discussion with the student, the principal, nurse, or school counselor will assess whether there is a further risk of harm due to parent notification. If the principal, nurse or counselor, believes, in their professional capacity, that contacting the parent would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.
- d. School personnel should not make decisions related to emergency placement unless emergency medical care is needed to save a student's life or prevent further serious injury. In all other cases, the decision to transport the student to the hospital must be the responsibility and decision of the parent or other government agency.

## J. Postvention

### 1. Development and Implementation of an Action Plan

- a. The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:
  - 1) Verify the death
    - a) The principal or designee will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent, or police department. Even when a case is perceived as

being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

2) Assess the Situation

- a) The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

3) Share Information

- a) Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents with an acknowledgment that its cause is unknown. Inform the faculty that sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent) to send home with students that include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

4) Avoid Suicide Contagion

- a) It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

5) Initiate Support Services

- a) Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

6) Memorial Plans

- a) The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. See [Policy 5045 Student Memorials](#).

7) External Communication

- a) The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
  - i. Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
  - ii. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
  - iii. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. The media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

## POLICY 1200

### School Attorney

- A. The Board recognizes that the increasing complexity of school district operations requires advice and counsel from professional legal services. Therefore, it shall contract for services by attorneys or law firms as required.
- B. A decision to seek legal advice or assistance in behalf of the school district shall be made by the Superintendent or by persons specifically authorized by the Superintendent. Such action shall occur as it is consistent with approved district policy or standard practice and meets the needs of the district. It may also be required as a consequence of formal School Board direction.
- C. Many issues in the District that require legal assistance are considered routine and not require specific Board approval or prior notice. When situations arise requiring increased services and action, the Board directs the administration to advise it and to seek qualified legal representation.

## POLICY 1222

### Naming of Facilities

- A. The Board of Education reserves the right and accepts the responsibility to name all new buildings and to rename existing buildings as they deem necessary. The name for any new facility or the renaming of any existing facility must be approved by the Board of Education by a majority vote.
- B. Gifts valued at \$1,000,000 or more and constitute 20% or more of the total value of a new school may be recognized by naming the school for the donor or the donor's designee under the following conditions:
1. The donor is the largest single contributor to the project.
  2. The Board has not already committed to name the school for a previously qualifying donor.
  3. The person for whom the school is named is a well-respected individual whose name will lend dignity and status to the school or facility.
  4. The name will not cause confusion because the name is similar to another previously named school in the District.
- C. Gifts valued at \$250,000 or more and constitute more than 20% of the project which facilitate capital improvements at an existing school or District-owned building or the partial construction of a new section of a new building including auditoriums, field houses, stadiums, media centers, computer labs, science centers, etc., may be recognized naming the improvement for the donor or the donor's designee under the following conditions:
1. The donor is the largest single contributor to the project.
  2. The Board has not already committed to name the school for a previously qualifying donor.
  3. The person for whom the school is named is a well-respected individual whose name will lend dignity and status to the school or facility.
  4. The name will not cause confusion because the name is similar to another previously named school in the District.

- D. Gifts valued at \$25,000 - \$250,000 toward capital improvements may be recognized with plaques or other appropriate memorials at the location where the gift is used.
1. The gift must make a significant difference to the educational system.
  2. The gift must help achieve a goal established by the school or other educational entity.

POLICY 1230  
School Year Calendar

- A. The annual school calendar will be adopted by the Board of Education prior to the closing of school in the year preceding the one for which the calendar is drawn. Appropriate input from staff, parents, and other groups will be considered in preparation of the calendar.

## POLICY 1240

### Emergency Closing of Schools

- A. The superintendent is authorized to close schools in event of hazardous weather or other emergencies, which threaten the safety of students, school staff members, or school property.
- B. Emergency closures of schools must be compatible with [Utah Admin. Rule R277-419-4](#). Minimum required number of days and instructional hours must be preserved or made up prior to the close of school for the current school year.

## Policy 1250

### Professional Learning Communities

- A. The Superintendent and district administrators will ensure that all of the schools in the district function as professional learning communities. Professional learning communities are defined as educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.
1. The Board, district, and school administrators will ensure that time is available, within the contract, for educators to meet together regularly in collaborative teams.
  2. District/school administrators will ensure this time is reserved for activities directly related to the process of collective inquiry and action research to achieve better achievement results for our students.
  3. Collaborative teacher teams will work to help each other focus on the following four questions:
    - a. What is it that our students are expected to know and do?
    - b. How will we know if they know and can do what is expected?
    - c. How will we respond if they don't know and can't do what is expected?
    - d. How will we respond if they already know and can do it?
  4. District and school administrators will ensure that ongoing training and professional learning opportunities are provided to ensure that all Box Elder School District educators are proficient in the philosophies and practices related to professional learning communities/collaborative teacher teams.

## POLICY 4075

### Earning Credit

- A. All students awarded a high school diploma from Box Elder School District schools must complete all credit requirements listed in [Policy 4060 High School Graduation Requirements](#). Units of credit shall be awarded to students and be recorded on student transcripts for satisfaction of district-approved graduation requirements.
- B. Schools shall accept credits and grades awarded to students from schools or providers accredited by the AdvancED or approved by the Utah State Board of Education without altering the grade awarded or the graduation course requirement filled. However, some equating of the amount of credit earned will take place based on variations in school schedules.
- C. School policies may establish reasonable timelines and may require adequate and timely documentation of authenticity of credits and grades submitted.
- D. Students may earn credit from non-accredited sources in the following ways ([Utah Admin. Rules R277-705-3](#)):
  - 1. Satisfaction of coursework by demonstrated competency, as evaluated at the District or school level;
  - 2. Assessment, as proctored and determined by the District or school;
  - 3. Review of student work or projects by school or District administrators; and
  - 4. Satisfaction of electronic or correspondence coursework, as approved at the school or District level.
- E. Prior to reviewing student home school competency work, testing, or materials, the District requires compliance with the home school application process as outlined in [Policy 5031 Attendance – Exemption from Compulsory Attendance](#).
- F. College credit for college course work that is posted to an official transcript will be accepted for high school credit using the formula below. Only credit from colleges and universities accredited through the Northwest Commission on Colleges and Universities (or the region affiliate) will be accepted. College CLEP credit may also be considered for high school credit if it is posted to an official, accredited college transcript. Requests and approval for college credit to be accepted as high school credit must be made

during the CCRP process and must meet graduation credit deadlines. Advanced Placement testing credit will not be posted to a high school transcript.

<u>High School Credit</u>	<u>University Semester Hours</u>
.25	1
.50	2
1.0	3
1.25	4
1.50	5

1. Students enrolled in concurrent enrollment courses will have the option to complete the course for both college and high school credit or to complete the course for high school credit only.
  2. If enrolling for college credit, concurrent enrollment will begin a student's college experience and a permanent college transcript. University add/drop procedures may differ from high school requirements and must be adhered to closely after enrollment in the course. Failure to do so may negatively impact a student's permanent college transcript and academic standing.
  3. Students completing the concurrent enrollment course for college credit will receive high school credit following the university credit formula above (example: 1 high school credit for 3 university semester hours.)
  4. Students who do not enroll in the college credit option or who drop the College enrollment during the trimester will receive .5 of high school credit for each trimester of the class.
- G. Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications: 1) are consistent with the student's IEP or CCRP or both; 2) are maintained in the student's file and include the parent's signature and 3) maintain the integrity and rigor expected for high school graduation, as determined by the Board.
- H. Students will be required to earn citizenship credit for each class in which they are registered. The school administration may also issue citizenship grades for students who are released to attend other programs and for time on campus before and after school as well as regular school activities. If a student receives a "U" or unsatisfactory citizenship grade for any class or activity, the citizenship credit must be made up prior to the student's participation in the commencement exercise. Schools will develop and publicize their citizenship credit policy and remediation procedures in their respective student handbooks.

- I. School and District policies for participation in extracurricular activities, awards, recognitions, and enhanced diplomas may be determined locally consistent with State Law and Utah Board of Education Rule.
- J. The District or school has the final decision-making authority for the awarding of credit and grades from non-accredited sources consistent with state law due process, and Utah State Board of Education Rule.

## POLICY 5045

### Student and Staff Memorials

- A. Box Elder School District recognizes the need to appropriately recognize students and employees who die during their association with the District. This Policy outlines how that association will be recognized at the school site.
1. Memorial plaques, mock headstones, etc. are not to be placed on school property. All plants are placed on school property by the District and should not be associated directly with an individual.
  2. Memorials by school sponsored groups, during school sponsored activities, or during a school day, are not permitted.
  3. Families and friends wishing to recognize an individual are encouraged to establish scholarships or make other donations that benefit the education of students.
  4. School yearbooks may contain a memorial page designed to honor/memorialize all deceased individuals who have died during the current school year.
    - a. All pictures and information on the memorial page will be similar to pictures and information for other individuals. Pictures may be identified with "Class of \_ \_ \_ \_".
    - b. The memorial page must not glorify or glamorize death or mention the date and/or cause of death.
    - c. Other than individual pictures and information, this page should contain only generic pictures, appropriate graphics and verse, and not single out an individual student, particular religion, or belief.

## POLICY 5200

### Student Dress, Appearance and Personal Hygiene Standards

- A. Student dress, grooming and personal hygiene are primarily the responsibility of the student and parent. Parents are encouraged to make sure that students are properly dressed; groomed and observe basic hygiene to protect health, safety and modesty.
- B. Extremes of dress, grooming and appearance which tend to detract from the learning environment, or cause hazards to student's safety, or health shall not be permitted.
- C. The principal of each school, in cooperation with parents, shall set and enforce dress and grooming standards.
- D. Any deviation to this policy for special activities shall be approved in advance by the principal.

## POLICY 5210

### Protection of Students Against Exploitation

- A. Students attending schools within the District shall be protected against exploitation or unwarranted subjection to outside influences which vie for their time, energies and money.
- B. All contests in the school must be related to, or arising from the curriculum. Agencies or individuals desiring to sponsor contests of any nature must submit their requests in writing to the superintendent of schools. Included in the request must be the purpose, rules, regulations, prizes and all pertinent information regarding the background and function of the contest. Approved contests will be given to the principals.
- C. The collection of money for outside agencies may be carried on in the schools where collection is made through individual student's voluntary participation. Individual students cannot be recognized or rewarded for participation in money collection activities. Schools may make contributions by check from funds established for that purpose, when the principal deems the program to be of sufficient importance to warrant such a contribution. Refer to [Policy 5310 Fund Raising](#) for additional guidelines on fund raising.
- D. No student will be subject to carrying notices, circulars, samples or any like material home, except that which is sponsored by the Parent Teacher Association, the Board of Education, local governmental entities, or the officials of county, city, or state government in emergency cases. With the permission of the Superintendent, other organizations may leave notices, posters, circulars, etc. in the foyer or office of schools for students to voluntarily take. Materials may not contain any reference to the school or District that may be interpreted as an endorsement. Qualifying organizations will be encouraged to utilize the electronic posting service provided by the district.
- E. Non-school groups may not solicit membership among students within the school buildings, on the school grounds, on school buses or at any school related function.

## POLICY 5240

### Appeals of Student Government Organizations

- A. The student government organization in each secondary school can present written recommendations to the building principal regarding matters of student concern or interest under established procedures. The principal shall then consider the recommendation then render a written decision within five school days after presentation.
- B. Following review and decision by the building principal, the student government organization reserves the right, within ten school days, to appeal in writing, the decision of the building principal to the superintendent of schools. This appeal may be made if the original request had district implications and must be resolved beyond the building level.
- C. The superintendent will hold a hearing with representatives designated by the student government organization and render a written decision within ten school days of receipt of written appeal.
- D. The student government organization reserves the right, within ten school days, to appeal in writing, the decision of the superintendent of schools to the Board of Education. This appeal may be made if the superintendent does not approve the request or if the superintendent indicates that the matter involves district policy which can only be approved by the Board of Education.
- E. Appeals to the Board of Education will be submitted in writing to the superintendent's office for distribution to the Board, and notification will be sent by the superintendent to all interested parties indicating that said appeal might result in a change in policy, after consultation with the principal. Written decision will then be made by the Board of Education within thirty school days, during which time all groups notified will have an opportunity to react.

## POLICY 5250

### Student Speech/Publications Prior Review

- A. The district's professional employees shall exercise editorial control over style and content of student speech in school-sponsored expressive activities. Inclusion of student material in school sponsored activities shall not be the basis of a grade.
- B. The district may refuse to disseminate or sponsor student speech that:
  - 1. Might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order.
  - 2. Is inappropriate for the level of maturity of the readers.
  - 3. Does not meet the standards of the professional employees who supervise the production of the publication.
  - 4. Associates the school with any position other than neutrality on matters of political controversy.
- C. Students who have a complaint regarding a decision about the content or style of school's sponsored publication shall present that complaint in accordance with Board [Policy 5350 Student Complaints - Resolution](#).
- D. All written material over which the district does not exercise control that is intended for distribution to students shall be submitted for prior review according to the following procedures:
  - 1. Material shall be submitted to the building principal for review.
  - 2. The principal shall approve or disapprove submitted material within 3 days of the time the material is received. Failure to act within the 3-day period shall be interpreted as disapproval.
  - 3. Disapproval may be appealed to the superintendent who shall decide the appeal within three days of receipt of the appeal. Failure of the superintendent to act within the three-day period shall be interpreted as disapproval.
  - 4. Disapproval of a request to distribute material may be appealed to the Board.

- E. Distribution of written materials over which the district does not exercise control may be restricted, in accordance with the following guidelines:
- F. Content of the non-school sponsored materials to be distributed must conform to the following standards:
1. Materials that are obscene or sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.
  2. Material may not be forbidden if the portions or specific language objected to may also be found in material that is made available to students through school facilities, i.e., the school library or readings assigned by teachers.
  3. Libelous material may be prohibited from distribution. Libelous material includes defamatory falsehoods and public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard for truth.
  4. Publications that criticize board members or school officials or advocate violation of school rules may be prohibited if it appears likely that the publication of this material will substantially interfere with or disrupt the operations of the school. "Bare allegations" of disruption or unsubstantiated speculation as to what "might" happen or "could result" are not sufficient to support a reasonable forecast of disruption of the normal operations of the school. Material that is merely offensive or unpopular, or that stimulates controversy, shall not be restricted or forbidden.
  5. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.
  6. Hate literature that scurrilously attacks, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence may be banned if it falls within the disruption standard described at item 4 above.
- G. Distribution may be limited in order to prevent material and substantial interference with normal school operations in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution. "Bare allegations" of disruption or unsubstantiated speculation as to what "might" happen or "could result" are not sufficient to support a reasonable forecast of disruption of the normal operations of the school. Moreover, material that is merely offensive or unpopular, or that stimulates controversy, shall not be restricted or forbidden.

## POLICY 5285

### Detention of Students After School Hours

- A. Students in grades K through 6 may be detained in school after regular school hours in the event the responsible school administrator determines that such action is justified in disciplining the student. No student may be detained after regular school hours until his or her parent has received prior notice of the detention to take place on a particular school day.
- B. The above notice provided under this policy need not be completed prior to detention of the student if detention is necessary for the student's health or safety.

## POLICY 5294

### Student Discipline - Searches

- A. Students shall be free from unreasonable search and seizure by school officials. School officials may search a student or a student's property with reasonable suspicion, or with the student's consent.
- B. Students do not have an expectation of privacy or exclusive control of areas such as lockers, which are owned and jointly controlled by the district. These areas may be searched with or without reasonable suspicion.
- C. Searches of student's outer clothing and pockets may be conducted if reasonable suspicion exists.
- D. Highly intrusive invasions of a student's privacy, such as searches of the student's person, shall be conducted only if reasonable suspicion exists to believe that the student possesses contraband or dangerous weapons, or material.
- E. If law enforcement authorities are involved in the search, the search shall be conducted under criminal law standards rather than under the provisions of this policy.
- F. If the district does not have reasonable suspicion to search a student or his property, the district may search with the student's free and voluntary consent. However, consent obtained through threat of contacting the police authorities is not considered to be freely and voluntarily given.

## POLICY 5306

### Children's Internet Protection Act

- A. Box Elder School District will do the following to protect students/staff from the offensive content and other dangers that are available over the Internet:
1. Ensure that technology protection measures are in place and used for all student and staff Internet access.
  2. To the extent that technology will allow, track Internet usage for students and staff.
  3. Ensure that Internet Safety Training for Students addresses:
    - a. Appropriate online behavior
    - b. Cyber bullying awareness and response
    - c. Social networking sites
    - d. Chat rooms
    - e. Protecting personally identifiable information
  4. Train staff regarding the [Family Educational Rights and Privacy Act \(FERPA\)](#) so that personally identifiable information of students is properly safeguarded.

## POLICY 5330

### Academic Eligibility

- A. Students who maintain a minimum grade point average of 2.0 (C) and meet all requirements of the [Utah High School Activities Association](#) (UHSAA), at the school they attend, will be eligible to represent their school in any activity within the jurisdiction of the UHSAA. (See [UHSAA Bylaws](#) and [Utah Admin. Rules 227-438](#) for additional information concerning student eligibility.)
- B. The principal of each school will establish an Appeals Committee. Students who do not meet the 2.0 (C) GPA requirement and feel they have extenuating circumstances, such as: extended illness, low achievement ability, etc., may appeal to the Appeals Committee. Any student appeal will follow the procedure and incorporate the steps outlined in [Policy 5350 Student Complaints - Resolution](#).
- C. Organizations within schools may establish academic eligibility standards. Prior approval by the building principal and appropriate notification is required before implementation of new standards. Organizations may establish academic and other standards higher than those established by the UHSAA.
- D. Employees who sponsor/coach/advise activities are encouraged to design programs to encourage student academic achievement and limit extracurricular participation of students who are not doing well academically.

## POLICY 5370

### Student Handbooks

#### A. All Students

1. All schools are directed to develop, publish, and distribute Student Handbooks. Handbooks can be published hard copy or digitally.
2. All student handbooks must be approved by the Board of Education prior to being distributed to students.
  - a. Changes in student handbooks must be approved annually by the Board.
  - b. Schools are encouraged to work cooperatively with PTAs and other organizations in developing, publishing, and distributing student handbooks. However, school-building administrators are responsible for student handbooks.
3. Student handbooks must contain, or make reference to the following Board Policies:
  - a. [Policy 4090 Student Progress Reporting](#)
  - b. [Policy 5005 Safe Schools](#)
  - c. [Policy 5290 Student Discipline – Drugs/Alcohol/Tobacco](#)
4. In grades K-5, handbooks may contain class lists. However, no identifying information (age, telephone number, address, parent's names, etc.) other than the students' names may be included.
  - a. If PTAs or other organizations wish to publish student directories with additional identifying information, they may do so independent of the school and must obtain the information, and permission to publish the information, from parents.
5. In grades 6-12, handbooks may contain student lists by grade level and student telephone numbers if permission has been received. However, no additional identifying information (age, address, parent's names, etc.) may be included.
  - a. If PTAs or other organizations wish to publish student directories with additional identifying information, they may do so independent of the school and must obtain the information, and permission to publish the information, from parents.

## Policy 6020

### Relations with Parent/Community Groups

- A. For purposes of this policy, all student booster groups, parent booster groups or other community groups whose aims or goals include in part to further the goals of the school district shall be referred to as "Community Support Groups."
- B. In the absence of a specific written authorization by the superintendent, no community support organization is authorized to act on behalf or represent the school district. All activities of Community Support Groups, unless otherwise specifically authorized and recognized in writing, do not act for or on behalf of the school district and any implication of actual or apparent agency of such Community Support Groups to act on behalf of the school district is hereby negated and specifically rejected.
- C. In addition, no organization shall be entitled to use any school district or individual school insignia, designation, or name without the express written permission of the school district. All written material listing or using, in any representative capacity, a school district or individual school name, must also contain a disclosure that the association or entity does not act on behalf of the school district or school unless express written permission has been granted by the school district to do so.
- D. An individual volunteer worker who has been retained by a Community Support Group does not have any authority to bind the school district or to represent or act on behalf of the school district unless otherwise specifically indicated in writing by the Superintendent of the school district.
- E. No individual, corporation or association or other entity shall be covered under the school district's insurance policies and/or State Risk Management policies unless State Risk Management has specifically undertaken responsibility for such activities. All persons who are solicited and undertake to perform services at the request of a Community Support Group should look solely to that Community Support Group for any insurance coverage or coverage of risks.
- F. In the event a volunteer of a Community Support Group undertakes to perform services on behalf of the school district at the request of the Community Support Group, such volunteer shall report all discipline problems to the school district for oversight and correction.
- G. A Community Support Group may use the school facilities under the same circumstances and conditions as identified in [Policy 2160 Building & Grounds Rental](#)

Policy 6020  
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[and Supervision Permit and Use Agreement](#). However, the school district may, within its discretion, waive fees for use of the school building by such Community Support Group.

## Policy 6030

### Relations with Law Enforcement Agencies

- A. School officials are encouraged to cooperate with law enforcement agencies. In all such cooperative activities, the rights of students and parents must be protected and the actions must be in harmony with the Constitution of the United States, the Laws of the State of Utah and the educational needs of students. Prior to contacting a student(s), who is in attendance at a District school, law enforcement officers will check with the principal or principal's designee.
- B. Interviews and Interrogations
1. Interviews and interrogations will be permitted by properly identified law enforcement officers from federal agencies, Utah State agencies and Box Elder County Agencies, including the Utah State Division of Family Services and city police. All other agencies, such as law officers from another state, private investigators, etc., MUST work through the local law enforcement agency. NO exceptions are to be made to that policy.
  2. Whenever school or District administrators allow students to be questioned by law enforcement or Division of Child & Family Services (DCFS) personnel, administrators shall officially release the student(s) to law enforcement or DCFS personnel and inform them that it is the responsibility of the law enforcement officer or DCFS staff to inform parents of the questioning, as appropriate.
  3. In cases of investigations of child abuse, school personnel are not entitled to be present with the investigators from Child Protective Services. School personnel shall verify the identification of the investigators.
  4. In any case where the law enforcement officer(s) request to remove the student from school premises, parents must be notified prior to such action, unless the student is arrested or placed under custody of the state.
- C. Arrest
1. Custody and/or arrest may be effected by a law enforcement officer after he/she has shown proper identification and credentials.

## POLICY 2250

### Homemade Food

#### A. Definitions

1. "Homemade food" means it is made or prepared at home, locally, or by the maker's own efforts (especially of cakes, jam, and other foods).
  - a. Made in one's own country; domestic.
  - b. Made, contrived, or assembled by oneself; not professionally made or done.
2. "Cottage foods" means foods that are made in a person's home or other designated location and sold directly to a consumer.
3. "Operator" refers to the party who is preparing the homemade food.
4. "Cross-contamination" means the process by which microorganisms are unintentionally transferred with harmful effect to food or food contact surfaces from other food, as referenced in [Utah Admin. Rules R392-103-3](#).

#### B. Standards

1. Food in the school setting is typically a function of the Nutrition Services.
2. Homemade foods are not allowed in schools per the safety of students.
  - a. Home kitchens are not inspected locations by the Bear River Health Department.
  - b. There is an increased risk of food-borne illness if the foods are not prepared according to FDA regulations.
  - c. Food prepared outside of the school kitchen has increased risk of external allergens (especially from household pets, cross-contact, cross-contamination).
    - 1) A tiny amount of cross-contact, cross-contamination, and contact with household pet hair can cause reactions in students with respective allergies.

#### C. Cottage Food Establishment

1. Some home kitchens have a cottage kitchen license obtained through the Utah Department of Agriculture and Food (UDAF) for the authorization to prepare specific kinds of foods.
  - a. Exceptions to the standards on homemade foods can be made in the event the operator has a cottage kitchen license/permit and approval from Box Elder School District has been granted.
  - b. In the situation an exception is provided, the operator must include proof of their permit in order to share the homemade goods.
2. The operator must be compliant with the production requirements as outlined in Inspection and Regulation of Cottage Food Production Operations – [Utah Admin. Rules R70-560-4](#).
  - a. Compliance Procedures are outlined in [Utah Admin. Rules R70-201](#).
3. When food includes fruits or vegetables grown by the operator of a cottage food production operation, the operator must have a current private pesticide applicator certification issued by the Utah Department of Agriculture and Food as cited in [Utah Code 4-14](#).

