



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

Wednesday, December 8, 2021

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

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

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

1. Principal Reports to the Board:

Wendy Dunham, AJ Gilmore, Mark Taylor

B. Administrative - 6:30 p.m.

1. Call to Order

President Julie Taylor

2. Reverence

Gary Allen, Assistant Superintendent

3. Flag Salute/Pledge of Allegiance

Karen Cronin, Board President

4. Recognitions

Tiffani Summers, Board Member

a. Wade Walton - BRHS - 4A Music Educator of the Year

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

D. School Fees Discussion - 6:50 p.m.

Keith Mecham, Assistant Superintendent

1. School Fees Public Comment

E. Public Comment - 7:00 p.m.

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

F. Action Items - 7:10 p.m.

1. Approval of Positive Behavior Plans

Jacqueline Whitaker

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2. Approval of 2022-23 School District Calendar

Keith Mecham, Assistant Superintendent

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3. Change Board Meeting Dates for January and February

Steve Carlsen, Superintendent

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4. Approval of Expansion of Rocket II and Steel II Solar Projects

Rod Cook, Business Administrator

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5. Declare Lynn School as Surplus Property

Rod Cook, Business Administrator

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

1. Filtering, CIPA, E-rate

Robert Gordon, IT Director

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2. Long-Term Capital Outlay

Corey Thompson, Director of Facilities

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3. Monthly Financial Report

Rod Cook, Business Administrator

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4. Board Committee Reports

H. Policy Review - 8:00 p.m.

1. Policies Reviewed with no Changes

a. Policy 5060 Medical Treatment for Students	113
b. Policy 5226 Activity Disclosure Statements	114
2. First Reading	
a. Policy 2001 Fiscal Management Goals	115
b. Policy 2070 Cash Receipts, Expenditures, and Purchasing	118
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d. Policy 4103 Grading Policy Grades 8-12	124
e. Policy 5071 Communicable Disease Guidelines for Exclusion of Children from School	126
f. Policy 5075 AIDS, HIV or ARC - Students	129
g. Policy 5260 Student Clubs	134
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i. Policy 5310 Fundraising	140
j. Policy 5312 Non-School and Private Fundraising and Donations	145
k. Policy 6000 Public Records Access and Management	153
3. Second Reading	
a. Policy 1050 Qualifications & Appointment Procedures for Student Board Member	162
b. Policy 2030 Procurement/Purchasing	164
c. Policy 3040 Employment: Experience on Salary Schedule	170
d. Policy 4033 Early Learning Plan	171
e. Policy 4037 Reading Assessment for K-3	175
f. Policy 4060 High School Graduation Requirements	177
g. Policy 4107 Testing Procedures and Standards	180
h. Policy 4108 Testing Procedures and Standards - Exclusion from Testing	185
i. Policy 4130 Participation in Online Education	187
j. Policy 5011 Admissions and Attendance of Military Children	189
k. Policy 5030 Attendance - Compulsory	196
l. Policy 5230 School Fees	197
m. Policy 5360 Suicide Prevention	221
n. Policy 6015 School Community Councils	232
o. Policy 6060 Conduct on School Premises	239
I. Board Discussion Items 8:10 p.m.	
1. Book Study " Time for Change" - Chapters 5 and 6	
J. Consent Items 8:30 p.m.	
1. Minutes	245
2. Claims	249
3. Personnel	265
K. Suggestions for Future Board Meetings 9:05 p.m.	266
L. Upcoming Events	
1. USBA 2022 Conference January 6-8, 2022	
M. Board Handbook	269
N. Adjournment 9:10 p.m.	

The next Work Session of the Board of Education will be held on Monday, December 13, 2021 at 5:30 at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

The next Regular Board Meeting will be held on Wednesday, January 12, 2022, with a Work Session at 5:30 and a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

Recommendation to approve

Submitted by: Jacqueline Whitaker, Director of Student Services

Recommendation:

It is recommended that the Positive Behavior Support Plans (PBS) submitted by the Administrations of each of the schools in our district be approved by the Board.

Recommended Motion:

I move that the Board approve the submitted PBS plans.

Background:

- Written during the 2020 Utah General Legislative Session
- Signed by Governor Herbert on March 28, 2020
- The link to the entire bill text is [here](#), but it basically states:
 - HB 58 states, “Each school must develop a Positive Behavior Plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors.”
 - All tobacco and e-cigarette violations must be reported to a school administrator.
 - Tobacco violations, including the use of e-cigarettes, can be handled by school administrators without a law enforcement referral; a referral to the SRO may be made at the discretion of the principal.
 - Administrators shall confiscate any and all electronic cigarette products found in the possession of a student.
 - Upon confiscation of an electronic cigarette product, the administrator must dispose of the product in a secured hazardous waste disposal container.
 - The administrator is not allowed to return any electronic cigarette product to the student or the student’s parent.
 - A student in possession of an e-cigarette that contains an illegal drug or controlled substance will be disciplined in accordance with District Policy [5005](#)

Policy Implications: Supports Policy 5005, 5282, and 5290.

Financial Implications: The state has given \$1000 to each school to use toward the PBS plan as well as a \$1300 stipend for the Plan Specialists to implement the plan.

Staff Implications: A plan specialist will be designated by the principal to implement the PBS plan. They will receive a stipend for the extra duty they will be performing.

Box Elder High School Positive Behavior Plan

Positive Behavior Specialist: Jamie Kent

Date discussed with and received input from Intervention Team (agenda attached): [November 11, 2021](#)

Date discussed with and received input from Community Council: [November 18, 2021](#) & Future: [January 24, 2022](#)

Date plan was completed: November 18, 2021

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Hope Squad (Unite Week, Destress Week)	Hope Squad members create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse. 2017 SHARP Survey: Help-Seeking Outcomes for Hope Squad Schools (under review) Compared to students at non-Hope Squad schools, students at Hope Squad schools showed significantly more help-seeking behavior by talking to adults when feeling "sad, hopeless or suicidal." This effect was evident for the entire population as well as for students who experienced suicidal ideation, suicide plans, and suicide attempts. (Wright-Berryman et al, 2018)
2. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
3. Botvin Life Skills (Health Classes)	Studies have demonstrated positive behavioral effects of LST on smoking, alcohol, marijuana use as well as the use of multiple substances and illicit drugs, with prevention effects lasting up until the end of high school (Botvin & Griffin 2004)

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Character Education (HIVE Mentality)	Studies have demonstrated its effectiveness in promoting the development of moral reasoning. When students engage in facilitated peer discussions of moral dilemmas, they show accelerated development in moral reasoning capacities. 1. Risk behavior 2. Pro-social competencies, 3. School-based outcomes, and 4. General social-emotional functioning. (Berkowitz, et. al. 2005)
2. Multi-tier System and Support (MTSS) ProSolve Process	School systems are essentially the de facto mental health system for children in this country. Schools are critical in the

	<p>provision of the breadth of mental and behavioral health services. Schools can reduce barriers to access for children and families, such as stigma and affordability. Schools provide maximal coverage for universal prevention and early intervention programs using a multi-tiered system and support. (MTSS) (Kutash, et. al. 2006)</p>
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Safe UT App <ul style="list-style-type: none"> ● Latinos in Action ● BeeBuddies ● Art Club ● Athletic Team ● Auto Club ● Dungeon and Dragons ● FBLA ● FCCLA ● FFA ● GSA ● Language Clubs ● HOSA ● Interact Club ● Key Club ● Madrigals ● MultiCultural Club ● National Honor Society ● Photography Club ● Band, Orchestra, Choir ● Productions Club ● Pickleball Club ● Student Government ● Technology Student Association Club ● Yearbook 	<p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
<ol style="list-style-type: none"> 2. Career Week Senior College Advisor new this year (Increase engagement) 	<p>As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).</p>

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Swing Club 2. Japanese Club 3. Chinese Club 4. Magic Club 	<p>As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).</p>

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

References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
- Berkowitz, Marvin W, and Melinda C Bier. "What Works in Character Education - Researchgate." *What Works In Character Education*, Character Education Partnership, Jan. 2007, https://www.researchgate.net/profile/Marvin-Berkowitz-2/publication/251977043_What_Works_In_Character_Education/links/53fb5ea60cf22f21c2f31c28/What-Works-In-Character-Education.pdf
- Botvin, G.J., Griffin, K.W. Life Skills Training: Empirical Findings and Future Directions. *The Journal of Primary Prevention* 25, 211–232 | (2004). <https://doi.org/10.1023/B:JOPP.0000042391.58573.5b>
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- Kutash K, Duchnowski A, Lynn N. University of South Florida, The Louis De La Parte Florida Mental Health Institute, Department of Child and Family Studies, Research and Training Center for Children's Mental Health . School-based mental health: An empirical guide for decision makers. 2006.
- Moon, S. S., & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. *Journal of Human Behavior in the Social Environment*, 21(5), 475-489. doi:10.1080/10911359.2011.566456
- Wright-Berryman, Jennifer et al. Hope Squads (2018.PDF). *Hope Squad*, Of Oxford University Press, 5 Apr. 2018, https://drive.google.com/file/d/1KJep-vavOrnfhyqMV78dHFg2iFyMLZ_v/view

Bear River High School Positive Behavior Plan

Positive Behavior Specialist: A.J. Gilmore

Date discussed with and received input from Intervention Team: approved via email 11/29/21

Date discussed with and received input from Community Council: 11/29/21

BRHS PBS Plan Approval External Inbox x

AJ Gilmore <aj.gilmore@besd.net>

Tue, Nov 23, 12:57 PM (6 days ago)

to bcc: Dawn, bcc: Braquel, bcc: Heidi, bcc: James, bcc: Donald, bcc: Coby, bcc: emilyjolley, bcc: Emily, bcc: Chris, bcc: Arthur, bcc: Penni, bcc: brad, bcc: Joelle, bcc: Danny, bcc: Steven, bcc: Sarah

Sorry to bother you on a nice long Thanksgiving Break. We need to officially get some input and feedback on a Positive Behavior Support plan that the legislature is requiring this year.

It is attached and if you will let me know if you approve of it or not and any feedback that you'd like to share with us.

Thanks again for all your help and support!

Happy Thanksgiving - enjoy your families!!!



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

“WE ENSURE ALL STUDENTS LEARN AT HIGH LEVELS”

Date plan was completed: 11/21/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. HOPE Squad	This group focuses on peer support. Helping all student to feel accepted and have a safe learning environment. "Our goal is to prevent suicide through public awareness and education, reduce stigma, and serve as a resource to those touched by suicide."
2.E4A	Especially for Athletes (“E4A”) exists to inspire student athletes to maximize their athletic potential and to use their talents and social influence to assist and lift others. E4A is building a culture of athletes who use their influence, a phrase we call the “Sportlight”, to make a positive change in the lives of those who may be downtrodden, depressed, or in need of friendship, all while giving a more focused effort to school and athletics. Through educational courses and seminars, athletes and parents are taught to develop principles of leadership, hard work, goal setting, kindness, dedication, and helping others. This program is working. Lives are being influenced for good. Student athletes are the culture creators in the schools of America and with the right training and motivation can be the change we all know is needed to prevent the horrific stories we hear about daily from our young people. Professional athletes are joining the cause, and thousands of athletes off all ages and skill levels have taken the E4A promise along with their schools and sports groups who are eager to join the movement. E4A is based upon curriculum that teaches student athletes and their parents the principles of positive leadership. These principles are taught through online curriculum, in-school assemblies, private team and league camps, and public events held around the country. The E4A principles are supported and enforced by parents, teachers, coaches and, most effectively, the students themselves through positive peer pressure.
3.. White Ribbon Week	This is a combined effort of Red Ribbon Week activities and Anti-pornography activities.

	<p>White Ribbon Week programs build confident and resilient children who make conscious, positive choices in media and technology.</p> <p>Red Ribbon Week Puposes:</p> <p>AWARENESS – NFP provides drug awareness by sponsoring the annual National Red Ribbon Campaign™. Since its beginning in 1985, the Red Ribbon has touched the lives of millions of people around the world. In response to the murder of DEA Agent Enrique Camarena, angered parents and youth in communities across the country began wearing Red Ribbons as a symbol of their commitment to raise awareness of the killing and destruction cause by drugs in America. In 1988, NFP sponsored the first National Red Ribbon Celebration. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities.</p> <p>ADVOCACY – NFP is active in bringing the concerns and agenda of America’s parents and families to policy makers on a local, state, and national level. Joining NFP enables parents and coalitions to have direct access to our nation’s leaders and decision makers.</p> <p>RESOURCES – Our organization acts as a national clearinghouse of prevention literature. NFP has developed a series of prevention brochures to help educate our Partners with all the latest information on our Universal Campaigns such as: Red Ribbon Campaign, Red Ribbon Certified Schools, Lock Your Meds , and Safe Homes / Safe Parties.</p>
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Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Social emotional mental health skills training.	Bear River Mental Health will train teachers, administration and counselors to teach students skills to deal with anxiety, stress, and other resilient measures to support students with life challenges. Students will learn these new skills which may allow them to avoid self-medicating with tobacco, alcohol, electronic cigarette products and other controlled substances.
2. JJS Adapt Class	Adapt is an evidence based curriculum to help students with pro social behaviors and how to better deal with life's tough situations. BRHS uses this course to support at-risk students and struggling students to build better skills to make better choices, including the use of tobacco, alcohol, electronic cigarette products, and other controlled substances.
3. Tobacco Cessation Classes	Fresh Start is a smoking cessation program created by the American Cancer Society designed for teenage tobacco users who are ready to quit. Sessions include understanding addiction, creating your own “quit plan”, tools for coping with stress, dealing with withdrawal symptoms, relapse prevention, and health lifestyle changes. Classes meet together 4 times, once a week for one month, and are taught on an as-needed basis.

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. <ul style="list-style-type: none"> ● Key Club 	These programs and applications all promote prosocial behaviors and provide students with structured, supervised,

<ul style="list-style-type: none"> ● SafeUT App ● FCCLA ● FBLA ● Chess Club ● HOSA ● Dungeons and Dragons ● ESports ● Chinese Club ● Snow Sports Club ● Student Government ● Latinos in Action ● National Honor Society ● Creative Writing Club ● Robotics ● Future Farmers of America ● Drama Club ● Dance Company ● UHSAA sports and groups 	<p>and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
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Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

References:

<https://especialyforathletes.org/>

<https://www.whiteribbonweek.org/about>

<https://www.redribbon.org/about>

<https://brhd.org/classes/>

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

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doi:10.1080/10911359.2011.566456

Sunrise High School Positive Behavior Plan

Principal: Gerald Jackman

Positive Behavior Specialist: Natalie Mcguire

Date discussed with and received input from Intervention Team: Discussed this with the entire faculty

<https://docs.google.com/document/d/1ygwHkRHRzLbzMPW5UQ-h8hhPrj64iNZJKAoYSY5I9mk/edit?usp=sharing>

Oct. 13,2021. At which time our specialist was appointed. A rough draft of this document was shared with the school guiding coalition Nov. 10, 2021 to get their input.

Date discussed with and received input from Community Council ([agenda attached](#)): We do not have a community council. As an alternative high school we have a waiver from our school board. But we do receive input from an interagency council for many of the various programs. The IAC met on October 26, 2021

Date plan was completed: November 22, 2021.

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Self Contained classroom pods and mentors	Approximately 75% of students at Sunrise are enrolled in a self contained classroom which is called a pod. Students remain in their pod throughout the day with the same group of students. Certified teachers rotate into the class throughout the day providing instruction. Each pod has a full time mentor in the classroom to provide support, interventions, increased contact with home and guardians, and most importantly to develop a positive relationship with each student in the class. By remaining in the pod students are less likely to be absent, they receive greater academic support, and benefit from interacting with their mentor throughout the day.
2. School Wide Theme for the year	The yearly schoolwide theme is determined based on the needs assessment and strives to deliver messages and curriculum to students focused on these needs. For example, the theme this year focuses on positive self-belief that we can do hard things and be successful. To support students in this, the counseling department is focusing on monthly mental health strategies to assist students in making healthy choices.
3. Weekly Grade checks and F report	The counseling department prints weekly grade reports for students and notifies parents of failing and passing grades. To build relationships with students, complimentary phone calls home to parents are made for students passing all their classes and they receive a small treat as a reward. In addition, students who are failing receive a missing assignments report and phone call home to parents to encourage the student to complete the missing work. This is all part of building a strong relationship with our students and parents. Better relationships and communication helps to decrease the use of tobacco, alcohol and other controlled substances
4. Senior Mentor Program	From our seniors that are not in a pod, we identify those who are at high risk for dropping out, or who are

	identified by our counseling team as needing a mentor. This list of seniors is presented to the staff. After reviewing those in need, each staff member chooses someone to mentor and support through graduation.
5. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).

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

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

<p>students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>	
<p>1.Adapt Program</p>	<p>ADAPT is a life skills curriculum that focuses on problem-solving and decision-making skills. It aids students in recognizing personal boundaries, understanding their strengths, developing effective communication skills, and achieving goals.</p>
<p>2.Boys and Girls Club after school activities</p>	<p>The Boys and Girls club of Northern Utah provides after school activities ranging from coding, and robotics to music making and painting. These after school activities provide students a place to receive valuable training, interaction with another caring adult, and a place to belong. The Boys and Girls club is a proven community organization helping youth avoid substance abuse while promoting pro social behavior.</p>
<p>3.New Hope Crisis Center/ Healthy Relationships curriculum</p>	<p>Each year students in the Language Arts classes are taught a Healthy Relationships class from New Hope Crisis Center. This class lasts two days and focuses on defining a healthy relationship, identifying positive role models in their lives, identifying types of abuse, how to get out of an unhealthy relationship, and how to report concerns.</p>
<p>4.Brigham City Suicide Prevention Coalition</p>	<p>As part of our dropout prevention, students receive training in suicide prevention and how to support at-risk peers in a healthy, positive manner. The training focuses on building healthy positive relationships and how to report concerns.</p>

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

<p>Name of Program, Club, Service Opportunity, or Pro-Social Activities:</p>	<p>How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:</p>
<p>6. Bullying and Harassment Prevention</p>	<p>Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing</p>

	students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
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References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
- Moon, S. S., & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. *Journal of Human Behavior in the Social Environment*, 21(5), 475-489. doi:10.1080/10911359.2011.566456
- Morrison, B. E., & Vaandering, D. (2012). Restorative Justice: Pedagogy, Praxis, and Discipline. *Journal of School Violence*, 11(2), 138–155. <https://doi.org/10.1080/15388220.2011.653322>
- Olweus, D. (1991). "Bully/Victim Problems Among Schoolchildren: Basic Facts and Effects of a SchoolBased Intervention Program." In D. Pepler and K. Rubin (Eds.), *The Development and Treatment of Childhood Aggression* (pp. 411–448). Hillsdale, NJ: Erlbaum.
- Passarella, A. (2017, May). Restorative Practices in Schools. Retrieved 2020, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>

Box Elder Middle School

Positive Behavior Specialist: Leslie Garbanati

Date discussed with and received input from Intervention Team: Weekly on Tuesdays at 7 am

https://docs.google.com/document/d/1UVGYk88qzrLz73IALm_yt53gHOVU7Yxj5gLTCho8IOM/edit?usp=sharing

Date discussed with and received input from Community Council: Monthly on third Mondays:

<https://www.bems.besd.net/o/bems/page/community-council> is a link to our minutes under "Meeting Information from Prior Meetings"

Date plan was completed: 11/16/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Hope Squad/Hope Week	<p>The Hope Squad is a peer-to-peer suicide prevention program. It consists of students that are peer nominated and selected as individuals that are trustworthy. The Hope Squad members are trained by advisors. The program reduces youth suicide through education, training, and peer intervention.</p> <p>The BEMS Hope Squad organizes and sponsors a week of positive activities called Hope Week. During this week, students engage in assemblies with positive messages. Activities are staggered through the day that focus on skills and attributes that help build students' strength and resilience.</p> <p>Hope Squad also participates in morning announcements with "Mental Health Monday" (Hope Squad, 2021.)</p>
2. Life Skills Conference	<p>BEMS holds a Life Skills Conference that exposes students to different careers and opportunities in the community. Multiple sessions with a variety of speakers and a keynote speaker with a message about positive life skills.</p> <p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
3. College and Career Week	<p>College and Career week is held during the year to help students explore different options for post graduation opportunities. Students participate in different activities throughout the week. They interact with teachers to build positive relationships.</p> <p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
4. Reality Town	<p>Building relationships with community members while learning about the realities of life. Students learn and understand the</p>

	<p>responsibilities of an adult; these realities relate to making good choices regarding health and substance use.</p> <p>The adaptability of the Reality Town program also allows you to address the financial consequences of community specific trends such as divorce, teen-pregnancy, low academic performance, and school drop-outs, as well as the positive concepts of financial preparedness, savings, and higher education.</p> <p>Reality Town is a great way to encourage students to look beyond the here and now of school and to look toward their own futures. The program illustrates to students the need to do their best in order to be successful and provides students with a glimpse into the life of their parents or guardians, and their effect on their own families. (What is Reality Town?, 2021).</p>
5. Bear River Mental Health Groups	<p>Counseling sessions and groups are held by professionals from Bear River Mental Health. Individual sessions are tailored to the needs of individual students. These sessions provide tools for students to navigate difficult situations, learn and practice coping skills, and other skills as determined by the professional.</p> <p>Group sessions focus on dealing with challenging emotions, eradicating negative thoughts and replacing them with positive ones, and other coping skills.</p> <p>Both the individual and group sessions with Bear River Mental Health educate students on corrective and proactive measures in dealing with life. These valuable tools deter students from participating in the use of tobacco, alcohol and other substances.</p>
6. BEMS Counseling Department	<p>The BEMS Counseling department conducts surveys of students to determine the greatest need based on student response. Each year, focus groups are based on these responses. Groups to help students build social skills, manage stress, manage time and grief have been recent topics.</p> <p>Needs Assessment Data 2021</p> <p>The counseling department also teaches lesson in the classroom based on the Utah College and Career Readiness Curriculum.</p> <p>As students strengthen their skill sets and learn to cope with different situations, they are naturally deterred from participating in harmful and illegal substance use. (Utah College and Career Readiness School Counseling Program Model, 2020)</p>
7.Red Ribbon Week	<p>Red Ribbon Week is held at BEMS to promote healthy living and healthy choices. Red Ribbon Week builds awareness, advocacy and resources that build resilience and encourage participation in drug free activities. (Red Ribbon Campaign, 2021)</p>

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1.Intervention Team	Includes a wide variety of academic teachers, mental health professionals and administrators that focus on specific students

	<p>and their needs. This team addresses and follows up with students' academics as well as social and emotional situations.</p> <p>The primary role of this team is diagnosing and prioritizing Tier 3 interventions. Team members utilize the structures put in place by the LT, such as meeting times, the talents of varied team members, as well as the various assessments utilized at Tiers 1 and 2 to diagnose and treat student needs at Tier 3. (The Leadership Team, 2021)</p> <p>INTERVENTION TEAM MEMBERS</p>
2. Life Skills Class	<p>A life skills class has been created based on citizenship skills and the needs of students. This is a small class that allows some of our most struggling students to gain skills in building relationships, SEL and academics. (Taylor, Oberle, Durlak, & Weissberg, 2017).</p>
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> Chamber Choir Chess Club D & D (Dungeons and Dragons) Club FBLA FCCLA Fit Club Harry Potter Club Hope Squad Humanitarian Club Library Club Lunch Intramural Sports Peer Leaders PRIDE Cards PRIDE Card Weekly/Monthly Drawings SafeUT App School Play/Musical Student Council Student Shout Outs 	<p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
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Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
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Bear River Middle School Positive Behavior Plan (2021)

Positive Behavior Specialist: Aaron Tesch

Date discussed with and received input from Intervention Team (agenda attached): Nov. 22, 2021

- Virtual meeting attended by Todd Barrow, Aaron Tesch, Kelli Rose, Dan Carstens

Date discussed with and received input from Community Council (agenda attached): Nov. 15, 2021

- <https://www.brms.besd.net/o/brms/page/community-council> (November 15, 2021)