#### D. Management Responsibilities

1. Any food that is provided under authorized exceptions and paired with a cottage food license, are to include nutritional information that is made available for families.
  - a. This will include carbohydrate counts (essential for individuals with diabetes) as well as an ingredient list (essential for individuals with allergies).
2. Outside treats provided for special occasions should be brought to school in a sealed package and labeled with nutritional information.
3. It is to be understood that there can be a risk of cross-contamination even in the event the parents provide a list of ingredients.

#### E. Extracurricular Groups

1. Food provided to extracurricular groups (i.e., spaghetti dinners before a game) is general provided by private groups (i.e. parents) and is therefore not under the jurisdiction of the Health Department. However, because it is tied to a school group, it is recommended (but not required) that catered meals and/or commercially prepared pre-packaged food be served and that the standards listed above be followed.

## POLICY 3087

### Personal Protective Equipment Science Laboratory Safety

- A. The Board has determined that employees of the District must take accountability for assessing workplace hazards and wearing personal protective equipment (PPE).
- B. Each employee who works in any area of a District building or on District property that is around or uses electric or power operating equipment or chemicals of any nature shall:
  - 1. Assess the dangers and hazards present in the working environment;
  - 2. Submit a written assessment of the dangers and a plan as to safety precautions and to specify the PPE that will be worn whenever the chemicals are deployed or the power equipment is used.
- C. As a part of orientation of employees who encounter hazards in the workplace, the head custodian of each school shall train employees in the following:
  - 1. When PPE is necessary;
  - 2. What PPE is necessary;
  - 3. How to properly put on, wear, take off, and adjust the PPE;
  - 4. The limitations of the PPE;
  - 5. The proper care, maintenance, useful life, and disposal of the PPE.
- D. Employees must wear eye or face protection when they would otherwise be exposed to eye or face hazards from flying particles, molten metal or welding sparks, liquid chemicals, acids or other caustic liquids, chemical gases or vapors, or potentially injurious light radiation. Employees must wear eye protection that provides side protection when there is a hazard from flying objects or splashing liquids. Detachable side pieces are acceptable.
- E. Employees who wear prescription lenses while engaged in operations that involve eye hazards must wear eye protection that incorporates the prescription in its design, or wear eye protection that can be worn over the prescription lenses without disturbing the proper position of the eye protection.

- F. Employees must wear head protection when working in areas where there is a potential for injury to the head from falling objects. In addition, head protection must be worn near exposed electrical conductors which could contact the head.
- G. Employees must wear foot protection when working in areas where there is a danger of foot injuries due to falling or heavy rolling objects, or objects that may pierce the soles of shoes or where the employees' feet are exposed to electrical hazards.
- H. Employees must use appropriate hand protection when employees' hands are exposed to hazards such as those from skin absorption of harmful substances, severe cuts or lacerations, abrasions, punctures, chemical burns, thermal burns and temperature extremes.
- I. Each employee has the duty upon entering the workplace to examine it carefully to determine if it is safe, to assess dangers, and to determine appropriate measures to be taken to maintain a safe working environment. After such an examination, it is the duty of each employee to make the place, tools, and equipment safe. If the place and equipment cannot be made safe, then the employee must immediately report the unsafe place, tools, equipment or conditions to his or her immediate supervisor.
- J. An employee has a duty to:
  - 1. Comply with all safety rules of the District and all federal and state laws and rules which are applicable to the employment;
  - 2. Use safety devices, products, or tools to enhance general safety requirements that the District identifies to provide employees with a greater level of protection;
  - 3. Be familiar with and comply with proper health and safety practices;
  - 4. Use the required safety devices and proper personal protective equipment provided;
  - 5. Follow all safe work procedures outlined by the District; and
  - 6. Report all accidents to his or her immediate supervisor immediately.
- K. In the event that an employee is injured at District property within the scope of employment, and it is determined that the injury resulted from the employee's neglect of any of the requirements set forth in this policy, the employee will be subject to willful misconduct reduction of 15% pursuant to [Utah Code § 34A-2-302\(3\)\(a\)](#) whenever the injury is caused by the willful failure of the employee to:
  - 1. Use safety devices when provided by the District; or

2. Obey an order or reasonable rule adopted by the District for the safety of the employee.
- L. Disability compensation shall not be paid to any employee when a major contributing cause of the employee's injury is the employee's:
1. Knowing use of a controlled substance for which the employee did not obtain a valid prescription;
  2. Intentional abuse of a controlled substance in excess of amount prescribed or use in an otherwise abusive manner; or
  3. Intoxication with a blood alcohol level of .08 grams or greater as shown by a reliable test.
  4. Disability compensation may be reduced when any of the above are contributing cause of the injury but not the major contributing cause.
- ~~A. Upon employment every secondary science teacher will receive a copy of the Box Elder School District Safety Guidelines Manual.~~
- ~~B. Secondary science teachers will participate in a professional development session focused on laboratory safety at least once each year.~~
- ~~C. Science teachers will conduct an annual inventory of all chemicals on site. A copy of the chemical inventory shall be sent to the local fire department.~~
- ~~D. Science teachers will complete the annual audit of safety procedures from the Office of Risk Management. A copy of the inventory and the audit shall be kept on file in the office at the school site.~~
- ~~E. In the event of an immediate safety issue at the school site, the science teacher shall notify an administrator immediately and follow up with a complete written report. An administrative reply will be sent back addressing the disposition of the safety issue.~~
- ~~F. Secondary science teachers shall make a prioritized list of safety issues to address each school year. Building administrators will review the list and provide feedback at the beginning of the school year. At the end of the school year the administrator shall receive a report about progress toward resolving identified safety concerns.~~
- ~~G. Science teachers at each secondary school shall develop a chemical hygiene plan for their site.~~

- H. ~~Any chemicals used in an elementary classroom that may be harmful in anyway to students must be kept in a secured (locked) location in the building. Elementary teachers shall never conduct science experiments that expose their students to any risk from explosions, chemical spills, hazardous fumes, burns, etc.~~

## POLICY 4033

### Early Learning Plan

#### A. Establishment of Annual Early Learning Plan

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

[Utah Code § 53G-7-218\(1\) to \(3\) \(2020\)](#)

[Utah Admin. Rules R277-406-4\(1\), \(3\) \(July 8, 2020\)](#)

#### B. Early Literacy Plan

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

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

### C. Early Mathematics Plan

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

d. Productive disposition.

[Utah Code § 53E-3-521 \(2020\)](#)

[Utah Admin. Rules R277-406-2\(3\) \(July 8, 2020\)](#)

2. The District's Early Mathematics Plan shall also incorporate the following components:

a. A district growth goal that:

- 1) is based upon student learning gains as measured by the state assessed benchmark assessment; and
- 2) includes the target that is established by the State Superintendent;

b. One District-specific goal that:

- 1) Is measurable;
- 2) addresses current performance gaps in student mathematics proficiency based on data; and
- 3) includes specific strategies for improving outcomes.

[Utah Code § 53G-7-218\(1\)\(b\) \(2020\)](#)

[Utah Admin. Rules R277-406-5\(2\) \(July 8, 2020\)](#)

D. Goal Achievement Reporting

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

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

E. Reporting to the Board

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

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

F. Report Submitted to the State Board of Education

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

[Utah Admin. Rules R277-406-5\(1\) \(July 8, 2020\)](#)

## POLICY 4085

### Students Released to Attend ~~Applied Technology Technical~~ Colleges

- A. ~~Applied Technology Technical~~ Colleges (ATC's) are higher education institutions that provide advanced technical training designed to prepare high school students and adults with entry-level positions in industry. Associate degrees in selected areas will be available that may be transferred to other higher education institutions throughout Utah.
- B. High School students in the Box Elder School District are eligible to enroll in an ATC program under the following conditions:
1. The student is a junior or senior who is enrolled full-time in their respective high school and working toward a high school diploma. The student must be capable of succeeding in an ~~Applied Technology technical~~ center training program and be employable at the completion of the training. Classes at an ATC may be taken in addition to a student's full high school schedule. A student is eligible to enroll in an ATC summer program following the completion of their sophomore year.
  2. ~~Applied Technology Technical~~ Colleges may not accept a high school student without the approval of the student's school district. High school students enrolling at an ATC shall have an ~~applied technology technical~~ goal recorded in their Plan for College and Career Readiness and be accepted into an ATC program where space is available. Pre-requisite courses essential to the chosen program should be taken at the respective high school.
  3. Students of high school age who are not full-time students in their respective high school, ~~who and~~ desire to enroll in an ATC shall have an ~~applied technology technical~~ goal recorded in the Plan for College and Career Readiness and shall pay the required tuition and fees.
  4. High school students attending an ATC will be expected to abide by the policies of the ATC, including the written code of conduct adapted by the ATC Board. Failure to do so will result in referral back to the respective high school.
  5. Each high school, in consultation with counselors, principal, and district administration may set additional guidelines for students who attend an ATC.

## POLICY 5340

### Students Leaving with Adult During School Hours

- A. No person shall be allowed to remove a student from school during the school day unless that person reports first to the principal's designee or the principal at the school's administrative offices, and one of the following circumstances is true:
1. The person positively identifies him or herself as the student's custodial parent, including identification of the person, as well as production of documentation sufficient to establish custodial rights to the child, if circumstances warrant it.
  2. The person is in possession of and produces a validly issued subpoena or court order instructing the school to deliver the student to the person named in it, and the person can positively identify him or herself as the person named to receive the student in the subpoena.
  3. The person is a properly identified law enforcement officer in possession of a validly issued warrant naming the student, and the principal or his designee examines the warrant and is satisfied that the student is properly and sufficiently identified.

## Policy 6010

### Visitors to Schools

- A. Visitors are welcome in Box Elder District schools. The following procedures are for the protection and safety of students.
- B. All school buildings have been designated as modified public forums after school hours. However, during school hours all school buildings are dedicated to the sole and exclusive purpose of providing education to school students attending that school. No person shall have access to the schools unless express permission is granted as provided below.
- C. All parents or other persons having any business to conduct on school property during school hours must check into the school principal's office and obtain express permission from the principal, ~~or~~ other school administrator, ~~or~~ designee to be present on school premises during school hours. In the absence of express permission, all visitors to the school shall be deemed to be trespassers on school property and subject to immediate removal by the school district.

## POLICY 2225

### Traffic Control

- A. The local school administration shall be responsible to handle, or initiate action to handle, any situation that may arise from the operation or parking of vehicles on school property. The following procedures and guidelines shall be followed:
1. The applicable district, state, county, or municipal traffic and parking regulations shall be enforced upon school and district property.
  2. Maximum speed on school and district premises is ten (10) miles per hour.
  3. Vehicular traffic is limited to entering, exiting, and parking. No cruising or loitering will be permitted.
  4. All vehicles are restricted to designated roadways. Motorized vehicles shall not be driven on lawns, paths or other prohibited areas.
  5. No parking shall be allowed in the areas where the curb is designated "NO PARKING," or where such parking would obstruct regular vehicular traffic.
- B. The following rules and regulations relate to the registration, parking, and control of vehicles by high school students:
1. All district traffic and parking regulations and individual school regulations will be distributed to every student and faculty member at or before the beginning of each school year.
    - a. Students are to park in the designated student parking areas and within parking spaces as directed by painted lines and signs.
    - b. Faculty and staff parking shall be designated and students are not to park in these areas.
  2. The school may require students to register with the school all motor vehicles which will be driven or parked on school property.
  3. By registering a vehicle at the local high school the student attests the existence of the following:

- a. A valid Utah Driver's License;
  - b. A parent's permission for the student to bring a vehicle to school;
  - c. An understanding by the parent and student that when any car is on school property, the car may be searched if the school authorities have reasonable cause to suspect that materials that are in violation of the state, county, municipal, or school codes are stored therein, and they further understand that any materials found may be seized and used as evidence in school disciplinary hearings; and
  - d. Auto insurance.
    - 1) ~~Students are to park in the designated student parking areas and within parking spaces as directed by painted lines and signs.~~
    - 2) ~~Faculty and staff parking shall be designated and students are not to park in these areas.~~
- C. All regulatory signs utilized on district or school property shall be placed in conspicuous and appropriate areas of the grounds. All regulatory signs must be approved by the district prior to posting.
- D. These rules and regulations ~~shall~~ can be enforced by the local school administrations and area law enforcement agencies. Enforcement may include, but shall not be limited to, the following: ~~citations~~, towing away at owner's expense, and/or revocation of the privileges to park and drive on school property.
- E. The Board assumes NO responsibility for damage to cars, lost articles, damage to property or injury to persons by the automobile or its driver while on district property.

## POLICY 3021

### Employment: Administrative Personnel

#### A. Administrative Appointment

1. All administrators of the District will be appointed by the Board only upon the recommendation of the Superintendent. Should a person nominated by the Superintendent be rejected by the Board, it shall be the Superintendent's duty to make another nomination.
2. In determining which individual to recommend for an administrative position, the Superintendent will consider the advice of an Administrative Recommendation Committee, which may consist of two board members, one Principal, two teachers and two patrons. Where the administrator will be assigned to work at a specific building, the Superintendent may also consider the advice of the building Principal.

#### B. Criteria

1. Selection shall be based on written criteria which relate to the position requirements. The selection process shall be uniform, with all applicants undergoing the same process. All applicants shall be fully informed of the criteria and procedures associated with the selection process prior to an interview or at the beginning of the interview.

#### C. Certification

1. All personnel selected must be appropriately licensed by the State Board of Education to serve in an administrative position requiring licensure before they can receive any salary from the District.

[Utah Admin. Rules R277-505 \(May 23, 2016\)](#)

2. An administrator who is assigned as a principal, vice principal, or assistant principal must have a current educator license and a school leadership license area of concentration.

[Utah Admin. Rules R277-309-4\(14\) \(March 9, 2020\)](#)

[Utah Admin. Rules R277-305-2\(2\) \(August 19, 2019\)](#)

## POLICY 4170

### Private and Home School Assessments

- A. In accordance with [Utah Rule R277-604](#), private school students and home school students that are Utah residents may apply to be included in statewide assessments, if they so desire.
- B. The Board of Education of Box Elder School District authorizes the Superintendent and District Administration to establish Administrative Regulations consistent with this policy.
- C. The following definitions shall apply under this policy:
1. "Home School Student" means a student who has been excused from compulsory education and for whom documentation has been completed under [53G-6-204](#).
  2. "Private School" means a school that is not a public school but:
    - a. has a current business license through the Utah Department of Commerce;
    - b. is accredited as described in [R277-410](#); and
    - c. has and makes available a written policy for maintaining and securing student records.
  3. "Statewide Assessments" mean:
    - a. the summative adaptive assessment of a student in grades 3 through 8 in basic skills courses (RISE);
    - b. the online writing assessments in grades 5 and 8 (RISE);
    - c. a high school assessment in grades 9 and 10 (Utah Aspire Plus);
    - d. a statewide English Language Proficiency assessment (WIDA ACCESS for ELLs);
    - e. the college readiness assessment in grade 11 (ACT); and
    - f. the benchmark assessment of a student in grades 1 through 3 to measure reading competence (Acadience Reading);

- g. The benchmark assessment of a student in grades 1 through 3 to measure math competence (test not yet selected).

D. Statewide Assessment Participation for Private Schools or Private School Students

1. Private schools (or private school students) that are interested in participating in statewide assessments must participate, at the school district's discretion, in the public school district where the private school is located.
2. A private school may request the following from the school district in which it is located:
  - a. an annual schedule of statewide assessment dates
  - b. the location at which private schools may be tested; and
  - c. written policies for private school student participation.
3. Private school students who are not Utah residents may participate in statewide assessments only by payment in advance by either the private school or the student of the full cost of individual assessment including the cost of materials, proctoring, scoring, reporting, and State-related costs.
  - a. The District shall provide an explanation of reasonable costs.
4. The District shall provide notice to private school administrators of any required private school administrator participation in monitoring or proctoring of tests.
5. A private school student or school administrator shall adhere to the following requirements to participate in statewide testing within the district:
  - a. A private school student or school administrator shall request participation at least thirty (30) days prior to the enrollment/rostering deadline and at least thirty (30) days prior to the beginning of the assessment window.
  - b. The Assessment Department shall respond to the request in a timely manner. If the request is approved, the response shall include:
    - 1) the location(s) and time(s) for the assessment,
    - 2) assessment rules, including identification and proof of residency,

- 3) reasonable timelines regarding participation in statewide assessments and associated communications and information requests,
  - 4) fees, which must be paid prior to the day of the assessment,
  - 5) a list of implements or materials which the student may or may not bring to the assessment,
  - 6) the minimum required information needed to roster the student for assessment participation,
  - 7) required participation of school administrator proctoring if necessary, and
  - 8) any other information deemed relevant by the Assessment Department.
- c. The Assessment Department shall determine the location within the District at which the student may take assessments. Participation will be determined after currently enrolled public school students have been accommodated.
- d. In the event that a private school student has an IEP or 504 accommodations in place, it is the responsibility of the private school student/parent or school administrator to indicate such with the initial request. Any costs associated with providing the accommodations will be included in the Assessment Department's initial response to the request to test.
6. Assessment results will be delivered electronically to the email address of the student's parent and/or private school administrator. Once delivery is confirmed, retention of the record of the student's assessment results becomes the responsibility of the parent and/or private school.

#### E. Statewide Assessment Participation of Home School Students

1. A home school student who desires to participate in statewide assessment must participate in the public school district in which the home school student's parent resides.
2. A home school student or parent may request the following from the school district in which it is located:
  - a. an annual schedule of statewide assessment dates
  - b. the locations at which home school students may be tested; and

- c. written policies for home school student participation.
3. The District shall not require a home school student to pay a fee that is not charged to traditional students.
4. The District shall provide notice to home school students or parents of any required parent or adult participation in monitoring or proctoring of tests.
5. A home school student or parent shall adhere to the following requirements to participate in statewide testing within the district:
  - a. A home school student or parent shall request participation at least thirty (30) days prior to the enrollment/rostering deadline and at least thirty (30) days prior to the beginning of the assessment window.
  - b. The Assessment Department shall respond to the request in a timely manner. If the request is approved, the response shall include:
    - 1) the location(s) and time(s) for the assessment,
    - 2) assessment rules, including identification and proof of residency,
    - 3) reasonable timelines regarding participation in statewide assessments and associated communications and information requests,
    - 4) a list of implements or materials which the student may or may not bring to the assessment,
    - 5) the minimum required information needed to roster the student for assessment participation,
    - 6) required participation of parent proctoring if necessary, and
    - 7) any other information deemed relevant by the Assessment Department.
  - c. The Assessment Department shall determine the location within the District at which the student may take assessments. Participation will be determined after currently enrolled public school students have been accommodated.
  - d. In the event that a home school student has an IEP or 504 accommodations in place, it is the responsibility of the home school student or parent to indicate such with the initial request.

6. Assessment results will be delivered electronically to the email address of the student's parent. Once delivery is confirmed, retention of the record of the student's assessment results becomes the responsibility of the parent.

## POLICY 5282

### Student Behavior Management

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.

#### A. 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" means the use of seclusionary time out 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.\(3\)\(a\)](#)

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. "Seclusionary Time Out" means the involuntary confinement of a student alone in an enclosed room when a student is prevented from leaving.

[USBE Least Restrictive Behavioral Interventions and Utah Compilation of School Discipline Laws and Regulations](#)  
[Utah Admin. Rules R392-200](#)  
[Utah Admin. Rules R710-4](#)

- a. Seclusionary time out, when used with a student, means all the following conditions are met:
  - 1) The student is placed in a safe enclosed area by school personnel;
  - 2) The student is purposefully isolated from adults and peers;
  - 3) The student is prevented from leaving, or the student reasonable believes that the student will be prevented from leaving, the enclosed area.

B. 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 Seclusionary 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 seclusionary time out.
- b. Physical Restraint and Seclusionary Time Out in Box Elder School District will follow these explicit steps:
  - 1) Physical restraint and seclusionary time out initiation can only be provided by trained faculty and/or staff when student behavior has been deemed a real, immediate, and capable threat to student(s), faculty, and/or staff.
  - 2) Release Criteria: Physical restraint and seclusionary 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.
  - 3) If a public education employee engages in physical restraint of a student or the use of seclusionary time out, the employee shall immediately notify:
    - a) The student's parent; and
    - b) School administration
  - 4) If the student is eligible for special education, the director of special education must be notified as well.
  - 5) In a reasonable amount of time following the use of physical restraint or seclusionary 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.

C. 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 \(2019\)](#)

D. 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 \(2019\)](#)

E. 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 \(2019\)](#)

2. ESI Committee

- a. 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.
- b. 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.
- c. 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. 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 Admin. Rules R277-609-7 \(January 22, 2020\)](#)

[Utah Admin. Rules R277-609-8 \(January 22, 2020\)](#)

#### F. 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. 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.

#### G. 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.

#### H. 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 \(September 21, 2017\)](#)  
[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 \(2018\)](#)

I. 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\(3\)\(k\) \(May 8, 2018\)](#)

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 \(2018\)](#)

J. 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 \(2018\)](#)

K. 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.

L. 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 \(2018\)](#)

M. 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 \(2018\)](#)

## POLICY 5380

### Notification Received from Juvenile Courts

#### A. Superintendent to Notify Principal

1. Within three days of receiving a notification from juvenile court or a law enforcement agency that a student of the district has been taken into custody or adjudicated for a crime of violence, a violent felony as defined by [Utah Code § 76-3-203.5](#), or an offense in violation of Title 76, Chapter 10, Part 5, Weapons, the superintendent shall notify the principal of the school that the juvenile attends or last attended. The superintendent shall inform the principal:
  - a. The name of the student;
  - b. The offense for which the student was taken into custody or adjudicated;
  - c. If available, the name of the victim, if the victim is a student of the school district and:
    - 1) Resides in the same school district as the student; or
    - 2) Attends the same school as the minor.
2. Upon receipt of the information from the superintendent, the principal shall make a notation in a secure file other than the student's permanent file and shall, with the school multidisciplinary team, use the information to assess the level of threat the student poses, including potential for self-harm, suicide ideation, harm to others, or harm to school property. In making this assessment, the principal and multidisciplinary team shall use an evidence-based threat assessment approved by the State Board of Education.

[Utah Code § 78A-6-112\(3\)\(b\) \(2020\)](#)

[Utah Code § 78A-6-117\(1\)\(c\) \(2020\)](#)

[Utah Code § 53G-8-402 \(2020\)](#)

[Utah Code § 53G-8-403 \(2018\)](#)

[Utah Admin. Rules R277-736-3\(1\) to \(3\) \(June 22, 2020\)](#)

#### B. Dissemination of Information to School Staff

1. The principal and multidisciplinary team shall determine, based on the level of threat posed by the student, the appropriate school staff who should receive the

information about the student. In cases where the information demonstrates possible imminent harm to the student or others, the principal may share information as necessary to ensure the safety of the student, the victim, and the school's general population without first consulting with the multidisciplinary team. In determining what information should be shared and which staff members should receive the information, the principal and multidisciplinary team should share only the information and data needed to ensure the safety of the student, the victim, and the school's general population.

Utah Admin. Rules R277-736-3(1), (4), (5) (June 22, 2020)

2. The superintendent, principal, and any other staff member notified by the principal shall not intentionally cause the information to become public knowledge.

C. Action Against Student Based on Information

1. Any action taken against a student based on the information received must be consistent with restorative justice practices.

Utah Admin. Rules R277-736-3(6) (June 22, 2020)



## ***Learning by Doing***

3<sup>rd</sup> Edition

2020 Box Elder Board of Education  
Reading Schedule

### **Board Meeting Date**

### **Reading Assignment**

September 9, 2020

-**About the Authors**  
-**Introduction to the Third Edition**  
-**Chapter #1** A Guide to Action for Professional Learning Communities at Work

October 14, 2020

-**Chapter #2** Defining a Clear and Compelling Purpose

November 11, 2020

-**Chapter #3** Building a Collaborative Culture of a Professional Learning Community

December 9, 2020

-**Chapter #4** Creating a Results Orientation in a Professional Learning Community

January 13, 2021

-**Chapter #5** Establishing a Focus on Learning

February 10, 2021

-**Chapter #6** Creating Team-Developed Common Formative Assessments

March 10, 2021

-**Chapter #7** Responding When Some Students Don't Learn

April 14, 2021

-**Chapter #8** Hiring, Orienting, and Retaining New Staff

May 12, 2021

-**Chapter #9** Addressing Conflict and Celebrating in a Professional Learning Community

June 9, 2021

-**Chapter #10** Implementing the Professional Learning Community Process Districtwide

July 14, 2021

-**Conclusion** The Fierce Urgency of Now

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

The School Board meeting opened with a work session at 5:30 p.m. The following principals reported to the board Jeff Morris, Three Mile Creek Elementary, Mark Johnson, Garland Elementary, Corinne Arehart, McKinley Elementary, Shaylyn Ekins, North Park Elementary, and Randy Rasmussen, Young Intermediate School.

Tentative minutes of a Regular Meeting of the Board of Education, Box Elder School District, held Wednesday evening April 14, 2021 at 6:30 p.m. at the Independent Life Skills Center.

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

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

After the reverence, which was offered by Connie Archibald, Keith Mecham led the audience in the pledge of allegiance to the flag.

**Recognitions**

Tiffani Summers Presented the following recommendations:

Academic All State

Bear River High School:

Boys Cross Country

Jefferson Kowallis  
Joseph Nelson

Girls Cross County

Abigail Rhodes  
Madison White

Girls Soccer:

Morgan Noyes  
Kenya Tomlinson

Football:

Rayden Coombs  
Hayden Lewis  
Braden Munns

Volleyball:

Kortnie Burton

Swim Team:

Jefferson Kowallis  
Madyson Mickelsen  
Carson Noorda

Girls Basketball:

Olivia Taylor

Vocal Music:

Kenya Tomlinson

Drama:

Sky Schuffenhauer

Academic State Championship Teams in 4A:

Girls Basketball Team  
Boys Wrestling Team

Box Elder High School:

Drill:

Bethany Valentine  
Kayla Schaugaard

Boys Swimming:

David Bennion  
Corban Perkins  
Oliver Capener

Girls Swimming:

Anna Rupper  
Lily McClellan  
Valerie Lott

Boys Wrestling:

Carson Lancaster  
Wyatt Romriell

Girls Basketball:

Hannah Dooley  
Kaitlyn Wight

Boys Golf:

Teyen Hollingsworth

Girls Tennis:

June Parry  
Teagan Barber

Girls Soccer:

Isabelle Saunders  
Macie Anderson

Girls Cross Country:

Briann Tomlinson

Volleyball:

Gracie Gunderson  
Kaitlyn Wight  
Kourtney Small  
Sally Owens

Boys Cross Country:

Andrew Grunander  
Carson Johnson

Football:

Carson Lancaster  
Chance Thackeray

Box Elder Wrestling Coach named 5A Coach of the Year:  
Jed Craner

Sterling Scholars

Bear River High School:

Dance - Noelle Meeds  
Mathematics - Nathan Kay  
Visual Arts - Cierra Macfarlane  
Business & Marketing - Jenna Haws (State runner Up - top 10)  
Family & Consumer Science - Dustin Smith  
World Languages - Baile Bjorn  
Instrumental Music - Madyson Mickelsen  
Vocal Performance - Carisa Epling

English - Skyy Schuffenhauer (State Runner Up - top 10)  
Science - Jefferson Kowallis  
Computer Technology - John Coker (Regional Runner Up)  
Speech/Theatre Arts/Forensics - Kolten Cutler (State Runner Up - top 10)

Box Elder High School:

Vocal Performance - Kathryn Brockbank (Regional Finalist)  
Instrumental Music - Noah Case (Regional Finalist)  
Theatre Arts - Makenzie Zundel (Regional Finalist)  
Visual Arts - Hailey Rivers (Regional Finalist)  
English - Rebecca Thornley (BEHS Winner)  
Social Science - Abigail Mason (BEHS Winner)  
Family and Consumer Science - Lindy Jenson (Regional Finalist)  
Computer Technology - Colby Branch (Regional Finalist)  
Skilled and Technical Sciences- Oliver Capener (Regional Finalist)  
Business/Marketing - Andrew Grunander (State Runner Up)  
Math - Tate Adams (BEHS Winner)  
Science - Ben Blaine (BEHS Winner)  
Dance - Kayla Schaugaard (Regional Finalist)

**Approval of Agenda**

Wade Hyde made the motion to approve the agenda. Connie Archibald seconded the motion, which passed unanimously.

**Public Comment**

Lisa Marble spoke to the Board concerning her proposal for the purchase of the Corinne Elementary Building.

**Classified Employee Recognitions**

Susie Scothern - Para - ILSC  
Karen Gibbs - Para - Fielding  
Tanner Chadaz - IT - District Office  
Robert Mattson - Maintenance - District Office  
Kathleen Hess - Child Nutrition - BRMS  
Mary Ewing - Child Nutrition - Lake View  
David Johnston - Bus Driver - Transportation  
Cindy Jensen - Bus Para - Transportation  
Marci Hatch - Secretary - District Office  
Alicia Harris - Counseling Secretary - BEHS

Nursing Department:

Bonnie Young - Nurse - District Office  
Karen Watson - Nurses Secretary - District Office

Hayley Chournos - Nurse - District Office  
Roxanne Christensen - Nurse - District Office  
Diana Whitaker - Nurse - District Office

### **Action Items**

#### **College and Career Readiness Counseling Program (CCRCP)**

Alison Williams, CTE Director recommended the CCRCP for Board approval.

Karen Cronin made the motion to approve the CCRCP as recommended. Bryan Smith seconded the motion which passed unanimously.

#### **Approval of Auditor**

Rod Cook, Business Administrator presented the recommendation to accept the Internal and Independent auditor for approval.

Bryan Smith made the motion to approve the auditors as recommended. Wade Hyde seconded the motion which passed unanimously.

#### **Approval of the Sale of Corinne Building**

Rod Cook, Business Administrator, presented the recommendation for the approval of the sale of the Corinne School.

Nancy Kennedy recused herself from discussion and a vote on the sale citing a sibling relationship with one of the bidders.

Karen Cronin made the motion to table the motion to approve the sale of the Corinne building until next month. Wade Hyde seconded the motion which passed unanimously.

### **Information/Discussion Items**

#### **Construction Report**

Corey Thompson, Director of Facilities, presented the construction report to the Board.

#### **School Lunch Report**

Candice Parr, Child Nutrition Supervisor, reported to the Board concerning the Child Nutrition Department, the Breakfast and Lunch programs.

Energy Conservation Report

Mike Clark, Energy Specialist, presented information on Energy Savings for the school district to the Board.

Monthly Financial Report

Rod Cook, Business Administrator, presented the Monthly Financial Report.

**Policy Review**

No Changes

- Policy 2145 Restrictions on Internet Access
- Policy 2230 Right of Entry
- Policy 2240 School Lunch Program
- Policy 2245 School Lunch – Eligibility Determination for Receiving Reduced Price or Free meals
- Policy 4165 Requests for Charter Schools
- Policy 5020 Out-of-State Students

Connie Archibald made the motion to accept all of the above policies with no changes. Bryan Smith seconded the motion which passed unanimously.

First Reading

- Policy 2225 Traffic Control
- Policy 3021 Employment Administrative Personnel
- Policy 4170 Private and Home School Assessments
- Policy 5282 Student Behavior Management
- Policy 5380 Notification received from Juvenile Courts

Nancy Kennedy made the motion to approve the above policies on first reading. Karen Cronin seconded the motion which passed unanimously.

Second Reading

- Policy 2218 Transportation – District Owned Vehicles
- Policy 5006 Safe Schools – Discipline of Students with Disabilities
- Policy 6060 Conduct on School Premises

Connie Archibald made the motion to approve the above policies on second reading. Wade Hyde seconded the motion which passed unanimously.

## **Board Discussion Items**

Board Graduation Assignments the following will speak at the graduations:

BEHS - Karen Cronin  
BRHS - Connie Archibald  
Sunrise - Wade Hyde

### Sport facility at BEHS

Box Elder High School presented a request to the Board for a sports Fieldhouse for spring sports to be placed on the long-term capital plan.

### Learning by Doing Reading

The board discussed the reading assignment.

## **Consent Calendar**

Karen Cronin moved to accept the consent items. The motion was seconded by Bryan Smith. It passed on a unanimous vote.

The Consent Calendar included the following items:

Approval of the minutes of the working and regular meetings of March 10, 2021.

Approval of claims numbered 36327-36640, 2022821, 5031021, 7033121,8033121,9030521,9031921,9032621,9033121 and the District Foundation and ACH payments as well as School Activity checks for the month of March.

### Personnel Items

As detailed in the agenda.

### Travel Requests

As listed in the agenda.

Bryan Smith made the motion to move into closed session for the purpose of discussing collective bargaining. Wade Hyde seconded the motion. A roll call vote revealed a unanimous vote.

Connie Archibald made the motion to move into open session. Nancy Kennedy seconded the motion. A roll call vote revealed a unanimous vote.

**Adjournment**

Connie Archibald made the motion to adjourn the meeting. Tiffani Summers seconded the motion which passed by unanimous vote.

With the announcement that the next meeting will be held on Wednesday, May 12, 2021 at Alice C Harris Intermediate School, with the Retirement Reception at 6:00 p.m. and regular Board Meeting at 6:30 p.m. President Julie Taylor adjourned the meeting at 9:57 p.m.

APPROVED: \_\_\_\_\_

ATTESTED: \_\_\_\_\_  
School Business Administrator  
Box Elder School District

\_\_\_\_\_  
President, Board of Education

## A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00036641	13.25	04/08/21	1 APRIL NELSON	C
01	00036642	200.00	04/08/21	1 DALLIN OR OAKLEY WHEATLEY	C
01	00036643	165.10	04/08/21	1 KATRINA ORAM	C
01	00036644	61.75	04/08/21	1 NEIL COCHRAN	C
01	00036645	31.60	04/08/21	1 TODD HILL	C
01	00036646	264.46	04/08/21	10260 ADELE C YOUNG INTERM SCH	C
01	00036647	389.00	04/08/21	14010 AED EVERYWHERE	C
01	00036648	747.29	04/08/21	812477 ALSCO/AMERICAN LINEN	C
01	00036649	130.50	04/08/21	38040 AMERICAN SIGN LANGUAGE COMMUNICATION	C
01	00036650	4,478.52	04/08/21	25909 AMERIGAS PROPANE	C
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01	00036652	1,617.20	04/08/21	104132 BEAZER LOCK & KEY	C
01	00036653	258.93	04/08/21	87120 BEEHIVE TELEPHONE CO	C
01	00036654	5,277.84	04/08/21	100913 BORDER STATES INDUSTRIES, INC	C
01	00036655	240.76	04/08/21	104348 BOX ELDER MIDDLE SCHOOL	C
01	00036656	104.28	04/08/21	40410 KAREN BRAITHWAITE	C
01	00036657	713.40	04/08/21	44342 MICHELLE BREIDER	C
01	00036658	48,029.16	04/08/21	108217 BRIGHAM CITY CORPORATION	C
01	00036659	784.26	04/08/21	43907 BRIGHAM GLASS	C
01	00036660	219.24	04/08/21	38997 SABRINA BURMESTER	C
01	00036661	52.20	04/08/21	1295 ELISE BURT	C
01	00036662	111.00	04/08/21	107994 CERTIFIED SHRED	C
01	00036663	1,485.24	04/08/21	53473 CHARLIE'S PRODUCE	C
01	00036664	420.00	04/08/21	19178 CHEAPER THAN SHIRT	C
01	00036665	221.53	04/08/21	104223 CODALE ELECTRIC	C
01	00036666	82.00	04/08/21	156817 CORINNE CITY CORP	C
01	00036667	73.60	04/08/21	109652 DREWES FLORAL & GIFTS	C
01	00036668	360.00	04/08/21	203737 EAST GROUSE CREEK WATER	C
01	00036669	3.91	04/08/21	53783 ALLYSON ELIASON	C
01	00036670	4,237.86	04/08/21	143160 FRONTIER COMMUNICATION	C
01	00036671	614.08	04/08/21	304217 GARLAND CITY	C
01	00036672	61.84	04/08/21	324430 GRAYBAR ELECTRIC COMPANY INC	C
01	00036673	539.98	04/08/21	111431 T DANIELLE HAWKES	C
01	00036674	379.00	04/08/21	4138 HONORS GRADUATION LLC	C
01	00036675	1,595.16	04/08/21	111125 IML SECURITY SUPPLY	C
01	00036676	21,064.28	04/08/21	49026 IVY LANE PEDATRICS	C
01	00036677	11,008.55	04/08/21	100774 JEPPESEN DISTRIBUTING/JEFF JEPPESEN	C
01	00036678	998.41	04/08/21	467700 JOHNSON ELECTRIC MOTORS	C
01	00036679	34.80	04/08/21	21733 HALLIE KUNZLER	C
01	00036680	673.27	04/08/21	94170 KELLY J KUNZLER	C
01	00036681	661.67	04/08/21	107207 RACHEALE KUNZLER	C
01	00036682	2,659.00	04/08/21	111171 LAGOON CORPORATION	C
01	00036683	50.00	04/08/21	55573 LEAD	C
01	00036684	87.22	04/08/21	543168 MADDOX RANCH HOUSE	C
01	00036685	283.00	04/08/21	43982 MIKE MOORE	C
01	00036686	3,926.27	04/08/21	29858 MOUNTAINLAND SUPPLY COMPANY	C
01	00036687	636.84	04/08/21	54330 KALLEE MUNNS	C
01	00036688	4,029.37	04/08/21	111273 NUCO2 LLC	C
01	00036689	140.21	04/08/21	100987 PEARSON EDUCATION CENTER	C
01	00036690	229.00	04/08/21	700077 PERRY CITY	C
01	00036691	81.20	04/08/21	53805 AMY PUGSLEY	C
01	00036692	52.20	04/08/21	53813 QUIRT PUGSLEY	C
01	00036693	475.00	04/08/21	17230 QBS INC	C
01	00036694	1,880.92	04/08/21	732367 RAFT RIVER RURAL	C
01	00036695	81.52	04/08/21	54550 JANNI RICHARDS	C

## A/P Summary Check Register

FPREG01A

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01	00036698	68.49	04/08/21	103604 SCHOLASTIC EDUCATION	C
01	00036699	39.95	04/08/21	110789 SECURE INSTANT PAYMENTS LLC	C
01	00036700	98.16	04/08/21	53929 SARA SHIRK	C
01	00036701	1,037.80	04/08/21	10731 SMITH'S CUSTOMER CHARGES	C
01	00036702	665.15	04/08/21	12793 SONYA SPACKMAN	C
01	00036703	35.95	04/08/21	110914 SUPERIOR WATER AND AIR INC	C
01	00036704	37.12	04/08/21	53791 ELIZABETH TAYLOR	C
01	00036705	143.75	04/08/21	875087 UKON WATER CO	C
01	00036706	85.00	04/08/21	511570 UTAH LABOR COMMISSION DIVISION OF	C
01	00036707	3,159.00	04/08/21	27383 UTAH RESTAURANT ASSOCIATION	C
01	00036708	80,359.62	04/08/21	892916 STATE OF UTAH FUEL NETWORK	C
01	00036709	720.00	04/08/21	102864 WALKER CINEMAS	C
01	00036710	6,441.29	04/08/21	924155 WASTE MGMT OF UTAH INC	C
01	00036711	30.67	04/08/21	110931 WEESE GLASS LLC	C
01	00036712	99.24	04/08/21	12939 EMILIE WESTMORELAND	C
01	00036713	179.50	04/08/21	941217 WILLARD CITY CORP	C
01	00036714	1,650.00	04/08/21	31364 95 PERCENT GROUP	C
01	00036715	1,201.19	04/08/21	112046 ACE HARDWARE - BRIGHAM	C
01	00036716	31,351.91	04/08/21	38032 AMAZON CAPITAL SERVICES INC	C
01	00036717	4,000.00	04/08/21	106497 APPLE STORE	C
01	00036718	711.80	04/08/21	107488 ARCHIBALD & SONS INC	C
01	00036719	63,154.58	04/08/21	110509 AUDIO ENHANCEMENT	C
01	00036720	1,500.00	04/08/21	55581 HOLLY BAILEY	C
01	00036721	1,557.71	04/08/21	113116 BRYSON SALES & SERVICE	C
01	00036722	404.00	04/08/21	25372 CANYON CREEK SOFTWARE	C
01	00036723	300.00	04/08/21	55395 CLASS CREATOR	C
01	00036724	21,386.70	04/08/21	152716 COMMITTEE FOR CHILDREN	C
01	00036725	9,940.22	04/08/21	779 GOVCONNECTION INC	C
01	00036726	703.50	04/08/21	31623 DE MARKETPLACE (IDEA DE SUPPLY)	C
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01	00036729	1,519.43	04/08/21	180241 DEMCO INC	C
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01	00036731	4,155.25	04/08/21	104881 FERGUSON ENTERPRISES INC	C
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01	00036734	450.00	04/08/21	100148 HIGH NOON BOOKS	C
01	00036735	379.00	04/08/21	4138 HONORS GRADUATION LLC	C
01	00036736	10,358.25	04/08/21	386370 HYKO SUPPLY CO	C
01	00036737	12,000.00	04/08/21	111415 IMAGINE LEARNING	C
01	00036738	6,354.02	04/08/21	50270 IMAGING CONCEPTS OF NORTHERN UTAH, LLC	C
01	00036739	672.77	04/08/21	103961 INTERMOUNTAIN WOOD PRODUCTS	C
01	00036740	1,523.28	04/08/21	104384 JOHNSTONE SUPPLY	C
01	00036741	2,164.90	04/08/21	33430 LEADING EDGE LAMINATING	C
01	00036742	205.22	04/08/21	109001 LINCOLN EQUIPMENT INC	C
01	00036743	500.00	04/08/21	576620 M & M TOOL AND MACHINERY	C
01	00036744	58.50	04/08/21	545971 MARC / MID AMERICAN RESEARCH	C
01	00036745	8,467.86	04/08/21	586159 MOUNTAIN STATE TEXTBOOK DEP	C
01	00036746	11,562.36	04/08/21	29858 MOUNTAINLAND SUPPLY COMPANY	C
01	00036747	799.99	04/08/21	590870 MURPHY'S APPLIANCE & TV	C
01	00036748	199.68	04/08/21	32948 N2Y LLC	C
01	00036749	199.86	04/08/21	100359 NASCO MODESTO	C
01	00036750	4,056.30	04/08/21	55387 NATIONAL BUSINESS FURNITURE	C