Date plan was completed: November 22, 2021

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
SMART START WEEK Assembly (Sept 27-Oct 1, 2021)	<p>SMART start week . Monday was Smile day; students were asked to Smile when within 10 feet, and Say hi when within 5 feet. Tuesday was make time to be kind; students were asked to perform simple random asks of service. Wed was ask for help; Hope Squad members trained the school in QPR. Thursday was refer; students were asked to identify a trusted adult from whom they could seek help if needed. Friday was Text 2 by 10; students were asked to text 2 people and express gratitude. We also held an assembly.</p> <p>Stand 4 Kind Assembly focuses on kindness, tolerance, positive relationships. Presenter was Chad Hymas who spoke about his accident and taught about making healthy life choices.</p>
2. Red Ribbon Week (October 25-29, 2021)	<p>Red Ribbon Week focuses on drug and alcohol prevention. We had themed days. Monday was wear red day. Red reminds us to make healthy choices and avoid drugs and alcohol. Tuesday was twinner tuesday as a reminder to support each other and help each other make good lifestyle choices. Wednesday was anything but a back pack day as a reminder that “drugs are wack, don’t carry them in your pack.” Throwback Thursday was a reminder to learn from the past and not repeat mistakes. Friday was a Halloween dance as a reminder that we can have fun without drugs and alcohol.</p>
3. Individual and group counseling/social work services	<p>Bear River Mental Health (BRMH). We have partnered with BRMH to provided mental help counseling providing appropriate coping skills and strategies.</p> <p>BRMH Social Skills Group. This group is designed to help students improve healthy relationships and increase positive peer relationships.</p> <p>JJS ADAPT Group. The group covers many healthy habits which reinforce positive decision making. One of the units covers drug and alcohol abuse, myths, and strategies to cope with and/overcome drug and alcohol abuse. 2 groups per trimester, all year long.</p> <p>Stress Group. BRMS Counselors lead a stress group to provide students with appropriate coping skills. This helps the students to avoid taking drugs.</p>
4. Governor’s Youth Council (GYC)	<p>BRMS has a GYC consisting of 50 8th and 9th graders who focus on drug and alcohol abuse and awareness through school activities, and announcements throughout the school year.</p>

	Their focus is to bring attention to the issues and to present alternatives.
5. Botvin Life Skills	All 8th graders take Health 1. In this class the students have presentations, activities and lessons that center on the Botvin Curriculum (anti drug abuse curriculum).
6. 8th Grade Health I presentations	Suicide Coalition. 22% of suicides have alcohol in their system and 20% had opiates (painkillers included) in their system at the time of the suicide completion and in 30-40% suicide attempts. Alcohol and drugs may even accelerate suicide ideation providing the inhibition, the decreased response time and cognitive ability needed to critically think. (SAMHSA, 2016). Box Elder Co. Strike Force Officers. Police Officers address concerns in the county relating to substance abuse and crime. CPR Certifier. Focuses on overall health and well being. Healthy Relationships Training. This presenter seeks to improve well being and decision making through relationship building.
7. White Ribbon Week	As part of White Ribbon Week we hold a parent night. In addition to a presenter we also have booths. The 211 booth has resources about addictions and mental health. Bear River Health Department also has a booth with resources on addictions.
8. Clubs <ul style="list-style-type: none"> ● Student Government ● Hope Squad ● Governor’s Youth Committee (GYC) ● Chess Club ● Runyan’s Club ● Latinos in Action ● Mrs. Thomkinson’s Coding Club 	All of these clubs help by providing positive interactions for students. These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students’ social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
1. Teacher lunch programs	We will provide lunch vouchers for teachers to eat school lunch for free with the condition that they eat in the cafeteria with students. This will improve student-teacher relationships which has shown to reduce student use of tobacco, alcohol, ecig products, etc.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
• Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
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ACYI School Positive Behavior Plan

Positive Behavior Specialist: Mark Holland

Date discussed with and received input from Intervention Team: [agenda](#)

Date discussed with and received input from Community Council: [agenda](#)

Date plan was completed: 22 Nov '21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
2. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
3. HOPE Week - Suicide, Bullying and Harassment Prevention	Three days of activities to promote suicide preventions & awareness. All students participate in lunchtime activities that are implemented and focused on advocating for others. This provides students with skills to advocate for themselves and others to prevent bullying & suicidal behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices <ul style="list-style-type: none"> ● JJS - Adapt, Smoking Cessation ● Strengthening Families Program 10-14 	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
2. Botvin Life Skills	We recently received approval for the Bear River Mental Health Department to go into classes with a curriculum for vaping, nicotine sensation.
4. Character Ed and Social and Emotional Learning	Each Week we show the whole school a video to teach different social and emotional learning as per the counseling department in our school. Teachers have a discussion with their homeroom students on the topic. Our counselors also go into all 6th grade student skills classes and present social and emotional learning targets.
5. Tier 1 School wide behavior videos	We have been using videos to teach and reinforce our school wide behavioral expectations.
6. Second Step	We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. School Rewards <ul style="list-style-type: none"> ● RiSE <ul style="list-style-type: none"> ○ Weekly & Trimester Drawings ● Perfect Punctuality ● Positive Behavior Rewards ● Student of the Month 	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use

	among students as they create protective factors against substance use (Moon & Rao, 2011).
2. Peer Leadership <ul style="list-style-type: none"> ● Student Council ● Peer Sports Advisors ● Intramural Sports programs ● Eagle Eye News ● Hope Squad ● Peer Tutor 	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
3. Boys and Girls Clubs <ul style="list-style-type: none"> ● Morning Gym ● Afterschool Programs 	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

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

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

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

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Harris School Positive Behavior Plan

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

Date discussed with and received input from Intervention Team (agenda attached): Our team has looked at the Panorama, Sharp and local counselor coping strategy survey data.

Date discussed with and received input from Community Council: This will be discussed with the council in the October and then again in the December meeting. [October 28th meeting agenda](#)

Date plan was completed: November 23rd submitted to Jacque. We will complete the plan in May 2022, where we will re-evaluate and plan for next years needs based on the surveys conducted by our counselors

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Social and Emotional student support in our school	Harris SEL resources
2. Red Ribbon Week (if you don't use this program, delete)	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention, Counselor presentations regularly in each classroom	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior,

	especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Build meaningful relationships with every student (universal staff focus)	<ul style="list-style-type: none"> ● Use Love & Logic in all interactions ● Use “I notice” statements ● Greet students at the door ● Teach the 7 traits of the Husky Way ● Consistently teach & review expectations ● Above all, Be Kind
6. Healthy Habits class for all 7th graders	In this class our teacher focuses on: <ul style="list-style-type: none"> ● mindfulness ● coping strategies ● healthy choices/ habits ● suicide preventions ● goals setting
7.School-wide SEL improvement goal	Students will be able to use 3 coping strategies when stressed or anxious. Measured by pre (October) & post-assessment (May)

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students’ social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
2. TAT team process	This is where we identify students who need the entire intervention team to provide support and resources of the school.
3.InDepth	Created by the American Lung Association. This program teaches about nicotine dependence and how they can end their addiction to e-cigarettes. The only downfall to this is that there needs to be a trained facilitator to teach that. The facilitator training is free and certification lasts for 3 years. Here is the link to learn more about INDEPTH https://www.lung.org/quit-smoking/helping-teens-quit/indepth
1.	
5.	

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Builder of the month ● Head Huskies ● Math CLub ● Partnership with Boys and Girls CLub ● Juvenile Justice social skills training ● SafeUT App ● PBIS ● Robotics club ● Hope Squad/ GYC ● WIN time three times weekly ● Advisory activities 3 times per year ● End of Trimester celebration activities ● Year end academic goal champions ● Honor/ Life skills trimester recognition 	<p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
<p>Career Week</p>	<p>As mentioned above, this program promotes prosocial behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).</p>
<p>2. Boys and girls club afterschool programs</p>	<p>We work in conjunction with the Boys and Girls club of Tremonton. Our teachers do some of the clubs, and the kids go to the club also for some supporting services.</p>
<p>3.</p>	
<p>4.</p>	

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<p>2. Tobacco cessation resources (for any student involved)</p>	<ul style="list-style-type: none"> ■ “Catch my Breath” ■ “Stanford Prevention Tool Kit” 5th -12th ■ “Botvin Health Connections E-cigarettes & Vaping”
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	
<p>5.</p>	

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

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Century Positive Behavior Plan

Positive Behavior Specialist: Wendy Dunham

Date discussed with and received input from Intervention Team: November 18, 2021: [Century Intervention Team Agenda.docx](#)

Date discussed with and received input from Community Council: November 22, 2021:

[Community Council agenda 11-22-21.docx](#)

Date plan was completed: November 22, 2021

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Steps	The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one’s community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental

	health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Botvin Life Skills	Botvin Life Skills uses a comprehensive approach and is based on scientific evidence about the causes of substance abuse. This classroom-based curriculum is proven to reduce alcohol, tobacco, and other drug use.

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
2. Hope Squad	Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention. Prevention: School suicide prevention involves educating the school community and increasing mental health, connectedness, and resilience. Intervention: Intervention involves recognizing when someone is at risk for suicide and referring the person to mental health resources. Postvention: Postvention involves helping those affected by a suicide cope with the loss and reducing the risk of further suicides.

3. Monthly Positive Behavior Recognition	The counselor and principal eat a special lunch with a boy and a girl chosen from each class, who exhibit the Second Step positive behavior we are currently focusing on.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● SafeUT App ● PBIS ● Drama Club ● PTA sponsored activities—Pumpkin Walk, Turkey Trot, etc 	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

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

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

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

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Discovery Positive Behavior Plan

Positive Behavior Specialist: Megan Bushnell

Date discussed with and received input from CHAT ([Agenda Attached](#)): 11/5/2021

Date discussed with and received input from Community Council ([Agenda Attached](#)) 11/8/2021

Date plan was completed: 11//21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the

	<p>opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).</p>
<p>4. Bullying and Harassment Prevention</p>	<p>Classroom-based lessons and confidential reporting systems are implemented and focused specifically on the identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.</p>
<p>5. Botvin Life Skills</p>	<p>The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills - all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.</p>
<p>6. Character Ed</p>	<p>The school counselor is doing Character Ed training with students whole class, and small group.</p>
<p>7. Career Week</p>	<p>As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with the school, and helps to orient students toward their future. All of which have been found to build a more positive view of</p>

	community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
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Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

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

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> PoD tickets and activities Boys and Girls Club Classroom incentives Safe UT 	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

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

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

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Fielding Elementary Behavior Plan

Positive Behavior Specialist: Kristi Capener

Date discussed with and received input from Intervention Team ([Leadership Agenda](#))

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

Date plan was completed: 11/19/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. Fielding also includes bully-free topics. Our counselor puts together daily lesson plans/discussions for teachers to teach to students. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to prosocial behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and

	the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Kindness All Year Long Monthly Kindness Challenges Difference-Maker Award	The school counselor is doing a kindness activity every month encouraging students to recognize kindness traits and train students to recognize kind acts and acknowledge them. We recognize a staff member who has shown an extraordinary difference in the life of students.
7. College and Career Week	As mentioned above, this program promotes prosocial behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

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

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

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
1. High Fives	Staff members give students a "High Five" when they see them doing good things throughout the school. This can be academically or socially. They are called down to the office during morning announcements to be recognized and given a prize.
2. Goal Getters	Students set a trimester or yearly goal with the teacher. When they reach their goal, they are called to my office to ring a bell and receive a "Goal Getter Award"
3. Students of the Month	Teachers nominate a boy and girl every month to receive a citizenship or academic award. They receive a certificate, special pencil and a treat.
4. Student Council	Every fifth grader who would like to be on Fielding Elementary Student Council is given the chance to serve on a committee. This creates a safe school environment and promotes a sense of responsibility and helps students make good choices. They rotate which committee they are on from promoting school spirit to helping younger students with activities.
5. Daily Announcements	Everyday we have different announcements dealing with a social skill, coping skill or a Second Step announcement to help students with anxiety or promote a social skill.
6. End of Month Super Activity	All students who have shown academic and citizenship excellence are invited to participate in a monthly super activity. These are held every month and are a fun activity to build community in our school and encourage appropriate behavior.

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

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

Foothill Positive Behavior Plan

Positive Behavior Specialist: Mary Heslop

Date discussed with and received input from Intervention Team 11/11/21 [Behavior Chat Agenda](#)

Date discussed with and received input from Community Council: 11/16/21 [Community Council Meeting Agenda](#)

Date plan was completed: 11/22/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	<p>The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).</p>
2. Red Ribbon Week	<p>Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.</p>
3. Individual and group counseling/social work services	<p>Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental</p>

	health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Character Ed	The school counselor is doing Character Ed training with students whole class, and small group.
7. Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Skillstreaming	Skillstreaming is a social-emotional learning program designed to help children and youth learn positive ways to have their needs met. <i>Skillstreaming the Elementary School Child</i> employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to elementary school students. This book provides a complete description of the Skillstreaming program, with instructions for teaching 60 prosocial skills. Adaptable for a variety of situations, Skillstreaming is ideal for small group instruction for children who have common social needs. Often used by counselors and others, the Skillstreaming program is structured to be a targeted, social-emotional learning intervention.
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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Falcon Tickets and activities 2. Student Council 3. Golden Spatula 4. Classroom incentives 5. Safe UT 6. Robotics 7. PTA sponsored events-Pumpkin Walk, Foam Party, Chalk Run, Turkey Trot, Birthday table, etc.. 	<p>These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>

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

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

References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
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- Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental psychology*, 55(2), 415.
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Garland Elementary Positive Behavior Plan

November 2021

Positive Behavior Specialist: Marcia Wilson

Date discussed with and received input from Intervention Team: 10/18/21 official approval on 11/17/21

<https://docs.google.com/document/d/1kSSHzMDDk6exqk3ZRD2h5AQ4SfNEZjrtPrMEK7WzYrQ/edit?usp=sharing>

Date discussed with and received input from Community Council: 11/16/21. Here is the agenda from this meeting:

https://docs.google.com/document/d/1JD2W3qfjlqX_mSes2_uwnQzIacMC1QKJhhs6LUVTFcl/edit

Date plan was completed: 11/8/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the

	<p>school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).</p>
4. Bullying and Harassment Prevention	<p>Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.</p>
5. Botvin Life Skills	<p>The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.</p>
6. Character Ed	<p>Garland Elementary has a Character Education classroom that each grade 1st-5th attends every week during prep time. This class focuses on the soft skills necessary for students to be successful in and out of school. We focus on 8 main traits and believe that all other traits we learn can fall under the umbrella of these. They are Kindness, Compassion, Empathy, Forgiveness, Patience, Optimism, Gratitude, and Humility. If students are learning about these traits they also learn to avoid peer pressure, resolve conflict in a healthy way, and make informed decisions. These all tie into living a healthy lifestyle and staying away from drugs.</p>

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

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

	mental health stigma, and prevent substance misuse.
2. Red Ribbon	We are implementing more learning based activities and lessons to go along with Red Ribbon Week. PTA typically runs this week with school wide activities. The counselor will add onto this program with more awareness and knowledge about its purpose with classroom lessons.

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Student Council	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
2. Classroom Incentives	see above
3. The Great Kindness Challenge	see above
4. Start with Hello Week	see above
1. Career Week	see above

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

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

References

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Websites:

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

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

Grouse Creek Positive Behavior Plan

Positive Behavior Specialist: Melissa Morris

Date discussed with and received input from Intervention Team (agenda attached): 11/17/21

<https://docs.google.com/presentation/d/1Uewn-hhl4eLuLGPrumC6C-HS3Uv9h8mjmiNzFqxI0u8/edit?usp=sharing>

Date discussed with and received input from Community Council (agenda attached): 11/17/21

<https://docs.google.com/document/d/1fQnbmwSpC-tBxXGngn7wlwyMu1oyZb6U/edit>

Date plan was completed: 11/11/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
3. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students

	experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
4. Kindness week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what is kindness and how kindness feels.
5. School events- Prosocial activities-Track meet, Dodgeball, Turkey Trot, School plays	Our student body officers composed of students in grades K-10 meet biweekly to discuss whole school activities to build team skills and positive relationships. Students are able to give input. They are also able to build leadership skills. Parents are encouraged to attend events to show their support for all students. There are times that parents are invited to participate and play against the winning team.

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
2. Mind Yeti/ Brain Breaks	Mind Yeti is a mindfulness curriculum and app that provides guided mindfulness activities for students and parents. Students who are provided with access and training in mindfulness practices show an increase in attention abilities, self-calming skills, and ability to demonstrate empathy for others (Smith, et al, 2012). These skills and abilities are directly related to the reduction of substance use through the building of protective factors that support the overall mental and physical wellbeing of students.
3. White Ribbon Week	White Ribbon Week is a program for elementary schools that help children become safe online through media literacy. As they participate in White Ribbon Week, children learn new skills that help them avoid harmful media and use technology for good.
4. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> • Student Spotlight • Peer Leadership • FFA • 4H- • SafeUT App • PBIS • school activities- Halloween carnival, Valentines party, birthday, Christmas play and party., • School events- Prosocial activities-Track meet, Dodgeball, Turkey Trot, manners dinner, Dr Seuss Day, Wrestling, 	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
1.	
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Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> • Career Week 	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
2. Point system	Students are given points by school staff for positive actions that are above and beyond. Points are then tallied and incentives are given.
3. DOJO app	ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.
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Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

Reference:

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- Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental psychology*, 55(2), 415.
- Moon, S. S., & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. *Journal of Human Behavior in the Social Environment*, 21(5), 475-489. doi:10.1080/10911359.2011.566456
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- Smith, P., and Sharp, S. (1994). *School Bullying: Insights and Perspectives*. New York: Routledge.
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Lake View Positive Behavior Plan

Positive Behavior Specialist: Teryl Jeffs

Date discussed with and received input from Intervention Team: 11/8/21

Attendees: Teryl Jeffs - Principal, London Clarke - Counselor, Mandy Stokes - Instructional Coach

I-Team Meeting

11/8/21

- Student discussions
 - Next steps on current students we are working on
 - New students we are concerned about
- Discussion of the Positive Behavior Plan
 - Review plan
 - Make changes as needed
 - Ready to submit

Date discussed with and received input from Community Council: 11/18/21

November 18, 2021

Council Members 2021-2022		
Members	Position	Attendance
Taitum Abrams	Parent	x
Alisa Baron	Parent	
London Clarke *Vice	School Employee	x
Anamarie Hall	Parent	
Shayle Holman *Chair	Parent	
Teryl Jeffs	Principal	x
Dacia Stone	Parent	x
Serenity Stewart	Parent	x

- K & 1st Data
- How to increase parent involvement?
 - Think about it and we can address it at a following meeting.
- [Lake View Positive Behavior Plan](#)
 - Reviewed and talked about the Positive Behavior Plan.
- [Lake View Elementary Title 1 Plan](#)
 - Reviewed and talked about the Title 1 Plan.
- School Safety Plan
 -
- Budget Review
 - Lexia training for teachers Pd.
 - One grade one book- each grade received an amount to use for books.
 - Chrome book still working on the 1-1 chrome book.
 - Parent engagement- money for math and lit night and parent teacher conference.
 - Digital Citizenship- typing agent has a digital citizenship component that we are using this year for older grades. Getting licenses for lower grades.

Date plan was completed: 11/19/21

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

Name of Program:	How the program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Second Step	<p>The Second Steps curricula build on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focus on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).</p>
Red Ribbon Week	<p>Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of the school and their community served as protective factors for all levels of students.</p>
Individual and group counseling/social work services	<p>Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, but students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).</p>
Bullying and Harassment Prevention	<p>Classroom-based lessons and confidential reporting systems are implemented and focused specifically on the identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and</p>

	support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
Character Ed	The school counselor is doing Character Ed training with students in whole class and small groups.
Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with the school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

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

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

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Blue Slips - Positive Behavior Tickets	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
Student Council - Leopard Leaders	
Safe UT	

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How programs, clubs, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
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Counselor's Corner - Counselor Newsletter	The counselor writes and publishes a monthly newsletter to provide parents with resources and ideas to support student learning.
Kindness Weeks	We will conduct a kindness week each trimester. We provide activities and challenges to students.

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McKinley Positive Behavior Plan

Positive Behavior Specialist: Mark Taylor

Date discussed with and received input from Intervention Team (Agenda Below): 11/12/21

Date discussed with and received input from Community Council Agenda Below): 11/17/21

Date plan was completed: 10/19/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Good Choices Week	Good Choices Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life and making healthy lifestyle choices. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Good Choices weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental

	health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Character Ed	The school counselor and Character Ed prep para are doing Character Ed training with students whole class, and small group.
7. Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Leader in Me	Leader in Me has been used at McKinley in past years to empower students and help them to create positive relationships with others. We are working with LIM to see if we will be able to continue with this going forward.
3.	
4.	
5.	

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

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

<ol style="list-style-type: none"> 1. Pawsitive tickets and activities 2. Student Council 3. Lunch with Principal 4. Classroom incentives 5. Safe UT 6. Latinos in Action 	<p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
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Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Great Kindness Challenge	The Great Kindness Challenge (GKC) is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The Great Kindness Challenge is one week devoted to performing as many acts of kindness as possible at school. This program is designed to create a more positive, unified and respectful school environment. At the heart of the great kindness challenge is the simple belief that kindness is strength.
2. Hello Week (Start with Hello)	Designed to prevent isolation. Teach students about the negative effects of loneliness. Promotes positive peer and teacher relationships. The more positive relationships a student has, the less likely they are to engage in risky behaviors.
3. School attendance club	Club to promote student attendance in school to increase their desire to attend school regularly and have a positive relationship with at least one adult.

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McKinley Elementary

School Community Council Agenda

Date: November 17, 2021

Call to Order

Discussion Topics:

- HB 158 - Positive Behavior Plan
- Trustlands Budget
- Data: Previous years goals, End of year vs, Beginning of year Acadience Reading

Items for next Meeting (January 19, 2021):

Adjourn

Attendance:

Mark T., Jessica Betournay, Blaine Norris, Kim Detwiler, Britney Rupp, Amanda Dixon, Megan Dyreng

Next Meeting: January 19, 2022 @ 4:00 @ Faculty Room

Notes:

Intervention Team Meeting Agenda: 11/12/21

Attendance: Mark, Launa, Nancilee, Christyn, Amy Jo

- Go over McKinley Positive Behavior Plan (HB 158)
- Launa will work with Christyn to add academics to the Intervention checklist
 - Connie, Math needs assessment to drive Tier 3 intervention?
- Team Leader Meeting: Prosolve template. How to refer kids for Prosolve (Teacher meets w/ intervention team prior to student going on prosolve)???. How teachers will be involved / communicated.
- Faculty Meeting: Prosolve template. How to refer kids for Prosolve (Teacher meets w/ intervention team prior to student going on prosolve)???. How teachers will be involved / communicated.

Mountain View Elementary Positive Behavior Plan

Positive Behavior Specialist: Heidi Jo West-Principal

Date discussed with and received input from [Intervention Team Agenda: 11/8/21](#)

Date discussed with and received input from [Community Council Agenda: 11/11/21](#)

Date plan was completed: 11/19/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to prosocial behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and small group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Character Counts	The school counselor has the Character Counts literature program for implementation into whole class and small groups instruction to skills.
2. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students in fourth and fifth grades. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
3. Career Week	This program promotes prosocial behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
4. One District, One Book	One District, One Book is a program designed to create a shared reading experience across an entire school community. During the month it takes to read the selected book, our schools implement a variety of activities. The book is selected to focus on building character strengths as well as a strong foundation for literacy in each child's life. The intent is to spark conversations throughout the community regarding concepts of literacy and character development. This strengthens student rapport within the school.

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. School Activities <ul style="list-style-type: none"> ● Rewards & Incentives ● Student Council ● Classroom Incentives ● Kindness Week ● Field Day ● Turkey Trot ● Halloween Parade ● Holiday Parties ● School Dances 	These schoolwide and class activities promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
1. Safe UT	The SafeUT Crisis Text and Tip Line app provides 24/7 access to crisis counseling and school tip reporting for students and their parents and guardians that live in the state of Utah.

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Attendance Program	Truancy is a predictor of substance use. The effect is related to reduced school bonding and unsupervised time afforded by truancy. Increasing attendance can minimize substance use and is important for the development of prevention and intervention initiatives.
2. Mindfulness	Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. Mindfulness provides many physical and psychological benefits.

References

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North Park Positive Behavior Plan

Positive Behavior Specialist: Shaylyn Ekins

Date discussed with and received input from [Intervention Team](#) (agenda linked)

Date discussed with and received input from [Community Council](#) (agenda linked)

Date plan was completed: 10/17/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically

	on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Character Ed	The school counselor is doing Character Ed training with students whole class, and small group as needed. We utilize Character Counts literacy materials to facilitate discussions.
7. Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
8. Community Pantry and Food Drive	We have a school community pantry, with donation opportunities for families and community members, to provide at-risk and needy families with food support over the long weekends. Additionally, we get support from the foundation for this project.

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

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

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Owl (caught ya' being good) tickets 2. Hope Squad Junior 3. Student Shout-Outs 4. Safe UT 5. "Just Because" activities 	<p>These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>

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

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

References

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Park Valley Positive Behavior Plan

Positive Behavior Specialist: Melissa Morris

Date discussed with and received input from Intervention Team (agenda attached): 11/17/21

<https://docs.google.com/presentation/d/1MgOvLabblng5qaaOsCekyEtryWiNiiRneXrAzD6leDM/edit?usp=sharing>

Date discussed with and received input from Community Council (agenda

attached): <https://docs.google.com/document/d/1RTIC3UGPU7pzOTOEVoirKw6MEDk9chgU/edit?usp=sharing&oid=103018367084102394167&rtpof=true&sd=true>

Date plan was completed: 11/3/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Mindfulness	Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. Mindfulness provides many physical and psychological benefits.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides

	students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Kindness week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what is kindness and how kindness feels.
6. School events- Prosocial activities-Track meet, volleyball tournament, Dodgeball, Turkey Trot,	Our student body officers composed of students in grades K-10 meet biweekly to discuss whole school activities to build team skills and positive relationships. Students are able to give input. They are also able to build leadership skills. Parents are encouraged to attend events to show their support for all students. There are times that parents are invited to participate and play against the winning team.

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
2. Mind Yeti/ Brain Breaks	Mind Yeti is a mindfulness curriculum and app that provides guided mindfulness activities for students and parents. Students who are provided with access and training in mindfulness practices show an increase in attention abilities, self-calming skills, and ability to demonstrate empathy for others (Smith, et al, 2012). These skills and abilities are directly related to the reduction of substance use through the building of protective factors that support the overall mental and physical wellbeing of students.
3. White Ribbon Week	White Ribbon Week is a program for elementary schools that help children become safe online through media literacy. As they participate in White Ribbon Week, children learn new

	skills that help them avoid harmful media and use technology for good.
4. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Student Spotlight ● Peer Leadership- SBO ● FFA ● 4H- ● SafeUT App ● PBIS ● PTO activities- Halloween carnival, Valentines party, birthday, room mothers, Christmas, ● School events- Prosocial activities-Track meet, volleyball tournament, Dodgeball, Turkey Trot, manners dinner, Dr Seuss Day, Gratitude Chain 	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
1.	
2.	
3.	
4.	

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Career Week 	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
2. PAWSitive tickets	Students are given tickets by school staff for positive actions that are above and beyond. 5 tickets are pulled each week. The positive action is told to the whole school during lunch period. All tickets are then put in a monthly jar. Additional bigger prizes are given monthly.
3. DOJO app	ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.
4.	
5.	

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

References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
- Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.
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Snowville Positive Behavior Plan

Positive Behavior Specialist: Melissa Morris Chanelle Johnson

Date discussed with and received input from Intervention Team (agenda attached): 11/16/21 SV Nov

1518-https://docs.google.com/presentation/d/1Fq-Wlh_Ci4RXuxlc0zKw9rS2mEcWp7lw9Kj1jqldHYQ/edit?usp=sharing

Date discussed with and received input from Community Council (agenda attached): 11/16/21

https://docs.google.com/document/d/1p1qIQ_EOahj5CoQDgTpet5nr3LiZU2Zj/edit?usp=sharing&oid=103018367084102394167&rt=pof=true&sd=true

Date plan was completed: 11/8/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Mindfulness, Brain Breaks, Mind Yeti	<p>Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. Mindfulness provides many physical and psychological benefits.</p> <p>Mind Yeti is a mindfulness curriculum and app that provides guided mindfulness activities for students and parents. Students who are provided with access and training in mindfulness practices show an increase in attention abilities, self-calming skills, and ability to demonstrate empathy for others (Smith, et al, 2012). These skills and abilities are directly related to the reduction of substance use through the building of protective factors that support the overall mental and physical wellbeing of students.</p>
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic

	stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Kindness week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what is kindness and how kindness feels.
6. School events- Prosocial activities- Turkey Trot , Halloween Carnival/ parade,	Our student body officers composed of students in grades K-5 meet biweekly to discuss whole school activities to build team skills and positive relationships. Students are able to give input. They are also able to build leadership skills. Parents are encouraged to attend events to show their support for all students. There are times that parents are invited to participate and play against the winning team.
7. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students

	through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
2.. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● Student Spotlight ● Peer Leadership ● FFA ● 4H- ● SafeUT App ● PBIS ● PTO activities- Halloween carnival, birthday, room mothers, Christmas parties , birthday recognition, ● School events- Prosocial activities- turkey Trot, Dr Suess Day, Disguise a Turkey, Snowman Art , Christmas Program, Awards assembly , End of Year bike ride, Science fair 	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
1.2. Bucket Filler tickets	Students are given tickets by school staff for positive actions that are above and beyond. tickets are pulled each week. The positive action is told to the whole school during announcements
2. Weekly News letter and emails	
3.	
4.	

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

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

	more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
4.	
5.	

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

References:

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

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Passarella, A. (2017, May). Restorative Practices in Schools. Retrieved 2020, from <https://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>

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

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

Three Mile Creek Positive Behavior Plan

Positive Behavior Specialist: Jeff Morris

Date discussed with and received input from Intervention Team ([agenda attached](#)): 10/18/21

Date discussed with and received input from Community Council ([agenda attached](#)): 10/11/21

Date plan was completed: 10/19/21

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental

	health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Botvin Life Skills	The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
6. Character Ed	The school counselor is doing Character Ed training with students whole class, and small group.
7. Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

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

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

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

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

1. Explorers club tickets and activities 2. Student Council 3. Lunch with Principal 4. Classroom incentives 5. Safe UT	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
1.	
2.	
3.	
4.	

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Paws in Jobland	website to explore careers to help students see options other than using drugs.
2. Anxiety Home Outreach	With the number of increasing anxiety cases, parents would like tips, suggestions, and other ideas to help.
3.	
4.	
5.	

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Willard Positive Behavior Plan

Positive Behavior Specialist: AshLee Nelson

Date discussed with and received input from Intervention Team ([agenda attached](#)): November 16, 2021

Date discussed with and received input from Community Council ([agenda attached](#)): November 18, 2021

Date plan was completed: November 18, 2021

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

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Second Step	The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental

	health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
5. Career Week	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

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

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Rewards for students passing off reciting the rules and expectations of our school	Students understanding the expectations of the school and what they mean is the first step to addressing problems in the school. Staff commits to addressing problems the same way in a positive manner that teaches students our expectations and reinforces what we want to see.
2. Staff commits to handling behavior problems the same way with a script to follow.	
3.	
4.	
5.	

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Schoolwide Expectation Rewards and Activities 2. Classroom incentives 3. Lunch with Principal 4. Mindfulness Activities 5. Top Bananas- student recognition 6. Postcards home to each student 7. Fun Friday Student Activities 8. Small Group instruction for social skills from school counselor 	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

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

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

References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
- Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.
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Recommendation to approve

Submitted by: Keith Mecham

Recommendation:

It is recommended that the BESD Board of Education approves the 2022-2023 district calendar.

Recommended Motion:

I move that we approve the 2022-2023 Box Elder School District Calendar as presented.

Background:

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

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

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

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

Policy Implications:

<https://rules.utah.gov/publicat/code/r277/r277-419.htm#T4>

This calendar would create 175 instructional days plus 3 PD/Data Dive Days and 2 days for parent teacher conferences for a total of 180 days.

Financial Implications:

No additional costs

Staff Implications:

No additional implications

Box Elder School District 2022-2023

July 2022						
S	Mon	Tues	Wed	Thurs	Fri	S
31					1	2
3	4 <i>4th of July</i>	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 <i>Pioneer Day Observed</i>	26	27	28	29	30
					0/19	

August 2022						
S	Mon	Tues	Wed	Thurs	Fri	S
5	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Welcome Back/ Health Fair	16	17	18	19	20
21	22 Teacher Prep Day	23 Teacher Prep Day	24 Teacher Prep Day	County Fair		27
28	29 First Day of School Min. Day	30 Minimum School Day	31 Minimum School Day			3/23

September 2022						
S	Mon	Tues	Wed	Thurs	Fri	S
5				1 Minimum School Day	2 Minimum School Day	3
4	5 <i>Labor Day</i>	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 21/21 No School (PD Day)	

October 2022						
S	Mon	Tues	Wed	Thurs	Fri	S
30	31					1
2	3	4	5 K-5 P/T Conf	6 K-5 P/T Conf	7 Kind P/T Conf	8
9	10	11	12	13 <i>Fall Break</i>	14 <i>Fall Break</i>	15
16	17 HS P/T Conf	18 HS & MS P/T Conf	19 MS & Int P/T Conf	20 Int P/T Conf	21	22
23	24	25	26	27	28	29
					19/19	

November 2022						
S	Mon	Tues	Wed	Thurs	Fri	S
5		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 End of Tri 1 (58 days) Minimum Day	23 PTC Comp Day	24 Thanksgiving Break	25 Thanksgiving Break	26
27	28	29	30			20/20

December 2022						
S	Mon	Tues	Wed	Thurs	Fri	S
5				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 Minimum School Day (no late start)	22 Winter Break	23 Winter Break	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 New Year's Day Observed	31
					15/18	

January 2023						
S	Mon	Tues	Wed	Thurs	Fri	S
1	2 <i>New Year's Day Observed</i>	3 School Resumes	4	5	6	7
8	9	10 HS P/T Conf	11 MS P/T Conf	12 Int P/T Conf	13	14
15	16 <i>Martin-Luther King Jr Day</i>	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				20/20

February 2023						
S	Mon	Tues	Wed	Thurs	Fri	S
5			1	2	3 <i>No School (PD Day)</i>	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 <i>President's Day</i>	21	22 K-5 P/T Conf	23 K-5 P/T Conf	24 Kind P/T Conf	25
26	27	28				19/19

March 2023						
S	Mon	Tues	Wed	Thurs	Fri	S
5			1	2	3 End of Tri 2 (60 days) Minimum Day	4
5	6	7	8	9	10	11
12	13	14	15	16	17 No School (PD Day)	18
19	20	21	22	23	24	25
26	27	28	29	30	31	23/22

April 2023						
S	Mon	Tues	Wed	Thurs	Fri	S
30						1
2	3 <i>** PTC Comp Day</i>	4 Spring Break	5 Spring Break	6 Spring Break	7 Spring Break	8
9	10	11 HS P/T Conf	12 MS P/T Conf	13 Int P/T Conf	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
					16/18	

May 2023						
S	Mon	Tues	Wed	Thurs	Fri	S
5	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 <i>Memorial Day</i>	30	30			1
				22/22		

June 2023						
S	Mon	Tues	Wed	Thurs	Fri	S
5				1	2 Last Day of School/ End of Tri 3 (59 days) Min. Day	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
					2/22	

No School for Students
Beginning and End of School
**** April 3, 2023 - Designated Snow Day**

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

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

Recommendation to approve a change in the January and February Board Meeting Dates.

Submitted by: Superintendent Carlsen

Recommendation:

It is recommended that the Board look at the January 12th and February 9th Board Meeting dates and consider other dates. Both of those dates conflict with family activities for a Board Member.

Recommended Motion:

I move that the Board of Education move the January Board Meeting day from Jan. 12th to _____ and I move we move the February 9th Board Meeting to _____.

Background: The Board has done this in the past and as long as we give plenty of notice, one month for one and two months for another we are within code and policy.

Policy Implications: Fine with this much notice.

Financial Implications: None

Staff Implications: Rearranging our schedules is on problem.



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

2021

Place

*July 13	6:30 p.m.	ILSC Building
August 11	6:30 p.m.	ILSC Building
September 8	6:30 p.m.	ILSC Building
*October 12	6:30 p.m.	Century Elementary
November 10	6:30 p.m.	ILSC Building
December 8	6:30 p.m.	ILSC Building

2022

January 12	6:30 p.m.	ILSC Building
February 9	6:30 p.m.	Sunrise High School
March 9	6:30 p.m.	ILSC Building
April 13	6:30 p.m.	ILSC Building
May 11	6:30 p.m.	Adele C. Young Int. (Retirees)
June 8	6:30 p.m.	ILSC Building

***This meeting is on Tuesday**

Recommendation: I recommend the Board approve the request for expansion of the Steel and Rocket Community Projects. The Box Elder County Redevelopment Agency will rebate 30% of the increment to the District. The project is twenty years total with the initial build taking place over the next few years. This is authorized under the Community Reinvestment Act Title 17C of state code.

Recommended Motion: I move the School Board approve the participation on the Community Reinvestment Project with the increased area for the Steel and Rocket Community projects.

Background: The Box Elder County Redevelopment Agency is requesting School District participation on an expansion on two solar projects the Steel and Rocket Community Reinvestment Projects that were approved in February of 2020. The projects are mostly personal property, which operates differently than other RDA's, CDA's, and EDA's we have participated with in the past.

The main difference being personal property additions is not included in growth so the district will not get the added value of the project as it must lower rates and collect the same tax amount.

The solar projects will collect the tax funds and redistribute them as part of the expenses of the project to the entities in the county. This means the funds will come directly to the District and will not have to be allocated like property tax dollars. This allows the District to spend the money where needed and does not require allocation to various funds.

The participation will cost the taxpayers roughly \$17 per year for the average household without increment financing, which would come to them as a decrease in taxes if the district did not participate. Taxpayers will reap the benefit and lower taxes at the end of the project through increased tax value created by the projects. The proposal includes a 10% housing fee required by law and a 3% administration fee.

Policy Implications: This is within guidelines except the length is kept at 20 years as it is to the School District's benefit.

Financial Implications: The District share of the increment rebate will be about \$2.3 million over 20 years. About \$200,000 per year to start for both projects with the payout decreasing with depreciation over the life of the project.

Staff Implications

Minimal Administrative duties

CONFIDENTIAL INFORMATION

Project: Rocket 2 Solar – 45MWac

Project Briefing

ROCKET 2 SOLAR PROJECT DETAILS

Project Details	
Location	Box Elder County, UT (approx. 7 miles W of Penrose, UT)
Size	45 MWac solar + 12.5MWac (4-hour) storage
Technology	Solar Photovoltaic (tracking) + Lithium Ion batteries
Construction Start	Q4 2022-Q2 2023
COD	Q4 2023
Point of Interconnection	138 kv Lampo Substation (PacifiCorp)
Interconnection	Fully executed LGIA
Land control	Fully secured land for solar array
Contract Status	Final Shortlist in PacifiCorp's 2020 All Source RFP
Jobs created	Approximately 100 construction jobs and 1 permanent job
Community benefit	Increased tax revenue to be used for improved infrastructure, schools, etc. as County sees fit

Rocket 2 Solar is a 340 acre, 45MWac project and is located adjacent to the Rocket 1 project. The site is in advanced development stages and will benefit from minimized visual impacts and interconnection costs.

Box Elder County will receive annual benefits during construction from new jobs and money spent in the area, as well as throughout the project's lifetime via annual tax payments made by the project. Rocket 2 aids the County in promoting continued investment and leadership in clean energy.



CONFIDENTIAL INFORMATION

Project: Steel 2 Solar – 67MWac

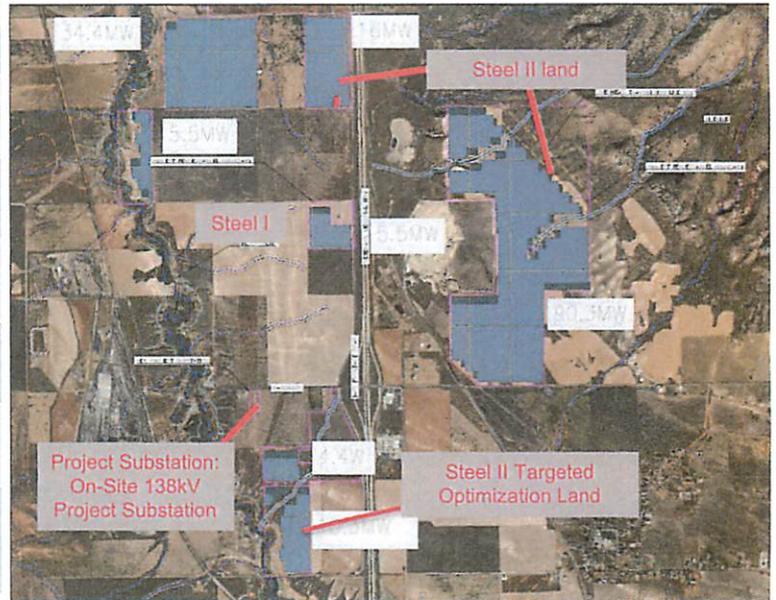
Project Briefing

STEEL 2 SOLAR PROJECT DETAILS

Project Details	
Location	Box Elder County, UT (approx. 20 miles NW of Logan City, UT)
Size	67 MWac solar + 17MWac (2-hour) storage
Technology	Solar Photovoltaic (tracking) + Lithium Ion batteries
Construction Start	Q4 2022-Q2 2023
COD	Q4 2023
Point of Interconnection	Steel 1's new switchyard on 138kV Nucor Steel-Wheelon transmission line
Interconnection	Fully executed LGIA
Land control	Fully secured land for solar array; pursuing additional land for optimal design
Contract Status	Final Shortlist in PacifiCorp's 2020 All Source RFP
Jobs created	Approximately 100 construction jobs and 1 permanent job
Community benefit	Increased tax revenue to be used for improved infrastructure, schools, etc. as County sees fit

Steel 2 Solar is a 500 acre, 67MWac project and is located adjacent to the Steel 1 project. The site is in advanced development stages and will benefit from minimized visual impacts and interconnection costs.

Box Elder County will receive annual benefits during construction from new jobs and money spent in the area, as well as throughout the project's lifetime via annual tax payments made by the project. Rocket 2 aids the County in promoting continued investment and leadership in clean energy.



Box Elder School District

Recommendation to Sell Lynn School

Recommendation:

It is recommended the Board declare the property and building of the old Junction School surplus. The property is located near Lynn, Utah. The action would authorize the administration to accept bids for the property.

Recommended Motion:

I move that the Board declare the Junction School (Lynn) property surplus and authorize the administration to take the high bid for the property.

Background:

The old Lynn School has been used by the Sheriff's office and the DNR for lodging when employees are patrolling out west. The building has a new metal roof and is winterized for the season.

Policy Implications:

None

Financial Implications:

There was a cost for the recently installed new metal roof. There will also be some legal fees to write up an official document for the shared well between the district property and the neighboring property.

Staff Implications

Minimal time will be spent on the execution and closing. Time savings in not maintaining the building. Time to install the new metal roof and legalize the agreement with the shared well.

eRate & CIPA Compliance

IT Plans for eRate Funds to upgrade network

- ECF - Wifi on Busses
 - - \$259K
- 10 GB to every access point
 - Current 1 gb - 250 devices
 - 1:1 requires better bandwidth
- Replace old Network Switches
- 70% discount
- 1.6 million to spend over the next 4 years

Overview

- The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet.
- CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries

Implement Policy Addressing

AUP policy

- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

iBoss Content Filtering

- BESD uses iBoss to filter content considered inappropriate for minors.
- Filters are not perfect - they use an algorithm to block what it considered inappropriate.
- Students use a proxy to avoid the filter. Mostly to get to spotify, but not solely.
- Threshold trigger - 20 sites in 3 minutes - alert sent to an email address.
- Keyword search -
- Procedure - look up student, pull log report, notify principal

What it does not require

- CIPA does not require the tracking of Internet use by minors or adults.
- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.

Questions?

Box Elder School District

Long Term Capital Plan - November 29, 2021

5-Years Out, 2022 to 2027

- Address the structural concerns at Grouse Creek School through replacement of the classroom portion of the campus
- Construct a new elementary building to replace one or more existing building(s), 850 student capacity or larger (*Golden Spike Elementary, current construction to be completed summer 2022*)
- Update lighting, grounds, play equipment, and aesthetics of older schools where financially feasible
- Improve the physical structure of buildings to increase security
- Address and assess the needs of academic spaces (i.e. labs etc.) when financially feasible
- Address increased enrollment needs in secondary schools through the use of portable classrooms
- Start the process for another bond

10-Years Out, 2022 to 2032

- Fulfill obligations to the current bond (final in 2029)
- Continue the process to obtain another bond
- Address the following three categories:
 - BEMS and BRMS
 - Replace or Remodel according to funding and enrollment needs
 - Elementary Schools
 - Consider construction of at least one elementary school in the noted areas according to available funding and enrollment needs (replace or in addition to current schools)
 - North (Tremonton area)
 - Central (Bear River City/Corinne area)
 - South (Brigham City area)
 - Address the top priority needs at BEHS and BRHS 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 updated*
 - *BEHS; indoor athletic practice facility*

20-Years Out, 2022 to 2042

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

MONTHLY FINANCIAL REPORT
November 30, 2021

				Current	Prev Bud vs		
		2021-22	2021-22	Bud vs	Actual	2020-21	2020-21
	Description	Preliminary	YTD	Actual	Actual	YTD	Actual
				%	%		
	Percent of Year completed to date			41.66%	41.66%		
	Percent of 9 month contract complete			33.33%	33.33%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	25,091,289	1,114,355	4.4%	3.7%	925,214	24,796,049
6	Tuitions	350,000	96,105	27.5%	10.7%	48,794	454,278
7	Inv Earnings	150,000	113,290	75.5%	65.2%	44,031	67,493
8	Indir. Costs-SL	680,000	0	0.0%	0.0%	0	1,019,906
9	Rental Fees/Building/Tra	110,000	14,656	13.3%	9.0%	7,339	81,451
10	Other	900,000	161,963	18.0%	94.7%	1,100,097	1,161,864
11	State	74,424,348	30,579,872	41.1%	40.6%	27,878,645	68,725,191
12	Federal	8,525,000	1,729,953	20.3%	2.6%	231,369	8,958,392
13	Misc./ Fund Bal	1,114,000					870,488
14	TOTAL M & O						
15	REVENUE	111,344,637	33,810,194	30.4%	28.5%	30,235,489	106,135,112
16	Beg Balance	2,043,744					1,809,180
17	Less:						
18	Ending Balance	1,176,013					173,429
19	TOTAL M & O FUNDS						
20	available	112,212,367	33,810,194	30.1%	28.1%	30,235,489	107,770,863
21	EXPENDITURES:						
22	Instruction (1000)						
23	Salaries	49,077,975	15,564,978	31.7%	31.9%	14,900,004	46,636,603
24	Benefits	18,358,921	6,705,188	36.5%	32.9%	6,425,479	19,551,996
25	Purchased Serv.	3,070,500	1,217,400	39.6%	36.0%	967,031	2,683,024
26	Supplies/Textbooks	5,100,000	2,153,209	42.2%	48.5%	2,774,123	5,721,787
27	Equipment	1,905,000	293,267	15.4%	47.2%	244,374	517,560
28	Other	700,000	5,947	0.8%	59.8%	376,397	629,179
29	Total	78,212,396	25,939,989	33.2%	33.9%	25,687,408	75,740,149
30							
31	Student Services (2100)						
32	Salaries	3,510,841	1,229,007	35.0%	31.8%	1,043,236	3,276,884
33	Benefits	1,309,542	502,609	38.4%	31.5%	417,877	1,326,311
34	Other	350,000	96,330	27.5%	15.8%	43,281	273,459
35	Total	5,170,383	1,827,946	35.4%	30.8%	1,504,394	4,876,654
36							
37	Instructional Staff (2200)						
38	Salaries	1,605,520	618,001	38.5%	38.0%	589,748	1,553,428
39	Benefits	629,160	249,136	39.6%	39.0%	239,950	615,191
40	Other	400,000	98,074	24.5%	40.8%	103,875	254,337
41	Total	2,634,680	965,211	36.6%	38.5%	933,573	2,422,956