## A/P Summary Check Register

FPREG01A

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01	00036753	806.95	04/08/21	664141 ORIENTAL TRADING COMPANY INC	C
01	00036754	608.63	04/08/21	699420 PERMA BOUND BOOKS	C
01	00036755	971.03	04/08/21	4987 PICTURELINE INC	C
01	00036756	135.00	04/08/21	111333 PRUFROCK PRESS INC	C
01	00036757	5,162.85	04/08/21	111379 REALITYWORKS	C
01	00036758	900.00	04/08/21	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
01	00036759	358.08	04/08/21	759360 ROTO AIRE	C
01	00036760	762.00	04/08/21	103604 SCHOLASTIC EDUCATION	C
01	00036761	25.00	04/08/21	103604 SCHOLASTIC EDUCATION	C
01	00036762	1,620.41	04/08/21	54313 SCHOOL SPECIALTY, LLC	C
01	00036763	4,234.14	04/08/21	157371 STAPLES	C
01	00036764	2,435.55	04/08/21	5193 STEVE REGAN CO	C
01	00036765	823.86	04/08/21	38601 SUMMIT PARTNERS UTAH LLC	C
01	00036766	215.00	04/08/21	38989 TALES FOR TEACHING LLC	C
01	00036767	693.10	04/08/21	111788 THE LIFEGUARD STORE	C
01	00036768	552.06	04/08/21	49611 THERAPY SHOPPE INC	C
01	00036769	390.00	04/08/21	54879 THOMAS & SONS LLC	C
01	00036770	5,707.97	04/08/21	861085 TV SPECIALISTS INC	C
01	00036771	1,000.50	04/08/21	891133 UTAH/YAMAS CONTROLS INC	C
01	00036772	993.47	04/08/21	16535 VEX ROBOTICS	C
01	00036773	9,476.84	04/08/21	109804 WARD'S NATURAL SCIENCE	C
01	00036774	150.00	04/08/21	924370 WATKINS PRINTING	C
01	00036775	390.05	04/15/21	1 JOHN LOSEE	C
01	00036776	109.97	04/15/21	1 MAEGAN BRANCH	C
01	00036777	3,750.00	04/15/21	109111 GLADYS AGUILERA	C
01	00036778	532.00	04/15/21	4260 BCI / UTAH BUREAU OF CRIMINAL IDENTIF	C
01	00036779	45.00	04/15/21	85556 BEAR RIVER HEALTH DEPARTMENT	C
01	00036780	1,013.33	04/15/21	85738 BEAR RIVER HIGH SCHOOL	C
01	00036781	229.17	04/15/21	102956 BEAR RIVER MENTAL HEALTH	C
01	00036782	5,561.84	04/15/21	104338 BOX ELDER HIGH SCHOOL	C
01	00036783	189.25	04/15/21	104370 BOX ELDER NEWS JOURNAL	C
01	00036784	70,177.71	04/15/21	111004 BRIDGERLAND APPLIED TECH/BATC	C
01	00036785	399.99	04/15/21	109215 BROAD REACH	C
01	00036786	7,087.83	04/15/21	53473 CHARLIE'S PRODUCE	C
01	00036787	152.50	04/15/21	20338 ROXANN CHRISTENSEN	C
01	00036788	507.00	04/15/21	40363 CIO MEDICAL SERVICES	C
01	00036789	4,271.94	04/15/21	729332 ECONO WASTE INC	C
01	00036790	978.76	04/15/21	20400 FILTER TECHNOLOGIES	C
01	00036791	72.00	04/15/21	109665 A J GILMORE	C
01	00036792	16,426.94	04/15/21	3050 OBSERVERTAB, LLC	C
01	00036793	2,572.71	04/15/21	937851 PRAXAIR DISTRIBUTION INC	C
01	00036794	143.94	04/15/21	55336 S & D CARWASH MANAGEMENT, LLC	C
01	00036795	37.00	04/15/21	802087 SNOWVILLE WATERWORKS INC	C
01	00036796	698.32	04/15/21	43451 SARAH STRINGHAM	C
01	00036797	259.24	04/15/21	5223 SWIRE COCA-COLA	C
01	00036798	249.08	04/15/21	4448 MARK TAYLOR	C
01	00036799	731.18	04/15/21	852617 TREMONTON CITY CORP	C
01	00036800	1,358.43	04/15/21	892964 UTAH STATE TAX COMMISSION	C
01	00036801	2,844.54	04/15/21	891181 LB 410027	C
01	00036802	9,996.00	04/15/21	49620 VAN ZYVERDEN ENTERPRISES	C
01	00036803	3,052.50	04/15/21	31364 95 PERCENT GROUP	C
01	00036804	22,894.00	04/15/21	109889 ADVANCED MACHINERY SYSTEMS INC	C
01	00036805	9,534.10	04/15/21	38032 AMAZON CAPITAL SERVICES INC	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00036806	798.00	04/15/21	106497 APPLE STORE	C
01	00036807	534.96	04/15/21	107488 ARCHIBALD & SONS INC	C
01	00036808	7,695.12	04/15/21	110509 AUDIO ENHANCEMENT	C
01	00036809	395.34	04/15/21	106895 BADGER SCREEN PRINTING CO	C
01	00036810	327.20	04/15/21	111967 CHINASPROUT	C
01	00036811	630.00	04/15/21	55271 CINGLETREE LEARNING LLC	C
01	00036812	10,219.73	04/15/21	819370 CLASSICAL STRINGS / G WILHELMSSEN	C
01	00036813	470.00	04/15/21	54372 CONSERVE-A-WATT LIGHTING, INC	C
01	00036814	1,930.58	04/15/21	100293 DELL COMPUTER	C
01	00036815	13.59	04/15/21	107387 DESERET BOOK	C
01	00036816	491.76	04/15/21	795 DIDAX EDUCATIONAL RESOURCES INC	C
01	00036817	1,477.11	04/15/21	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00036818	4,944.25	04/15/21	24430 HERTZ FURNITURE	C
01	00036819	2,130.60	04/15/21	100148 HIGH NOON BOOKS	C
01	00036820	22,338.25	04/15/21	386370 HYKO SUPPLY CO	C
01	00036821	69.95	04/15/21	1791 INTERSTATE ALL BATTERIES CENTER	C
01	00036822	59.75	04/15/21	104799 LOOKOUT BOOKS	C
01	00036823	18,508.00	04/15/21	109964 MIDGLEY HUBER INC	C
01	00036824	755.75	04/15/21	7161 MILLER GAS CO, INC	C
01	00036825	759.99	04/15/21	590870 MURPHY'S APPLIANCE & TV	C
01	00036826	1,254.14	04/15/21	100359 NASCO MODESTO	C
01	00036827	987.28	04/15/21	633340 OFFICE DEPOT	C
01	00036828	445.82	04/15/21	699420 PERMA BOUND BOOKS	C
01	00036829	355.98	04/15/21	714550 POSITIVE PROMOTIONS	C
01	00036830	549.62	04/15/21	110417 RESCO	C
01	00036831	678.42	04/15/21	759360 ROTO AIRE	C
01	00036832	302.57	04/15/21	101706 SCHOLASTIC STORE ONLINE	C
01	00036833	2,575.62	04/15/21	54313 SCHOOL SPECIALTY, LLC	C
01	00036834	1,472.47	04/15/21	157371 STAPLES	C
01	00036835	604.20	04/15/21	38989 TALES FOR TEACHING LLC	C
01	00036836	13,607.00	04/15/21	866716 UTAH CORRECTIONAL INDUSTRIES	C
01	00036837	133.42	04/15/21	103737 VERNIER SOFTWARE & TECHNOLOGY	C
01	00036838	1,522.63	04/15/21	109804 WARD'S NATURAL SCIENCE	C
01	00036839	265.05	04/22/21	1 JEANINE STICKNEY	C
01	00036840	35.00	04/22/21	1 STACY GREER	C
01	00036841	374.38	04/22/21	21679 ACCO BRANDS USA LLC / GBC	C
01	00036842	80.00	04/22/21	6617 ACME WATER CO	C
01	00036843	49.90	04/22/21	55832 AVANT ASSESSMENT, LLC	C
01	00036844	36.00	04/22/21	104327 BOX ELDER COUNTY LANDFILL	C
01	00036845	9.95	04/22/21	999055 BOX ELDER FOUNDATION	C
01	00036846	632.04	04/22/21	890740 CENTURYLINK LONG DISTANCE	C
01	00036847	16,310.73	04/22/21	49026 IVY LANE PEDATRICS	C
01	00036848	10,837.38	04/22/21	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00036849	7,956.00	04/22/21	48879 KREMEDY LLC / KANNACT	C
01	00036850	1,000.00	04/22/21	26000 LEAR & LEAR LAW OFFICE, LLP	C
01	00036851	31,155.99	04/22/21	892645 ROCKY MOUNTAIN POWER	C
01	00036852	194,027.10	04/22/21	12688 SYSCO	C
01	00036853	1,861.42	04/22/21	21679 ACCO BRANDS USA LLC / GBC	C
01	00036854	487.99	04/22/21	112046 ACE HARDWARE - BRIGHAM	C
01	00036855	9,796.32	04/22/21	38032 AMAZON CAPITAL SERVICES INC	C
01	00036856	2,298.00	04/22/21	106497 APPLE STORE	C
01	00036857	10,098.00	04/22/21	110509 AUDIO ENHANCEMENT	C
01	00036858	6,530.00	04/22/21	3271 CANON SOLUTIONS AMERICA	C
01	00036859	1,295.00	04/22/21	100293 DELL COMPUTER	C
01	00036860	2,181.94	04/22/21	180241 DEMCO INC	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00036861	312.11	04/22/21	795 DIDAX EDUCATIONAL RESOURCES INC	C
01	00036862	1,801.52	04/22/21	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00036863	995.00	04/22/21	53937 GENERATION GENIUS, INC	C
01	00036864	13,878.83	04/22/21	386370 HYKO SUPPLY CO	C
01	00036865	9,773.58	04/22/21	901150 IMT COMPANIES LLC	C
01	00036866	1,982.32	04/22/21	455120 JACKS TIRE & OIL INC	C
01	00036867	5,855.00	04/22/21	17698 KBA	C
01	00036868	14.52	04/22/21	545971 MARC / MID AMERICAN RESEARCH	C
01	00036869	735.00	04/22/21	10804 MUSIC THEATRE INTERNATIONAL	C
01	00036870	121.75	04/22/21	51586 NAMAR INDUSTRIAL PACKAGING, LLC	C
01	00036871	1,207.46	04/22/21	100359 NASCO MODESTO	C
01	00036872	9,630.68	04/22/21	633340 OFFICE DEPOT	C
01	00036873	1,413.05	04/22/21	54305 PARTNERS IN LEARNING PROGRAMS INC	C
01	00036874	675.07	04/22/21	699420 PERMA BOUND BOOKS	C
01	00036875	229.48	04/22/21	937851 PRAXAIR DISTRIBUTION INC	C
01	00036876	622.00	04/22/21	103604 SCHOLASTIC EDUCATION	C
01	00036877	928.13	04/22/21	54313 SCHOOL SPECIALTY, LLC	C
01	00036878	23.37	04/22/21	157371 STAPLES	C
01	00036879	1,730.43	04/22/21	111109 TOM RANDALL DIST	C
01	00036880	248.52	04/22/21	866716 UTAH CORRECTIONAL INDUSTRIES	C
01	00036881	2,700.00	04/22/21	109463 WOODWIND AND BRASSWIND	C
01	00036882	1,392.27	04/28/21	999014 AFLAC / AMERICAN FAMILY LIFE ASSURANCE	C
01	00036883	4,725.52	04/28/21	999014 AMERICAN FAMILY LIFE COMP	C
01	00036884	70.00	04/28/21	999027 B E SCHOOL BOARD FUND	C
01	00036885	104.40	04/28/21	999030 BENEFICIAL LIFE INSURANCE CO.	C
01	00036886	322.84	04/28/21	999110 BONNEVILLE BILLING & COLLECTIONS	C
01	00036887	936.05	04/28/21	999024 BOSTON MUTUAL LIFE INS CO - W	C
01	00036888	9,346.83	04/28/21	999021 BOX ELDER CREDIT UNION	C
01	00036889	176.00	04/28/21	999055 BOX ELDER FOUNDATION	C
01	00036890	1,686.25	04/28/21	999033 BUREAU CHILD SUPPORT SERV	C
01	00036891	172.90	04/28/21	999153 CONSTANTINO LAW OFFICE	C
01	00036892	27,946.50	04/28/21	999077 DENTAL SELECT	C
01	00036893	543.22	04/28/21	999019 EDUCATORS MUTUAL	C
01	00036894	69.12	04/28/21	999017 GLOBE LIFE INSURANCE CO	C
01	00036895	20,871.72	04/28/21	999035 HORACE MANN INSURANCE COMPANY	C
01	00036896	451.00	04/28/21	51080 IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	C
01	00036897	225.06	04/28/21	999111 MEADE RECOVERY SERVICES LLC	C
01	00036898	1,141.03	04/28/21	54615 MOUNTAIN LOAN CENTERS, INC	C
01	00036899	8,174.79	04/28/21	999084 NATIONAL BENEFITS SERVICES LLC	C
01	00036900	7,463.20	04/28/21	999081 NATIONAL BENEFITS SERVICES LLC	C
01	00036901	82.93	04/28/21	999156 OLSON SHANER	C
01	00036902	3,025.66	04/28/21	999008 OPTICARE	C
01	00036903	730,831.16	04/28/21	999079 PUBLIC EMPLOYEES HEALTH P	C
01	00036904	1,778.45	04/28/21	999032 PRE-PAID LEGAL SERVICES	C
01	00036905	107.52	04/28/21	54348 SIERRA RESTORATION, LLC	C
01	00036906	19,424.72	04/28/21	999018 THE HARTFORD	C
01	00036907	417.09	04/28/21	48119 TITANIUM FUNDS	C
01	00036908	440.00	04/28/21	999012 UESP	C
01	00036909	15,330.52	04/28/21	999007 UTAH EDUCATION ASSOCIATION	C
01	00036910	6,833.56	04/28/21	999025 UTAH SCHOOL EMPLOYEES ASSOCIATION	C
01	00036911	190,447.13	04/28/21	999003 UTAH STATE TAX COMMISSION	C
01	00036912	45.90	04/29/21	1 JAMI ANDERSEN	C
01	00036913	21.15	04/29/21	1 KENNETH BRAEGGER	C
01	00036914	7.70	04/29/21	1 LISA FUNK	C
01	00036915	1,012.56	04/29/21	1 LISA JENSEN	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00036916	72.90	04/29/21	1 MEGAN NELSON	C
01	00036917	18.50	04/29/21	1 SETH AUSTIN	C
01	00036918	59.10	04/29/21	14010 AED EVERYWHERE	C
01	00036919	745.00	04/29/21	85738 BEAR RIVER HIGH SCHOOL	C
01	00036920	828.20	04/29/21	102956 BEAR RIVER MENTAL HEALTH	C
01	00036921	2,494.44	04/29/21	100913 BORDER STATES INDUSTRIES, INC	C
01	00036922	35.00	04/29/21	111635 BRIDGERLAND BAND INSTRUMENT REPAIR	C
01	00036923	240.00	04/29/21	108217 BRIGHAM CITY CORPORATION	C
01	00036924	3,000.00	04/29/21	37770 LISA BROWN	C
01	00036925	8,978.59	04/29/21	3271 CANON SOLUTIONS AMERICA	C
01	00036926	1,806.53	04/29/21	890740 CENTURYLINK	C
01	00036927	41.00	04/29/21	107994 CERTIFIED SHRED	C
01	00036928	2,764.72	04/29/21	53473 CHARLIE'S PRODUCE	C
01	00036929	46.90	04/29/21	14958 CULLIGAN	C
01	00036930	203.05	04/29/21	4812 IDLE ISLE CAFE	C
01	00036931	9,915.08	04/29/21	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00036932	75.00	04/29/21	100550 JOSTENS INC	C
01	00036933	3,000.00	04/29/21	54500 KRISTEN PORTER	C
01	00036934	2,266.48	04/29/21	104436 POWER ENGINEERING INC	C
01	00036935	2,000.00	04/29/21	33367 SAFE & CIVIL SCHOOLS	C
01	00036936	4,400.00	04/29/21	55913 SCHINDLER ELEVATOR CORPORATION	C
01	00036937	80.00	04/29/21	103604 SCHOLASTIC EDUCATION	C
01	00036938	56.03	04/29/21	103604 SCHOLASTIC EDUCATION	C
01	00036939	9,800.00	04/29/21	48470 SCHOOLS CUBED	C
01	00036940	285.50	04/29/21	108783 SIGN PRO	C
01	00036941	1,288.19	04/29/21	10731 SMITH'S CUSTOMER CHARGES	C
01	00036942	38,313.76	04/29/21	110873 SOLUTION TREE	C
01	00036943	28.25	04/29/21	109177 STATE OF UTAH	C
01	00036944	30.00	04/29/21	109177 STATE OF UTAH	C
01	00036945	400.00	04/29/21	109177 STATE OF UTAH	C
01	00036946	200.00	04/29/21	100795 STURDY BUILT	C
01	00036947	48.40	04/29/21	20117 LINDA KAY UDY	C
01	00036948	37,000.00	04/29/21	34339 UNIVERSITY OF MISSOURI	C
01	00036949	7,940.26	04/29/21	24580 VERIZON WIRELESS	C
01	00036950	165.00	04/29/21	53430 LI WANG	C
01	00036951	3,000.00	04/29/21	36277 NATALIE ALLEN WILLIAMS	C
01	00036952	1,849.69	04/29/21	38032 AMAZON CAPITAL SERVICES INC	C
01	00036953	185.78	04/29/21	38946 AMERICAN READING COMPANY INC	C
01	00036954	10,175.00	04/29/21	106497 APPLE STORE	C
01	00036955	1,026.88	04/29/21	107488 ARCHIBALD & SONS INC	C
01	00036956	54.98	04/29/21	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00036957	289.80	04/29/21	100148 HIGH NOON BOOKS	C
01	00036958	14,072.00	04/29/21	55182 HOMEFIELD	C
01	00036959	5,998.36	04/29/21	386370 HYKO SUPPLY CO	C
01	00036960	2,100.00	04/29/21	50270 IMAGING CONCEPTS OF NORTHERN UTAH, LLC	C
01	00036961	1,484.00	04/29/21	455120 JACKS TIRE & OIL INC	C
01	00036962	4,950.00	04/29/21	17698 KBA	C
01	00036963	7,978.19	04/29/21	111030 LOWE'S	C
01	00036964	168.69	04/29/21	111013 MARKERBOARD PEOPLE	C
01	00036965	121.69	04/29/21	110154 MEDCO SCHOOL	C
01	00036966	987.35	04/29/21	51586 NAMAR INDUSTRIAL PACKAGING, LLC	C
01	00036967	60.36	04/29/21	100359 NASCO MODESTO	C
01	00036968	94.82	04/29/21	633340 OFFICE DEPOT	C
01	00036969	451.61	04/29/21	699420 PERMA BOUND BOOKS	C
01	00036970	348.64	04/29/21	28282 READING WAREHOUSE	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00036971	1,811.82	04/29/21	110417 RESCO	C
01	00036972	156.84	04/29/21	762360 RUPP WASTE CONTAINERS INC	C
01	00036973	2,379.38	04/29/21	51276 SCHOOL BUS SAFETY COMPANY	C
01	00036974	842.40	04/29/21	33200 SCHOOL CHECK IN	C
01	00036975	15,986.08	04/29/21	54313 SCHOOL SPECIALTY, LLC	C
01	00036976	14,141.15	04/29/21	326670 STOTZ EQUIPMENT	C
01	00036977	266.75	04/29/21	51837 SWEETWATER	C
01	00036978	447.60	04/29/21	861085 TV SPECIALISTS INC	C
01	00036979	88.36	04/29/21	109804 WARD'S NATURAL SCIENCE	C
01	00036980	2,880.62	04/29/21	109702 WENGER CORPORATION	C
01	00036981	28,038.60	04/29/21	36501 WILKINSON SUPPLY INC	C
01	00036982	735.81	04/29/21	55590 GURSTEL LAW FIRM, P.C.	C
01	00036983	435.14	04/29/21	55727 MOUNTAIN PEAK LAW GROUP PC	C
01	02033121	760.23	04/12/21	109177 UTAH DEPARTMENT OF WORKFORCE SERVICES	M
01	05041221	436,132.86	04/11/21	888540 US BANK	M
01	07043021	130,049.58	04/28/21	999070 HEALTH EQUITY INC	M
01	08043021	1,115,298.15	04/28/21	999005 UTAH STATE RETIREMENT FUND	M
01	09042021	114,764.19	04/28/21	999140 BANK OF UTAH	M
01	09043021	957,991.96	04/28/21	999140 BANK OF UTAH	M
<b>Total Bank No 01</b>		<b>5,172,409.43</b>			
02	00100842	331.98	04/08/21	38032 AMAZON CAPITAL SERVICES INC	C
02	00100843	89.65	04/08/21	106055 BLICK ART MATERIALS	C
02	00100844	2,272.05	04/08/21	104321 BOX ELDER SCHOOL DISTRICT	C
02	00100845	1,725.83	04/08/21	20834 HARPER COLLINS PUBLISHERS	C
02	00100846	300.00	04/08/21	15016 BYRON OKADA	C
02	00100847	619.00	04/15/21	19178 CHEAPERTHANSHIRT	C
02	00100848	122.82	04/15/21	111967 CHINASPROUT	C
02	00100849	117.40	04/15/21	158220 COVER UP	C
02	00100850	400.00	04/15/21	110870 MARK A EMILE	C
02	00100851	400.00	04/15/21	55697 GIBRAN KHAN	C
02	00100852	400.00	04/15/21	55654 NICOLE PINNELL, LLC	C
02	00100853	400.00	04/15/21	55700 BRADLEY OTTESEN	C
02	00100854	990.00	04/15/21	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
02	00100855	2,322.65	04/15/21	109355 VOYAGER SOPRIS LEARNING	C
02	00100856	400.00	04/22/21	55778 SHI-HWA WANG	C
02	00100857	365.50	04/29/21	158220 COVER UP	C
02	00100858	280.00	04/29/21	288478 FOOTHILL SCHOOL	C
02	00100859	400.00	04/29/21	37273 JACOB WILLIAM LARSON	C
02	00100860	200.00	04/29/21	46493 RJ WALKER	C
02	00100861	300.00	04/29/21	110475 AUSTIN WEYAND	C
02	00100862	400.00	04/29/21	50881 KASSIE WEYAND	C
02	00100863	400.00	04/29/21	110141 SCOTT G WOOD	C
<b>Total Bank No 02</b>		<b>13,236.88</b>			
07	77040721	6,154.50	04/05/21	102931 ZIONS BANK NATIONAL BANK	M
07	77042121	1,792,537.64	04/19/21	102931 ZIONS BANK NATIONAL BANK	M
<b>Total Bank No 07</b>		<b>1,798,692.14</b>			
11	01102997	40.00	04/08/21	29785 HENRY BAKER	A
11	01102998	1,070.49	04/08/21	101520 BELL JANITORIAL	A
11	01102999	122.40	04/08/21	48011 GAILE BINGHAM	A
11	01103000	40.00	04/08/21	107376 KAYLENE BOND	A
11	01103001	32.00	04/08/21	103650 JILL BRAEGGER	A
11	01103002	858.36	04/08/21	106437 CARSON ELEVATOR CO INC	A
11	01103003	366.02	04/08/21	134250 CEM SALES & SERVICE	A
11	01103004	42.00	04/08/21	32247 ANGELA CHRISTIANSEN	A

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Bank	Check No	Amount	Date	Vendor	Type
11	01103005	30.00	04/08/21	4090 MARY CLARK	A
11	01103006	42.00	04/08/21	103095 KISHA C COLLOM	A
11	01103007	32,838.07	04/08/21	728870 DOMINION ENERGY UTAH	A
11	01103008	32.00	04/08/21	28169 GREGORY J DUPUIS	A
11	01103009	2,398.65	04/08/21	322776 GRAINGERS INC	A
11	01103010	661.67	04/08/21	109781 MICHELE GREEN	A
11	01103011	70.00	04/08/21	36706 MONICA GROVER	A
11	01103012	4,011.28	04/08/21	111426 DARLA HANSEN	A
11	01103013	30.00	04/08/21	434 MAEGAN HEINER	A
11	01103014	120.80	04/08/21	110864 JEFF HUNT	A
11	01103015	30.00	04/08/21	37664 ASHLEY JENSEN	A
11	01103016	712.71	04/08/21	49174 LANEY JENSEN	A
11	01103017	43,135.80	04/08/21	27243 KELLY SERVICES INC	A
11	01103018	61.20	04/08/21	52493 ROBERT KENNER	A
11	01103019	673.27	04/08/21	55379 JENNA KUNZLER	A
11	01103020	52.00	04/08/21	25640 RAMONA MORA	A
11	01103021	150.80	04/08/21	20079 MEGAN MORRIS	A
11	01103022	52.00	04/08/21	54356 MARISSA NELSON	A
11	01103023	42.00	04/08/21	21962 MARK NELSON	A
11	01103024	271.50	04/08/21	35718 O C TANNER RECOGNITION COMPANY	A
11	01103025	429.78	04/08/21	27588 MCKENZIE PONTIUS	A
11	01103026	36.00	04/08/21	112077 BOB PROFAIZER	A
11	01103027	32.00	04/08/21	110879 DEBORAH RICHARDS	A
11	01103028	120.00	04/08/21	45349 LADAWN RICHINS	A
11	01103029	420.00	04/08/21	779470 LORI SECRIST	A
11	01103030	30.00	04/08/21	102033 SCOTT STAHALI	A
11	01103031	1,260.00	04/08/21	47686 TNT ENGRAVING	A
11	01103032	5,743.04	04/08/21	100866 VALCOM	A
11	01103033	1,586.88	04/08/21	897640 RAFAEL VARGAS	A
11	01103034	42.00	04/08/21	34509 SHARA LEE WARD	A
11	01103035	22,732.27	04/08/21	100590 WAXIE SANITARY SUPPLY	A
11	01103036	42.00	04/08/21	28150 KARIE WEAVER	A
11	01103037	52.00	04/08/21	40002 MAURY WHEATLEY	A
11	01103038	417.60	04/08/21	44075 LEANNE WRIGHT	A
11	01103039	5,906.25	04/15/21	101520 BELL JANITORIAL	A
11	01103040	466.28	04/15/21	27030 DISCOUNT TWO-WAY RADIO	A
11	01103041	9,655.29	04/15/21	728870 DOMINION ENERGY UTAH	A
11	01103042	676.29	04/15/21	322776 GRAINGERS INC	A
11	01103043	30.00	04/15/21	111750 MARCI HATCH	A
11	01103044	35.00	04/15/21	107462 NICOLE HESS	A
11	01103045	24,024.40	04/15/21	27243 KELLY SERVICES INC	A
11	01103046	86.59	04/15/21	13250 AMY NORTON	A
11	01103047	162.36	04/15/21	806251 BETTY JO SPENCER	A
11	01103048	59.32	04/15/21	100590 WAXIE SANITARY SUPPLY	A
11	01103049	1,051.90	04/22/21	101520 BELL JANITORIAL	A
11	01103050	1,161.78	04/22/21	102177 BRADY INDUSTRIES LLC	A
11	01103051	750.00	04/22/21	105301 CACHE VALLEY ELECTRIC INC	A
11	01103052	16,699.58	04/22/21	728870 DOMINION ENERGY UTAH	A
11	01103053	66,963.80	04/22/21	107656 DWA CONSTRUCTION INC	A
11	01103054	969.88	04/22/21	322776 GRAINGERS INC	A
11	01103055	30.00	04/22/21	434 MAEGAN HEINER	A
11	01103056	5,000.00	04/29/21	109023 ARBITERPAY TRUST ACCOUNT	A
11	01103057	44.55	04/29/21	101520 BELL JANITORIAL	A
11	01103058	490.72	04/29/21	322776 GRAINGERS INC	A
11	01103059	100.00	04/29/21	55948 EHREN GRIFFITHS	A

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Bank	Check No	Amount	Date	Vendor	Type
11	01103060	40,640.20	04/29/21	27243 KELLY SERVICES INC	A
11	01103061	95.00	04/29/21	55875 LANGUAGE TESTING INTERNATIONAL	A
11	01103062	100.00	04/29/21	55930 MCKELLEN RADER	A
11	01103063	100.00	04/29/21	55956 VICKY TAYLOR	A
11	01103064	1,581.75	04/29/21	100866 VALCOM	A
11	01103065	117.38	04/29/21	18570 MICHELLE WESTLEY	A
<b>Total Bank No 11</b>		<b>297,928.91</b>			
21	12500668	278.38	04/21/21	38032 AMAZON CAPITAL SERVICES INC	C
21	12500669	231.87	04/21/21	489250 KENTS MARKET PL/BRIGHAM	C
21	12500670	841.02	04/21/21	111656 SCHOLASTIC BOOK FAIRS	C
21	12500671	69.90	04/21/21	110914 SUPERIOR WATER AND AIR INC	C
21	12500672	247.50	04/21/21	47686 TNT ENGRAVING	C
<b>Total Bank No 21</b>		<b>1,668.67</b>			
22	13200614	13.49	04/13/21	38032 AMAZON CAPITAL SERVICES	C
22	13200615	603.26	04/13/21	104321 BOX ELDER SCHOOL DISTRICT	C
22	13200616	24.71	04/23/21	104321 BOX ELDER SCHOOL DISTRICT	C
<b>Total Bank No 22</b>		<b>641.46</b>			
23	13400617	2,954.27	04/15/21	104321 BOX ELDER SCHOOL DISTRICT	C
23	13400618	24.95	04/15/21	164108 CULLIGAN WATER CONDITIONING	C
23	13400619	659.56	04/21/21	104321 BOX ELDER SCHOOL DISTRICT	C
23	13400620	240.00	04/21/21	17060 NORTHERN UTAH ROBOTICS	C
<b>Total Bank No 23</b>		<b>3,878.78</b>			
24	13600956	196.02	04/15/21	104321 BOX ELDER SCHOOL DISTRICT	C
<b>Total Bank No 24</b>		<b>196.02</b>			
26	16400947	600.94	04/29/21	106895 BADGER SCREEN PRINTING CO	C
26	16400948	1,141.26	04/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
26	16400949	140.00	04/29/21	561078 MCKINLEY SCHOOL	C
26	16400950	114.69	04/29/21	15261 MARILYN STEWART	C
26	16400951	30.00	04/29/21	110914 SUPERIOR WATER AND AIR INC	C
26	16400952	313.54	04/30/21	104321 BOX ELDER SCHOOL DISTRICT	C
26	16400953	42.43	04/30/21	56022 TRISHA ERICKSON	C
<b>Total Bank No 26</b>		<b>2,382.86</b>			
28	16701048	149.10	04/20/21	104321 BOX ELDER SCHOOL DISTRICT	C
28	16701049	28.83	04/20/21	489240 KENTS MARKET PL/TREMONTON	C
28	16701050	330.00	04/20/21	17060 NORTHERN UTAH ROBOTICS	C
28	16701051	65.00	04/20/21	22683 TK SECURE STORAGE	C
<b>Total Bank No 28</b>		<b>572.93</b>			
29	16800437	42.88	04/12/21	94170 KELLY J KUNZLER	C
29	16800438	2,360.00	04/20/21	698980 PEPSI-COLA OF OGDEN	C
29	16800439	2,650.35	04/21/21	5223 SWIRE COCA-COLA	C
29	16800440	471.33	04/26/21	104321 BOX ELDER SCHOOL DISTRICT	C
<b>Total Bank No 29</b>		<b>5,524.56</b>			
30	17200547	30.00	04/12/21	104370 BOX ELDER NEWS JOURNAL	C
30	17200548	68.99	04/12/21	110337 MOUNT OLYMPUS WATERS	C
30	17200549	199.06	04/12/21	769715 SAM'S CLUB BUSINESS PAYMENTS	C
30	17200550	591.56	04/21/21	104321 BOX ELDER SCHOOL DISTRICT	C
30	17200551	58.74	04/21/21	110337 MOUNT OLYMPUS WATERS	C
<b>Total Bank No 30</b>		<b>948.35</b>			
31	18800323	2,457.00	04/19/21	11665 LITTLE CAESARS PIZZA FUNDRAISING	C
31	18800324		04/29/21	21679 ACCO BRANDS USA LLC	C
31	18800325	374.38	04/29/21	21679 ACCO BRANDS USA LLC / GBC	C

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Bank	Check No	Amount	Date	Vendor	Type
<b>Total Bank No 31</b>		<b>2,831.38</b>			
32	20000248	424.38	04/09/21	111656 SCHOLASTIC BOOK FAIRS	C
32	20000249	162.21	04/14/21	104321 BOX ELDER SCHOOL DISTRICT	C
<b>Total Bank No 32</b>		<b>586.59</b>			
33	30402501	2,879.73	04/06/21	38032 AMAZON CAPITAL SERVICES INC	C
33	30402502	400.00	04/06/21	55581 HOLLY BAILEY	C
33	30402503	548.82	04/06/21	327480 GREER'S HARDWARE	C
33	30402504	114.75	04/06/21	100359 NASCO MODESTO	C
33	30402505	583.00	04/06/21	103604 SCHOLASTIC EDUCATION	C
33	30402506	299.40	04/06/21	110914 SUPERIOR WATER AND AIR INC	C
33	30402507	100.00	04/06/21	15822 WILLOW PARK ZOO	C
33	30402508	187.65	04/06/21	109248 J W PEPPER MUSIC	C
33	30402509	150.57	04/14/21	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402510	1,280.94	04/14/21	489240 KENTS MARKET PL/TREMONTON	C
33	30402511	138.34	04/14/21	24058 RIDLEY FAMILY MARKET	C
33	30402512	884.68	04/14/21	769715 SAM'S CLUB BUSINESS PAYMENTS	C
33	30402513	80.00	04/23/21	20818 ALICE C HARRIS LUNCH	C
33	30402514	1,117.32	04/23/21	38032 AMAZON CAPITAL SERVICES INC	C
33	30402515	381.25	04/23/21	106895 BADGER SCREEN PRINTING CO	C
33	30402516	320.20	04/23/21	45500 BOX ELDER SCHOOL DISTRICT	C
33	30402517	8,156.43	04/23/21	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402518	37.40	04/23/21	695360 PAXTON/PATTERSON LLC	C
33	30402519	50.00	04/29/21	1 ABIGAIL CLARKE	C
33	30402520	96.80	04/29/21	1 EDWARD D GILBERT	C
33	30402521	640.24	04/29/21	38032 AMAZON CAPITAL SERVICES INC	C
33	30402522	30.53	04/29/21	106895 BADGER SCREEN PRINTING CO	C
33	30402523	2,880.62	04/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402524	320.00	04/29/21	819370 CLASSICAL STRINGS / G WILHELMSSEN	C
33	30402525	95.40	04/29/21	5908 WALMART COMMUNITY	C
<b>Total Bank No 33</b>		<b>21,774.07</b>			
34	30802889	32.66	04/07/21	1 JAMIE ELKINS	C
34	30802890	217.88	04/07/21	38032 AMAZON CAPITAL SERVICES INC	C
34	30802891	69.00	04/07/21	111635 BRIDGERLAND BAND INSTRUMENT REPAIR	C
34	30802892	48.88	04/07/21	109248 J W PEPPER MUSIC	C
34	30802893	17.51	04/07/21	633340 OFFICE DEPOT	C
34	30802894	22.92	04/14/21	1 ALECIA IVERSON	C
34	30802895	32.57	04/14/21	112046 ACE HARDWARE - BRIGHAM	C
34	30802896	909.48	04/14/21	38032 AMAZON CAPITAL SERVICES INC	C
34	30802897	163.80	04/14/21	104321 BOX ELDER SCHOOL DISTRICT	C
34	30802898	108.98	04/14/21	489250 KENTS MARKET PL/BRIGHAM	C
34	30802899	3.26	04/14/21	586188 MOUNTAIN VIEW SCHOOL	C
34	30802900	40.00	04/22/21	1 KELLIE ASTLE	C
34	30802901	5,188.94	04/22/21	38032 AMAZON CAPITAL SERVICES INC	C
34	30802902	481.30	04/22/21	104321 BOX ELDER SCHOOL DISTRICT	C
34	30802903	690.00	04/22/21	17060 NORTHERN UTAH ROBOTICS	C
34	30802904	76.64	04/22/21	633340 OFFICE DEPOT	C
34	30802905	276.27	04/22/21	5908 WALMART COMMUNITY	C
34	30802906	467.61	04/27/21	104321 BOX ELDER SCHOOL DISTRICT	C
34	30802907	93.37	04/27/21	109704 FOLLETT SOFTWARE COMPANY	C
34	30802908	56.00	04/27/21	48070 MARK HOLLAND	C
34	30802909	151.65	04/27/21	835626 TEACHER'S DISCOVERY	C
34	30802910	239.73	04/27/21	8893 DIANA UDY	C
34	30802911	18.13	04/27/21	32824 YES PRINT COPY N MORE, LLC	C

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Bank	Check No	Amount	Date	Vendor	Type
<b>Total Bank No 34</b>		<b>9,406.58</b>			
35	40402565	28.17	04/06/21	1724 ACE HARDWARE TREMONTON	C
35	40402566	52.63	04/06/21	106055 BLICK ART MATERIALS	C
35	40402567	330.00	04/06/21	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402568	937.06	04/06/21	103961 INTERMOUNTAIN WOOD PRODUCTS	C
35	40402569	509.16	04/06/21	109248 J W PEPPER MUSIC	C
35	40402570	173.00	04/06/21	55433 NAMIFY, LLC	C
35	40402571	495.00	04/06/21	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
35	40402572	39.95	04/06/21	110914 SUPERIOR WATER AND AIR INC	C
35	40402573	639.60	04/13/21	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402574	50.00	04/13/21	1 AMBER HESS	C
35	40402575	137.60	04/13/21	38032 AMAZON CAPITAL SERVICES INC	C
35	40402576	38,814.47	04/13/21	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402577	317.92	04/13/21	489240 KENTS MARKET PL/TREMONTON	C
35	40402578	169.99	04/13/21	157371 STAPLES	C
35	40402579	385.00	04/13/21	4901 NASSP	C
35	40402580	426.43	04/20/21	27308 ADVANCED HARDWARE SUPPLY INC	C
35	40402581	121.83	04/20/21	38032 AMAZON CAPITAL SERVICES INC	C
35	40402582	23.90	04/20/21	15466 BECK LEATHER & CRAFTS	C
35	40402583	27.26	04/20/21	9717 GLORIA DABB	C
35	40402584	867.85	04/20/21	109704 FOLLETT SOFTWARE COMPANY	C
35	40402585	209.95	04/20/21	100359 NASCO MODESTO	C
35	40402586	32.73	04/20/21	103604 SCHOLASTIC EDUCATION	C
35	40402587	73.75	04/29/21	38032 AMAZON CAPITAL SERVICES INC	C
35	40402588	58.41	04/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402589	292.00	04/29/21	3271 CANON SOLUTIONS AMERICA	C
35	40402590	212.00	04/29/21	111721 TREMONTON HEATING AND COOLING	C
<b>Total Bank No 35</b>		<b>45,425.66</b>			
36	40803439	-1,729.31	04/13/21	5908 WALMART COMMUNITY	CV
36	40803469	1,440.43	04/07/21	38032 AMAZON CAPITAL SERVICES INC	C
36	40803470	685.00	04/07/21	104338 BOX ELDER HIGH SCHOOL	C
36	40803471	589.96	04/07/21	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803472	80.00	04/07/21	106202 JOHN FINDLAY	C
36	40803473	3,825.00	04/07/21	10804 MUSIC THEATRE INTERNATIONAL	C
36	40803474	55.51	04/07/21	157371 STAPLES ADVANTAGE (BEHS)	C
36	40803475	10.00	04/14/21	1 JULIA BURDYCH	C
36	40803476	247.23	04/14/21	112046 ACE HARDWARE - BRIGHAM	C
36	40803477	549.00	04/14/21	10260 ADELE C YOUNG INTERM SCH	C
36	40803478	284.97	04/14/21	38032 AMAZON CAPITAL SERVICES	C
36	40803479	7.78	04/14/21	106055 BLICK ART MATERIALS	C
36	40803480	270.00	04/14/21	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803481	402.51	04/14/21	489250 KENTS MARKET PL/BRIGHAM	C
36	40803482	18.04	04/14/21	4960 OLD GRIST MILL BREAD	C
36	40803483	679.00	04/14/21	35955 PROMO PLUS	C
36	40803484	769.70	04/14/21	13021 ROGUE FITNESS	C
36	40803485	1,729.31	04/14/21	5908 WALMART COMMUNITY	C
36	40803486	10.00	04/15/21	1 KRISTI HONE	C
36	40803487	135.66	04/15/21	158220 COVER UP	C
36	40803488	155.05	04/15/21	489250 KENTS MARKET PL/BRIGHAM	C
36	40803489	192.00	04/21/21	38032 AMAZON CAPITAL SERVICES INC	C
36	40803490	1,006.58	04/21/21	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803491	500.00	04/21/21	52655 EDULASTIC	C
36	40803492	6.90	04/21/21	633340 OFFICE DEPOT	C
36	40803493	250.00	04/21/21	820521 STYLISH FABRICS/BERNINA	C

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Bank	Check No	Amount	Date	Vendor	Type
36	40803494	341.79	04/21/21	55352 THE PEACH CITY	C
36	40803495	280.00	04/21/21	7528 UMEA	C
36	40803496	520.00	04/21/21	27383 UTAH RESTAURANT ASSOCIATION	C
36	40803497	10.00	04/28/21	1 REBECCA SPENCER	C
36	40803498	1,706.78	04/28/21	38032 AMAZON CAPITAL SERVICES	C
36	40803499	198.40	04/28/21	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803500	165.43	04/28/21	158220 COVER UP	C
36	40803501	2,673.12	04/28/21	633340 OFFICE DEPOT	C
36	40803502	98.74	04/28/21	108663 SCHOOL OUTFITTERS	C
36	40803503	1,702.01	04/28/21	5908 WALMART COMMUNITY	C
<b>Total Bank No 36</b>		<b>19,866.59</b>			
37	70410842	52.50	04/06/21	1 AMANDA CRAWFORD	C
37	70410843	52.03	04/06/21	1 HEATHER GARCIA	C
37	70410844	45.40	04/06/21	1 REBECCA GRIFFITHS	C
37	70410845	62.48	04/06/21	1724 ACE HARDWARE TREMONTON	C
37	70410846	3,507.32	04/06/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70410847	8,496.53	04/06/21	106895 BADGER SCREEN PRINTING CO	C
37	70410848	93.50	04/06/21	41998 BEAR RIVER FLORAL & GIFTS	C
37	70410849	1,500.00	04/06/21	44130 CONDOR TURF LLC	C
37	70410850	883.94	04/06/21	327480 GREER'S HARDWARE	C
37	70410851	28.00	04/06/21	107462 NICOLE HESS	C
37	70410852	768.79	04/06/21	4790 HOME DEPOT CREDIT SERVICE	C
37	70410853	29.47	04/06/21	100522 INTERMOUNTAIN FARMERS ASSOC / IFA	C
37	70410854	1,571.00	04/06/21	43893 ISTITCH	C
37	70410855	44.95	04/06/21	109248 J W PEPPER MUSIC	C
37	70410856	125.00	04/06/21	94170 KELLY J KUNZLER	C
37	70410857	580.00	04/06/21	55255 KW STRIPING	C
37	70410858	825.92	04/06/21	543168 MADDOX RANCH HOUSE	C
37	70410859	799.00	04/06/21	51195 PHOTO BOOTH BUS SERVICES INC	C
37	70410860	146.34	04/06/21	5916 PITNEY BOWES	C
37	70410861	190.00	04/06/21	36510 RIDGELINE HIGH SCHOOL	C
37	70410862	2,425.36	04/06/21	769715 SAM'S CLUB BUSINESS PAYMENTS	C
37	70410863	59.00	04/06/21	39667 SIGN GYPSIES BOX ELDER	C
37	70410864	1,644.81	04/06/21	157371 STAPLES	C
37	70410865	296.25	04/06/21	5193 STEVE REGAN CO	C
37	70410866	666.71	04/06/21	25674 STUDIO R MEDIA	C
37	70410867	313.12	04/06/21	7439 SUNRISE ENVIRONMENTAL	C
37	70410868	35.00	04/06/21	110914 SUPERIOR WATER AND AIR INC	C
37	70410869	458.88	04/06/21	5223 SWIRE COCA-COLA	C
37	70410870	2,742.19	04/06/21	7447 TD FUNDRAISERS	C
37	70410871	90.00	04/06/21	7170 THE PIE DUMP	C
37	70410872	200.00	04/08/21	543168 MADDOX RANCH HOUSE	C
37	70410873	1,717.93	04/08/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70410874	3,571.50	04/08/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70410875	272.00	04/08/21	49840 COPPER NICKEL EVENTS LLC	C
37	70410876	160.00	04/08/21	102017 FARMINGTON HIGH SCHOOL	C
37	70410877	3,888.15	04/08/21	489240 KENTS MARKET PL/TREMONTON	C
37	70410878	31.61	04/13/21	1 KATY TAYLOR	C
37	70410879	35.00	04/13/21	1 LYNDY GOECKERITZ	C
37	70410880	445.00	04/13/21	41084 BINGHAM HIGH SCHOOL	C
37	70410881	100.00	04/13/21	111287 BOWCUTT'S FLOWERS & GIFTS	C
37	70410882	104.24	04/13/21	23574 MELISSA HAWS	C
37	70410883	1,350.26	04/13/21	33790 HENRY SCHEIN INC	C
37	70410884	321.30	04/13/21	100550 JOSTENS INC	C

A/P Summary Check Register

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Bank	Check No	Amount	Date	Vendor	Type
37	70410885	480.00	04/13/21	4901 NASSP	C
37	70410886	724.50	04/13/21	55689 NEXUS TACTICAL LASER TAG	C
37	70410887	564.30	04/13/21	25453 PRIDE EMBROIDERY & SCREEN PRINTING	C
37	70410888	105.25	04/13/21	16497 ROCKY MOUNTAIN AIR SOLUTIONS	C
37	70410889	8,457.00	04/13/21	17760 NCA/NDA REGISTRATION	C
37	70410890	870.03	04/13/21	55670 WATKINS CUSTOM MEAT	C
37	70410891	2,811.75	04/15/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70410892	70.00	04/15/21	55751 JANET ANDERSON	C
37	70410893	5,083.29	04/15/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70410894	26,330.77	04/15/21	31658 BSN SPORTS	C
37	70410895	213.40	04/15/21	6742 CLARION SUITES	C
37	70410896	1,890.00	04/15/21	47635 EPIC PRODUCTIONS LLC	C
37	70410897	200.00	04/15/21	55735 ALEXIS GEORGE	C
37	70410898	893.00	04/15/21	43893 ISTITCH	C
37	70410899	254.50	04/15/21	3549 JONES SCHOOL SUPPLY CO, INC.	C
37	70410900	160.00	04/15/21	4871 LOGAN HIGH SCHOOL	C
37	70410901	20.00	04/15/21	22950 OGDEN HIGH SCHOOL	C
37	70410902	144.12	04/15/21	43729 BENJAMIN WILEY	C
37	70410903	1,600.00	04/20/21	41173 AUSTIN BIRCH	C
37	70410904	2,798.00	04/20/21	19682 CHEER ZONE	C
37	70410905	210.00	04/20/21	40363 CIO MEDICAL SERVICES	C
37	70410906	145.00	04/20/21	55824 FEDERAL EXPRESS CORP	C
37	70410907	295.94	04/20/21	110154 MEDCO SCHOOL	C
37	70410908	240.00	04/20/21	29408 SHARON SMOOT	C
37	70410909	4,365.40	04/20/21	861085 TV SPECIALISTS INC	C
37	70410910	26.56	04/20/21	110931 WEESE GLASS LLC	C
37	70410911	4,943.35	04/22/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70410912	200.29	04/22/21	106895 BADGER SCREEN PRINTING CO	C
37	70410913	98.25	04/22/21	85738 BEAR RIVER HIGH SCHOOL	C
37	70410914	291.00	04/22/21	111635 BRIDGERLAND BAND INSTRUMENT REPAIR	C
37	70410915	10,431.16	04/22/21	31658 BSN SPORTS	C
37	70410916	112.00	04/22/21	107994 CERTIFIED SHRED	C
37	70410917	5,539.75	04/22/21	158220 COVER UP	C
37	70410918	50.00	04/22/21	47317 HOFFMAN AL BREEDERS, INC.	C
37	70410919	34.35	04/22/21	110154 MEDCO SCHOOL	C
37	70410920	150.00	04/22/21	7137 MORGAN HIGH SCHOOL	C
37	70410921	1,500.00	04/22/21	55859 KIRK NELSON	C
37	70410922	1,500.00	04/22/21	55840 THOMAS NELSON	C
37	70410923	240.00	04/22/21	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70410924	96.05	04/22/21	5908 WALMART COMMUNITY	C
37	70410925	300.00	04/22/21	15164 MOUNTAIN VIEW HIGH SCHOOL	C
37	70410926	1,254.04	04/29/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70410927	526.04	04/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70410928	520.00	04/29/21	6890 FBLA - PBL	C
37	70410929	110.00	04/29/21	7013 FELDMAN'S	C
37	70410930	1,424.32	04/29/21	51187 METALMART INC.	C
37	70410931	610.51	04/29/21	55794 MOUSER ELECTRONICS, INC	C
37	70410932	713.04	04/29/21	55743 MY MUSIC FOLDERS	C
37	70410933	581.49	04/29/21	157371 STAPLES	C
37	70410934	35.00	04/29/21	110914 SUPERIOR WATER AND AIR INC	C
37	70410935	497.65	04/29/21	892964 UTAH STATE TAX COMMISSION	C
<b>Total Bank No 37</b>		<b>131,441.58</b>			
38	70809892	-154.35	04/20/21	1 AMANDA STROMBERG	CV
38	70810372	-195.00	04/30/21	1 KASSIE DEVERE	CV

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Bank	Check No	Amount	Date	Vendor	Type
38	70810574	34.47	04/06/21	1 APRIL NELSON	C
38	70810575	80.00	04/06/21	1 MONICA TAYLOR	C
38	70810576	34.47	04/06/21	1 STEPHANIE EGGLI	C
38	70810577	33.89	04/06/21	1 STEPHANIE PUTNAM	C
38	70810578	23.45	04/06/21	1 TODD HILL	C
38	70810579	1,167.51	04/06/21	106055 BLICK ART MATERIALS	C
38	70810580	210.00	04/06/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810581	660.84	04/06/21	158220 COVER UP	C
38	70810582	493.39	04/06/21	23736 WEISSMAN	C
38	70810583	160.00	04/06/21	102017 FARMINGTON HIGH SCHOOL	C
38	70810584	1,406.20	04/06/21	105382 DAY MURRAY MUSIC LLC	C
38	70810585	54.73	04/06/21	103987 EWING IRRIGATION	C
38	70810586	16.56	04/06/21	286060 FLINN SCIENTIFIC	C
38	70810587	336.10	04/06/21	109704 FOLLETT SCHOOL SOLUTIONS	C
38	70810588	685.00	04/06/21	100550 JOSTENS INC	C
38	70810589	152.00	04/06/21	102451 LAF GRAPHICS	C
38	70810590	438.71	04/06/21	110154 MEDCO SCHOOL	C
38	70810591	202.26	04/06/21	4936 TEXTRAIL TRAILER PARTS	C
38	70810592	20.00	04/06/21	22950 OGDEN HIGH SCHOOL	C
38	70810593	83.96	04/06/21	24953 PPG ARCHITECTURAL COATINGS	C
38	70810594	1,042.36	04/06/21	10731 SMITH'S CUSTOMER CHARGES	C
38	70810595	55.08	04/06/21	810361 STANDARD PLUMBING SUPPLY	C
38	70810596	837.90	04/06/21	111790 SUNSTONE POTTERY	C
38	70810597	395.34	04/08/21	112046 ACE HARDWARE - BRIGHAM	C
38	70810598	149.86	04/08/21	38032 AMAZON CAPITAL SERVICES INC	C
38	70810599	400.00	04/08/21	53457 BLACK STITCH LLC	C
38	70810600	4,746.85	04/08/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810601	586.00	04/08/21	108217 BRIGHAM CITY CORPORATION	C
38	70810602	36.00	04/08/21	19178 CHEAPERTHANSHIRT	C
38	70810603	150.00	04/08/21	28991 FAMILY CAREER & COMMUNITY LEADERS	C
38	70810604	1,145.51	04/08/21	103961 INTERMOUNTAIN WOOD PRODUCTS	C
38	70810605	1,096.00	04/08/21	41335 KRISPY KREME DONUTS	C
38	70810606	117.00	04/08/21	4960 OLD GRIST MILL BREAD	C
38	70810607	225.56	04/08/21	5045 RSM FOOD SERVICE	C
38	70810608	50.00	04/08/21	109177 STATE OF UTAH	C
38	70810609	500.00	04/08/21	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70810610	294.00	04/08/21	7536 JP MORGAN CHASE	C
38	70810611	25.71	04/13/21	1 MELISSA PUCKETT	C
38	70810612	168.12	04/13/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810613	818.75	04/13/21	230 CAROLINA BIOLOGICAL	C
38	70810614	223.10	04/13/21	23736 WEISSMAN	C
38	70810615	80.23	04/13/21	286060 FLINN SCIENTIFIC	C
38	70810616	540.60	04/13/21	4839 INTSEL STEEL WEST LLC	C
38	70810617	460.09	04/13/21	4880 LOUIS & COMPANY	C
38	70810618	1,228.21	04/13/21	937851 PRAXAIR DISTRIBUTION INC	C
38	70810619	8.00	04/13/21	47686 TNT ENGRAVING	C
38	70810620	3,975.52	04/13/21	5908 WALMART COMMUNITY	C
38	70810621	2,380.52	04/14/21	55719 HYATT HOUSE PROVO / PLEASANT GROVE	C
38	70810622	9,612.82	04/15/21	38032 AMAZON CAPITAL SERVICES INC	C
38	70810623	1,408.32	04/15/21	108543 B & H PHOTO VIDEO	C
38	70810624	328.35	04/15/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810625	3,176.25	04/15/21	31658 BSN SPORTS	C
38	70810626	525.00	04/15/21	55646 C6 DESIGN CO	C
38	70810627	351.00	04/15/21	19178 CHEAPERTHANSHIRT	C
38	70810628	256.68	04/15/21	489250 KENTS MARKET PL/BRIGHAM	C