MONTHLY FINANCIAL REPORT
November 30, 2021

				Current			
		2021-22	2021-22	Bud vs	Prev Bud vs	2020-21	2020-21
	Description	Preliminary	YTD	Actual	Actual	YTD	Actual
				%	%		
	Percent of Year completed to date			41.66%	41.66%		
	Percent of 9 month contract complete			33.33%	33.33%		
42	District Administration (2300)						
43	Salaries	389,454	152,347	39.1%	41.3%	140,379	339,524
44	Benefits	169,797	74,145	43.7%	45.2%	69,795	154,547
45	Purch Services	170,000	473,747	278.7%	43.0%	45,190	104,986
46	Liability Insurance	235,000	160,336	68.2%	0.0%	0	223,473
47	Supplies	35,000	16,845	48.1%	47.2%	16,104	34,090
48	Other	25,000	21,537	86.1%	83.8%	21,335	25,473
49	Total	1,024,251	898,957	87.8%	33.2%	292,803	882,093
50	School Administration (2400)		ESSER II Contr Serv				
51	Salaries	4,331,198	1,675,971	38.7%	6.7%	1,515,380	4,044,617
52	Benefits	1,747,827	679,471	38.9%	6.3%	627,321	1,657,254
53	Prof Serv/Travel	80,000	26,195	32.7%	89.9%	25,209	67,635
54	Other	15,000	9,205	61.4%	73.0%	10,030	10,170
55	Total	6,174,025	2,390,842	38.7%	37.7%	2,177,940	5,779,676
56							
57	Business & Support (2500)						
58	Salaries	771,881	303,824	39.4%	41.9%	270,683	645,918
59	Benefits	316,483	111,675	35.3%	42.2%	104,268	247,198
60	Purchased Services	165,000	57,590	34.9%	44.9%	60,809	135,297
61	Other	25,000	2,743	11.0%	44.5%	7,427	16,696
62	Total	1,278,364	475,832	37.2%	42.4%	443,187	1,045,109
63							
64	Operation & Maintenance (2600)						
65	Salaries	5,466,376	2,192,220	40.1%	40.2%	2,002,406	4,985,356
66	Benefits	2,202,539	895,354	40.7%	42.1%	843,955	2,003,104
67	Electricity	884,000	328,857	37.2%	32.1%	294,563	918,191
68	Purchased Service	757,500	265,677	35.1%	50.8%	294,930	580,795
69	Telephone	282,012	84,736	30.0%	37.7%	96,538	256,236
70	Natural Gas	515,000	60,333	11.7%	7.8%	39,450	504,870
71	Prop Insurance	195,000	257,879	132.2%	0.0%	0	189,052
72	Repair	330,000	78,088	23.7%	63.8%	78,356	122,853
73	Supplies	730,000	358,471	49.1%	51.0%	401,249	787,291
74	Other	2,500	0	0.0%	27.6%	175	633
75							0
76	Total	11,364,927	4,521,615	39.8%	39.2%	4,051,622	10,348,381
77			Increase Costs				

MONTHLY FINANCIAL REPORT
November 30, 2021

				Current	Prev Bud vs		
		2021-22	2021-22	Bud vs	Actual	2020-21	2020-21
Description	Preliminary	YTD	YTD	Actual	Actual	YTD	Actual
				%	%		
Percent of Year completed to date				41.66%	41.66%		
Percent of 9 month contract complete				33.33%	33.33%		
78: Transportation (2700)							
79: Salaries	2,760,295	898,806	32.6%	30.3%	867,252	2,861,804	
80: Benefits	829,152	292,335	35.3%	35.6%	292,540	821,802	
81: Purch Serv	280,000	106,332	38.0%	20.4%	64,797	317,502	
82: Fuel	505,000	190,366	37.7%	19.3%	100,741	521,415	
83: Supplies	450,000	201,797	44.8%	27.6%	86,435	313,308	
84: Other/Property	485,800	1,036,703	213.4%	100.0%	1,008,680	1,008,680	
85: Total	5,310,247	2,726,339	51.3%	41.4%	2,420,445	5,844,511	
86: Community Services (3300)		Bus Order half will go to F-32					
87: Salary	680,566	236,286	34.7%	40.0%	224,396	561,013	
88: Benefits	186,527	71,537	38.4%	40.9%	67,949	166,276	
89: Purchased Serv	60,000	3,778	6.3%	22.7%	5,445	23,958	
90: Supplies/Util	70,000	61,100	87.3%	37.3%	25,943	69,501	
91: Property	30,000	1,269	4.2%	27.6%	1,120	4,055	
92: Other Objects	16,000	16,711	104.4%	58.9%	3,843	6,529	
93: Desig. Fund Bal							
94: Total	1,043,093	390,681	37.5%	39.5%	328,696	831,332	
86: Total Expenditures	112,212,367	40,137,412	0	3	37,840,068	107,770,861	
95: Interfund Trans		1			0	1	
96: Change Desig Fund Bal	0	1			0	1	
97: Other/Budget Cuts		0			0	0	
98: TOTAL EXPENDITURERS		0				0	
99: M & O	112,212,367	40,137,414	35.77%	35.1%	37,840,068	107,770,863	

MONTHLY FINANCIAL REPORT

November 30, 2021

				Current	Prev Bud vs		
		2021-22	2021-22	Bud vs	Actual	2020-21	2020-21
	Description	Preliminary	YTD	Actual	Actual	YTD	Actual
				%	%		
	Percent of Year completed to date			41.66%	41.66%		
	Percent of 9 month contract complete			33.33%	33.33%		
100	School Activity Fund (21)						
101							
102	REVENUE:						
103	School Deposits	4,400,000	1,957,473	44.5%	51.5%	1,764,288	3,422,501
104							
105	Other		0			0	
106	Total Revenue		1,957,473		51.5%	1,764,288	3,422,501
107	EXPENDITURES:						
108	Purchased Services	902,150	188,090	20.8%	19.5%	83,373	428,078
109	Supplies	2,882,850	1,037,785	36.0%	33.2%	937,200	2,824,283
110	Equipment	290,000	39,684	13.7%	43.6%	9,133	20,926
111	Desig/Other/Adm	325,000	65,366	20.1%	43.4%	71,760	165,396
112	Total Expenditures						
113	School Activity	4,400,000	1,330,925	30.2%	32.0%	1,101,466	3,438,683
114	DEBT SERVICE FUND (31)						
115							
116	REVENUE:						
117	Property Tax	2,945,632	134,581	4.6%	3.5%	105,286	3,039,480
118	Interest	105,750	7,809	7.4%	47.5%	17,245	36,333
119	Other						
120	Total	3,051,382	142,390	4.7%	4.0%	122,531	3,075,813
121	Begining Bal	5,696,268	5,802,645	101.9%	130.0%	7,800,099	6,001,582
122	LESS:						
123	Ending Balance	5,659,746	4,876,865	86.2%	123.5%	7,167,630	5,802,645
124	Funds Available	4,770,488	2,677,635	56.1%	80.1%	4,650,380	5,802,645
125	EXPENDITURE:						
126	Bond Debt	3,927,162	3,267,400	68.5%	100.0%	3,269,750	3,269,750
127	Fees	50,000	0	0.0%	50.0%	2,500	5,000
128	Other Uses		0			0	0
129	Total	3977162	3,267,400	6534.8%	99.9%	3,272,250	3,274,750

MONTHLY FINANCIAL REPORT
November 30, 2021

				Current	Prev Bud vs		
		2021-22	2021-22	Bud vs	Actual	2020-21	2020-21
	Description	Preliminary	YTD	Actual	Actual	YTD	Actual
				%	%		
	Percent of Year completed to date			41.66%	41.66%		
	Percent of 9 month contract complete			33.33%	33.33%		
130	CAPITAL OUTLAY FUND (32)						
131							
132	REVENUE:						
133	Property Tax	12,837,500	442,196	3.4%	4.8%	476,638	9,844,206
134	Interest	255,941	56,329	22.0%	32.8%	96,355	293,682
135	Other	176,400	26,059	14.8%	44.7%	27,817	62,249
136	State	158,025	15,813	10.0%	41.7%	34,168	82,003
137	Federal /MBA	63,288	25,117	39.7%	49.9%	30,058	60,274
138	Ins./Prop.Recry	94,500	102,665	108.6%	63.0%	40,100	63,673
139	Total Revenue	13,585,653	668,179	4.9%	6.8%	705,136	10,406,087
140	Lease Revenue MBA	0	0			0	15,000,000
141	Other Sources(F50)	345,580	0			0	326,422
142	Desig. Fund Bal						0
143	TOTAL REVENUE CAPITAL						
144	OUTLAY	13,931,233	668,179	4.8%	2.7%	705,136	25,732,509
145	Beg. Balance	25,428,650					23,509,689
146	Less:						
147	Ending Balance	5,055,580					31,036,384
148	Capital Outlay Funds						
149	available	34,304,303	668,179	13.2%	3.9%	705,136	18,205,814

MONTHLY FINANCIAL REPORT
November 30, 2021

				Current	Prev Bud vs		
		2021-22	2021-22	Bud vs	Actual	2020-21	2020-21
	Description	Preliminary	YTD	Actual	Actual	YTD	Actual
				%	%		
	Percent of Year completed to date			41.66%	41.66%		
	Percent of 9 month contract complete			33.33%	33.33%		
150	EXPENDITURES:						
151	Oper/Maint	5,000	2,500	50.0%		0	2,000
152	Other Equipment	850,000	0	0.0%		1,000	
153	Purchased Services	0	0		4.0%	250	6,267
154	Technology/Software	0	876,429		92.0%	935,664	1,017,044
155	Improvement	0	0			0	1
156	Buildings Maint	2,600,000	2,031,321	78.1%	10.0%	116,022	1,157,046
157	Vehicles	870,000	38,992	4.5%	48.4%	140,010	289,359
158	Furniture/Equip	1,794,000	598,269	33.3%	51.7%	704,853	1,362,434
159	Other Objects	1	0	0.0%	0.0%	0	1
160	Vehicle charges		0			0	1
161	Total Capital	6,119,001	3,547,511	58.0%	75.6%	2,897,799	3,834,153
162	Other		0			0	1
163	Other Proj	200,000	29,467	14.7%	53.2%	102,793	193,118
164	Sunrise High School	200,000	0	0.0%	70.6%	2,952,956	4,180,473
165	Golden Spike	25,300,000	5,970,912	23.6%	1.6%	147,675	9,235,064
166	HS Athletic Facilities	80,000	793,973	992.5%	2091.0%	174,977	8,368
167	Property Purchase	420,000	0	0.0%		0	480,266
168	Total Construction	26,200,000	6,794,352	25.9%	24.0%	3,378,401	14,097,290
169	Desig. F Bal						
170	MBA/Bond Fee/Fund 50	1,985,302	1,686,937	85.0%	22.6%	61,998	274,371
171	Other		0			0	0
172	TOTAL EXPENDITURES CAPITAL				BRHS Turf not budgeted		
173	OUTLAY	34,304,303	12,028,800	35.1%	34.8%	6,338,198	18,205,814

MONTHLY FINANCIAL REPORT
November 30, 2021

				Current			
		2021-22	2021-22	Bud vs	Prev Bud vs	2020-21	2020-21
	Description	Preliminary	YTD	Actual	Actual	YTD	Actual
				%	%		
	Percent of Year completed to date			41.66%	41.66%		
	Percent of 9 month contract complete			33.33%	33.33%		
174	SCHOOL FOOD SERVICE FUND (49)						
175							
176	REVENUE:						
177	Lunch Sales	250,000	18,053	7.2%	55.7%	135,677	243,736
178	Other Local	1,500	192	12.8%	43.4%	363	836
179	State	1,075,000	287,526	26.7%	14.5%	189,900	1,309,158
180	Federal	4,000,000	1,940,215	48.5%	20.1%	1,160,799	5,789,153
181	Other/Inventory Adj	0	0		0.0%	0	-13,244
182	TOTAL REVENUE SCHOOL						
183	FOODS	5,326,500	2,245,986	42.2%	20.3%	1,486,739	7,329,639
184	Beg. Balance	1,000,835					938,697
185	Less:						
186	Ending Balance	1,179,481					2,364,057
187	School Food Service Funds						
188	available	5,147,854	2,245,986	43.6%	25.2%	1,486,739	5,904,279
189	EXPENDITURES:						
190	Salaries	1,786,241	649,578	36.4%	33.0%	628,822	1,904,236
191	Benefits	692,613	214,357	30.9%	36.1%	211,710	585,710
192	Food/Supplies	2,294,000	967,767	42.2%	25.3%	740,572	2,932,132
193	Equipment	50,000	122,026	244.1%	52.6%	21,361	40,630
194	Other Costs	25,000	19,711	78.8%	13.3%	7,000	52,822
195	Dir/Indirect Costs	300,000	278	0.1%	0.0%	139	388,749
196	TOTAL EXPENDITURES SCHOOL		Lunch Tables & Equip				
197	FOODS	5,147,854	1,973,717	38.3%	27.3%	1,609,604	5,904,279

MONTHLY FINANCIAL REPORT
November 30, 2021

				Current Bud vs Actual	Prev Bud vs Actual		
		2021-22 Preliminary	2021-22 YTD	%	%	2020-21 YTD	2020-21 Actual
	Description						
	Percent of Year completed to date			41.66%	41.66%		
	Percent of 9 month contract complete			33.33%	33.33%		
198	Foundation Fund (75)						
199							
200	REVENUE:						
201	Total Revenue	250,000	87,942	35.2%	20.4%	72,173	354,177
202	Avallable Revenue	250,000	87,942	35.2%	20.4%	72,173	354,177
203	EXPENDITURE:						
204	Expenses	180,000	58,834	32.7%	26.7%	35,185	131,898
205	Changes/Desg Fund Bal						0
206	TOTAL EXPENDITURE	180,000	58,834	32.7%	26.7%	35,185	131,898
207	Agency Fund (76)						
208							
209	REVENUE:						
210	Agent Services	125,000	23,931	19.1%	39.9%	3,373	8,451
211	State	5,000	0			4,359	0
212	Federal						0
213	Other	7,000	14,720	210.3%	0.0%	0	1
214	TOTAL REVENUE/BB						
215	AGENCY FUND	137,000	38,651	28.2%	91.5%	7,732	8,452
216	EXPENDITURE:						
217	Instruction		5,978			6,105	0
218	NUCC	125,000	7,913	6.3%	72.8%	20,282	27,843
219	Other	7,000	830	11.9%	156900.0%	1,569	1
220	Changes/Desg Fund Bal	5,000					0
221	TOTAL EXPENDITURES						
222	AGENCY FUND	137,000	14,721	10.7%	100.4%	27,956	27,844
223							
224							
225			SUMMARY			SUMMARY	
226							
227	GRAND TOTAL FUNDS AVAILABLE						
228	ALL FUNDS	138,440,752	38,950,815	28.1%	23.5%	34,394,088	146,058,203
229	GRAND TOTAL EXPENDITURE						
230	ALL FUNDS	160,358,686	58,811,811	36.7%	36.2%	50,224,727	138,754,131

POLICY 5060

Medical Treatment for Students

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

POLICY 5226

Activity Disclosure Statements

- A. Activity disclosure statements must be developed for each school-sponsored group, club, or program which involves students and faculty in grades 9 through 12 in contests, performances, events or other activities that require them to miss normal class time or takes place outside regular school time.
- B. The activity disclosure statements shall be disseminated annually to the students desiring involvement in the specific activity or to the students' parents or to both students and their parent. Statements must be signed by a parent and kept on file by the school employee responsible for the activity.
- C. An activity disclosure statement shall contain the following information:
 - 1. The specific name of the club, team, group, or activity;
 - 2. The maximum number of students involved;
 - 3. Whether or not tryouts are used to select students, specifying date and time requirements for tryouts, if applicable;
 - 4. Beginning and ending dates of the activity;
 - 5. A tentative schedule of the events, performances, games, or other activities with dates, times, and places specified if available;
 - 6. If applicable, designation of any nonseason events or activities, including an indication of the status, i.e., required, expected, suggested, or optional, with the dates, times, and places specified;
 - 7. Personal costs associated with the activity;
 - 8. The name of the school employee responsible for the activity; and
 - 9. Any additional information considered important for the students and parents to know.

POLICY 2001

Fiscal Management Goals

- A. The Board recognizes that its primary purpose is to provide the best education possible within the limits of the financial ability of the school district. The Board also recognizes its deep responsibility to the citizens of the district for the efficient use of public funds. To achieve these purposes, the Board establishes the following fiscal management goals:
1. To engage in thorough advance planning, with broad-based staff and community involvement, to develop budgets and guide expenditures to achieve the greatest educational benefit possible.
 2. To pursue all practical and legal sources of public and private funding.
 3. To use the best and most efficient techniques for budgeting, accounting, purchasing, and reporting. This includes program accounting, cash handling, expenditures, fundraising, donation and gifts, and financial reporting and training. (These areas are covered in other policies and procedures.) R277-113-5
 4. To work with state legislature, state board of education, and other appropriate agencies to establish and maintain levels of funding adequate to provide quality education.
 5. To establish fiscal policies and procedures which shall address all applicable state and federal statutes and regulations. These may have different components, specificity, and levels of complexity for the District's elementary and secondary schools. They may reference specific training manuals or other resources that provide detailed descriptions of business practices which are too lengthy or detailed to include in the policy. The District's fiscal policies shall at a minimum address
 - a. Program accounting,
 - b. Cash handling,
 - c. Expenditures,
 - d. Fundraising,
 - e. Donations and gifts, and

f. Financial reporting.

Utah Admin. Rules R277-113-5(4), (5), (6), (8), (9) (November 10, 2020)

6. To regularly review its fiscal policies and procedures. The District shall develop and follow a plan for annual training of District employees on policies and procedures specific to job function.

Utah Admin. Rules R277-113-5(1), (2) (November 10, 2020)

7. To make fiscal policies and procedures available at the District Office, at individual District schools, and on the District's website.

Utah Admin. Rules R277-113-5(3) (November 10, 2020)

- B. All budget and other fiscal processes will conform to all state laws, rules, and requirements set forth by constitution, statute, state rules, and Board policy.

C. District Reporting

1. Definitions

- a. "Generally Accepted Accounting Principles" ("GAAP") means a common framework of accounting rules and standards for financial report promulgated by either FASB or GASB, as applicable to the district.
- b. "Financial Accounting Standards Board" ("FASB") means the board whose purpose is to establish GAAP for nongovernmental entities within in the United States.
- c. "Governmental Accounting Standards Board" ("GASB") means the board whose purpose is to establish GAAP for state and local governments within the United States.
- d. "Generally Accepted Auditing Standards" ("GAAS") a set of auditing standards and guidelines promulgated by the Auditing Standards Board of the American Institute of Certified Public Accountants.
- e. "Generally Accepted Government Auditing Standards" ("GAGAS") means a set of auditing standards and guidelines promulgated by the Government Accountability Office.

Utah Admin. Rules R277-113-2(5) – (9) (November 10, 2020)

2. The District shall arrange for external audits of District financial reporting, compliance, and performance in accordance with GAAS and GAGAS. The District's financial reporting shall be done in a manner consistent with the basis of accounting as required by GAAP, as applicable to the District. Beginning with state fiscal year 2021, the basis for accounting shall be GASB. The District shall provide data and information consistent with budgeting, accounting (including the uniform chart of accounts for local education agencies), and auditing standards for Utah local educational agencies provided online annually by the State Superintendent.

Utah Admin. Rules R277-113-5(9)(e) (November 10, 2020)

POLICY 2070

Cash Receipts, Expenditures, and Purchasing

- A. This policy is applicable without exception to all funds owned or administered by the District. This policy applies to all District administration, licensed educators, staff, students, organizations, and individuals that handle cash receipts or accept payment in any form on behalf of the District or individual school or initiate, authorize, or process cash disbursements on behalf of the District or individual school. The scope includes all activities at the District and individual schools and in all locations where District activities and public funds are collected or expended. All expenditures of the District are to be consistent with applicable state and federal laws and regulations; any restrictions, rules, or regulations placed on the use of the funds by donors and granting agencies; and prudent management practices. It is expected that in all dealings, District employees will act in an ethical manner that is consistent with the District's code of ethics, the [Utah Educators' Standards](#), the [Public Officers' and Employees' Ethics Act](#), and [State Procurement Code](#).
- B. Wherever possible, duties such as custody of purchase cards and blank checks, initiating expenditures, approving expenditures, maintaining documentation, issuing checks, collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the District or individual school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.
- C. All individual schools are required to take every precaution to safeguard school monies and records.
- D. Receipting Funds, Bank Accounts, Cash

Utah Admin. Rules R277-515-5 (B)(ii)

1. Monies are to be banked daily where practicable but no less than every three days. **Appropriate internal controls and segregation of duties should be implemented for all cash activity. Cash should always be verified. Where verification is difficult, cash should be counted by two individuals.**

[Utah Code § 51-4-2\(2\)\(a\) \(2017\)](#)

2. No money is to be left in elementary schools, except as approved by the Business Administrator for change or petty cash as designated in District procedures.

3. All receipting of funds shall be done by the designated District or school finance secretary. Collections at school events shall be under the direction of the building administrator and follow the ticketing and collection procedures of the District.
 4. All bank accounts shall be approved by the Business Administrator who is included as an authorized signer on all accounts. Employees shall not open bank accounts or have checks written to them personally. Personal checks should not be cashed from receipts.
 5. Funds are to be controlled by the finance secretary and kept at a secure location until deposited. Employees shall never hold funds in any location for any reason. A specified safe location should be established when the finance secretary is not available.
 6. Receipts shall be issued for all funds on the approved accounting system and where possible duties should be segregated with different people receiving, receipting, reconciling, and depositing the money. All processes shall be documented with an approved paper trail.
 7. All disbursements are to be paid using the School District payable procedures and not from cash receipts, refunds, or by other methods.
 8. In addition to all items above, School District and school procedures are to be followed by all collection of funds by the schools or District.
 9. The School District tax exempt status shall only be used for school purchases. Schools must collect tax on taxable sales or rental of tangible personal property to students, employees, or to the public.
- E. Where applicable, each school's detailed activity budget vs. actual statements should be reviewed by program directors, coaches, teachers, etc. on a quarterly basis for accuracy and reasonableness.
- F. Expenditure transactions must be approved by an individual having sufficient knowledge and authority to evaluate the transaction for reasonableness and appropriateness. The school or District shall designate employees by title or job descriptions that are authorized to approve various dollar amount levels of disbursements and instructed never to sign blank checks.
- G. All expenditures made using cash, checks, credit/purchase cards, electronic fund transfers, etc.
1. Shall be recorded in the school or District's accounting records.

2. Passwords should be established on user access to the accounting system and changed periodically.
 3. Checks should be made payable to specified payees and never to “cash” or “bearer.”
- H. All disbursement activity should be substantiated by supporting documents. Documents should be available, and should demonstrate that proper disbursement controls are in place (signatures for approval, purchase orders, receipts, invoices, bids or quotes, reimbursement forms, travel forms, journal entries, reconciliations, etc.). Quotes shall contain the following information:
1. Date received or dates that the quoted price is valid, delivery date
 2. Company name, address, salesperson
 3. Each item, description or specifications, unit, total price, and quantity listed
 4. Shipping and freight charges
 5. Salesperson and contact information
 6. Vendor, District employee name and position
- I. Quotes may be obtained and documented by printing pages from a website; however, all of the quote elements must be documented. Better prices are usually obtained by contacting vendors directly. Telephone quotes must be documented and include all quote elements. Written quotes should be requested on the vendor’s letterhead.
- J. Bank and credit card statements should be reviewed and accounts reconciled in a timely manner. Activity accounts should be reviewed quarterly by the custodian of the activity.
- K. All checks or check stock, credit/purchase cards, access to bank accounts and statements, etc. shall be secured and controlled by the accounting/front office with limited access. All disbursing of funds at the school or District should be done through the accounting/front office.
- L. Bank reconciliation(s) should be performed on all District-approved accounts, including credit card transactions. If the bank reconciliation is completed by someone who has access to the accounting system and bank accounts, it should be reviewed and approved by another person, such as the principal or director, business administrator, or a member of the audit committee or board on a monthly basis.

- M. Administration should review bank statements and bank reconciliations, as well as credit card statements, and document the review and approval. The District's audit committee or District management should ensure that monthly bank reconciliations and credit/purchase card statement reconciliations are occurring on a monthly basis.
- N. A check register should be reviewed when signing checks to ensure all disbursements are reviewed and approved. Administration or designated members of management shall review cash disbursements to verify that all District and State policies and procedures are being followed on a periodic basis.
- O. The school or District must comply with applicable District and state purchasing laws.
 - 1. Contracts must follow the guidelines outlined in the District's procurement policies and [Utah Procurement Code](#), specifically regarding the length of multi-year contracts.
 - 2. Construction and improvements must comply with the provisions of the District's procurement policies and the State Procurement Code [Utah Code § 63G-6a-101 et seq.](#), the [Utah Procurement Code](#), and Title IX.
 - 3. Exclusive contracts must comply with the guidelines outlined in the State Procurement Code [Utah Code § 63G-6a-101 et seq.](#), the District's procurement policy, and the Utah Public Officers' and Employees' Ethics Act [Utah Code § 67-16-1 et seq.](#).
 - 4. Purchases of goods or services with District funds for personal use or personal gain are strictly prohibited; see the Utah Public Officers' and Employees' Ethics Act [Utah Code § 67-16-1 et seq.](#). Expenditures will follow the guidelines outlined in the District's procurement policies and the State Procurement Code [Utah Code § 63G-6a-101 et seq.](#) and federal purchasing laws.