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Bank	Check No	Amount	Date	Vendor	Type
38	70810629	507.30	04/15/21	489250 KENTS MARKET PL/BRIGHAM	C
38	70810630	385.00	04/15/21	4901 NASSP	C
38	70810631	429.06	04/15/21	4936 TEXTRAIL TRAILER PARTS	C
38	70810632	980.10	04/15/21	633340 OFFICE DEPOT	C
38	70810633	154.35	04/20/21	1 AMANDA STROMBERG	C
38	70810634	2,134.99	04/20/21	19178 CHEAPERTHANSHIRT	C
38	70810635	150.00	04/20/21	40363 CIO MEDICAL SERVICES	C
38	70810636	1,435.79	04/20/21	23736 WEISSMAN	C
38	70810637	699.93	04/20/21	55760 HAMPTON INN LEHI THANKSGIVING POINT	C
38	70810638	1,753.05	04/20/21	4790 HOME DEPOT CREDIT SERVICE	C
38	70810639	1,200.00	04/20/21	52515 JODIE'S CUSTOM DANCEWEAR	C
38	70810640	100.00	04/20/21	36480 MEGAN RAE MIDGLEY	C
38	70810641	106.71	04/20/21	100359 NASCO MODESTO	C
38	70810642	100.00	04/20/21	30236 JARON PUTNAM	C
38	70810643	250.00	04/20/21	36200 RIVERTON HIGH SCHOOL	C
38	70810644	124.80	04/20/21	47686 TNT ENGRAVING	C
38	70810645	150.22	04/20/21	892908 UTAH SAW WORKS INC	C
38	70810646	100.00	04/20/21	50881 KASSIE WEYAND	C
38	70810647	727.97	04/20/21	5355 WHIPPLE SOUND LLC	C
38	70810648	100.00	04/20/21	110141 SCOTT G WOOD	C
38	70810649	9,721.81	04/20/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810650	140.00	04/22/21	1 EHREN GRIFFITHS	C
38	70810651	5,950.92	04/22/21	38032 AMAZON CAPITAL SERVICES INC	C
38	70810652	146.59	04/22/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810653	49.67	04/22/21	104843 WAYNE BURRELL	C
38	70810654	51.00	04/22/21	4812 IDLE ISLE CAFE	C
38	70810655	655.00	04/22/21	51632 IMPACT APPLICATIONS, INC	C
38	70810656	103.59	04/22/21	633340 OFFICE DEPOT	C
38	70810657	115.48	04/22/21	830460 TACO TIME/TREMONTON	C
38	70810658	330.00	04/27/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810659	2,651.16	04/27/21	230 CAROLINA BIOLOGICAL	C
38	70810660	2,865.00	04/27/21	19178 CHEAPERTHANSHIRT	C
38	70810661	293.97	04/27/21	103987 EWING IRRIGATION	C
38	70810662	120.00	04/27/21	109248 J W PEPPER MUSIC	C
38	70810663	184.00	04/27/21	4871 LOGAN HIGH SCHOOL	C
38	70810664	106.71	04/27/21	100359 NASCO MODESTO	C
38	70810665	500.00	04/27/21	55867 NOO SUN DAIRY	C
38	70810666	141.36	04/27/21	4960 OLD GRIST MILL BREAD	C
38	70810667	839.60	04/27/21	24953 PPG ARCHITECTURAL COATINGS	C
38	70810668	86.25	04/27/21	23337 PREMIUM MEAT COMPANY	C
38	70810669	80.00	04/27/21	8303 SKY VIEW HIGH SCHOOL	C
38	70810670	1,146.49	04/27/21	10731 SMITH'S CUSTOMER CHARGES	C
38	70810671	50.00	04/27/21	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70810672	172.00	04/27/21	109804 WARD'S NATURAL SCIENCE	C
38	70810673	150.00	04/27/21	7692 WASATCH HIGH SCHOOL	C
38	70810674	5,900.05	04/29/21	38032 AMAZON CAPITAL SERVICES INC	C
38	70810675	795.79	04/29/21	108543 B & H PHOTO VIDEO	C
38	70810676	760.44	04/29/21	106055 BLICK ART MATERIALS	C
38	70810677	59.59	04/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70810678	550.00	04/29/21	103987 EWING IRRIGATION	C
38	70810679	84.76	04/29/21	286060 FLINN SCIENTIFIC	C
38	70810680	605.00	04/29/21	48321 IBUKKI, LLC	C
38	70810681	1,224.00	04/29/21	106568 IRON GATE CATERING	C
38	70810682	84.00	04/29/21	111637 OASIS STAGE WERKS	C
38	70810683	273.31	04/29/21	5010 RED MOUNTAIN WHOLESALE	C

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Bank	Check No	Amount	Date	Vendor	Type
38	70810684	809.40	04/29/21	13021 ROGUE FITNESS	C
38	70810685	146.12	04/29/21	5193 STEVE REGAN CO	C
38	70810686	602.00	04/29/21	103737 VERNIER SOFTWARE & TECHNOLOGY	C
38	70810687	320.00	04/29/21	102864 WALKER CINEMAS	C
<b>Total Bank No 38</b>		<b>93,793.25</b>			
39	77800497	100.00	04/06/21	85556 BEAR RIVER HEALTH DEPARTMENT	C
39	77800498	480.00	04/08/21	102864 WALKER CINEMAS	C
39	77800499	127.80	04/15/21	104321 BOX ELDER SCHOOL DISTRICT	C
39	77800500	11,500.00	04/15/21	104321 BOX ELDER SCHOOL DISTRICT	C
39	77800501	356.00	04/23/21	45500 BOX ELDER SCHOOL DISTRICT	C
<b>Total Bank No 39</b>		<b>12,563.80</b>			

<b>Total Manual Checks</b>	<b>4,553,689.11</b>
<b>Total Computer Checks</b>	<b>2,786,231.13</b>
<b>Total ACH Checks</b>	<b>297,928.91</b>
<b>Total Other Checks</b>	<b>.00</b>
<b>Total Electronic Checks</b>	<b>.00</b>
<b>Total Computer Voids</b>	<b>-2,078.66</b>
<b>Total Manual Voids</b>	<b>.00</b>
<b>Total ACH Voids</b>	<b>.00</b>
<b>Total Other Voids</b>	<b>.00</b>
<b>Total Electronic Voids</b>	<b>.00</b>

**Grand Total** 7,635,770.49

**Number of Checks** 805

Batch Yr	Batch No	Amount
21	000443	-154.35
21	001570	1,618.20
21	001651	-195.00
21	001777	1,000.50
21	001862	-1,729.31
21	001884	2,414.24
21	001940	60,637.91
21	002001	62,903.50
21	002072	172,410.03
21	002073	108,715.30
21	002074	30,320.72
21	002075	228,033.48
21	002076	6,984.31
21	002077	3,101.31
21	002089	8,228.88
21	002092	2,564.97
21	002093	4,925.70
21	002096	28,533.49
21	002099	100.00
21	002100	187.65
21	002104	6,675.90
21	002105	385.93
21	002114	200.00
21	002116	480.00
21	002117	9,892.12
21	002119	9,609.58
21	002133	424.38
21	002146	145,426.93
21	002147	10,423.47
21	002148	9,689.19
21	002149	116,657.67

A/P Summary Check Register

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<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>	
				<b>Batch Yr</b>	<b>Batch No</b>	
					<b>Amount</b>	
				21	002150	400.00
				21	002151	5,771.87
				21	002153	298.05
				21	002159	42.88
				21	002162	7,528.33
				21	002163	639.60
				21	002165	616.75
				21	002167	13,588.49
				21	002169	39,489.98
				21	002171	385.00
				21	002172	4,967.54
				21	002176	2,454.53
				21	002177	1,241.01
				21	002178	2,380.52
				21	002179	162.21
				21	002181	300.71
				21	002182	127.80
				21	002183	11,500.00
				21	002188	17,959.88
				21	002191	196.02
				21	002192	37,926.71
				21	002195	144.12
				21	002196	2,979.22
				21	002199	236,448.41
				21	002200	48,567.61
				21	002202	89,897.46
				21	002203	1,855,714.52
				21	002210	2,457.00
				21	002213	572.93
				21	002214	1,709.95
				21	002215	9,287.81
				21	002217	9,680.90
				21	002219	9,721.81
				21	002221	2,360.00
				21	002223	3,097.27
				21	002226	10,092.60
				21	002227	1,668.67
				21	002228	650.30
				21	002229	2,650.35
				21	002231	899.56
				21	002239	25,186.20
				21	002240	6,753.15
				21	002241	7,212.25
				21	002242	300.00
				21	002244	24.71
				21	002245	356.00
				21	002248	127,065.71
				21	002249	9,746.79
				21	002250	52,053.27
				21	002251	83,974.33
				21	002252	1,170.95
				21	002253	2,345.50
				21	002255	436,132.86
				21	002257	471.33
				21	002266	3,372,641.32
				21	002267	1,026.49
				21	002268	9,716.54
				21	002269	6,554.48
				21	002275	6,272.09
				21	002280	636.16
				21	002290	374.38
				21	002291	4,113.59
				21	002292	12,214.46



For May 12, 2021 Board Meeting

**Leaving the District**

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
ACHI	Barbara Alexander	Sped Para	Retiring
McKinley	Donnette Andreasen	Para	Retiring
BEHS	Mariah Andreasen	Language Arts Teacher	Resigned
Garland	Zander Andreasen	DLI Spanish Teacher	End of Contract
Willard	Carem Arias	DLI Teacher	End of Contract
BEHS	Alli Ball	Teacher	Resigned
Century	JoAnne Barker	Teacher	Retiring
Three Mile Creek	Lynette Barker	Teacher	Retiring
BEHS	Christine Baron	Para Pro	Retiring
Sunrise	Lisa Beard	Teacher	Retiring
BEMS	Eric Blanchard	Band Teacher	Resigned
ACYI	Erika Bloxham	6th Grade Science Teacher	Resigned
BRMS	Taylor Boyce	Teacher	Resigned
BEMS	Tristan Boyce	DLI Spanish Teacher	Resigned
Willard	Jennifer Childs	Teacher	Resigned
ACHI	Abigail Clarke	Teacher	Resigned
DO	Patricia Clawson	Asst. Supt Secretary	Retiring
Fielding	Elizabeth Larson Clegg	Teacher	Resigned
Transportation	Vicky Dean	Route Coordinator	Retiring
ACHI	Tralyn Debrew	ED Teacher	Resigned
McKinley	Jennifer Delaney	Preschool	Resigned
ACYI	Denise Diehl	Teacher	Retiring
Garland	Jennifer Duncan	Teacher	End of Contract
Garland	Robyn Esplin	Instructional Coach	Retiring
BEMS	James Mitchell Everstsen	Art Teacher	Resigned
Discovery	Debra Firth	ELL Para	Retiring
Foothill	Michelle Gardner	Teacher	Retiring
McKinley	Kylee Grow	SLT	Resigned
Lake View	Janice Holmgren	Media Specialist	Retiring
Garland	Petra Holst	5th Grade Teacher	Resigned
Mtn View	Keasha Hoopes	Teacher	End of Contract
Discovery	Susan Iverson	Library Aide	Retiring
BRHS	David Jensen	Math Teacher	Resigned
BEHS	Beth Jeppsen	Cook	Retiring
BEHS	Karen Jessop	CTE FACS	Resigned
Discovery	C. Robert Johnson	Teacher	Retiring
ACHI	Annette Jones	Teacher	Retiring
BRHS/BEHS	Lori Marinsen	CTE FACS	End of Contract
BEHS	Cynthia McConkie	Para	Retiring
BEHS	Wayne McConkie	Teacher	Retiring
BEHS	Michelle Mund	Teacher	Retiring
McKinley	Karen Munns	Teacher	Retiring
ACYI	Ernesto Navarro	DLI	Resigned
BEHS	Debbie Nelson	Para	Retiring
ILSC	Christen Nelson	Teacher	Resigned
Transportation	Keevin Nelson	Transportation Director	Retiring
ACYI	Marci Nelson	Teacher	Retiring
BEMS	Pamela Nelson	SpEd Teacher	Retiring

## PERSONNEL ACTION

Three Mile Creek	Reese Nelson	Custodian	Retiring
Fielding	Jana Nish	Resource Teacher	Retiring
Lake View	Nuria Martinez Olmo	DLI	Resigned
North Park	Cindy Payne	Teacher	Retiring
BEHS	Brandon Pena	Ceramics Teacher	Resigned
BRMS	Eldon Petersen	Principal	Retiring
Fielding	Sharon Potter	Literacy Para	Retiring
Sunrise	Ghislaine Richards	ELL/Adult Ed Teacher	
BRMS	Tiffany Ross	Language Arts Teacher	Resigned
BEMS	Tammy Salerno	Teacher	Retiring
BEHS	Eric Shepherd	Teacher	Resigned
Mtn View	Julia Silva	Resource Teacher	Resigned
BEMS	Alexandra Smith	Language Arts Teacher	Resigned
BRHS/BRMS	Derek Sorensen	Drama/Theater Teacher	Resigned
Grouse Creek	Sonya Spackman	Teacher	End of Contract
BRHS	Katie Stapley	Teacher	Resigned
North Park	Suzette Stevenson	Teacher	Retiring
DO	Jessica Stratford	Gifted and Talented	End of Contract
North Park	Katherine Taylor	Kitchen Manager	Retiring
ACHI	Caitlin Thaxton	Math and Science	End of Contract
ACHI	Trina Thomson	Teacher	Resigned
BRMS	Sandra Thompson	Receptionist	Retiring
DO	Stacy Thompson	Gifted and Talented	Other
North Park	Haley Trauvtvein	Teacher	Resigned
BRHS	Holly Veibell	Counselor	End of Contract
Three Mile Creek	Bruce Wankier	Teacher	Retiring
Garland	Heather West	2nd Grade Teacher	Resigned
ACHI	Lyssa Winkler	SLT	Resigned

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## Suggestions for Future Board Meetings

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### **June 9, 2021 – (tentative)**

- Budget Hearing – Rod Cook
- Approval of Budget – Rod Cook
- Approval of 2021-22 Tax Rates – Rod Cook
- Approval of Internal and Independent Auditors – Rod Cook
- MBA Meeting – Rod Cook
- Pick-up Contributions for Members of Contributory Retirement System – Keith Mecham
- Tentative Ratification of Negotiated Agreement with BEEA – Keith Mecham
- Tentative Ratification of Negotiated Agreement with BESPAs – Keith Mecham
- Declaration of Open Enrollment Schools – Keith Mecham
- Approval of TSSA Plans – Gary Allen and Keri Greener
- Construction Report – Corey Thompson
- Policy Review

### **July 14, 2021 – (tentative)**

- Internal and Independent Audit 2020-2021 – Rod Cook
- Approval of Sex Education Committee – Gary Allen
- Construction Report – Corey Thompson
- 2020-21 TSSA Plan Results – Gary Allen and Keri Greener
- Policy Review

### **August 11, 2021 – (tentative)**

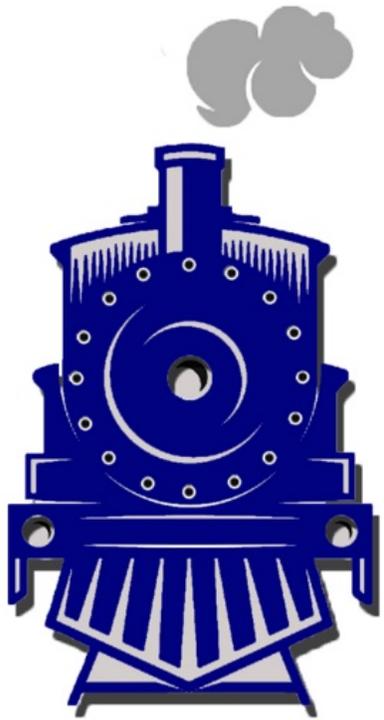
- Approval of Early Literacy Plan – Keri Greener
- Construction Report – Corey Thompson
- Policy Review

### **September 8, 2021 – (tentative)**

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

### **October 13, 2021 – (tentative)**

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



**BOX ELDER  
SCHOOL DISTRICT**

*Learning is Everything*

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BOX ELDER SCHOOL DISTRICT  
BOARD OF EDUCATION  
HANDBOOK

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REVISED  
OCTOBER 9, 2019  
BOX ELDER SCHOOL DISTRICT

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# BOARD OF EDUCATION HANDBOOK INTRODUCTION

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

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

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

## Authority and Responsibilities of the Board

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

## Principles of Board Leadership

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

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

[Utah Code § 53G-4](#)

# Making School Board Decisions

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

Although the typical school board makes many different decisions, all of those decisions can be put into four general categories:

**Policy decisions** are the most important work of the board. The majority of a board's time should be spent on policy development, monitoring, and review. Written policies accomplish the following:

- articulate district direction and goals;
- delegate authority and define limitations on that authority;
- establish board processes, including those for monitoring progress toward district goals and ensuring compliance with laws and board policy.

The board is empowered to make policy decisions for district schools. Board members act as trustees for the community; therefore, policies are often understood as expressions of the community's aspirations for its public schools.

**Problem solving decisions** come in response to a crisis or opportunity that cannot be resolved by the superintendent or is not fully addressed in existing board policy. For example, in the face of declining enrollment, a typical school board would not expect its superintendent to make a final decision on which building to close. Although the superintendent would be expected to provide information and make recommendations, the school board would make the final decision, after deliberating alternatives and consulting policy statements.

Problem-solving decisions usually have isolated, one-time impacts. However, such decisions can establish a precedent that may have the force of policy. For example, a school board's decision to grant a benefit to one group of students may obligate it to grant the same benefit to another group in a similar situation.

**Managerial decisions** required of each local Utah school board are set forth in the statutes, most notably in [Utah Code § 53G-4-402](#). For example, a school board is required to do the following:

- implement the core curriculum
- administer tests,
- implement training programs,
- enroll children in school,
- establish school libraries, and

- establish school safety traffic committees
- ensure that school community councils receive the required annual training and review and approve the school improvement plans developed by the school community councils.

With few exceptions, managerial duties are delegated to the superintendent. Where there is good communication and high level of trust between the board and superintendent, combined with sound policies that set directions and establish parameters, routine managerial duties will consume only a small amount of time at public board meetings. Legally required board actions can usually be accomplished through approval of consent agendas.

School boards must learn to distinguish policy decisions from problem-solving decisions. Sometimes this is challenging but, in general, boards that emphasize policy development will need to make fewer decisions in response to routine problems. Superintendents who have strong policy guidance are able to resolve a wider array of problems without bringing them to the board for action. Good policy development and review processes allow boards to operate at the systemic level - dealing with mission, purpose, direction, and results.

Conversely, boards without up-to-date written policies often find their meetings running late into the night. Their superintendents must bring numerous issues for discussion and action, which wastes time and yields inconsistent results.

**Personnel decisions** represent a special category of managerial decisions. Most school boards delegate personnel matters to the superintendent and use policies to express their desired standards for hiring, evaluation, compensation, discipline, and dismissal. This approach avoids the quagmire of wrestling directly with hiring or disciplining employees other than the superintendent and business administrator. Personnel actions, therefore, are usually found on the consent agenda, because a board is required by law to approve all employment contracts, salaries, benefits, and dismissals.

The superintendent is an appointed public official, the district's chief executive, and an employee of the board. Only the board can employ, evaluate, discipline, or dismiss the superintendent.

## **Holding Closed Meetings**

**A closed meeting may be held if:**

1. A quorum is present.
2. The meeting is an open meeting for which specific notice for a closed meeting has been given with the stated purpose defined.

3. Two-thirds of the members present vote to close the meeting. Voting must be taken by roll call. Name and vote.

**Minutes of the closed meeting shall contain:**

1. Reason for holding the meeting.
2. Location of the meeting.
3. Vote by name, of each member of the board, either for or against the motion to hold the closed meeting.

**Purpose of a closed meeting:**

1. Discussion of the character, professional competence, or physical or mental health of individual.
2. Strategy sessions to discuss collective bargaining.
3. Strategy sessions to discuss pending or reasonably imminent litigation.
4. Strategy sessions to discuss the purchase, exchange, or lease of real property including any form of a water right or water shares if public discussion of the transaction would:
  - a. Disclose the appraisal or estimated value of the property under consideration; or
  - b. Prevent the board from completing the transaction on the best possible terms.
5. Strategy sessions to discuss the sale of real property, including any form of water right or water shares if public discussion of the transaction would:
  - a. Disclose the appraisal or estimated value of the property under consideration; or
  - b. Prevent the board from completing the transaction of the best possible terms.
6. Discussion regarding deployment of security personnel, devices or systems.
7. Investigative proceedings regarding allegations of criminal misconduct.

**A Board may not interview a person applying to fill an elected position in a closed meeting.**

**Record of closed meetings:**

1. A recording shall be made of the closed portion of the meeting.
2. Detailed written minutes may be kept that disclose the content of the closed portion of the meeting.
3. A recording of a closed meeting shall be complete and unedited from the commencement of the closed meeting through adjournment.
4. The recording and any minutes of a closed meeting shall include:
  - a. Date, time, and place of the meeting.
  - b. Name of the members present and absent.
  - c. Names of all others present except where the disclosure would infringe on the confidentiality necessary to fulfill the original purpose of the closing the meeting.
5. No recording or minutes will be taken if the purpose of the closed meeting is for the discussion of the character, professional competence, or physical or mental health of an individual.

- a. A sworn statement must be signed by the presiding member of the board that the sole purpose for closing the meeting was to discuss the character, professional competence, or physical or mental health of an individual.

## **Collaborative Relationships: Shared Governance**

The Box Elder County School District Board of Education has the exclusive right and responsibility to determine the goals and direction of the schools and use all its resources to achieve such goals, within the bounds of state and federal law and rules of the Utah State Board of Education.

Box Elder School District is a complex organization, which can succeed only if we enlist the energy, creativity, and effort of many people to accomplish our goals. The board believes that ideal conditions for student learning can be realized when shared governance is thoughtfully used to support student achievement.

Board decisions should accurately reflect the public's interests. Statutes of the state of Utah require local school boards to make decisions by majority vote; thus the obligation to seek consensus under shared governance does not bind the board in its decision-making.

The board delegates to school sites and departments the right to make some decisions using the shared governance process. Site-based decisions must conform to legal requirements, state and federal rules and regulations, the district's Student Achievement Plan, policies, procedures, guidelines, and contractual obligations, including negotiated employee agreements.

## **Essentials of A Professional Learning Community**

- A. The Superintendent and district administrators will ensure that all of the schools in the district function as professional learning communities. Professional learning communities are defined as educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.
  1. The Board, district, and school administrators will ensure that time is available, within the contract day, for educators to meet together regularly in collaborative teams.

2. District/school administrators will ensure this time is reserved for activities directly related to the process of collective inquiry and action research to achieve better achievement results for our students.
3. Collaborative teacher teams will focus on the following four questions:
  - a. What is it that our students are expected to know and do?
  - b. How will we know if they know and can do what is expected?
  - c. How will we respond if they don't know and can't do what is expected?
  - d. How will we respond if they already know and can do it?

District and school administrators will ensure that ongoing training and professional learning opportunities are provided to ensure that all Box Elder School District educators are proficient in the philosophies and practices related to professional learning communities/collaborative teacher teams.

## **Authority of Individual Board Members**

Power belongs not to individual members of a Board of Education but to the Board of Education acting as a corporate body through collective action. Board members have authority only when acting as a Board of Education in a legally constituted session, with a quorum present. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is specifically authorized by an official act of the board. This does not preclude individual board members from representing the board at meetings and ceremonial events or speaking to constituent groups in their capacity as board members.