POLICY 4077

Course Disclosure Statements – Secondary

- A. Each course offered to students in grade 6-12 shall have a Course Disclosure Statement.
- B. Course Disclosure Statements shall be updated **at the beginning of each trimester regularly**, contain accurate information, and be available to parents and students at the beginning of each course.
- C. Course Disclosure Statements shall contain information and guidelines consistent with Box Elder School District Policies and individual school student handbooks.
- D. Course Disclosure Statements shall contain at least the following information:
 1. A brief description of the course including major course goals;
 2. A list of books, videos, etc., other than District adopted texts that will be used in the course;
 3. A statement on attendance and tardiness and the impact of such on citizenship grades;
 4. A statement on grading that may include:
 - a. A grading scale;
 - b. Weighting of assignments, quizzes, tests, etc.
 - c. A statement on make-up work, extensions, interventions **and evidence of relearning prior to re-takes**;
 5. A statement on or a listing of class rules and/or expectations;
 6. A statement on any **optional** fees associated with the course **and/or additional materials needed for the course**;
 7. A statement offering accommodations for qualifying individuals with disabilities;

8. Notation of how to contact the teacher and when she/he is available to meet with parents and/or students;
- E. In addition to the required information listed in Section D, teachers are encouraged to include suggestions for success in the course, encouragement to students, and other information to help students be successful.

POLICY 4103

Grading Policy Grades 8-12

A. Grading

1. Student work and assessments will be based on standards from the Utah State Curriculum.
2. Grades on report cards will accurately reflect students' academic proficiency in relation to course standards.
3. Student proficiency is measured in a variety of ways including; projects, reports, tests, observations, discussions and performance tasks.
4. Additional opportunities for all students to demonstrate increased proficiency will be provided through extensions, **interventions** and remediation.
 - a. **Extra credit will not be included in the academic grade.**
 - b. **Additional opportunities include re-doing assignments or re-taking quizzes and tests following an intervention in a timely manner.**

B. Grades will be determined based on the Box Elder School District Secondary grading scale.

C. Attendance, tardies and behavior will not be included in the academic grade.

D. Reporting

1. Report cards will be issued a minimum of three times each school year.
2. Student proficiency data will be updated weekly using the electronic grade book.
3. Students and parents will be informed as soon as possible when a student's academic performance, citizenship, or behavior becomes unsatisfactory or shows a marked or sudden decline.

E. Interventions

1. Interventions (re-teaching) will be provided when a student performs below proficiency.
2. When intervention opportunities are provided within the school day, identified students will be required to participate.

F. Homework

*See Box Elder School District [Policy 4100 Homework](#)

1. Non-content related material will not be used as additional opportunities to demonstrate increased proficiency
2. Service opportunities (activities) will be counted in the Life Skills or Citizenship categories and not the academic grade.

Policy 5071

Communicable Disease Guidelines for Exclusion of Children from School

A. Conditions Requiring Temporary Exclusion

B. Temporary exclusion (child should be kept home) is recommended when:

1. An illness prevents the child from participating comfortably in activities as determined by the school staff.
2. The illness results in a greater need to care than the staff can provide or, the child has any of the following conditions:
 - a. Child appears to be severely ill.
 - b. Fever greater than 101 orally or tympanically (ear) accompanied by behavioral change or other signs and symptoms (rash, sore throat, vomiting, diarrhea, cough etc.)
 - c. Diarrhea – defined as an increased number of stools compared to the child's normal pattern and inability to control or contain fecal matter.
 - d. Bloody diarrhea – must be cleared for re-admission by a healthcare provider.
 - e. Blood in stools, not explained by dietary change, medication, or constipation.
 - f. Vomiting
 - g. Severe abdominal pain – should be evaluated by a healthcare provider ASAP.
 - h. Less severe abdominal pain that continues longer than 2 hours.
 - i. Mouth sores with uncontrolled drooling – drooling increases risk of spreading whatever disease is causing the illness.
 - j. Rash with fever or behavioral changes.
 - k. Ringworm – exclusion is recommended until treatment is started.

- l. Scabies, until after treatment has been given.
- m. Chicken Pox – until all lesions have dried or crusted (about 1 week after onset of rash).
- n. COVID-19 – 10 days following onset and 24 hours after fever without fever reducing medication.
- o. Impetigo – until 24 hours after treatment has started or until crusting lesions are no longer present.
- p. Streptococcal infection (strep throat or other streptococcal infection), until 24 hours after treatment has started.
- q. Pertussis (Whooping cough) – until 5 days of appropriate antibiotic treatment.
- r. Mumps – until 9 days after onset of parotid gland swelling – exclude unvaccinated children until cleared by the Health Department.
- s. Measles – until 4 days after onset of the rash – un-immunized people who are not vaccinated within 72 hours of the exposure should be excluded until at least 2 weeks after the onset of rash in the last case of measles in the group, or until cleared by the Health Department.
- t. Rubella (German Measles) – until 7 days after the rash appears – exclude exposed unvaccinated children (children who have received less than 2 doses of the vaccine) until cleared by the Health Department.
- u. Hepatitis A virus infection – until 1 week after onset of illness or jaundice or as directed by the Health Department.
- v. Meningitis – child must be cleared for return by a healthcare provider.
- w. Any student determined by the Health Department to be contributing to the transmission of illness during an outbreak.

C. Conditions that do Not Require Exclusion

1. Common colds and runny noses – (regardless of color or consistency of nasal discharge) and coughs.
2. Fever without any other signs or symptoms of illness.

3. Infected eyes (conjunctivitis-pink eye) – exclusion should be considered if there are 2 or more children in the group (classroom) with the same presentation.
 4. Rash – without fever or behavioral changes.
 5. Thrush
 6. Fifth Disease – the rash occurs after the contagious period so by the time the diagnosis is made, the child is no longer infectious.
 7. Influenza – exclusion not required unless meets other criteria or recommended by public health officials.
 8. HIV – exclusion not required unless child has weeping skin lesions that cannot be covered.
 9. RSV – exclusion not required unless child is in respiratory distress or meets other criteria for exclusion.
 10. MRSA – exclusion not required unless lesion and drainage cannot be covered and contained.
 11. Mononucleosis – EBV
 12. Cytomegalovirus – CMV
 13. Warts – human papilloma virus.
- D. The above are guidelines/recommendations and may require modification due to circumstances unique to a particular situation. If there are questions or concerns about these recommendations, please consult with the child's personal physician or contact the Bear River Health Department (435-792-6500).

POLICY 5075

AIDS, HIV or ARC - Students

- A. Students Infected with Human Immunodeficiency Virus (HIV), Acquired Immune Deficiency Syndrome (AIDS) or Aids Related Complex (ARC)
1. In the school setting, no person shall be discriminated against, or denied activities or associations, based solely upon a diagnosis of HIV infection.
 2. Most students with AIDS can attend school in the regular classroom without restrictions. If a parent or school official believes that a child with AIDS needs related services or placement outside the regular classroom, Section 504 requires an evaluation and placement process to determine the appropriate educational setting for a child with AIDS. However, a full educational evaluation is not required when neither the school officials nor parents believe that a child is in need of special education or related services.
 3. A student with AIDS has a right to confidentiality under FERPA and Section 504. However, such confidentiality would not affect state and local public health rules regarding the duty of school to report specified diseases to public health departments. However, when reporting any cases of AIDS to public health authorities, schools should convey such information in the same way that information about other diseases is treated.
 4. The Occupational Safety and Health Administration (OSHA) has issued regulations whose purpose is to reduce or eliminate the possibility of an employee or students contracting any of a series of diseases that are spread through blood contact contained in 29 CFR Part 1910. All school employees should be following OSHA blood-borne pathogen standards when dealing with body fluids.
- ~~B. All students diagnosed as having HIV, ARC or AIDS or related complexes shall be treated as a child having a disability. An IEP team shall be convened to determine the least restrictive environment consistent with the following guideline. Decisions regarding the least restrictive environment and care setting for HIV-infected children should be based on the behavior, neuralgic development and physical condition of the child and the expected type of interactions with other in that setting. These decisions are to be made using the IEP team which shall also include the child's physician, public health personnel, and the child's parent together with personnel associated with the proposed care or educational setting. In each case, the risk and benefits to both the~~

~~infected child and to others in the setting must be weighted. If a child diagnosed with HIV, ARC or AIDS evidences any one of the following conditions, then the evaluation committee shall convene for the purpose of making recommendations regarding the most appropriate educational placement of the student:~~

- ~~1. Manifestation of clinical signs and/or symptoms which indicate progression of illness from covert (HIV infection only) to overt status (ARC or AIDS Related Complex) or from overt status to disability (AIDS or Acquired Immune Deficiency Syndrome) or from disability to debilitation (late stage disease).~~
- ~~2. Demonstration of risky or harmful behavior to self or others, including any behavior which may spread bodily fluids to others.~~
- ~~3. Unstable or de-compensated neurophysiological behavior.~~
- ~~4. Presence of open wounds, cuts, lacerations, abrasions or sores in exposed body surfaces which occlusion cannot be maintained.~~
- ~~5. Impairment of gastrointestinal and/or genital-urinary function such that control of internal bodily fluids cannot be maintained.~~

~~C. The Evaluation Committee shall have the following responsibilities:~~

- ~~1. Review student's medical history and current status.~~
- ~~2. Review available educational and social data, progress reports as available, test results, prior school placement, etc.~~
- ~~3. Assess risk benefit options; then present and advise parent of educational options.~~
- ~~4. Reduce findings, options and recommendations to writing in an Individual Educational Placement draft report before submission to the designated chairperson of the evaluation committee, focusing on key issues, unresolved problems, if any, and summary recommendations.~~
- ~~5. Submit the written report to the designated chairpersons of the Individual Educational Placement and evaluation committee and remain available as needed.~~
- ~~6. Re-evaluate all cases on a continuing basis at least once every six months and more often as circumstances change in categories listed in A.1. above.~~

~~D. If the designated chairperson of evaluation committee determines that any one of the conditions in paragraphs A through B exists, the student in question shall be placed on home bound instruction status for no longer than 9 school days, consent for release of~~

~~medical information shall be obtained and past medical history, laboratory test, and other relevant records shall be provided to and reviewed by the director of the school district or designee and other physicians as appropriate. Critical medical tests and other procedures shall be conducted during this period by the Director of the School District or designee or other medical practitioners as warranted.~~

- ~~E. Based upon results and medical interpretation of the student's current status, the director of the school district or designee (or other consultants as appropriate) shall advise the designated chairperson of the evaluation committee within five (5) days if continued home instruction or is not warranted.~~
- ~~F. If medical review indicates that continuation of special status is not warranted, the student shall return to regular school status at the end of the nine (9) day review period or upon the advice of the Director of the School District or designee.~~
- ~~G. If medical review indicates that continuation of special status is indicated, the student shall remain on home instruction for a period not to exceed fifteen (15) school days or three (3) more calendar weeks.~~
- ~~H. During the period of review, the designated chairperson of the evaluation committee shall arrange the following steps in preparation for the evaluation committee:
 - ~~1. Alert the committee of the forthcoming meeting to be scheduled.~~
 - ~~2. Obtain written authorization from parents of the student to contact attending physician for medical information.~~
 - ~~3. Obtain a signed consent from parents of the student to permit release of information from the attending physician and others to the designated chairperson of the evaluation committee of the school district.~~
 - ~~4. Receive relevant medical and social information about the person with HIV infection and maintain it in strict confidence.~~
 - ~~5. Circulate confidential information about the HIV infected person to the committee members only.~~
 - ~~6. Schedule and notify committee members of an initial review meeting, the date, time, and location suitable for the members. The meeting should be established for a time when the complete medical information has been obtained and circulated to all committee members.~~~~
- ~~I. Siblings of children diagnosed as having HIV, ARC or AIDS or with clinical evidence of infection with the AIDS-associated virus (HIV) shall be able to attend school without any~~

restrictions.

- J. ~~Only persons with an absolute need to know shall have medical knowledge of a particular student's case. In individual situations, the designated chairperson of the evaluation committee may notify one or more of the following: (1) school principal; (2) school nurse; (3) student's immediate teachers. Notification should be made through a process that maximizes patient confidentiality. All persons who become informed of the student's condition shall be informed that they must maintain strict confidentiality.~~
- K. ~~A student who is infected with an AIDS associated virus shall be excluded from school if there is an outbreak of a threatening communicable disease such as chicken pox or measles, until the student is properly treated and/or the threat of communicable disease is passed.~~
- L. ~~In-service programs for all staff members of the school shall be conducted as required when new information becomes available.~~
- M. ~~The following guidelines shall be followed when handling bodily fluids from students with a known communicable disease, including specifically any student diagnosed as having an HIV, ARC or AIDS related complex disease.~~
 - 1. ~~The bodily fluids of all persons should be considered to contain potential infectious agents. The term "bodily fluids" includes: blood, semen, tears, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions such as nasal discharge and saliva. Contact with bodily fluids presents a risk of infection with a variety of infectious agents. In general, however, the risk is low and dependent upon a variety of factors including the type of fluid with which contact is made and the type of contact made with it.~~
 - 2. ~~Whenever possible, direct skin contact with bodily fluids should be avoided. Disposable gloves should be available in the office of the custodian, nurse, or principal. Gloves are recommended when direct hand contact with bodily fluids is anticipated (for example, when treating bloody noses, handling clothes soiled by incontinence, cleaning small spills by hand, wiping noses, etc.). If contact is made with bodily fluids, hands should be washed afterwards.~~
 - 3. ~~Gloves used for this purpose should be put in a plastic bag or lined trash can, secured and disposed of daily.~~
 - 4. ~~Hands and other affected areas of all exposed persons should be routinely washed with soap and water after direct contact with bodily fluids of any student has occurred. Clothing and other non-disposable items such as towels used to wipe up bodily fluid that are soaked through with body fluids should be rinsed and placed in plastic. Bags. If pre-soaking is required to remove stains (such as with blood, feces,~~

~~etc.) gloves should be used to rinse or soak the item in cold water prior to bagging.—
Clothing should be sent home for washing with appropriate directions to parents or
teachers.— Contaminated disposable items such as tissues, paper towels and diapers
should be handled as with disposable gloves above.— An appropriate disinfectant
should be used in connection with hand washing and applied, when appropriate, to
all clothing which has come into contact with any bodily fluid.~~

POLICY 5260

Student Clubs

A. Definitions: ([Utah Code § 53G-7-701](#))

1. A “club” is a student organization that meets during non-instructional time.
2. “Instructional time” includes the time during which the school is responsible for a student and the student is required or expected to be actively engaged in a learning activity.
3. “Curriculum club” means a club that is school sponsored and that may receive leadership, direction, and support from the school or school district beyond providing a meeting place during non-instructional time. A secondary school curricular club must meet at least one of the following criteria:
 - a. The club’s subject matter is taught or will soon be taught in a regular course.
 - b. The club’s subject matter concerns the body of courses as a whole.
 - c. Participation in the club is required for a particular course; or
 - d. Participation in the club results in academic credit.
4. “Non-curricular club” is a student initiated group that may be authorized and allowed school facilities use during non-instructional time in secondary schools by a school and school governing board in accordance with the provisions of state code. A non-curricular club’s meetings, ideas, and activities are not sponsored or endorsed in any way by the School Board, the school, or by school or school district employees.

B. The Board of Education will permit student clubs to be organized at the secondary level under the following restrictions:

1. All clubs will be organized with approval of, and under the supervision of, the school principal and staff. ([Utah Code § 53G-7-706](#))
2. Clubs may be either curricular or non-curricular in nature.
3. Student organizations whose membership is determined by student body or class elections are exempt from this provision as are activities that fall under the jurisdiction of the Utah High School Activities Association.

4. The school principal must petition the Board of Education or their designee for permission to organize a club.
 - a. The school principal, when petitioning for the organizing of a club, must submit the following information: ([Utah Code § 53G-7-703](#)) No petitions will be considered that do not have all of the following elements.
 - 1) Recommended club name
 - 2) Statement of the club's purpose, goals, and activities
 - 3) Statement of the club's categorization. Categorizations include
 - a) Athletic
 - b) business/economic
 - c) agriculture
 - d) art/music/performance
 - e) science
 - f) gaming
 - g) religious
 - h) community service/social justice, and
 - i) other
 - 4) The recommended meeting times, dates, and places
 - 5) A statement that the club will comply with the provisions of this part and all other applicable laws, rules, or policies; and
 - 6) Proposed budget including anticipated revenues and proposed expenditures.
5. The school or district has the right to deny the authorization of a club or require changes to the club before authorization is granted as provided for in [Utah Code § 53G-7-705](#).
6. Club membership requires written parental consent for student participation. ([Utah Code § 53G-7-708\(1\)](#))
7. A non-curricular club must have a minimum of three members to be authorized. ([Utah Code § 53G-7-704](#))
8. ~~Charges made for club activities may not be excessive to the exclusion of otherwise eligible members~~ Personal costs associated with the activity.

9. The Board of Education will not be responsible for transportation to/or from club functions, nor for the purchasing of supplies, materials, equipment, etc., for club purposes.
10. Each club must have at least one faculty sponsor whose responsibility it shall be to organize and actively supervise club activities while providing the necessary oversight required under [Utah Code § 53G-7-706](#). Faculty sponsors shall be approved by the school's administration annually. ([Utah Code § 53G-7-706\(2\)\(a\)](#))
11. Club activities should be held on the respective school premises where possible and practicable. In using school facilities, however, the sponsor and club members will be responsible for conduct required by the Board concerning the use of school facilities.
12. The Board of Education reserves the right to suspend or revoke the charter of any club as a result of activities beyond the scope of the club's purpose, or violations of applicable law, rule, regulation, or policy.

[Utah Code § 53G-7-710](#)

13. A clubs charter and/or proposed activities may not: ([Utah Code § 53G-7-705](#))
 - a. Encourage criminal or delinquent conduct;
 - b. Promote bigotry;
 - c. Involve human sexuality; or
 - d. Involve any effort to engage in or conduct mental health therapy, counseling, or psychological services for which a license would be required under state law.
14. A school or district may deny or limit the ability of a club to use school facilities in order to: ([Utah Code § 53G-7-705](#))
 - a. Protect the students or faculty;
 - b. Maintain order and discipline
 - c. Prevent interference with the orderly conduct of a school's educational activities;
 - d. Protect the rights of parents and students;
 - e. Maintain the boundaries of socially appropriate behavior;

- f. Ensure compliance with all applicable laws, rules, regulations, and policies; or
 - g. Respond if the activities of the club reflect any of the behaviors listed in Section 12 of this policy.
15. The administration may give priority to curricular clubs over non-curricular clubs when assigning school facilities for club meetings and activities. Preference or priority may not be given to one non-curricular club over another. Access to such things as the school newspaper, yearbook, bulletin boards, or public address system by non-curricular clubs is up to the school's administration, but all non-curricular clubs must be treated equally.

[Utah Code § 53G-7-707](#)

16. Membership in curriculum clubs may be limited to students who are currently attending the sponsoring school or school district. Membership in non-curricular clubs must be voluntary and is restricted to only those students enrolled at the school. ([Utah Code § 53G-7-708](#))
- C. The Board prohibits any fraternity, sorority, or secret society, or any organization composed wholly or in part of students of Box Elder School District schools which seeks to perpetuate itself by taking in additional members from the students enrolled on the basis of the decision of its membership, rather than upon the free choice of any student in the school, who is qualified under the rules of the school, to fill the special aims of the organization.
- D. If an application is denied or a club suspended or terminated by the school or the Board's designee, the club/proposed club has ten school days from the date of the denial, suspension, or termination to file a written appeal to the Box Elder Board of Education. ([Utah Code § 53G-7-711](#))

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. **A search must be reasonable both in the reason for the search and the scope of the search.**

New Jersey v. T.L.O., 469 U.S. 325 (1985)
Jones v. Latexo, 499 F. Supp. 223 (E.D. Tex. 1980)
Bellnier v. Lund, 438 F. Supp. 47 (N.D.N.Y. 1977)

- B. "Reasonable suspicion" is a particularized and objective basis, supported by specific articulable facts, for suspecting a person of violating law or policy.
- C. Students ~~do not have an~~ have a limited expectation of privacy ~~or exclusive control~~ of areas such as lockers, which are owned and jointly controlled by the district. ~~While students may lock or otherwise secure lockers from access by other students, this does not give the student an expectation of privacy with regard to school access, nor may a student lock or secure a locker with means that are not approved by the school. These areas may be searched with or without reasonable suspicion on a school-wide or individual basis when the school determines there is cause to conduct such a search. In addition, the school district has a reasonable and valid interest in insuring that the lockers are properly maintained. For this reason, periodic inspection of lockers is permissible to check for cleanliness and vandalism. Any illegal items or contraband discovered during such searches (including electronic cigarette products) shall be confiscated by school officials and may be turned over to law enforcement officials. Student privacy regarding contents of the locker which are not contraband or in violation of law or policy will be respected.~~

Zamora v. Pomeroy, 639 F. 662 (10th Cir. 1981)
Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995)

- D. Searches of student's outer clothing and pockets may be conducted if reasonable ~~suspicion~~ **cause** exists.

Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995)
Doe v. Renfrow, 475 F. Supp. 1012 (N.D. Ind. 1979)

- E. Highly intrusive invasions of a student's privacy, such as searches of the student's person ~~or strip searches~~, shall be conducted only if **individualized** reasonable **cause**

~~suspicion exists to believe that there is a legitimate safety concern due to a student's possession of weapons. These searches must be designed to be minimally intrusive, taking into account the item for which the search is conducted. Strip searches are seldom warranted and shall not be conducted without prior consultation with District administration and if possible legal counsel the student possesses contraband or dangerous weapons, or material.~~

Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995)

Doe v. Renfrow, 631 F.2d 91 (7th Cir. 1980)

Konop v. Northwestern School Dist., 26 F. Supp. 2d 1189 (D. S.D. 1998)

- F. Based on reasonable suspicion, a student may be searched for electronic cigarette products (as those are defined under Policy 5290). Electronic cigarette products are contraband and shall be confiscated and disposed of as provided for in Policy 5290.

[Utah Code § 53G-8-203\(3\) \(2020\)](#)

[Utah Code § 53G-8-508\(2\) \(2020\)](#)

Utah Admin. Rules R277-615-4(1) (August 12, 2020)

- G. Where school officials initiate a search and police involvement is minimal, the reasonableness standard is applicable. The ordinary warrant requirement and probable cause standard will apply where "outside" police officers initiate, or are predominantly involved in, a school search of a student or student property for police investigative purposes. ~~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.~~

Myers v. State, 839 N.E.2d 1154 (Ind. 2005)

F.S.E. v. State, 993 P.2d 771 (Ok. Crim. App. 1999)

In Re Josue T., 989 P.2d 431 (N.M. Ct. App. 1999)

- H. 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, coercion, whether express or implied, invalidates the apparent consent ~~obtained through threat of contacting the police authorities is not considered to be freely and voluntarily given.~~

POLICY 5310

Fundraising

A. General Policy Statements – District/School Sponsored Fundraising

1. ~~School-sponsored Events~~ or activities ~~which are provided, sponsored, or supported by are those authorized by~~ the District or an individual building principal that supports the District or individual school's authorized curricular school clubs, activities, sports, classes or programs that satisfies one or more of the following:
 - a. Is managed or supervised by the District or an individual school or a District or school employee in the capacity of the employee's District employment.
 - b. Uses the District or school's facilities, equipment, or other school resources.
 - c. Is supported or subsidized by public funds including the school's activity funds or minimum school program.
2. All monies raised through fundraisers for ~~school-sponsored events~~ or activities are considered public funds and must fully comply with the District's cash receipting and cash disbursement policies. It is expected that in all dealings, District and school employees will act ethically, consistent with the District's ethics training, the Utah Educator Standards (R277-217), the Public Officers' and Employees' Ethics Act ([Utah Code ' 67-16-1 et seq.](#)) The District and individual schools will comply with all applicable state and federal laws; the State procurement code ([Utah Code § 63G-6a](#)); State Board of Education rules, including construction and improvements; [IRS Publication 526 "Charitable Contributions"](#); and other applicable IRS regulations.

[Utah Code § 51-7-3\(26\)](#)
3. Donations should be used for the purpose for which they were donated and in accordance with State and District policies. Donations, whether in-kind, cash, or otherwise, shall be complete transfers of ownership, rights, privileges, and/or title in or to the donated goods or services and become exclusive property of the District upon delivery.
4. The Box Elder School District Foundation (the "Foundation") is an entity established to receive donations and gifts for the benefit of the District and the District's schools. Any organization or individual wishing to donate cash, materials, equipment, other

property or programs to a school is encouraged to make such donations through the Foundation.

5. The District recognizes that fundraising efforts, donations, gifts, sponsorships, and public support vary among schools. The District is committed to appropriate distribution of unrestricted funds and the management of donations and gifts to ensure that the educational opportunities for all students are equal and fair. If the District accepts a donation, it shall prevent potential inequities in schools within the District in distributing the donation.

[Utah Admin. Rules R277-407-7\(5\) \(December 10, 2019\)](#)

6. Approval may be denied for fundraising activities that would expose the school or District to risk of financial loss or liability if the activity is not successful.
7. Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. This policy does not require the release of students' personally identifiable information protected by FERPA.

[Utah Admin. Rules R277-407-7\(5\) \(December 10, 2019\)](#)

8. The District is committed to principles of gender equity and compliance with Title IX guidance. The District commits to use all facilities, unrestricted donations and gifts, and other available funds in harmony with these principles. The District reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. The benefits derived from donations and gifts should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.
9. Records of all **school sponsored** fundraising efforts are open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. (Information that may identify individual students is protected under the provisions of the [Family Educational Rights and Privacy Act \(FERPA\)](#).)
10. Fundraising activities require prior written authorization as follows:
 - a. District wide or multiple school fundraising activities require the approval of the superintendent and the building principals that will be affected by the activity.
 - b. Individual school fundraising activities where the anticipated earnings are less than \$10,000 require the approval of the building principal.

- c. Individual school fundraising activities where the anticipated earnings are \$10,000 to \$50,000 require the approval of the building principal and the superintendent.
- d. Individual school fundraising activities where the anticipated earnings exceed \$50,000 must be approved by the Board of Education.
- e. The sale of banners, advertising, signs, or other promotional material that will be displayed on school property must be approved by the building principal. Political advertising or advertising of products prohibited by law for sale or use by minors is prohibited.
- f. All projects dealing with construction, maintenance, facility renovation or improvement or other capital equipment purchases must be approved by the superintendent and the facilities director or the business administrator.

11. Students involved in fundraising

- a. Participation in fundraising is voluntary, although a student may be required to participate in a school, team, or group-wide fundraiser in order to benefit from the fundraiser. Any fees that are required to participate in the ~~school events or activities which are provided~~, sponsored or supported ~~by a school activity~~ are subject to fee waiver regardless of whether an eligible student participates in a fundraising activity. Costs that are not required to participate in the ~~school provided~~, sponsored or supported activity—either explicitly or implicitly—but are optional costs are not subject to fee waiver but may be covered by funds raised for those students who participate in the fundraiser.
- b. Participation in fundraising shall not affect a student's grade, shall not be a condition of belonging to a team or group, or be used as criteria for participation time. A request for approval of a required group fundraiser shall describe the nature of the fundraiser and the estimated required participation time for the student and/or parent. Parents and students shall be notified of required group fundraising and how and when the details about the fundraising will be provided to parents and students.

[Utah Admin. Rules R277-407-10\(2\)\(d\) \(December 10, 2019\)](#)

- c. Competitive enticements for participation in fundraisers are strongly discouraged, especially when the enticements are aimed at individual students.
- d. A sales quota is not permitted, nor is the practice of requiring students to pay for any unsold items.

12. Faculty and staff involved in fundraising

- a. Participation in fundraising is voluntary unless directed to supervise a specific activity as an employment assignment.
- b. Rewards, prizes, commissions, or other forms of compensation shall not be received by any teacher, activity, club or group director or any other District employee or volunteer.
- c. Employees who approve, manage, or oversee fundraising activities are required to disclose any conflict of interest that they may have with the fundraising organization or company.

13. The District reserves the right to prohibit, restrict or limit any fundraising activity associated with the District and/or any school within the District.

14. Newly constructed schools may exceed the number of fundraisers under the following conditions:

- a. Proceeds are used for equipment purchases.
- b. Fundraisers must be as authorized by this policy.
- c. Fundraisers under this clause may not be conducted for more than five (5) years from the completion and occupancy of the building.
- d. This policy will govern all fundraising done by, in the name of, or in behalf of the school.

B. Elementary/Middle/Intermediate School Sponsored Fundraising

1. Each school will be limited to one (1) fundraising activity per year.
2. Additionally, the school PTA organization will be permitted to disseminate information about one (1) PTA fundraising activity through the school, e.g., newsletter, notes sent home with students, or other such uses of school resources or persons.
3. All fundraising activities involving students shall consistently insist students do not go door-to-door for any purpose. Fundraising instructions shall specify students' involvement is to be limited to family and/or close personal friends.

4. An annual carnival or similar activity may be held in each school, in addition to the one (1) fundraiser.

C. High School Sponsored Fundraising

1. All proposed fundraising projects for the school year must be submitted in writing to the principal not later than the Friday nearest to October 1.
2. A committee of five (5) appointed by the principal will review all proposed fundraising projects.
3. Projects will be screened to eliminate inappropriate fundraising activities.
4. Recommended projects will be presented to those responsible for authorization by the building principal.
5. Approved projects will be scheduled throughout the school year to avoid conflict and excessive fundraising at any given time.
6. Students involved in door-to-door solicitation should go in groups, not individually.

POLICY 5312

Non-School and Private Fundraising and Donations

A. Scope of Policy

1. This policy applies to all district administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for ~~school-sponsored~~ events **or activities which are provided, sponsored, or supported by a school**; or receive, authorize, accept, value, or record donations, gifts, or record donations, gifts, or sponsorships for the District or individual schools. It is expected that in all dealings, District and school employees will act ethically, consistent with the District's ethics training, the Utah Educator Standards (R277-217), the [Public Officers' and Employees' Ethics Act \(Utah Code § 67-16-1 et seq.\)](#), and [State procurement law \(Utah Code § 63G-6a-101 et seq.\)](#).

B. Definitions

1. **“Provided, ~~School~~-sponsored, or supported by a school” for purposes of this policy** means activities, fundraising events, clubs, camps, clinics, or other events, or activities that are authorized by the District or individual school(s) that also satisfy one or more of the following criteria. The activity:
 - a. Is managed or supervised by the District or a District school, or District or District school employee.
 - b. Uses the District's or a District school's facilities, equipment, or other school resources.
 - c. Is supported or subsidized, more than inconsequently, by public funds, including the District's activity funds or minimum school program dollars.
 - d. May include up to one club and one general “service” fundraiser per secondary, and two general “service” fundraisers per elementary per year sponsored by the school. Any additional general “service” fundraisers shall be approved through the Business Administrator.
 - e. Does not include non-curricular clubs specifically authorized and meeting all criteria of [Utah Code §§ 53G-7-704 through 707](#).

Utah Admin. Rules R277-113-2(15) (June 22, 2018)

Utah Admin. Rules R277-113-2(16) (November 10, 2022)

C. District Interaction with Non-School-Sponsored Activities ~~“Arm’s length” transaction~~

4. ~~Both parties are acting in their own interest and are not subject to any pressure or duress from the other party.~~ In interacting with any activity which is not provided sponsored, or supported by a school, the District shall conduct all transactions at arm’s length and may not co-mingle revenue or expenditures of such activities with public (District) funds.

Utah Admin. Rules R277-113-9(7) (November 10, 2020)

D. School Sponsored Service Activities

1. The school board recognizes the importance of service and giving to the overall education of students. Each secondary school is allowed one general fundraiser per year. The school will carefully select a general non-profit organization for the donation. The donation may not go toward an individual or family.

E. Non-School Sponsored Activities and Fundraisers

1. Activities, clubs, groups and their associated fundraisers or other activities, ~~sports, or programs~~ that are not ~~provided, school-sponsored, or supported by a school or groups, clubs, sports, and programs that are not managed by District employees are deemed to be non-school sponsored.~~ **Non-school-sponsored activities** MAY NOT:
 - a. ~~NOT~~ use the school’s or District’s name without express District permission.
 - b. ~~NOT~~ use the District’s facilities, equipment, and other assets or staff unless a facilities use agreement is initiated and approved. These agreements follow District policy for other facilities use agreements.
 - c. ~~NOT~~ utilize District employees (in their official capacity) and other resources to supervise, promote, and otherwise staff the activity or fundraiser.
 - d. ~~NOT~~ be insured under a District’s risk management or insurance policy. Non-school-sponsored activities must provide their own insurance through a third-party insurer.
 - e. ~~NOT~~ provide additional compensation or stipends for District employees, if the activity is not substantially different from a District employee’s regular job

functions and duties and outside of employee's contract hours. (See District employee disclosure agreement below.)

- f. **Not** co-mingle public funds and private fundraising proceeds or expenditures.
 - g. **Not** use school records to contact parents or students.
2. Parental notification by a district employee is required if district employees are involved in the planning, administration, advertising, or serving as staff for a non-school-sponsored activity and if District students are involved. This notification shall occur using the "Non-School-Sponsored Parent Notification" form. A copy of this form shall be submitted to the principal by the District employee prior to the event.
 3. Funds, donations, or gifts generated through non-school-sponsored activities or events may be donated to the District or to an individual school to support specific programs, teams, groups, clubs, etc. All donations or gifts shall follow the guidance established in the District's [Policy 2100 Gifts, Donations, and Bequests - Acceptance](#).
 4. Non-school-sponsored activities may work in conjunction with the District or an individual school to raise funds. The District may allow these groups to use District facilities at little or no charge in exchange for contributions or percentages of proceeds. The District may choose to provide some level of support or pay for portions of these activities. These arrangements shall be set forth in a written agreement or contract, and all transactions will be conducted as "arm's-length transactions." These agreements shall take into consideration the District's fiduciary responsibility for the management and use of public funds and assets. The terms of these contracts will be approved by the principal, the facilities use agreement approver, and the business administrator. The District will consult with its insurer or legal counsel to ensure risks are adequately considered and managed.

Utah Admin. Rules R277-113-9(6), (7) (November 10, 2020)

5. Non-curricular clubs specifically authorized under [Utah Code § 53G-7-704 through 707](#) are not considered school-sponsored.

F. Participation in Private or Non-School-Sponsored Events

1. District employees
 - a. May participate in a private but public education-related activity, such as ecclesiastical graduation and firesides, extracurricular travel, etc.

- b. Must ensure that personal participation in activities is separate and distinguishable from the employee's public employment, official job title, or job duties.
 - c. May not contact students in the District using education records or information obtained through public employment unless the records or information are available to the general public.
 - d. May not use school time to discuss, promote, or prepare for a private or non-school-sponsored activity.
 - e. May offer public education-related services, programs or activities to students, provided they are not advertised or promoted during school time or using any type or amount of school resources.
 - f. May use school or student publications available to the general public to advertise and promote the private or non-school-sponsored activity.
 - g. May not require private or non-school-sponsored activities for credit or participation in school programs.
 - h. Must satisfy all requirements of [Utah Code § 53E-3-512](#), regarding ethical conduct standards, and R277-107, regarding educational services outside of the educator's regular employment.
2. District employees may purchase advertising space to promote private or non-school-sponsored events in the same manner as the general public. The District employee's employment and experience can be used to demonstrate qualifications. The advertisement must specifically state that the activity is not school-sponsored. (See R277-107-4.)
 3. District employees may engage in outside employment with a private entity or other separate organizations that does not interfere with District duties or job functions. Employees must complete the District disclosure agreement annually when engaging in outside employment that is similar to the employee's official job duties or functions.
 4. Parental notification is required if District students are recruited to participate in these activities.
 5. District employees may not set up bank accounts for activities or fundraisers associated with District responsibilities or job functions.

6. District employees may not direct fees or fundraiser proceeds from school-sponsored activities to outside entities.
7. District employees may not direct operating expenditures to outside funding sources or groups to avoid District procurement rules (such as equipment, uniforms, salaries or stipends, improvements, maintenance for facilities, etc.).
8. District employees must comply with District procurement policies and procedures, including complying with competitive quotes; bid splitting; and not accepting gifts, gratuities, or kickbacks from vendors or other interested parties.

Non-School Sponsored Event
(Date letter is sent)

Dear Parent,

On _____ (date) your student will have the opportunity to participate in
_____ .

Please be aware that this is a Non-School Sponsored Trip that is being offered by a Box Elder School District employee but is not an activity planned or provided for by the school district. Please also be aware that any communication regarding the Non-School Sponsored Event should only be directed to the person responsible for planning the trip. Box Elder School District assumes no responsibility or liability for any activity or action related to this Non-School Sponsored activity. Moreover, Box Elder School District has no insurance coverage that is applicable to the event and its activities.

Sincerely,

Principal

Box Elder School District

NON-SCHOOL SPONSORED EVENT VERIFICATION NOTICE

As the parent of _____, I understand that by receiving and signing this form that I am aware the trip my student is going on is a non-school sponsored trip. I also understand that it is my responsibility to communicate only with the sponsor of this trip and not other Box Elder School District personnel concerning this trip. Box Elder School District assumes no responsibility or liability for any activity or action related to this non-school sponsored activity. Moreover, Box Elder School District has no insurance coverage that is applicable to the trip and its activities.

Parent Signature: _____ Print Name: _____

Student Signature: _____ Print Name: _____

Sponsor Signature: _____ Print Name: _____

Date: _____

*This form must be returned by the parent to the sponsor and the school principal at least 30 days before the trip begins.

Box Elder School District

Non-School Sponsored Parental Notification Form
Policy 5312

School _____

Teacher or Employee _____

Event _____

Date _____

Number of Students Attending _____

I certify:

All Parents have been notified and Notification Forms Received have been filed with School Principals Office. All approvals have been secured from school principal. I understand that I may not use the District's name, facilities, or employees, without express District permission. I also understand that this event will not be insured under the District's risk management or insurance policy. There will not be any compensation paid to district employees by the district or other means if the activity is not substantially different from the District employee's regular job functions and duties and outside of employee's contract hours. That I have not used school records to contact parents or students.

Signature of Person Responsible _____

Print Name _____

POLICY 6000

Public Records Access and Management

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

[Utah Code § 63G-2-701 \(2019\)](#)

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

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

[Utah Code § 63G-2-108 \(2012\)](#)

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

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

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

[Utah Code § 63G-2-201 \(2019\)](#)

[Utah Code § 63G-2-106 \(2008\)](#)

- F. Public records shall be open for public inspection during regular office hours, subject to compliance with the procedures set forth in this policy. A "public record" generally means any record that is not private, controlled, or protected. However, a "public record" does not include a record to which access is restricted pursuant to a court rule, a federal regulation, another statute, or records to which access is restricted or governed as a condition of participation in a state or federal program or for receiving state or federal funds.
- G. Private documents shall include all documents identified in [Utah Code § 63G-2-302\(1\)\(a\) through \(c\), \(g\) through \(i\), \(n\), \(w\) and 302\(2\)](#), personnel files including but not limited to applications, nominations, recommendations, any formal employee evaluation signed by the employee, proposals for advancement or appointment, all documents related to eligibility for unemployment benefits, social services, welfare benefits, personal finances, individual medical conditions and military status. Any record the disclosure of which would constitute a clearly unwarranted invasion of personal privacy. Exceptions include information provided to the Board for the purpose of complying with a financial assurance requirement, or records that must be disclosed pursuant to another statute and those portions of personnel records identified as public above.
- H. All student records are designated as "education records" and the disclosure of such education records is not governed under GRAMA but under [20 USC § 1232g](#) and [34 CFR § 99 et seq.](#) and [34 CFR § 300 et seq.](#) The district may not release information related to educational records without parental consent, except as provided in the [Family Educational Rights and Privacy Act \(FERPA\)](#). (See [Policy 5100 Student Records](#))

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

[Utah Code § 63G-2-302\(1\) \(2021\)](#)

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

[Utah Code § 63G-2-304 \(2008\)](#)

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

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

- K. Protected records include all records identified in [Utah Code § 63G-2-305](#) information that, if disclosed, would jeopardize the life or safety of an individual or security of district property or program. Protected records also may include information such as a trade secret as defined in [Utah Code § 13-24-2](#), or commercial information or non-individual financial information from a person if disclosure of that information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the District to obtain necessary information in the future; or the person submitting the information has a greater interest in prohibiting access than the public in obtaining access if the person submitting that information to the District has provided the District with the information specified in [Utah Code § 63G-2-309](#);

1. Documents that, if disclosed, would place the district at a disadvantage in contract negotiations, property transactions, or bargaining positions or could enable circumvention of an audit; records related to potential litigation or personnel or hearing; records ~~touching upon~~ **of investigations of loss occurrences and analyses of loss occurrences that may be** covered by the ~~Division of~~ Risk Management Fund, the Employer's Reinsurance Fund, the Uninsured Employers' Fund, or similar divisions in other governmental entities; records generated in meetings which are closed in accordance with the [Utah Open Public Meetings Law](#); and test questions.
2. Records, other than personnel evaluations, that contain a personal recommendation concerning an individual if disclosure would constitute a clearly unwarranted invasion of personal privacy, or disclosure is not in the public interest;
3. Materials to which access must be limited for purposes of securing or maintaining the District's proprietary protection of intellectual property rights including patents, copyrights, trademarks and trade secrets;
4. Records showing medical or psychological tests of a student may be disclosed to persons within the school district who are members of that student's individual education program (IEP) team.

[Utah Code § 63G-2-305 \(2021\)](#)

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

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

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

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

[Utah Code § 63G-2-305\(36\) \(2021\)](#)

- O. Access to district records may be obtained under the following procedures:

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

[Utah Code § 63G-2-206 \(2019\)](#)

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

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

4. Individuals requesting to view records classified as "Private, Controlled and Protected" must prove their right to access to the records through personal identification, written release from the subject of the record, power of attorney, court order or other appropriate means.
5. The records officer shall determine whether access to the requested records is to be granted or denied.
 - a. If the request is approved, the record shall be provided as soon as possible and not more than ten (10) working days from the date the request is received. If the requester seeks an expedited response, the time for response to the request shall be five (5) business days if the requester demonstrates

that the request benefits the public rather than the requester. This public benefit is presumed if the request is made to obtain information for a story or report for publication or broadcast to the general public. The District shall promptly evaluate all requests for expedited responses and if the District determines that the requester has not demonstrated that the request is for public benefit and that the response to the request will therefore not be expedited, the District shall so inform the requester within five (5) business days of the request.

- b. If the request is denied, the records officer must specify the reason in writing and specify the record denied and the regulation, exempting the record. The requestor shall be informed of the right to appeal which must be made within 30 days after the denial is sent. The name and address of the superintendent where the appeal must be sent. If the records are not maintained by the District, the requester should be informed that the records cannot be provided for that reason.

[Utah Code § 63G-2-205 \(2008\)](#)

- c. If the District determines that extraordinary circumstances as identified in [Utah Code § 63G-2-204\(6\)](#) require a longer time for response, the District shall notify the requester of that determination within ten business days (five for public benefit requests) and shall describe in the notice the circumstances which constitute the extraordinary circumstances and shall inform the requester when the records or shall be available or response shall be made consistent with [Utah Code § 63G-2-204\(7\)](#).

[Utah Code § 63G-2-204 \(2021\)](#)

6. A fee shall be charged for the district's actual cost of duplicating a requested record and also for the personnel time in compiling and obtaining the record. The fee schedule for this service shall be the same as currently charged to employees for personal copies and the hourly rate of lane 1 step 1 of the secretary salary schedule to the closest dollar. Rates for other manipulation or research of data will be determined by the salary of the person who must do the work. No fee may be charged for the time and work required to determine whether the record is subject to disclosure or the requester's inspection of the record. An additional charge of \$1 shall be charged per each page of a document which has been requested to be certified.
7. The district shall require all fees of the requestor to be paid before copying if fees are expected to exceed \$50.00, or if the requestor has not paid fees from a previous request.

[Utah Code § 63G-2-203 \(2016\)](#)

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

[Utah Code § 63G-2-203\(6\) \(2016\)](#)

[Utah Code § 63G-2-400.5 \(2019\)](#)

[Utah Code § 63G-2-401 \(2019\)](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Q. The district shall adhere to the general schedule for records retention approved by the State Records Committee. Records which are not covered by the general schedule shall be submitted to the State Records Committee for scheduling.

- R. If an appropriate requestor requests to have copies of more than fifty (50) pages of records, the district may in its sole discretion provide the requestor with facilities to make copies and require the requestor to make copies him or herself at his or her own expense.
- S. An individual may contest the accuracy or completeness of any public, or private, or protected record concerning him/her by requesting the school district to amend the record. However, this provision does not affect the right of access to private or protected records. This provision does not apply to records relating to title of real property, medical records, judicial case files, or any other records that the school district determines must be maintained in their original form to protect the public interest or preserve the integrity of the record keeping system.

1. The request to amend shall contain the requester's name, mailing address, day time telephone number and a brief description explaining why the specific record should be amended.

[Utah Code § 63G-2-603\(2\)\(b\) \(2008\)](#)

2. The school district shall issue an order either approving or disapproving the request to amend no later than thirty (30) days after the request is made. The order shall state reasons for the decision. If the request is denied, the requester may submit a written statement contesting the information in the record. The school district shall place the statement with the record, if possible, and disclose the statement whenever the contested record is disclosed. [Utah Code § 63G-2-603\(5\), \(6\) \(2008\)](#)

- T. The District shall post a notice and explain upon request to a person who is asked to furnish information that could be classified as a private or controlled record:

1. The reasons the person is asked to furnish information that could be classified as a private or controlled record;
2. The intended uses of the information;
3. The consequences for refusing to provide the information; and
4. The reasons and circumstances under which the information may be shared with or provided to other persons or governmental agencies.

[Utah Code § 63G-2-601\(2\), \(3\) \(2008\)](#)

POLICY 1050

Qualifications & Appointment Procedures for Student Board Member

- A. The Board of Education annually appoints a non-voting student board member to serve for one (1) year (July 1 through June 30). The primary function of the student board member is to assist the Board in understanding students' perspectives on matters being considered by the Board. Although appointed from one of the district high schools, the student's function on the Board is to provide a general youth perspective, not represent the specific school or student body from which chosen.
- B. The following procedures will be used in selection of student board members:
1. Bear River High School was selected by lottery as the high school from which the first student board member was appointed in the 1986-87 school year. Each succeeding year, the appointment will alternate between Bear River High and Box Elder High.
 2. Candidates for appointment to the Board must **submit an application and** meet eligibility requirements for participation in interscholastic activities. Student must be in good standing with the school and remain in good standing as long as the student is on the School Board as a student board member.
 3. Applications from qualified **juniors or** seniors demonstrating interest in appointment to the Board will be accepted by the Student Council of the high school from which the appointment is to be made.
 4. The Student Council will appoint a committee of five (5) students who will meet with the principal to review the qualifications of candidates and responsibilities of the student board member. The committee will then make recommendations to the building principal or someone who will also be an active participant in student government and serve on the Board. The building principal will then recommend one **junior or** senior for appointment to the Board. The candidate must also be approved by the superintendent. Final appointment will be made by the Board of Education.
 5. The authority and responsibility of the student board member shall be determined by Box Elder District Board Policy and [Utah Code § 20A-14-206](#).

6. The student board member will, as provided by law, have the right to participate in all Regular Board meetings, except executive or closed sessions. No substitute will be permitted in the event the student board member is absent. Student board members may be invited to participate in other School Board activities such as the annual USBA Convention.
7. Since the primary function of the student board members is to assist the Board in understanding students' perspectives on matters being considered by the Board, the student board member must be provided opportunities to interact with the school's student council on a regular basis.
8. Should it become necessary to replace a student board member during a term of office, the same nomination and appointment procedure used for the original appointment will be followed.
9. The student board member will be paid a mileage allowance for attendance at regular Board meetings only, unless additional travel is approved in advance by the Board. Mileage payment will be at the rate currently in effect for regular Board members.
10. A student board member may be removed for cause by a two-thirds vote of the elected Board members.
11. A student member is not liable for any acts of the governing board.

POLICY 2030

Procurement/Purchasing

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

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

- B. Board of Education Authority Regarding Procurement and Contracts

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

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

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

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

a. The procurement of real property

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

b. Employment contracts or collective bargaining agreements

[Utah Code § 63G-6a-103\(79\)\(c\) \(2021\)](#)

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

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

d. “Directed procurement”

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

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

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

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

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

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

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

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

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

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

Utah Admin. Rules R33-5-107

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

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

[Utah Code § 63G-6a-802 \(2021\)](#)

- e. When procurement of Architect-Engineer Services is estimated to be less than \$80,000 for the Architect-Engineer's fee, the Business Administrator may select the provider directly from either the list of firms who have submitted annual statements of qualifications and performance data, or from other qualified firms if necessary.

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

- f. Small construction projects costing less than \$25,000 may be procured by direct award without seeking competitive bids. Projects between \$25,001 and \$80,000 may be procured after obtaining two competitive bids that meet all specifications as documented.
- g. All projects estimated to be over \$80,000 using a construction manager /general contractor must follow requirements as outlined in [Utah Code § 53E-3-703](#). All construction and improvement projects must comply with [Utah Code § 63G-6a](#), *Utah Admin. Rules R33*, and Federal Title IX.
- h. Multiyear contracts shall be approved by the Business Administrator after determining they are in the best interest of the District. They must include the term and possible renewals with conditions for renewal. Consideration for multiyear contracts should include administrative burden savings, continuity of operations, volume or term discount, or encouraging participation from more vendors. Multiyear contracts shall not exceed five (5) years except by written determination with justification as outlined in state law. [Utah Code § 63G-6a-1204\(7\) \(2021\)](#). All requirements for contracts using federal funds shall follow federal rules and guidelines.