## **Nominations and Elections for Board Leadership**

### **Nominations**

- A. An office must be created by Board Policy or by a motion to that effect before it can be filled by election or otherwise.
- B. The Board President must call for nominations.
- C. Nominations do not require a second. However, any number of persons may second a given nomination just to show their support of that nominee.
- D. The motion "to close nominations" is not in order until the assembly is ready to close nominations.
  1. When there are two or more nominees for the office the motion to close nominations requires a two-thirds vote. (This motion must be seconded.)
  2. A negative vote on the motion signifies that there are additional nominations forthcoming.
  3. If and when there are no further nominations the Board President may then put the motion to close nominations to a vote without waiting for a second.

## **Elections**

- A. Elections and nominations must conform to the procedure prescribed by the Utah State Law and Board Policy.
- B. In case of a tie vote, the election is decided by lot unless the organization adopts a motion to do otherwise.
- C. Elections are decided by a roll call vote, not by secret ballot. Election to the office is determined by a simple majority.

## **Board Leadership Responsibilities**

The board president will:

- 1. Conduct meetings of the board in accordance with law and policy.
- 2. Communicate regularly with the superintendent, business administrator, and members of the board to set meeting agendas, facilitate the flow of necessary information, and respond to community issues and queries.
- 3. Sign legal assurances, correspondence, and contracts on behalf of the board as required by law, policy, or vote of the board.
- 4. Represent the board, or designate others to represent the board, as requested, in executive meetings with community and business leaders or elected officials to promote perform their duties.

The board vice president will:

- 1. Advise and assist the president as needed.
- 2. Substitute for the president as required.
- 3. Attend meetings with or at the request of the president and superintendent.
- 4. Keep the board appropriately informed of issues or data that would help members

Board leadership may speak for the board, or designate others to speak for the board, when requested to do so by vote or consensus of the board communication, without binding the board to a specific decision or position.

## **New Board Member Orientation**

Following the election or appointment of new members, the superintendent and board leadership will provide for an orientation, as to the board's operation and processes, the working relationships with the Superintendent of Schools and staff of the Box Elder School District, and substantive background information pertaining to school system issues and procedures. A copy of this handbook will be provided online. New board members are also encouraged to attend the orientation session organized by the Utah School Boards Association (USBA).

# **Board of Education Code of Conduct**

The members of the Board of Education agree to abide by the following norms of behavior, both as they govern the conduct of board meetings and as they govern the actions of individual board members. These norms will provide an orderly way to conduct public business, promote an atmosphere of mutual respect, and establish a level of expectation for those who aspire to become school board members in the future.

Board members shall:

1. Represent the Board with dignity, honesty, and integrity.
2. Attend meetings regularly, prepared, professional, engaged, and dedicated to accomplishing and adhering to the agenda.
3. Support efforts to focus on the important matters, remembering that the student is always our most important matter.
4. Communicate effectively, early, and often with each other and with others concerned, seeking to make your own ideas clear while respecting the different opinions of others.
5. Be loyal to the Board and work to achieve unity by supporting its decisions, even though you may personally espouse a different view.
6. Value civility and avoid contention realizing conflict on some issues is inherent and not undesirable.
7. Represent and seek to understand the needs of all students, staff and citizens in the District without partisanship.
8. Work effectively with the Superintendent, and through him/her, with the staff throughout the District.
9. Develop and improve Board skills by establishing goals, measuring progress, and participating in a variety of training opportunities
10. If at all possible Board members should notify the Superintendent or the Board President well in advance of any concerns or questions regarding the Board agenda so that they can be resolved in advance if possible.

## **Board Member Commitments and Ethics**

The Board and its members commit to standards of conduct that are consistent with the public trust placed in elected officials. Accordingly, the Board and its members will:

1. Strive to make policies that promote the educational growth and development of all students;
2. Endeavor to appoint the most competent person available as superintendent of schools and hold that superintendent responsible for carrying out the vision, mission, and goals of the District in the administration of its schools;

3. Support and allow administrators, teachers, and staff to function in their authorized capacities while holding employees responsible for carrying out the District's vision, mission, and goals in their respective roles;
4. Seek to employ the best qualified personnel available without regard to race, color, sex, pregnancy, religion, national origin, age, marital status, disability, sexual orientation, or gender identity—except when justified to meet a bona fide occupational requirement (see 20 U.S.C. 1681 et seq.; Utah Code § 34A-5 et seq.);
5. Promulgate policies and procedures dedicated to maintaining a learning and working environment in the District free of discrimination and unlawful harassment, including sexual harassment;
6. Promulgate policies and procedures that ensure operational transparency, including directing employees to maintain, manage, and where appropriate, produce records consistent with federal and state laws (see 20 U.S.C. § 1232g; 34 C.F.R. Part 99; and Utah Code § 53E-9 et seq.);
7. Attend Board meetings, insofar as possible, being informed and prepared to discuss and act upon the items on the Board agenda;
8. Conduct Board business in compliance with the Utah Open Meetings Act (Utah Code § 52-4-1 et seq.);
9. Exercise Board authority exclusively to perform legislative and judicial functions;
10. Encourage free expression of opinion and seek regular communication and feedback from the public;
11. Work toward consensus in Board decision making and foster respectful and civil working relationships with other Board members and with the superintendent and District staff while recognizing the value of diverse perspectives and differences of opinion; and
12. Strive to be effective educational leaders by participating in professional development, studying education issues, fulfilling assigned Board duties, building relationships with community organizations and leaders, communicating with constituents, and advocating for public education.

A. Board of Education Code of Ethics

1. Members of the Board may receive compensation for services and necessary expenses in accordance with Utah Code § 53G-4-204. For purposes of Utah Retirement Systems (URS) coverage, however, duly elected members of the Board are classified as part-time employees and ineligible for URS benefits.
2. Members of the Board may not use their position, or information acquired by reason of their position, for any improper or unlawful purpose including substantially furthering personal economic interests or securing special privileges or benefits for themselves or others that would impair the members' independent judgement or interfere with the ethical performance of the members' duties in

violation of Utah Code, § 67-16-4.

3. The Board will officially accept gifts and donations on behalf of the District; such acceptance, however, shall not obligate the Board to act in any way contrary to the best interests of students and the public. Further, the Board or its members shall not request, demand, or accept personally or on behalf of the District, a loan, donation, gift of substantial value, or an economic benefit tantamount to a gift in violation of Utah Code §§ 67-16-5 to 5.6
4. The Board and its members shall not misappropriate or misuse public funds or resources and shall be responsible fiscal managers of public funds. Expenditure of public funds shall only be made in accordance with federal or state law and District policies.
5. Members of the Board shall disclose any compensation or any position (whether officer, director, agent, employee, or owner of a substantial interest) in any business entity that does business with or is subject to the regulations governing the District or other public agency in a sworn affidavit and file it with the state attorney general, the District, and any other agency involved in the business or transaction consistent with Utah Code §§ 67-16-6 to 8. Further, members of the Board shall have no personal investments and/or conduct any business creating a substantial conflict of interest between Board members' private interests and their public duties in violation of Utah Code § 67-16-9.
6. Members of the Board shall maintain the confidentiality of information obtained in executive session or other confidential information otherwise obtained in an official capacity.
7. Members of the Board have no individual authority to act on behalf of the Board and the Board only exercises its authority as a body by taking official action through voting in a duly scheduled Board meeting. Individual Members of the Board should not speak on behalf of the Board without prior Board approval.

Members of the Board shall abide by state and federal laws and District policies and refrain from personal or professional conduct that would bring censure, ridicule, damage, or reproach upon the Board or the District.

## **Disciplining Board Members**

If a member of the Board of Education violates the Code of Conduct or the ethical assurances outlined in Board [Policies 1034](#) and [1035](#), the board president and vice president will speak to that member about his or her responsibilities. If disruptive or destructive behavior occurs, the board may issue a formal reprimand by a vote of five members.

## Policies Governing the Board

Detailed information about the board's process of conducting meetings and other guidance around board operation can be found in [School Board Policy Article 1](#).

Links to other helpful resources, including specific citations to Utah Code, are included with the appropriate policy on the district's website.

## Guidelines and Parliamentary Motions

The following guidelines and examples have been taken from the Utah School Boards Association book titled *Coming to Order*, which is available on the USBA website. The Box Elder School District Board of Education appoints a Business Administrator who serves as the board's parliamentarian:

1. A board should agree on and adopt an agenda format that it will follow at regular meetings.
2. Action items on the agenda require:
  - a motion by a board member,
  - a second to the motion (required by most boards but not all),
  - a discussion of the motion by board members, and
  - a vote by board members.
3. Other than the consent agenda, each motion should be limited to one idea or issue.
4. No new motion may be made while another is being discussed.
5. A motion may be amended and votes on the amendments must be taken before acting on the original motion.
6. Before a vote on a main motion is taken, business can be interrupted by a motion:
  - to table the main motion,
  - to postpone action,
  - to refer the motion to a committee,
  - to withdraw it from consideration, or
  - to adjourn the meeting.

The subsidiary motions must be disposed of prior to action on the main motion.
7. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
8. When a Board member wishes to speak in board meeting, he/she should request to be recognized by the Board President before speaking. He/she may gain recognition by the President by raising a hand or speaking audibly, "Mr./Mrs. President". Once recognized the Board member should address the Board.

9. When the president senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
10. Some motions, such as a motion to adjourn, are not debatable. See the “Simplified Chart of Parliamentary Motions” on page 10.
11. Before a motion is voted upon, it should be repeated aloud.
12. The president, by virtue of membership on the board, is expected to vote on each issue before the board.
13. The president should indicate before each vote whether a simple or special majority is required.
14. The president should keep readily at hand a reference guide, such as the chart of parliamentary motions.

## Simplified Chart of Parliamentary Motions

Motion & Order of Precedence	You Say:	Debatable	Amendable	Vote Required
Adjourn	I move to adjourn	No	No	Majority
Recess	I move to recess for	No	No	Majority
Close Debate	I move the previous question	No	No	2/3
Postpone Definitely	I move to postpone the motion to	Yes	Yes	Majority
Refer to Committee	I move to refer the motion to	Yes	Yes	Majority
Amend the Amendment	I move to amend the amendment by	Yes	Yes	Majority
Amend or substitute	I move to amend the motion by	Yes	Yes	Majority
Main motion	I move to	Yes	Yes	Majority
Reconsider		Yes	Yes	Majority

Rescind		Yes	Yes	Majority (with notice)
Incidental Motions				
No order of precedence. Arise incidentally and decided immediately				
Point of Order (to enforce rules)	Point of Order	No	No	None
Parliamentary Inquiry	Parliamentary questions	No	No	None
Withdraw or Modify a Motion	I withdraw (or modify) my motion	No	No	Majority

# Board Policies Relevant to Board of Education Legal Status, Responsibilities, and Ethics

## Policy 1010 School Board’s Legal Status

- A. Promote education
  - 1. The Board has the legal power and duty to do all things necessary for the maintenance, prosperity and success of the schools and for the promotion of education and to exercise all powers given by statute. The Board’s legal powers and duties include the actions set forth in this policy, but are not necessarily limited to the listed powers and duties.  
[Utah Code § 53G-4-402\(20\) \(2018\)](#)
- B. Govern
  - 1. The Board of Education recognizes that under Utah law “it is the province of the Board of Education to determine what things are detrimental to the successful management, good order, and discipline of the schools and the rules required to produce” successful management, good order, and discipline in the schools.  
*Beard v. Board of Education, 16 P.2d 900 (Utah 1932)*
- C. Adopt rules
  - 1. Adopt such rules, regulations, and bylaws as the Board deems proper for the operation of the Board and for the control and management of the District’s schools.  
[Utah Code § 53F-8-201 \(2018\)](#)

- D. Levy taxes
1. Establish tax rates each year and submit the proposed rate to the county legislative body in which the District is located according to statutory procedures:  
[Utah Code § 53F-8-201\(1\) \(2018\)](#)  
[Utah Code § 53F-8-202 \(2018\)](#)  
[Utah Code § 53F-8-402 \(2018\)](#)
- E. Annual budget
1. Prepare, adopt, and file a budget for the next succeeding fiscal year with the county legislative body in which the District is located as required by statute.  
[Utah Code § 53F-8-201 \(2018\)](#)
- F. Bequests
1. Receive bequests and donations or other monies or funds which are made for educational purposes.  
[Utah Code § 53G-4-402\(12\) \(2018\)](#)
- G. Acquisition and ownership of property
1. Acquire and hold real and personal property in the name of the District, inclusive of all rights and titles, and lease and lease with an option to purchase property. The Board of Education has the direction and control of all school property in the district.  
[Utah Code § 53G-4-401\(4\) \(2018\)](#)
- H. Eminent domain
1. Exercise the right of eminent domain to acquire property.  
*Board of Education of South Sanpete School District v. Barton, 617 P.2d 347 (Utah 1980).*  
*Olsen v. Board of Education of the Granite School District, 571 P.2d 1336 (Utah 1977).*
- I. Employ personnel
5. Employ by contract a Superintendent, Business Administrator, Principal(s), teacher(s), or other executive officer(s) and set salary schedules therefor.  
[Utah Code § 53G-7-202 \(2018\)](#)  
[Utah Code § 53G-4-301 \(2018\)](#)  
[Utah Code § 53G-4-302 \(2018\)](#)
- J. Close schools and change school boundaries
1. Close schools or suspend operation of schools or change school attendance area boundaries as determined to be appropriate by the Board of Education after appropriate public notice and hearing as required by statute.  
*Allen v. Board of Education Weber County School District 236 P.2d 756 (Utah 1951)*  
*Save Our Schools v. Board of Education of Salt Lake City, 2005 UT 55*  
[Utah Code § 53G-4-402\(21\) \(2018\)](#)
- K. Sue and be sued
1. Sue and be sued in the name of the District.  
[Utah Code § 53G-4-401\(4\) \(2018\)](#)

- L. Fulfill other statutory duties and exercise other statutory powers
  - 1. The Board also has the duty to comply with such other duties as are set forth in the laws and regulations of Utah and the United States, and also may exercise the powers and authorities established by such laws and regulations.

## **Policy 1020 Board Power and Duties**

- A. The Board of Education, on its own behalf, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by applicable law, rules and regulations to establish the framework of school policies and projects including, but without limitation because of enumeration, the right:
  - 1. To appoint, by contract, a district superintendent who serves as the Board's chief executive officer. [Utah Code § 53G-4-301\(1\)](#)
  - 2. To appoint a business administrator. [Utah Code § 53G-4-302\(1\)](#)
  - 3. To make and enforce policy necessary for the control and management of the district schools. [Utah Code § 53G-4-402\(15\)](#)
  - 4. To prepare and adopt a budget and make appropriations for the next fiscal year. [Utah Code § 53G-7-303\(2\)](#)
  - 5. To administer and implement Federal education programs in accordance with the Federal Programs Act. [Utah Code § 53G-4-402\(10\)](#)
  - 6. To establish, locate, and maintain elementary, secondary, and applied technology schools. [Utah Code § 53G-4-402\(5\)](#)
  - 7. To employ staff necessary to carry out the functions of the school district. The Board shall also determine qualifications, conditions of employment, salary schedules, dismissal, demotion, promotion and work assignments.
  - 8. To establish and supervise the program of instruction, including methods of instruction, schedules, materials, necessary staff, etc., and to make the necessary assignments for all extra-curricular programs that, in the opinion of the Board, benefit students.
  - 9. To sue and be sued in the name of the district. [Utah Code § 53G-4-401\(4\)](#)
  - 10. To take, hold, lease, sell, and convey real and personal property as the interests of the schools may require. [Utah Code § 53G-4-401\(4\)](#)
  - 11. To purchase, sell, and make improvements on school sites, buildings, and equipment and construct, erect, and furnish school buildings. [Utah Code § 53G-4-402\(3\)](#)
  - 12. To accept private grants, loans, gifts, endowments, devises, or bequests that are made for educational purposes. [Utah Code § 53G-4-402\(12\)\(a\)](#)
  - 13. To close the schools or suspend operation if necessary.
  - 14. To do all things necessary for the maintenance, prosperity, and success of the schools and the promotion of education. [Utah Code § 53G-4-402\(20\)](#)
- B. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgement and discretion in connection therewith shall be

limited only by the Constitution and Laws of the State of Utah and the Constitution and Laws of the United States.

C. To work to understand and represent the interest of the community members.

## **Policy 1025 Administration Relations**

### **A. District Governance**

1. The Board has the power to manage and govern the public schools of the District.

[Utah Code § 53G-4-402 \(2018\)](#)

*Elwell v. Board of Education of Park City, 626 P.2d 460 (Utah 1981)*

### **B. Consultation**

1. The Board and its administrative personnel may consult with teachers with respect to matters of educational policy and conditions of employment. The Board may adopt and make reasonable rules, regulations, and agreements to provide for such consultation, but these shall not limit or affect the power of the Board to manage and govern the schools of the District, nor shall such rules, regulations or agreements favor one educational association over another or give preferential treatment to an educational association.

[Utah Code § 53G-11-205\(4\) \(2018\)](#)

### **C. Exclusivity and Coercion**

1. If the Board chooses to engage in consultation, the process shall be structured so that there is no direct or indirect coercion of employees to join or refrain from joining a labor union, labor organization or other type or association, and such consultation shall be structured so that the Board does not favor one educational association over another or give preferential treatment to an educational association.

[Utah Code § 34-34-4 \(1969\)](#)

[Utah Code § 34-34-7 \(1969\)](#)

[Utah Code § 34-34-8 \(1969\)](#)

[Utah Code § 53G-11-205\(4\) \(2018\)](#)

### **D. Association Negotiations**

1. Public employees may negotiate in groups or through employee associations with the District. This is not to be construed as granting to district employees the right to strike, which action is specifically prohibited.

[Utah Code § 34-34-2 \(1969\)](#)

[Utah Code § 34-34-16 \(1969\)](#)

2. The term "labor organization" means any organization of any kind, or any agency or employee, representation committee, or plan, in which employees participate and which exists for the purpose, in whole or in part, of dealing with one or more employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

E. Publication of Negotiated Agreement

1. If the Board engages in negotiations with labor organizations and a negotiated or collective bargaining agreement is reached, the Board shall, within ten (10) days of ratification, post the agreement or memorandum on the District's website [Utah Code § 53G-11-207 \(2018\)](#)

F. Distribution of Organization Materials

1. The District shall not allow unstamped, or stamped but not cancelled, employee organization mail to be delivered by interschool mail. Unless off-duty and acting as an agent of an employee organization, a District employee shall not distribute unstamped, or stamped but not cancelled, mail from employee organizations to other District employees.

G. Equal Access for Employee Associations

1. The schools in the District shall allow all employee associations equal access to distribution of information in or access to employee physical or electronic mailboxes (including school-provided email accounts), and to membership solicitation activities at new teacher or new employee training meetings or functions. (This policy does not require the school to afford association access to these activities, but requires that if access is granted to one employee association, equal access must be provided to other employee associations.) [Utah Code § 53G-11-205\(2\), \(3\) \(2018\)](#)

H. No Endorsement of or Preference for Any Employee Association

1. The District does not endorse any one employee association, and District policies, structures, and procedures shall not be applied to favor one employee association over another or to otherwise give preferential treatment to one employee association. District calendars and publications shall not include or refer to the name of any employee association in relation to any day or break in the school calendar. [Utah Code § 53G-11-205\(4\), \(5\) \(2018\)](#)

## **Policy 1034 Board of Education Code of Conduct**

A. 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.

## **Policy 1035 Board Member Commitments and Ethics**

### **A. Board of Education Commitments**

The Board and its members commit to standards of conduct that are consistent with the public trust placed in elected officials. Accordingly, the Board and its members will:

1. Strive to make policies that promote the educational growth and development of all students;
2. Endeavor to appoint the most competent person available as superintendent of schools and hold that superintendent responsible for carrying out the vision, mission, and goals of the District in the administration of its schools;
3. Support and allow administrators, teachers, and staff to function in their authorized capacities while holding employees responsible for carrying out the District's vision, mission, and goals in their respective roles;
4. Seek to employ the best qualified personnel available without regard to race, color, sex, pregnancy, religion, national origin, age, marital status, disability, sexual orientation, or gender identity—except when justified to meet a bona fide occupational requirement (see [20 U.S.C. 1681 et seq.](#); [Utah Code § 34A-5 et seq.](#));
5. Promulgate policies and procedures dedicated to maintaining a learning and working environment in the District free of discrimination and unlawful harassment, including sexual harassment;
6. Promulgate policies and procedures that ensure operational transparency, including directing employees to maintain, manage, and where appropriate, produce records consistent with federal and state laws (see [20 U.S.C. § 1232g](#); [34 C.F.R. Part 99](#); and [Utah Code § 53E-9 et seq.](#));
7. Attend Board meetings, insofar as possible, being informed and prepared to discuss and act upon the items on the Board agenda;
8. Conduct Board business in compliance with the [Utah Open Meetings Act \(Utah Code § 52-4-1 et seq.\)](#);
9. Exercise Board authority exclusively to perform legislative and judicial

functions;

10. Encourage free expression of opinion and seek regular communication and feedback from the public;
11. Work toward consensus in Board decision making and foster respectful and civil working relationships with other Board members and with the superintendent and District staff while recognizing the value of diverse perspectives and differences of opinion; and
12. Strive to be effective educational leaders by participating in professional development, studying education issues, fulfilling assigned Board duties, building relationships with community organizations and leaders, communicating with constituents, and advocating for public education.

#### B. 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.
8. 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.

### **Policy 1036 Conflict of Interest: Board Member and Employee**

- A. Purpose: The purpose of this policy is to set forth standards of conduct for board members and employees of the Box Elder District in areas where there are actual or potential conflicts of interest between their public duties and their private interests. This policy is intended to strengthen public confidence in the district and its employees. The policy is based on state law, [Utah Code 67-16](#).
- B. No member of the Board of Education or any employee of the Box Elder School District shall:
  1. Improperly disclose confidential information acquired by reason of his or her official position or use such information for his or her or another's private gain or benefit;
  2. Use or attempt to use his or her official position to secure special privileges or exemptions for himself or herself or others;
- C. A written statement shall be filed annually with the superintendent by all board members, superintendent, business administrator, facilities administrator, coordinators of school lunch, purchasing and transportation, and any other district employee who:
  1. Accepts other employment that he or she might expect would impair his or her independence of judgment in the performance of his or her public duties; or would interfere with the ethical performance of his or her public duties.
  2. Accepts any gift, compensation, or loan that comes because of past, present, or future action directly affecting the donor. (An award publicly presented in recognition of public services or a non-pecuniary gift of less than \$50.00 value is not prohibited.)
  3. Initiates business dealings on behalf of the district with any business or individual from whom the board member or employee receives compensation or gifts in any form.
- D. Statements filed with the superintendent under "C" above, shall be signed by the board member or district employee and contain:
  1. The name and address of the board member or district employee involved;

2. The name and address of the person or business entity with whom a conflict of interest may exist;
  3. A brief description of the board member's or employee's involvement or interest with the individual or business entity named.
- E. The statement shall be filed within ten days or the earlier of:
1. The date of any agreement between the board member or district employee and the person or business entity being assisted or;
  2. The receipt of compensation from that entity.
- F. The statement is public information and shall be available for examination by the public.
- G. Penalties for violation of this policy may include removal from office, dismissal from employment, and/or criminal prosecution. Additionally, the school district may rescind or void any contract or subcontract entered into as a result of actions prohibited under this policy, and do so without returning any part of the consideration that the district may have received.

**POLICY 1037 Employment/Assignment of Relatives (Nepotism)**  
**(Reference - [Utah Code 52-3](#))**

- A. Definition: As used in this policy, "appointee" means an employee whose salary, wages, pay, or compensation is paid from public funds; "relative" means father, mother, husband, wife, son, daughter, sister, brother, grandfather, grandmother, uncle, aunt, nephew, niece, grandson, granddaughter, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law - "household member" means a person who resides in the same residence.  
[Utah Code § 52-3-1\(1\)\(d\) \(2018\)](#)
- B. No Board member or employee of the district may employ, appoint, or vote for or recommend the appointment of a relative or household member in or to any position or employment, when the appointee will be directly supervised by a relative or household member, unless:
1. The appointee is certificated or otherwise determined eligible or qualified to be employed by the District pursuant to the State Office of Education or other state department or agency; or
  2. The appointee will be compensated from funds designated for vocational training; or
  3. The appointee will be employed for a period of 12 weeks or less; or
  4. The appointee is a volunteer as defined by the District; or
  5. The Superintendent determines that appointee is the only or best person available, qualified, or eligible for the position.  
[Utah Code § 52-3-1\(2\)\(a\) \(2018\)](#)
- C. No district employee may directly supervise an appointee who is a relative or household member of the employee unless:

1. The appointee was appointed or employed before the district employee assumed his or her supervisory position, if the appointee's appointment was not unlawful at the time of the appointee's appointment; or
2. The appointee will be compensated from funds designated for vocational training; or
3. The appointee will be employed for a period of 12 weeks or less; or
4. The appointee is a volunteer as defined by the district; or
5. The appointee is the only person available, qualified, or eligible for the position; or
6. The Superintendent determines that the employee is the only person available or is best qualified to perform supervisory functions for the appointee.
7. When a District employee supervises a relative or a household member, the employee shall make a complete written disclosure of the employee's relationship with the relative or household member in a sworn statement provided to the Board of Education. The District employee may not evaluate the relative's job performance or recommend salary increases for the relative.  
[Utah Code § 52-3-1\(2\)\(b\), \(c\) \(2018\)](#)  
[Utah Code § 67-16-7\(2\)\(b\) \(2018\)](#)

- D. No appointee may accept or retain employment in the District if the appointee is under the direct supervision of a relative or household member, unless:
1. The relative or household member was appointed or employed before the appointee assumed the appointee's position, if the appointment of the relative or household member was not unlawful at the time of the appointment;
  2. The appointee will be compensated from funds designated for vocational training;
  3. The appointee will be employed for a period of 12 weeks or less;
  4. The appointee is a volunteer as defined by the District;
  5. The appointee is the only person available, qualified or eligible for the position;
  6. The Superintendent determines that the appointee's relative or household member is the only individual available or qualified to supervise the appointee.  
[Utah Code § 52-3-1\(3\) \(2018\)](#)

E. The rules against nepotism apply to employees paid with public funds regardless of the source of those funds, including employees paid with funds from a federal grant.

- F. Within a town, as defined by [Utah Code § 10-1-104](#), this policy on nepotism shall not apply to the employment of uncles, aunts, nephews, nieces or cousins.  
[Utah Code § 52-3-4 \(1998\)](#)

- G. This policy on nepotism shall not apply to the employment of a relative if the following criteria are established:
1. fewer than 3,000 people live within 40 miles of the primary place of employment, measured over all-weather public roads;
  2. the job opening has had reasonable public notice; and
  3. the relative is the best qualified candidate for the position.

If an appointee is to be hired under this exception, the District shall make a written record of the proceedings in which it was established that the appointee met the criteria of this exception, which record shall include a written statement by the hiring officer

certifying that the appointee satisfies the exception, all of which shall be retained in the personnel file of the appointee.

[Utah Code § 52-3-4 \(1998\)](#)

H. Under no condition shall a husband/wife or parent/son or daughter be employed in a supervisor/employee relationship (such as principal/teacher; department head/teacher in department; head custodian/custodian; etc.). If such condition occurs as a result of transfer or promotion, it shall be resolved within one year by transfer of either husband/wife, or parent/son or daughter, to another location. Exceptions may be made, with Board approval, for necessarily existent small schools only.

## **Board Policies Relevant to School Board Meetings**

### **Policy 1070 Board Meeting Procedures**

A. "Meeting" means the convening of the Board with a quorum present, whether in person or by means of electronic equipment, for the purpose of discussing, receiving public comment about, or acting upon a matter over which the Board has jurisdiction, including a workshop or executive session. However, a "meeting" does not include a chance or social gathering; or meetings where no funds are appropriated for expenditure and board members are convened solely to discuss administrative or operational matters which do not require formal action or would not come before the Board for discussion or action.

[Utah Code § 52-4-103\(6\) \(2018\)](#)

B. Rules and Order of Procedure

1. The Board of Education shall adopt Rules of Order and Procedure to govern a public meeting of the Board of Education. The Rules of Order and Procedure shall include a set of policies that govern and prescribe in a public meeting:

- a. Parliamentary order and procedure;
- b. Ethical behavior; and
- c. Civil discourse.

2. After adopting the Rules of Order and Procedure, the Board of Education shall:

- a. Conduct its public meeting in accordance with the Rules of Order and Procedure adopted by the Board of Education; and
- b. Make the Rules of Order and Procedure available to the public at each meeting of the Board of Education, and on the District's public website.

[Utah Code § 53G-4-202{1}\(c\), \(2\) \(2018\)](#)

1. Upon a two-thirds vote, the Board of Education may expel a member of the Board from an open public meeting of the Board for:

- a. Disorderly conduct at the meeting;

- b. The member's direct or indirect financial conflict of interest regarding an issue discussed at or action proposed to be taken at the meeting; or
- c. Commission of crime during the meeting; or
- d. Other reasons that have been adopted by the Board.

[Utah Code § 53G-4-202\(5\) \(2018\)](#)

C. Open to the Public

- 1. Every meeting of the Board shall be open to the public unless closed pursuant to [Utah Code §§ 52-4-204 \(2018\)](#), [52-4-205 \(2014\)](#), and [52-4-206 \(2018\)](#). With the exception of those topics identified for a closed session, the Board shall deliberate and take action openly.

[Utah Code § 52-4-201\(1\) \(2006\)](#)

D. Public Hearing

- 1. A public hearing is an open meeting at which members of the public are given a reasonable opportunity to comment on a subject of the meeting. Generally, the Board will determine whether a Board meeting will include a public hearing. However, the Board shall hold a public hearing when considering whether to close a school or change the boundaries of a school, when submitting a ballot issue regarding bond authorization or a tax increase, when considering the adoption of the District budget, before authorizing issuance of bonds, and when considering changes to the Board member compensation schedules, as required by statute.

[Utah Code § 11-14-318 \(2009\)](#)

[Utah Code § 53G-4-402\(21\) \(2018\)](#)

[Utah Code § 53G-7-303\(2\) \(1/24/2018\)](#)

[Utah Code § 53G-4-204\(2\) \(2018\)](#)

[Utah Code § 59-1-1605 \(2016\)](#)

E. Interference with Conduct of Board Meetings

- 1. Those in attendance at Board meetings are prohibited from interfering with the conduct of the meeting by demonstrations, whether audible or visual or by conduct. Those who do not abide by Board procedures for orderly presentation of comments when permitted may be asked to leave or the Board may request law enforcement to remove those disrupting the meeting.
- 2. Distribution of handbills, flyers, or other printed materials by members of the public is prohibited during Board meetings. Similarly, members of the public may not circulate petitions or similar requests for participation during a Board meeting.

F. Public recording

- 1. All or any part of the proceedings in any open board meeting may be recorded by any person in attendance provided that the recording does not interfere with the conduct of the meeting.

[Utah Code § 52-4-203\(5\) \(2018\)](#)

G. Attendance by Local Government Representatives

- 1. An interested mayor or interested county executive (or their designees) may attend and participate in the board's discussions in the open portions of the Board's meetings. An "interested mayor" is the mayor of the municipality

which is partly or entirely within the boundaries of the school district. An "interested executive" is the county executive or county manager of a county with unincorporated area within the boundary of the school district. These local government officials may not vote on any issue before the Board and their participation is subject to the Board President's authority to regulate the conduct of the meeting.

2. An interested mayor or interested county official may attend a closed meeting of the Board if invited by the Board. Where the closed meeting is held to discuss disposition or acquisition of real property, an interested mayor or interested county official may attend if invited by the Board and if the mayor or county executive does not have a conflict of interest with respect to the disposition or acquisition.

[Utah Code § 53G-7-208\(3\)\(a\) \(2018\)](#)

#### H. Quorum

1. A majority of the members of the Board shall constitute a quorum for meetings of the Board.

[Utah Code § 52-4-103\(11\)\(a\) \(2018\)](#)

[Utah Code § 53G-4-203\(5\) \(2018\)](#)

#### I. USBA Training session for the Board members

1. In the event the Board or any of its members meet with representatives of the Utah School Boards Association (USBA) for the purpose of receiving or participating in instruction regarding Board functions or activities, and not for the purpose of discussing or acting upon a subject over which the Board has jurisdiction, the Board is not required to comply with the Utah Open and Public Meetings Act, [Utah Code § 52-4-101 et seq.](#)
2. If more than two Board members are present in such meetings, the Board members shall not discuss or act upon any specific matter over which it has jurisdiction. Board members will discuss only matters relative to the instruction they receive from USBA representatives.
3. If Board members determine in an instructional meeting with representatives of USBA that there is a need to discuss or act upon a subject over which the Board has jurisdiction, then the Board and its members must comply with the Open and Public Meetings Act, [Utah Code § 52-4-101 et seq.](#), prior to discussing or acting upon such matters.

## **Policy 1072 Board Meetings: Notice Requirements**

- A. At least once each year, the Board shall give public notice of its annual meeting schedule. The notice shall specify date, time, and place of such meetings.

[Utah Code § 52-4-202\(2\) \(2016\)](#)

- B. The Board shall provide public notice of each meeting at least 24 hours in advance of each meeting; such notice shall include the agenda, date, time, and place of the meeting.

[Utah Code § 52-4-202\(1\)\(2016\)](#)

- C. Where a meeting agenda must be included in the required public notice of a Board meeting, that agenda shall be sufficiently specific to notify the public of the topics to be considered at the Board meeting. To be sufficiently specific, the agenda shall at least list each anticipated topic under an agenda item in a manner which identifies the subject of discussion and if known the nature of the Board action being considered on the subject. The Board may not consider the topic in an open meeting which was not listed under an agenda item and included with the advance public notice of the meeting, except that if an unlisted topic is raised by the public during an open meeting the Board may, at the discretion of the presiding Board member, discuss the topic but may not take any final action on the topic during the meeting. This limitation may not apply to an emergency meeting where the requirements for holding and giving the best practicable notice of such a meeting have been met.  
[Utah Code § 52-4-202\(6\)\(2016\)](#)
- D. When the Board is meeting to conduct a public hearing with respect to adopting the budget or levying a tax rate which exceeds the certified tax rate, the Board's agenda must be limited to the hearing(s) and discussion and the action on those items. (If the Board holds another meeting on the same date to address general business items, the other meeting must conclude before the meeting on the budget and/or tax rate levy.)  
[Utah Code § 59-2-919\(8\)\(b\)\(i\)\(B\), \(e\), \(2019\)](#)
- E. Public notice of each Board meeting and of the Board's annual meeting schedule shall be given by:
1. Posting written notice at the local Board of Education office;
  2. Posting notice on the Utah Public Notice Website; and,
  3. Providing notice to two newspapers of general circulation within the geographic jurisdiction of the public body or to a local media correspondent.
  4. The District shall also endeavor to post notice of Board meetings on the District's web site at least 24 hours in advance of the Meeting.
  5. Notice of each Board meeting shall also be given to each mayor or interested county executive (or their designee). An "interested mayor" is the mayor of a municipality that is partly or entirely within the boundaries of the school district. An "interested county executive" is the county executive or county manager of a county with unincorporated area within the boundaries of the school district. This notice shall be provided by mail, email, or other effective means agreed to by the person to receive notice.  
[Utah Code § 52-4-202\(3\), \(4\)\(2016\)](#)  
[Utah Code § 63F-1-701\(4\)\(d\)\(2016\)](#)  
[Utah Code § 53G-7-208\(3\)\(e\) \(2018\)](#)
- F. In case of emergency or urgent public necessity which renders it impractical to give the notice identified in the paragraphs above, the best notice practicable shall be given of the time and place of the meeting and of the topics to be considered at the meeting. No such emergency meeting of the Board shall be held unless an attempt has been made to notify all of its members and a majority of the members vote in the affirmative to hold the meeting.

[Utah Code § 52-4-202\(5\)\(2016\)](#)

- G. In addition to complying with the aforementioned public notice requirements, in regards to the budget hearing, the Board shall do the following:
1. Publish the required newspaper advertisement and/or electronic newspaper advertisement (see [Utah Code § 45-1-101 \(2011\)](#) and the required Utah Public Notice Website advertisement at least ten days before the day on which the hearing is held
    - a. The public hearing notice will include information on how the public may access the proposed budget.
  2. File a copy of the proposed budget with the Board's business administrator for public inspection; and
  3. Post a copy of the proposed budget on the District's internet website.
  4. In addition, if the proposed budget includes a tax rate in excess of the certified tax rate, or if the Board meeting is required to consider whether to adopt a tax rate in excess of the certified tax rate, the Board shall provide the notices and schedule the meeting as required by [Utah Code § 59-2-919](#).  
[Utah Code § 53G-7-303\(2\) \(2018\)](#)  
[Utah Code § 53F-8-201\(3\) \(2018\)](#)  
[Utah Code § 59-2-919 \(2016\)](#)
- H. In addition to complying with the aforementioned public notice requirements, if the Board is meeting under the [Transparency of Ballot Propositions Act](#) to hear arguments for or against a ballot proposition to authorize issuance of bonds or to increase taxes, the Board must post notice of the time, date, and place of the meeting (along with the arguments for and against the proposition):
1. On the Statewide Electronic Voter Information Website for 30 consecutive days before the election on the proposition;
  2. On the [District's website](#) in a prominent place for 30 consecutive days before the election on the proposition;
  3. If the District publishes a newsletter or other periodical, in the next scheduled edition before the election on the proposition.  
[Utah Code § 59-1-1604\(5\)\(2016\)](#)  
[Utah Code § 59-1-1605\(2016\)](#)
  4. The meeting must begin at or after 6:00 p.m.  
[Utah Code § 59-1-1605\(3\)\(b\)\(2016\)](#)
- I. In addition to complying with the aforementioned public notice requirements, if the Board is meeting to consider authorizing issuance of bonds under the Local Government Bonding Act, it shall publish notice of the intent to issue bonds in the newspaper and on the Utah Public Notice Website at least 14 days in advance of the public hearing on the bond issuance as required by [Utah Code Ann. § 11-14-318](#). The notice shall give notice that the hearing will be held to receive input from the public respecting the issuance of the bonds and the potential economic impact that the proposed improvement, facility, or property that the bonds will fund will have on the private sector.  
[Utah Code § 11-14-318 \(2009\)](#)

- J. In addition to complying with the aforementioned public notice requirements, if the Board is meeting to consider a request to increase a budget appropriation, it shall publish the required newspaper notice and notice under [Utah Code § 45-1-101](#) of such meeting at least one week prior to the hearing.  
[Utah Code § 53G-7-305\(6\)\(b\) \(2018\)](#)
- K. In addition to complying with the aforementioned public notice requirements, if the Board meeting is either to hold a public hearing regarding closing one or more schools or changing the attendance area boundaries for one or more schools, or to take such action, the additional notice requirements set out in Policy 1210 much also be met.  
[Utah Code § 53G-4-402\(21\) \(2018\)](#)
- L. Beginning July 1, 2007, in addition to meeting the aforementioned public notice requirements, if the Board is meeting to consider adopting a new Board member compensation schedule or schedules, or to consider amending an existing compensation schedule or schedules, the notice of the meeting with public hearing shall be given at least seven days prior to the meeting by:
1. Publishing the notice at least once in a newspaper published in the county where the District is situated and which is also generally circulated within the District, and publishing notice on the Utah Public Notice Website;
  2. Posting the notice:
    - a. At each school in the District
    - b. In at least three other public places within the District; and
    - c. On the Internet in a manner that is easily accessible to citizens who use the internet.
- [Utah Code § 53G-4-204\(3\) \(2018\)](#)

## **Policy 1074 Board Meetings: Closed Meetings**

- A. A closed meeting may be held upon a two-thirds affirmative vote of the Board members present at a meeting for which public notice was given pursuant to [Utah Code § 52-4-202](#), providing a quorum is present. No resolution, rule, regulation, contract or appointment shall be approved at a closed meeting, nor may the Board interview an applicant to fill an elected position at such a meeting. The recording and minutes of an open meeting at which the vote is taken to hold a closed meeting shall contain the reason or reasons for holding a closed meeting and the votes, by name, of the members present, either for or against the proposition to hold such a meeting.  
[Utah Code § 52-4-204 \(2018\)](#)
- B. Closed meetings may only be held for the following purposes:
1. Discussion of the character, professional competence, or physical or mental health of an individual;
    - a. However, the Board may not interview a person applying to fill an elected position, midterm vacancy or temporary absence in a closed meeting

- regardless of whether the interview may include a discussion of the character, professional competence, or physical or mental health of the applicant.
2. Strategy sessions with respect to collective bargaining or pending or imminent litigation; or
  3. Strategy sessions with respect to the purchase, exchange, or lease of real property (including any form of water right or water shares) if public discussion may disclose the appraised or estimated value of the property or tend to prevent the Board from obtaining the best possible terms; or
  4. Strategy sessions with respect to the sale of real property (including any form of water right or water shares) if public discussion may disclose the appraised or estimated value of the property or tend to prevent the Board from obtaining the best possible terms, but only if the Board previously gave public notice that the property would be offered for sale, and the terms of the sale are publicly disclosed before the Board approves the sale; or
  5. Discussion regarding deployment of security personnel, devices, or systems;
  6. Investigative proceedings regarding allegations of criminal misconduct; or
  7. The Board is fulfilling one of the following procurement functions:
    - a. Deliberations as an evaluation committee regarding a solicitation or as protest officer regarding a protest; or
    - b. Consideration of information designated as a trade secret if the consideration is necessary to properly conduct a procurement; or
    - c. Discussion of information provided to the Board during a procurement if (at the time the Board meets) the information may not be disclosed to the public or procurement participants and the Board needs to review or discuss the information to properly fulfill its role and responsibilities in the procurement process.

- C. If the meeting is closed for any reason stated in paragraph 1 or 5 of this Section, then the person presiding must sign a sworn statement affirming that the sole purpose of closing the meeting was to discuss those specific topics, and neither a recording nor minutes shall be kept of that portion of the closed meeting.

[Utah Code § 20A-1-511\(3\)\(c\) \(2017\)](#)

[Utah Code § 52-4-205 \(2014\)](#)

[Utah Code § 52-4-206\(6\) \(2018\)](#)

## **Policy 1080 Board Committees**

- A. School Board members are elected to represent the public in management of the public schools. Decisions are the right and responsibility of the Board of Education.. All committees formed and charged by the Board are advisory in nature; the Board maintains the right and responsibility to do with committee recommendations as deemed appropriate by the Board on majority vote.
- B. Special committees of Board members may be created by the Board for special assignments. When so created, each committee shall be appointed by the president and shall terminate upon completion of the assignment or by majority vote of the Board prior to completion of the assignment.

- C. The Board of Education may utilize citizen committees, as appropriate, to assist in: planning; developing education policies and programs; seeking solutions to specific problems confronting the schools; and providing interchange of ideas and points of view between school officials and members of the community.
1. Each committee shall be established by majority vote of the Board and shall be given an assignment or charge including specification of the scope of the assignment, length of time to complete the assignment, date by which the committee is to report its findings to the Board, and other specifics as deemed appropriate by the Board.
  2. Committees shall terminate upon completion of the assignments or charges given, the lapse of time specified by the Board, or by majority vote of the Board.
  3. Members of committees shall be recommended by the Superintendent and appointed by a majority vote of the membership of the Board meeting in official session.
- D. Reports, findings, and conclusions of each committee operating under a charge from the Board shall be submitted in writing to the Board at least seven (7) days prior to any consideration of the same in a meeting of the Board where the committee's work will be an issue for discussion or action.
1. All reports, findings, and conclusions developed by committees shall be the property of the Board and any dissemination of the same shall be at the sole discretion of the Board within the parameters of the [Government Records Access Management Act](#). (See [Policy 6000 Public Records Access and Management](#))
  2. Committees are expressly prohibited from releasing their reports, findings, or conclusions to any individual or group other than the Board or the Superintendent.

## **Policy 1090 Rules of Order**

- A. The Board shall be guided by [Robert's Rules of Order, Revised](#), except where policy specifies otherwise.
- B. The Board President may discuss and have a vote on all matters before the Board.

## **Policy 1100 Minutes**

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- A. The Clerk shall keep, or cause to be kept, written minutes and a recording of all open school board meetings with the exception of site visits or traveling tours of the board where no vote or action is taken. Only written minutes are required during site visits or travelling tours.
- B. The written minutes of open meetings must include:
1. The date, time, and place of the meeting;
  2. The names of all members present and absent;

3. The substance of all matters proposed, discussed, or decided, which may include a summary of comments by board members;
  4. A record, by individual members, of all votes taken;
  5. The name of each person who is not a Board member who was recognized by the presiding Board member and upon recognition presented testimony or comments to the Board and a brief summary of the public testimony or comments; and
  6. Any other information that is a record of the meeting proceedings that any member requests be entered in the minutes.
  7. The requirement that the written minutes include the substance of Board discussion and of public comments may be satisfied by maintaining a publicly available online version of the minutes, which includes a link to that portion of the meeting recording, which relates to the discussion or comments.
- C. The recording of the meeting must be a complete and unedited recording of all open portions of the meeting from the commencement of the meeting through the adjournment. Those in attendance may also record the meeting as long as their recording does not interfere with the meeting.
- D. The written minutes and the recording of an open board meeting are public records and must be available upon request within three business days after the end of the meeting (recording) or within a reasonable time but no more than thirty days (written). Written minutes made available to the public should be marked in a way signifying that they have yet to be approved until the Board takes formal action to approve them.
- E. Copies of the minutes of a meeting shall be sent to the members of the Board before the meeting at which they are to be approved. Corrections in the minutes may be made at the meeting at which they are to be approved. Permanent minutes shall be signed by the president upon approval of the Board.
- F. With the exception of a closed meeting to discuss the character, professional competence, or physical or mental health of an individual or to discuss the deployment of security personnel, devices, or systems, a recording must be kept of a closed meeting. Written minutes may also be kept.
- G. A recording of a closed session must include:
1. The date, time, and place of the meeting;
  2. The names of all Board members present and absent;
  3. The names of all others present except where such disclosure would infringe on the confidence necessary to fulfill the original purpose of closing the meeting.
- H. The recording of a closed session must be a complete and unedited recording of all portions of the closed meeting.

Reference:

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

## **Policy 1110 Public Participation in Board Meeting**

- A. Individuals, from time-to-time may wish to seek an official audience with the Board. Such matters may be placed on the printed Board Agenda by contacting the Superintendent, Superintendent's staff assistant, or Board President. All such requests should be received one week in advance of a regular Board meeting and will be confirmed in writing through the District Office. The request should be in writing and state the nature of the matter to be considered, the name of the individual who will act as spokesperson, and the name of the organization represented.
- B. All "regular meetings" of the Board will include an agenda item – "Public Comments."

During this agenda item, patrons will be able to address the Board, even if they have not followed the formal protocol outlined in "A" above. The following guidelines will be adhered to for the "Public Comments" agenda item:

1. Patrons must state their name prior to making comments.
  2. At the discretion of the Board President, individual comments may be limited to three (3) minutes per individual.
  3. Multiple individuals with the same issue should appoint a spokesperson and make one presentation rather than several. At the discretion of the Board President, group presentations may be limited to a maximum of six (6) minutes.
  4. Handouts may be used and distributed to Board Members. If handouts are distributed, all members of the Board and District staff present should receive copies of all handouts.
  5. The Board will not take final action on items presented during "Public Comments" unless the item is already on the Meeting agenda.
  6. Comments on personnel issues will not be allowed during "Public Comments." The Board will not discuss issues that affect an employee's right of privacy such as specific appointments, employment, performance or questions, complaints, or charges against particular employees. Concerns in these areas are to be referred to the Superintendent.
  7. When possible, response to the questions or comments will be provided during the meeting. If additional study is needed to respond adequately to the questions or comments, the residents will receive a written response as soon as possible. The written response will be read publicly at the next regular meeting of the Board.
  8. At the discretion of the Board President, a patron's opportunity to address the Board on the same issue may be limited to no more than once in a three-month period.
- C. At the discretion of the Board President, public comment may be taken during other portions of the meeting where the comment is directed toward a specific agenda item.