[Utah Code § 63G-6a-1204 \(2021\)](#)

H. Public Notices

[Utah Code § 63G-6a-112 \(2021\)](#)

1. Invitation for Bids or notices of the availability of Invitation for Bids shall be mailed or otherwise furnished to a sufficient number of bidders for the purpose of securing reasonable competition. Notices of availability shall indicate where, when, and for how long Invitation for Bids may be obtained; generally describe the supply, service, or construction desired; and may contain other appropriate information. Where appropriate, the Business Administrator may require payment of a fee or a deposit for the supplying of the Invitation for Bids.
2. Every procurement in excess of \$50,000 shall be publicized in at least one of the following: (with construction projects following 12.e. above)
 - a. ~~A newspaper of general circulation in the state;~~
 - b. ~~A newspaper of local circulation in the area pertinent to the procurement;~~
 - c. On the district website; or
 - d. A government Internet website or publication designed for giving public procurement notice.
3. The notice shall be published at least seven days before the day of the deadline for submitting a bid or other response, or at least seven days before the acquisition of the procurement item through a non-standard procurement process. This notice period may be reduced if the District Procurement Officer or his or her designee signs a written statement that a shorter time is needed and that it has been determined that competition from multiple sources may be obtained within that shorter time period.
4. A copy of the Invitation for Bids shall be made available for public inspection at the Business Administrator's or department director's office.

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

[Utah Admin. Rules R33-5-108\(2\)\(a\)](#) [Utah Code § 63G-6a-506\(1\)\(b\) \(2021\)](#)

1. School and department budget purchases under \$100 may be made using a District credit card and following procedures set forth by the District. For all District budget

purchases from \$100 up to \$1,000 per item and up to \$5,000 per order, the school or department may select the best source without seeking competitive quotes and submit the request on a requisition*. For purchases over \$1,000 per item and up to \$5,000 per order, schools and departments shall obtain no less than two email or telephone price quotes which shall be attached to the requisition*. For purchases over \$5,000 and up to \$10,000, schools and departments shall obtain no less than two email or written price quotes which shall be attached to the requisition*. For purchases from school funds, the above purchasing procedures must be followed and documentation maintained with payment records. Unless previously authorized, requests for all purchases over \$10,000 (including school funds), capitalized equipment (over \$2,500) and sole source purchases exceeding \$1,000 shall be submitted to the Box Elder School District Purchasing Department on a requisition in advance for processing.

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

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

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

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

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

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

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

POLICY 3040

Employment: Experience on Salary Schedule

A. Credit on the salary schedule for prior experience* will be granted on the following basis:

1. **Certificated Employees**

a. Full credit will be granted ~~for up to nineteen (19) fifteen (15) years based on verifiable job-related experience approved experience.~~ (Beginning 2018-2019)

2. **Educational Support Professionals**

a. For contracted (25 plus hours a week) positions, full credit will be granted up to ten (10) years based on verifiable job-related experience. (Beginning 2019-2020)

B. The superintendent and/or a designee will determine approved experience

~~**Beginning with the 2017-2018 school year~~

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\(1\), \(3\) \(November 9, 2020\)](#)

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. **Subject to other direction from the State Superintendent a**At least one District-specific goal that:
 - 1) Is measurable;
 - 2) addresses current performance gaps in student literacy based on data; and
 - 3) includes specific strategies for improving outcomes; and
 - g. If a school uses interactive literacy software, the use of interactive literacy software.

[Utah Code § 53F-2-503\(4\) \(2021\)](#)
[Utah Admin. Rules R277-406-5\(2\) \(November 9, 2020\)](#)

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\(3\) \(November 9, 2020\)](#)

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 **beginning in the 2021-2022 school year;**

b. **Subject to other direction from the State Superintendent,** One District-specific goal that:

1) Is measurable;

2) addresses current performance gaps in student mathematics proficiency based on data; and

3) includes specific strategies for improving outcomes.

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

[Utah Admin. Rules R277-406-5\(2\) \(November 9, 2020\)](#)

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\(1\) \(November 9, 2020\)](#)

POLICY 4037

Reading Assessment for K-3

- A. **Subject to legislative appropriations**, District elementary schools shall administer the State Board of Education approved benchmark reading assessments within the following testing windows:
1. The first benchmark before September 30
 2. The second benchmark between December 1 and January 31
 3. The third benchmark between the middle of April and June 15
- B. Following each benchmark assessment, the school shall notify parents of their student's results by October 30, the last day of February, and June 30, respectively. The District shall also report the results to the State Superintendent by the same dates, together with the additional information required by Rule R277-406-3(6).
- C. If a benchmark assessment or a supplemental reading assessment indicates that a student is scoring below benchmark, the school shall take the notification and reading remediation interventions outlined below.

Utah Admin. Rules R277-406-3(1) to (5) (November 9, 2020)

D. Goal Achievement Reporting

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

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

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

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

[Utah Code § 53F-2-503](#)

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

E. Scoring Below Benchmark

1. A student scores below benchmark when the student performs below the benchmark score on the benchmark reading assessment and requires additional instruction beyond that provided to typically developing peers in order to close the gap between the student's current level of achievement and that expected of all students in that grade. For any first, second, or third grade student who through assessment is determined to be scoring below benchmark, the school shall take the following actions:
 - a. Notify the student's parent that the student is reading below grade level;
 - b. Provide focused individualized intervention to develop the reading skill;
 - c. Administer formative assessments to measure the success of the focused intervention;
 - d. Inform the parent of activities that he or she may engage in with the student to assist the student in improving reading proficiency; and
 - e. Provide information to the parent of the student regarding reading interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school.

[Utah Code § 53E-4-307\(4\) \(2020\)](#)

Utah Admin. Rules R277-406-2(11) (November 9, 2020)

Utah Admin. Rules R277-403-3(6)(a) (November 9, 2020)

POLICY 4060

High School Graduation Requirements

- A. All students awarded a High School Diploma from a regular high school in Box Elder School District shall complete the following minimum requirements as required by the Utah State Board of Education and Box Elder School District during grades 9-12:

Number of Credits Required

1. Language Arts 4.5
 - a. Ninth grade level (1.5 units of credit);
 - b. Tenth grade level (1.0 unit of credit);
 - c. Eleventh grade level (1.0 unit of credit);
 - d. Twelfth grade level (1.0) unit of credit) consisting of applied or advanced Language Arts courses from the list of State Board-approved courses consistent with the student's PCCR.

2. Social Studies 3.0
 - a. Geography for Life (0.5 units of credit);
 - b. World Civilizations (0.5 units of credit);
 - c. U.S. History (1.0 unit of credit);
 - d. U.S. Government and Citizenship (0.5 units of credit);
 - e. Elective Social Studies (0.5 units of credit)
 - f. Successful completion of the basic civics test unless the student qualifies for an alternative assessment as provided for by the Utah State Board of Education.

Utah Admin. Rules R277-700-8 (March 14, 2018)

3. Science 3.0

- a. at a minimum, two credits from the five science foundation areas:
 - i. Earth Science (1.0 unit of credit);
 - ii. Biological Science (1.0 unit of credit);
 - iii. Chemistry (1.0 unit of credit);
 - iv. Physics (1.0 unit of credit);
 - v. Computer Science (1.0 unit of credit)
 - b. one additional unit of credit from the foundation courses or the applied or advanced science courses from the list of State Board-approved courses consistent with the student's PCCR.
4. Mathematics 3.5
- a. Secondary Math I (1.5 units of credit);
 - b. Secondary Math II (1.0 unit of credit);
 - c. Secondary Math III (1.0 unit of credit).
 - i. Students may opt out of Secondary Mathematics III with written parent request. If an opt-out is requested, the third mathematics credit shall come from the advanced and applied courses from the list of State Board-approved courses consistent with the student's PCCR.
 - ii. A student who successfully completes Calculus has completed mathematics graduation requirements regardless of the number of mathematics credits earned.
5. Physical and Health Education 2.0
- a. Health (0.5 units of credit)
 - b. Participation Skills (0.5 units of credit)
 - c. Fitness for Life (0.5 units of credit)

d. Individualized Lifetime Activities (0.5 units of credit)

(A maximum of .5 units of credit can be earned for team sport/athletic participation with school approval.)

- 6. Arts 1.5
- 7. Career & Technical Education 1.0
- 8. Computer Technology or qualifying Digital Studies course 0.5
- 9. General Financial Literacy 0.5

*TOTAL REQUIRED CORE CREDITS 19.5

*REQUIRED ELECTIVE CREDITS – MINIMUM 10.5

*TOTAL CREDITS REQUIRED FOR GRADUATION 24.0 - 30.0

TOTAL CREDIT AVAILABLE 36.0

B. Additional Provisions

- 1. Students qualify for a diploma upon completion of all required credits. The opportunity to participate in graduation exercises is a privilege and may be based on behavior/citizenship.
- 2. These graduation requirements are consistent with State (USBE) requirements with the exception of Language Arts and Math, which have been adjusted due to the 3 trimester schedule for core classes in the 9th grade.
- 3. Students will be offered a full schedule to be taken as elective classes or released from school for approved activities.

~~*During the COVID-19 pandemic there have been circumstances that have been inconsistent with BESD students being able to complete the full 18.5 required core credits and all of the 10.5 elective credits.~~ On a case-by-case basis (in a PCCR meeting and approval by the principal) if a student has completed the required core credits (18.5) plus at least 5.5 elective credits for a total of 24 credits, the student may receive a **BRHS or BEHS Box Elder School District** diploma.

POLICY 4107

Testing Procedures and Standards

A. Purpose of the Policy

1. The Board adopts this policy to provide specific standards and procedures to govern handling and administration of standardized tests. The Board has determined that compliance with this policy is an essential job function of all educators and failure to abide by this policy is grounds for adverse employment action including termination.

B. Administration of Statewide Assessments

1. The District shall administer statewide assessments to all students enrolled in the grade level or course to which the assessment applies, with the following exceptions:
 - a. The student has been exempted under the procedures set forth in Policy EFBB.
 - b. A student's IEP team, English Learner team, or Section 504 accommodation plan team shall determine that student's participation in statewide assessments consistent with the Utah Participation and Accommodations Policy.

Utah Admin. Rules R277-404-5(1) (*July 8, 2021*)

C. District Statewide Assessment Plan

1. The District shall develop a plan to administer statewide assessments. After considering and making any appropriate changes, the plan shall be submitted to the State Superintendent by September 15 of each year.
2. The plan shall include:
 - a. The dates that the District shall administer each statewide assessment;
 - b. Professional development for an educator to fully implement the assessment system;

- c. Training for educators, appropriate paraprofessionals, or third-party proctors in the requirements of assessment administration ethics; and
- d. Training for educators and appropriate paraprofessionals in using statewide assessment results effectively to inform instruction.

Utah Admin. Rules R277-404-5(2), (3), (4) (*July 8, 2021*)

D. Time Periods for Administering Statewide Assessments

1. A District educator, trained employee, or third-party proctor shall administer statewide assessments required under Utah Admin. Rule R277-404-5 consistent with the schedule established by the State Superintendent and the District's assessment plan.
2. A District educator, trained employee, or third-party proctor shall complete all required assessment procedures prior to the end of the assessment window defined by the State Superintendent.
3. If the District requires an alternative schedule with assessment dates outside of the State Superintendent's published schedule, it shall submit the alternative testing plan to the State Superintendent by September 1 annually. The plan shall set dates for assessment administration for courses taught face-to-face or online.

Utah Admin. Rules R277-404-4(3) (*July 8, 2021*)

Utah Admin. Rules R277-404-5(8), (9), (10) (*July 8, 2021*)

E. District Assessment Training

1. District assessment staff will use the Standard Test Administration and Testing Ethics Policy in providing training for all assessment administrators and proctors. (This policy can be obtained online at <https://schools.utah.gov/assessment> or [here](#) or from the State Board of Education at 250 East 500 South, Salt Lake City, Utah 84111.)
2. At least once each school year, the District will provide professional development for all educators, administrators, and assessment administrators (including third party proctors) concerning guidelines and procedures for statewide assessment

administration, including educator responsibility for assessment security and proper professional practices.

3. The District may not release state assessment data publicly until authorized to do so by the State Superintendent.

Utah Admin. Rules R277-404-5(5), (6), (7) (*July 8, 2021*)

Utah Admin. Rules R277-404-3 (*July 8, 2021*)

F. School Responsibilities

1. The District, school, or educator may not use a student's score on a statewide assessment (or a student's exemption from taking such an assessment) to prohibit a student from enrolling in an honors, advanced placement, or International Baccalaureate course.
2. The District and school shall require an educator and assessment administrator and proctor (including a third-party proctor) to individually sign the testing ethics signature page provided by the State Superintendent acknowledging or assuring that the educator administers assessments consistent with ethics and protocol requirements.
3. All educators and assessment administrators shall conduct assessment preparation, supervise assessment administration, and certify assessment results before providing results to the State Superintendent.
4. All educators and assessment administrators and proctors shall securely handle and return all protected assessment materials, where instructed, in strict accordance with the procedures and directions specified in assessment administration manuals, District rules and policies, and the Standard Test Administration and Testing Ethics Policy.

Utah Admin. Rules R277-404-6 (*July 8, 2021*)

G. District Employee Compliance with Assessment Requirements, Protocols, and Security

1. Teachers, administrators, and all District personnel shall not:

- a. Violate any specific assessment administrative procedure specified in the assessment administration manual, violate any state or District standardized assessment policy or procedure, or violate any procedure specified in the State Board testing ethics policy;
 - b. Fail to administer a state required assessment;
 - c. Fail to administer a state required assessment within the designated assessment window;
 - d. Submit falsified data;
 - e. Allow a student to copy, reproduce, or photograph an assessment item or component; or
 - f. Knowingly do anything that would affect the security, validity, or reliability of standardized assessment scores of any individual student, class, or school.
2. A school employee or third-party proctor shall promptly report an assessment violation or irregularity to a building administrator, the District Superintendent, or the State Superintendent.
 3. An educator who violates this rule or an assessment protocol is subject to Utah Professional Practices Advisory Commission or Board disciplinary action consistent with Utah Admin. Rules R277-217.
 4. All assessment material, questions, and student responses for required assessments are designated protected, consistent with [Utah Code § 63G-2-305](#), until released by the State Superintendent.
 5. The District shall ensure that all assessment content is secured so that only authorized personnel have access and that assessment materials are returned to the State Superintendent following testing, as required by the State Superintendent.
 6. An individual educator, third party proctor, or school employee may not retain or distribute test materials, in either paper or electronic form, for purposes inconsistent with ethical test administration or beyond the time period allowed for test administration.

Utah Admin. Rules R277-404-8 (*July 8, 2021*)

H. Reporting Assessment Results

1. UTREx data shall be updated using the processes and according to the schedules determined by the State Superintendent. The District shall ensure that any computer software for maintaining or submitting District data is compatible with data reporting requirements established in R277-484. The District shall ensure that all statewide assessment data have been collected and certify that the data are ready for accountability purposes no later than July 12. The District shall verify that it has satisfied all the requirements of the State Superintendent's directions regarding data exchange and reporting requirements.

Utah Admin. Rules R277-404-9 (*July 8, 2021*)

I. Referral to State Board for Violation

1. Any employee violating this policy shall be subject to adverse employment action, including, but not limited to, termination of employment, and any such educator shall be referred to the Utah Professional Practices Advisory Commission of the State Board of Education for possible disciplinary action.

POLICY 4108

Testing Procedures and Standards – Exclusion from Testing

A. Parental Right to Exempt Students from State Required Assessments

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

Utah Admin. Rules R277-404-7(1), (2), (6) (*July 8, 2021*)

B. Exception Regarding Basic Civics Test

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

Utah Admin. Rules R277-404-7(3)(c) (*July 8, 2021*)

Utah Admin. Rules R277-700-8(2) (March 14, 2018)

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

C. Exemption Procedure

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

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

Utah Admin. Rules R277-404-7(4) (*July 8, 2021*)

D. Additional Requirements

1. The following standards apply to parental exemptions:

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

Utah Admin. Rules R277-404-7(5), (7) to (11) (*July 8, 2021*)

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

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

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

POLICY 4130

Participation in Online Education

A. Information and Notices

1. Information about online courses and programs available through the Statewide Online Education Program shall be provided in school registration materials, posted on the District's website, and posted on school websites. Information in registration materials shall be provided concurrent with the high school registration period for the upcoming school year.

Utah Admin. Rules R277-762-5(3), (4) (January 8, 2021)

B. Facilitating Enrollment in Online Courses

1. District schools shall facilitate student enrollment with any and all eligible online course providers selected by an eligible student, consistent with course credit limits.

Utah Admin. Rules R277-762-5(1) (January 8, 2021)

C. Course Credit

1. District schools shall include the online courses of students enrolled in the school in the student's enrollment records and, upon course completion, shall include online course grades and credits on the student's transcripts. Credits for courses completed prior to grade 9 will be recognized for purposes of high school graduation provided that the student's records include documentation of the student's intention to graduate early and the student is enrolled at a middle school or junior high school and a high school accredited in accordance with Utah Administrative Rules R277-410.

D. Access to Facilities

1. District schools shall provide to students enrolled in Box Elder School District (BESD) schools who are enrolled in online classes access to facilities for such students to participate in an online course during the regular school day.

Utah Admin. Rules R277-762-5(9) (January 8, 2021)

E. Students Eligible for Fee Waiver

1. If a BESD enrolled student is eligible for fee waiver, District schools shall provide the student access to an online course by either allowing the student access to necessary technology to participate in the online course in a computer lab or other space within the school building during a school period or during the regular school day or by providing the student with the technology and Wi-Fi needed to participate in the online course outside of the school building.

Utah Admin. Rules R277-762-5(8) (January 8, 2021)

POLICY 5011

Admissions and Attendance of Military Children

A. Definitions

1. As used in this policy, unless the context clearly requires a different construction:
 - a. “Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve.
 - b. “Children of military families” means a school-aged child, enrolled in Kindergarten through Twelfth grade, in the household of an active duty member.
 - c. “Deployment” means the period one month prior to the service member’s departure from their home station on military orders through six months after return to their home station.
 - d. “Education” or “educational records” means those official records, files, and data directly related to a student and maintained by the school or local education agency, including but not limited to records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
 - e. “Extracurricular activities” means a voluntary activity sponsored by the school or the District or an organization sanctioned by the school or the District (such as the Utah High School Activities Association). Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
 - f. “Interstate Commission on Educational Opportunity for Military Children” or “Interstate Commission” means the commission that is created under Article IX of the Interstate Compact on Educational Opportunity for Military Children, which has been adopted by Utah in [Utah Code §§ 53E-3-901 to -921](#).
 - g. “Local education agency” means a public authority legally constituted by the state as an administrative agency to provide control of and direction for Kindergarten through Twelfth grade public educational institutions.

- h. "Sending state" means the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- i. "State" means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other U.S. Territory.
- j. "Student" means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in Kindergarten through Twelfth grade.
- k. "Transition" means: 1) the formal and physical process of transferring from school to school; or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.
- l. "Uniformed services" means: the United States Army, Navy, Air Force, Marine Corps, Coast Guard as well as the commissioned corps of the National Oceanic and Atmospheric Administration, and of the United States Public Health Service.
- m. "Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

[Utah Code § 53E-3-903 \(2019\)](#)

B. Applicability

1. This policy shall apply to the children of active duty members of the uniformed services as defined above in this policy, including members of the National Guard and Reserve; members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.
2. This policy shall not apply to the children of:
 - a. Inactive members of the National Guard and military reserves;
 - b. Members of the uniformed services now retired, except as provided in the paragraph above;

- c. Veterans of the uniformed services, except as provided in the paragraph above, and other U.S. Dept. of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

[Utah Code § 53E-3-904 \(2018\)](#)

C. Eligibility

1. Eligibility or enrollment

- a. A special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.
- b. The District may not charge tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.
- c. A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the student was enrolled while residing with the custodial parent.

2. Eligibility for extracurricular participation

- a. The District shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

[Utah Code § 53E-3-907 \(2018\)](#)

3. Provisional Enrollment

- a. For purposes of provisional enrollment, an “eligible student” is a student who is a dependent child of a member of uniformed services who is either relocating to Utah and does not reside in Utah during the District’s enrollment period or is relocating out of Utah during the school year and on permanent change of station orders.
- b. “Provisional enrollment” means enrollment in a school in the District by an eligible student before the student relocates to Utah or after the student’s parent relocates out of Utah but before the student relocates out of Utah.

- c. Notwithstanding the general enrollment requirements in Policy FBA, the District shall allow an eligible student to provisionally enroll in a school in the District at the same time and in the same manner as students who reside in Utah or shall allow an eligible student to provisionally enroll in virtual education options that the District provides in the same manner as students residing in Utah. (Provisionally enrolled students are not considered nonresident students who are required to pay tuition.)
- d. The District shall not require proof of residence at the time that an eligible student applies for enrollment in a District school, but shall require proof of residency within 10 days after the eligible student's first day of residence in Utah.

[Utah Code § 53G-6-306\(1\), \(4\) \(2021\)](#)

D. Educational Records and Enrollment

1. Unofficial or "hand-carried" education records:

- a. In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, the District school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

2. Official education records or transcripts

- a. Simultaneous with the enrollment and conditional placement of the student, the District school shall request the student's official education record from the school in the sending state. Upon receipt of this request, the school in the sending state should process and furnish the official education records to the District school within 10 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

3. Immunizations

- a. The District shall give 30 days from the date of enrollment or within such time as is reasonably determined under the rules promulgated by the Interstate Commission, for students to obtain any immunization required by state law. For a series of immunizations, initial vaccinations must be obtained within 30

days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

4. Kindergarten and First grade entrance age

- a. Students shall be allowed to continue their enrollment at grade level in the receiving District school commensurate with their grade level, including Kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving District school, regardless of age. Students transferring after the start of the school year in the District shall enter the District school on their validated level from an accredited school in the sending state.

[Utah Code § 53E-3-905 \(2018\)](#)

E. Placement and Attendance

1. Course Placement

- a. When the student transfers before or during the school year, the receiving District school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course.

2. Educational program placement

- a. The receiving District school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student.

3. Special education services

- a. In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), [20 U.S.C. § 1400 et seq.](#), the receiving District school shall initially provide comparable services to a student with disabilities based on the student's current Individualized Education Program (IEP); and
- b. In compliance with the requirements of Section 504 of the Rehabilitation Act, [29 U.S.C. § 794](#), and with Title II of the Americans with Disabilities Act, [42 U.S.C. §§ 12131-12165](#), the receiving District school shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student.

4. Placement flexibility

- a. District administrators shall have flexibility in waiving course or program prerequisites, or other preconditions for placement, in courses or programs offered within the District, subject to State Board of Education rules and regulations.

5. Absence as related to deployment activities

- a. A student whose parent or legal guardian is an active duty member of the uniformed services, as defined above in this policy, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

[Utah Code § 53E-3-906 \(2018\)](#)

F. Graduation

1. In order to facilitate the on-time graduation of children of military families, the District incorporates the following procedures:
 - a. Waiver requirements
 - 1) The District and its schools shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in

another local education agency or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the District shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

b. Exit exams

1) State statute provides that with respect to children of military families, the District shall accept:

a) Exit or end-of-course exams required for graduation from the sending state;

b) National norm-referenced achievement tests; or

c) Alternative testing, in lieu of testing requirements for graduation in Utah.

2. In the event the above alternatives cannot be accommodated by the District for a student transferring in the student's Senior year, then the provisions below regarding transfers during the Senior year shall apply.

a. Transfers during Senior year

1) Should a military student transferring at the beginning or during the student's Senior year be ineligible to graduate from the receiving District school after all alternatives have been considered, the sending local education agency and the District shall ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. In the event that the sending state has not adopted the Interstate Compact on Educational Opportunity for Military Children, the District shall use best efforts to facilitate the on-time graduation of the student in accordance with the waiver and exit exam provisions above.

[Utah Code § 53E-3-908 \(2018\)](#)

POLICY 5030

Attendance - Compulsory

- A. Resident students who are at least 6 years of age and not more than 18 years of age, shall attend school or have an excused absence for each school day of the regular school year, unless exempted as indicated in [Policy 5031 Attendance – Exemption from Compulsory Attendance](#). Attendance shall be in district schools or in some other district to which the student may legally be transferred, or in a regularly established private school, **except for the period between March 17, 2021 and June 1, 2022**. Parents or any other person having control of a minor between 6 and 18 years of age are responsible for sending the minor to school.

POLICY 5230

School Fees

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A. Purpose

1. The Box Elder School District (BESD) Board of Education adopts this policy to provide for the orderly establishment and management of a system of reasonable fees; to provide adequate notice to families of fees and fee waiver requirements; to establish a fair and efficient process for granting fee waivers; and to prohibit practices that would exclude students unable to pay fees from participation in school- sponsored activities or create a burden on a student or family as to have a detrimental impact on participation.

B. Policy

1. A school, school official, or employee may not charge or assess a fee or request or require something of monetary value as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by a school including a co-curricular or extra-curricular activity, unless the fee has been approved by and included in the BESD fee schedule.
2. To preserve equal opportunity for all students and to limit diversion of money and school and staff resources from the basic school program, BESD and each school shall limit student expenditures for BESD and school-sponsored activities, including expenditures for uniforms, clubs, clinics, travel, and subject area and vocational leadership organizations, whether local, state, or national.
3. A school shall provide notice to a parent of each student attending the school of all current fee schedules and the opportunity for fee waivers prior to the student being registered for a course, activity, or program to enable the parent and student to make an informed decision prior to committing to the student's enrollment or participation.
4. A school shall provide an opportunity for a parent to apply to have one or more fees waived (or be provided alternatives to waivers) and shall grant requested fee waivers (or alternatives to waivers) to students who are eligible under the provisions of this policy.
5. A school may only collect a fee for an activity, class, or program provided, sponsored, or supported by a school consistent with BESD Board of Education policies and state law.

C. Establishing a Fee Schedule

1. "Fee" means a charge, expense, deposit, rental, or payment:
 - a. regardless of how it is termed, described, requested, or required directly or indirectly;
 - b. in the form of money, goods, or services; and
 - c. that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by BESD.

D. "Fee" includes:

1. money or something of monetary value raised by a student or the student's family through fundraising;
2. charges or expenditures for a school field trip or activity trip, including related transportation, food, lodging, and admission charges;
3. payments made to a third party that provides a part of a school activity, class, or program
4. charges or expenditures for classroom:
 - a. textbooks;
 - b. supplies; or
 - c. materials;
5. charges or expenditures for school activity clothing; and
6. a fine, other than a fine identified in the subsection below.

E. "Fee" does not include:

1. a student fine specifically approved by the Board for
 - a. failing to return school property;
 - b. losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior, or as described in [Section 53G-8-212](#); or

- c. improper use of school property, including a parking violation;
2. a payment for school breakfast or lunch;
3. a deposit that is:
 - a. a pledge securing the return of school property that is refunded upon the return of the school property; or
 - b. a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program or
4. Charges associated with a student's participation in a non-curricular club.

F. Fee Setting Process

1. BESD, in consultation with stakeholders, will develop a proposed fee schedule and policies to submit to the Board.

G. Board Approval of Fee Schedules and Policies

1. The Board shall annually review the provisions of this policy.
2. Fee schedules and policies for BESD shall be adopted by the Board on or before April 1st of each year in a regularly scheduled public meeting of the Board.
3. Prior to adopting the annual fee schedule, the Board shall encourage public participation in the process and provide an opportunity for the public to comment on the proposed fee schedule during a minimum of two public meetings of the Board.
4. The Board shall provide notice of the meetings:
 - a. to the public in accordance with the Utah Open and Public Meetings Act; and
 - b. to parents and students using the same form of communication regularly used by BESD to communicate with parents, including notice by e-mail, text, flyer, or phone call.

5. Minutes of the Board meeting during which the fee and fee policies are adopted together with copies of the approved policy and fee schedule shall be kept on file and made available upon request as required by [Utah Code § 52-4-203](#).
6. The Board may adopt amended fee schedules after the April 1st date following the same approval process used for the original fee schedule.

H. Fee Schedule Requirements

1. The Board's adopted fee schedule shall include:
 - a. a specific amount for each fee;
 - b. if a student is responsible for multiple fees related to one activity, class, or program, a clear and easy to understand delineation of each fee and the fee total for each activity, class, or program;
 - c. Beginning with the 2020-2021 school year:
 - 1) a per student annual maximum aggregate fee amount that BESD schools may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by a school for the year;
 - 2) a maximum fee amount per student for each activity;
 - 3) a spend plan for the revenue collected from each fee charged. The spend plan for each fee charged should provide students, parents, and employees transparency by identifying the fee's funding uses. The fee's corresponding spend plan shall include a list or description of anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.
2. The amount of revenue raised by a student through voluntary individual fundraisers or required group fundraisers shall be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.
3. Beginning with the 2021-2022 school year, a fee shall be equal to or less than the expense incurred by BESD or school to provide for a student activity, course, or program.

- a. In calculating the expense incurred by BESD or school in relation to an individual student, the cost of providing fee waivers to fee waiver eligible students may not be considered.
 - b. An additional fee may not be charged, or a particular fee may not be increased to supplant or subsidize another fee.
 - c. Students and parents who do not qualify for fee waivers may not be required to pay an increased fee amount to make-up for or cover the costs of students and families who qualify for fee waivers.
 - d. Schools may notify students and families that they may voluntarily pay an increased fee amount or provide a donation to assist in covering the costs of other students and families.
4. A fee listed on a school fee schedule is the maximum amount which may be charged per student for a class or school sponsored or supported activity including uniforms, travel, and clinics, regardless of whether the activity is labeled as curricular, co-curricular or extra-curricular. The actual amount charged may be less.
- I. Fees for Classes and Activities During the Regular School Day
1. Elementary Schools
 - a. No fee may be charged in ~~kindergarten through grade five~~ **an elementary school** for any regular school day activity including assemblies and field trips or for any snacks, materials, textbooks, instructional or school supplies, or fundraising such as “dress down days” except as provided in Subsection 2 below.
 - 1) BESD is structured to include grade 6 in the secondary schools. BESD will use the language of R277-407-3(3) in order to include those students in the secondary fee process.
 - b. An elementary school or teacher may provide to a student’s parent or guardian a suggested list of student supplies, as defined in this policy, for use during the regular school day so that a parent or guardian may furnish, on a voluntary basis, those supplies for student use. Such a list must include the following language:

“Notice: The items on this list will be used during the regular school day. They may be brought from home on a voluntary basis, otherwise, they will be furnished by the school.”

- c. The school must provide any necessary school supplies not voluntarily furnished by a parent or guardian.

2. Secondary Schools

- a. Fees may be charged in connection with an activity, class, or program provided, sponsored, or supported by a school for a student in a secondary school that takes place during the regular school day if the fee is on the Board approved fee schedule.
- b. All fees are subject to the fee waiver provisions of this policy.
- c. If a secondary class is established or approved, which requires payment of fees or purchase of items for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit or highest grades, the fees or costs for the class must be approved by and appear on the Board fee schedule and shall be subject to the fee waiver provisions of this policy.
- d. A school may require a secondary student to provide student supplies as defined in this policy.
- e. If a school requires special shoes or items of clothing that meet specific requirements, including requesting a specific color, style, fabric, or imprint, the cost of the special shoes or items of clothing are considered a fee, and subject to fee waiver.
- f. Beginning in the 2022-2023 school year schools may not charge a fee for:
 - 1) a textbook. A textbook fee may only be charged for concurrent enrollment or advanced placement courses, and these fees are subject to fee waivers.
 - a) "Textbook" means instructional material necessary for participation in an **activity**, course or program, regardless of the format of the material including:
 - i. books, printed materials, and consumable workbooks;
 - ii. computer hardware, software, or digital content; and

- iii. cost of maintenance and replacement as a result of normal use.
- 2) "Textbook" does not include instructional equipment.
- g. Remedial courses and credit recovery fees are subject to all school fee requirements. These fees shall be placed on the BESD fee schedule and are subject to fee waivers. Additionally, beginning with the 2022-23 school year, any instructional material provided for a student to complete a remedial course or credit recovery, is considered a textbook and shall be provided free of charge.
- h. Schools may charge a fee for instructional equipment subject to fee waivers.
 - 1) "Instructional equipment" means equipment or supplies required for a student to use as part of a secondary course that become the property of the student upon exiting the course.
 - 2) "Instructional equipment" includes course related tools or instruments.
- i. BESD may charge the cost to access software, digital content, or other instructional materials that are required as part of an activity, course or program. These fees are subject to fee waiver.

J. Project Related Courses

1. In project related courses, projects required for course completion shall be free to all elementary school students and included in the approved course fee and be waivable for secondary students.
2. A school may require a student at any grade level to provide materials or pay for an additional discretionary project if the student chooses and the course teacher approves a project in lieu of, or in addition to, a required classroom project. The additional costs for the alternate project are not subject to fee waiver.
3. A school shall avoid allowing high cost additional projects, particularly if authorization of an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.
4. A school or teacher may not require a student to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course.

K. School Activities Outside of the Regular School Day

1. Fees may be charged in connection with any school-sponsored program or activity, that does not take place during the regular school day, regardless of the age or grade level of the student, if:
 - a. participation in the activity is voluntary;
 - b. the fee is on the Board approved fee schedule;
 - c. the amount collected from the student is equal to or less than the maximum fee amount on the approved fee schedule;
 - d. the fee revenue is collected in compliance with BESD financial policies;
 - e. fee revenue is expended in compliance with the spend plan;
 - f. the fee is subject to the fee waiver requirements; and
 - g. for elementary schools, the student's participation in the activity does not affect a student's grade or ability to participate fully in any course taught during the regular school day.
2. Schools that provide, sponsor, or support an activity, class, or program outside of the regular school day or school calendar are subject to the provisions of this policy regardless of the time or season of the activity, class, or program.

L. Notice to Parents

1. Each school shall annually publish the Board's approved fee schedule, including fee maximums, and fee waiver policies on the school's website in an easily accessible location.
2. The parent of each student shall be provided a copy of the fee schedule, fee waiver policies, and the school fee documents required by Utah Admin. Code R277-407-6 annually in the school's registration materials and upon registration to the parent of a student who enrolls after the initial registration period.
3. Upon request, the school shall provide printed copies of school fee schedules, waiver policies, and documents to a parent or guardian who is unable or chooses not to access them through BESD or school website.

4. The administrator of a school shall make arrangements for a school representative to meet personally with each student's parent or family and make available an interpreter for the parent to understand the fee schedule and waiver policies when the student or parent's first language is a language other than English and BESD has not published the information in the parent's first language.

M. Fee Waivers

1. General Fee Waiver Provisions

- a. "Waiver" or "fee waiver" means a full release from the requirement or payment of a fee and from any provision in lieu of a fee payment.
- b. All fees are subject to fee waiver unless specifically identified as a non-waivable charge in this policy or Utah Admin Code R277-407.
- c. A school is not required to waive a non-waivable charge.
- d. To ensure that no student is denied the opportunity to participate in a class or school sponsored or supported activity because of an inability to pay a fee, each school will provide for adequate waivers or other provisions in lieu of fee waivers.
- e. The process for obtaining a fee waiver, pursuing an alternative to fee waiver, or appealing the denial of a fee waiver shall be administered confidentially, fairly, objectively, without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.
- f. A student receiving a fee waiver or other provisions in lieu of a fee shall not be treated differently from other students or identified to students, staff members, or other persons who do not need to know of the waiver.
- g. Any requirement that a student pay a fee is suspended during any period in which the student's eligibility for a fee waiver is being determined or a denial of a fee waiver is being appealed.

2. Fee Waiver Eligible Charges

- a. Fees for the following are waivable regardless of whether they are held during the regular school day, during the regular school year, outside of the regular school day, outside of the regular school year, or during the summer:

- 1) An activity, class, or program that is:
 - a) primarily intended to serve school-age children; and
 - b) taught or administered, more than inconsequentially, by a school employee as part of the employee's assignment.
- 2) An activity, class, or program that is explicitly or implicitly required:
 - a) as a condition to receive a higher grade, or for successful completion of a school class or to receive credit, including a requirement for a student to attend a concert or museum as part of a music or art class for extra credit; or
 - b) as a condition to participate in a school activity, class, program, or team, including, a requirement for a student to participate in a summer camp or clinic for students who seek to participate on a school team, such as cheerleading, football, soccer, dance, or another team.
- 3) An activity or program that is promoted by a school employee, such as a coach, advisor, teacher, school-recognized volunteer, or similar person, during school hours where it could be reasonably understood that the school employee is acting in the employee's official capacity.
- 4) Admission, entrance, or gate fees for student attendance to an event or activity provided, sponsored, or supported by BESD or a school including:
 - a) athletic competitions;
 - b) music or theater program performances; and
 - c) parent teacher organization activities.
- 5) An activity or program where full participation in the activity or program includes:
 - a) travel for state or national educational experiences or competitions;
 - b) debate camps or competitions; or

- c) music camps or competitions.
 - 6) A concurrent enrollment, CTE, or AP course.
 - 7) Activity clothing required to be worn by a student when participating as a club, school group, or team such as matching jackets, hoodies, t-shirts or other like clothing.
 - 8) Official curricular, co-curricular, and extra-curricular club or team uniforms that are required for student participation.
3. Non-waivable Charges
- a. Non-waivable charges are costs, payments, or expenditures which are not considered to be school fees and are not subject to fee waivers.
 - 1) Non-waivable charges include a personal discretionary charge or purchase for:
 - a) insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - b) college credit related to the successful completion of a concurrent enrollment class or an advanced placement examination; and
 - c) a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item, except when requested or required by a school as a condition to a student's participation.
 - 2) Charges designated by Utah Code, federal law, or administrative rule not to be a fee are non-waivable charges including:
 - a) tuition for nonresident out-of-state students and foreign students, foreign student transcript translation fees and I-20 form processing charges;
 - b) a charge for an activity, class, program, that meets the criteria of a noncurricular club as described in [Utah Code Title 53G, Chapter 7, Part 7, Student Clubs](#);
 - c) a charge for a school breakfast or lunch;

- d) a fine for improper use of school property, including a parking violation; or
- e) a fine for replacement of damaged or lost school property in accordance with [Utah Code § 53G-7-501\(6\)\(c\), \(9\) \(2020\)](#).
 - i. If the student and the student's parent are unable to pay for damages or if it is determined by the school in consultation with the student's parent that the student's interests would not be served if the parent were to pay for the damages, the school may provide for a program of work the student may complete in lieu of the payment.
 - ii. No fine may be assessed for damages which may be reasonably attributed to normal wear and tear.

4. Fee Waiver Administrator

- a. The principal in each school shall designate at least one person at the appropriate administrative level to act as the "Fee Waiver Administrator." The designated individual shall:
 - 1) be trained in and have a knowledge and understanding of school fees, the fee waiver process, and student data privacy laws; and
 - 2) work in an appropriate setting to facilitate confidential conversations and documents.
- b. The Fee Waiver Administrator shall be responsible to:
 - 1) review fee waiver applications and verification documents;
 - 2) grant or deny fee waiver requests;
 - 3) compile all logs and maintain fee waiver documents in compliance with the [Family Educational Rights and Privacy Act \(FERPA\)](#); and
 - 4) report fee waiver information.
- c. The Fee Waiver Administrator's contact information will be available on the school's website with other school fee information and in student registration materials.

d. A student may not assist in the fee waiver approval process.

5. Fee Waiver Application Process

- a. A school shall use the standardized state board school fees notice and fee waiver applications to inform parents of the process of obtaining a fee waiver.
- b. The application for fee waiver shall be included on each school's website.
- c. The fee waiver request process shall have no visible indicators that could lead to identification of fee waiver applicants.
- d. A parent or student desiring to have one or more fees waived shall submit a completed fee waiver application and verification of eligibility to the Fee Waiver Administrator.
- e. Fee waiver eligibility begins July 1 and continues through June 30 and must be completed annually.

6. Fee Waiver Eligibility Verification

- a. A student is eligible for and will be granted a fee waiver if the Fee Waiver Administrator receives a completed application and verification of one of the following from the student or parent:
 - 1) The student's family income qualifies under the levels set by the State Superintendent and the parent provides verification in the form of income statements, pay stubs, or tax returns:
 - a) these levels are set to correspond to the income levels for the federal free lunch program and may be found at schools.utah.gov/school-fees on the fee waiver application form;
 - b) all income received by the household is considered including salary, public assistance benefits, social security payments, pensions, unemployment compensation and child support payments.
 - 2) The student receives Supplemental Security Income (SSI) and the parent provides benefit verification documents from the Social Security Administration.

- 3) If the student's family receives Temporary Assistance for Needy Families (TANF) and the parent provides benefit verification from the Utah Department of Workforce Services for the period for which the fee waiver is sought which may be in the form of an electronic screenshot of eligibility determination or status.
 - 4) The student is in foster care through the Division of Child and Family Services; or is in state custody and the individual seeking the waiver provides the youth in care required intake form and school enrollment letter, provided by a case worker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.
- b. A school shall ensure that a fee waiver or other provision in lieu of fee waiver is available to any student whose parent is unable to pay.
- 1) A Fee Waiver Administrator may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the criteria above, but who, because of extenuating circumstances, is not reasonably capable of paying the fee.
 - 2) An opportunity will be provided for those requesting a fee waiver under this standard to meet privately with the Fee Waiver Administrator to discuss their situation and potential eligibility for fee waiver.
 - 3) Verification may be collected as appropriate for the situation.

7. Notification of Eligibility

- a. After reviewing the documentation provided by the student and the student's parent, the Fee Waiver Administrator will approve or deny the fee waiver request.
- b. The Fee Waiver Administrator shall not retain required fee waiver verification documents or copies of the verification documents but will keep the following information as a log or record:
 - 1) That the student's eligibility was verified;
 - 2) The name and position of the person who reviewed the verification documents;
 - 3) The date it was verified; and

- 4) The type of documentation used to verify eligibility.
- c. The Fee Waiver Administrator shall maintain documentation of the following:
 - 1) The school year the request was submitted;
 - 2) The type and amount of fees requested to be waived;
 - 3) Whether the request was approved or denied;
 - 4) If approved, the type and amount of fees which were waived.
 - d. The Fee Waiver Administrator shall provide written notice of the decision to grant or deny a fee waiver request to the student's parent using the standardized state board fee waiver decision and appeal form.
 - e. If a fee waiver request is denied, the written notice of decision shall include the reason the request was denied and a copy of the appeal process and appeal form.
8. Appeal of Fee Waiver Denial
- a. A student or the student's parent may appeal the decision to deny a fee waiver request by completing and submitting the appeal form included with the denial or found on the school website to the principal or designee within 14 calendar days of receiving notice of denial.
 - b. A student or the student's parent may appeal the decision to deny a fee waiver request by completing and submitting the appeal form included with the denial or found on the school website to the principal within 14 calendar days of receiving notice of denial.
 - c. If after meeting with the school principal the waiver is still denied, the parent may appeal, in writing, within 14 calendar days of receiving notice of denial, to the BESD superintendent or designee.

N. Collection of School Fees

1. A school may make an installment payment plan available to a parent or student to pay for a fee, however, an installment payment plan may not be required in lieu of a fee waiver.
2. A student may not collect or receive student fees from other students or parents.
3. A school may pursue reasonable methods for collecting student fees, but may not, as a result of unpaid fees:
 - a. exclude a student from a school, an activity, class, or program that is provided, sponsored, or supported by a school or BESD;
 - b. refuse to issue a course grade; or
 - c. deny a former or current student receipt of official student records, including written or electronic class schedules, grade reports, diplomas, or transcripts.
4. A school may impose a reasonable charge to cover the cost of duplicating, mailing, or transmitting transcripts and other school records.
5. A school may not charge for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which a former student is enrolled or intends to enroll.
6. If a school's property has been lost or willfully cut, defaced, or otherwise damaged, the school may withhold the issuance of an official written grade report, diploma, or transcript of the student responsible for the damage or loss until the student or the student's parent has paid for the damages in accordance with [Utah Code § 53G-8-212\(2\)\(a\)](#).
7. BESD may exclude a student from participating in the graduation ceremony for unpaid fees.

O. Fundraising

(R277-407-10(1) and R277-113 require every LEA governing board to establish a fundraising policy.)

1. Any fundraising activity must be approved and conducted in accordance with BESD Fundraising Policy.

- a. A school may not authorize, establish, or allow for required individual fundraising.
 - b. A school may allow optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees.
 - c. A school may allow for group fundraisers.
2. A school shall not deny a student membership in or participation on a team or group or in an activity based on the student's non-participation in a fundraiser.
 3. Schools seeking to use alternative methods of raising revenue must comply with BESD [Policy 5310 Fundraising](#) and Utah Admin. Code R277-113.

P. Donations in Lieu of Fees

1. A school may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the school or BESD and receipt of the donation will not affect participation by an individual student.
2. A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.
3. BESD level actions to solicit or accept a donation or contribution must be in compliance with all Board policies, must clearly state that donations and contributions by a student or parent are voluntary, and may not place any undue burden on a student or family.
4. The BESD foundation may raise money to offset the cost attributed to granting fee waivers to students throughout BESD.
5. BESD shall direct donations provided to BESD through the BESD foundation in accordance with policies governing the BESD foundation.
6. BESD or a school may not accept a donation that would create a significant inequity among the schools within the BESD.

Q. School Reporting Requirements

1. Each school principal and BESD Board Chair shall submit a Certification of Compliance annually affirming compliance with the provisions of this policy.

2. The BESD Superintendent shall submit a Certification of Compliance annually affirming compliance with the provisions of this policy and submit the following forms:
 - a. Student Fee Schedule with Spend Plan
 - b. School Fee Policy
 - c. School Fee Waiver Policy
 - d. Notice of Fee Waiver Criteria provided by the BESD to student's parents
3. Each school shall maintain records and submit documentation to BESD staff annually of:
 - a. number of students enrolled as of October 1
 - b. number of students granted fee waivers
 - c. **the number of students denied fee waivers**
 - d. dollar amount of fees waived
 - e. number of students who worked in lieu of fee waivers
 - f. dollar amount of fees collected from students
 - g. dollar amount of fees collected from students for curricular activities
 - h. dollar amount of fees collected from students for co-curricular activities
 - i. dollar amount of fees collected from students for extra-curricular activities

R. Training

1. BESD superintendent shall provide for annual training of BESD and school employees on fee related policies enacted by the Board specific to each employee's job function.

S. Penalties for Violation of School Fee Policy

1. Any administrator, teacher, advisor or coach who knowingly violates the authorized fee schedule and financial policies as approved annually by the Board will be subject to disciplinary action.
2. Monies collected beyond the approved fee schedule will be refunded by the school back to the individual student(s).
3. If a school violates the authorized fee schedule and financial policy, BESD may impose the following:
 - a. Issue a letter of reprimand to the individual(s) and/or school.
 - b. The administrator, athletic director, teacher, coach/advisor, and/or the school may be assessed a fine not to exceed \$200.
 - c. Possibility of suspension or termination.

T. Definitions

1. Definitions applicable to this policy are intended to be consistent with Utah Admin. Code R277-407. In the case of a discrepancy, the administrative code shall prevail.
 - a. "Co-curricular activity" means an activity, course, or program, outside of school hours, that also includes a required regular school day program or curriculum and which is:
 - 1) an extension of a curricular activity,
 - 2) included in an instructional plan, and
 - 3) conducted by a teacher or education professional.
 - b. "Curricular activity" means an activity, a course, or a program that is:
 - 1) provided, sponsored, or supported by BESD; and
 - 2) conducted only during school hours.
 - c. "Extra-curricular activity" means an activity or program for students, outside of the regular school day, that:

- 1) Is ~~provided, sponsored or supported, recognized, or sanctioned~~ by BESD ~~but is neither;~~ ~~and~~
 - a) ~~Directly related to delivering instruction; nor~~
 - b) ~~A curricular activity or a co-curricular activity.~~
 - 2) supplements or compliments, but is not part of, BESD's required program or regular curriculum.
- d. "Fundraiser," "fundraising," or "fundraising activity" means an activity or event provided, sponsored, or supported by a school that uses students to generate funds to raise money to:
- 1) provide financial support to a school or any of the school's classes, groups, teams, or programs; or
 - 2) benefit a particular charity or for other charitable purposes.
- e. "Fundraiser," "fundraising," or "fundraising activity" may include:
- 1) the sale of goods or services;
 - 2) the solicitation of monetary contributions from individuals or businesses; or
 - 3) other lawful means or methods that use students to generate funds.
- f. "Fundraiser," "fundraising," or "fundraising activity" does not include an alternative method of raising revenue without students.
- g. "Group fundraiser" or "group fundraising" means a fundraising activity where the money raised is used for the mutual benefit of the group, team, or organization.
- h. "Individual fundraiser" or "individual fundraising" means a fundraising activity where money is raised by each individual student to pay the individual student's fees.
- i. "Noncurricular club" has the same meaning as that term is defined in [Section 53G-7-701](#).

- j. "Provided, sponsored, or supported by a school" means an activity, class, program, fundraiser, club, camp, clinic, or other event that:
- 1) is authorized by BESD or school, according to local education board policy; or
 - 2) satisfies at least one of the following conditions:
 - a) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by an BESD or school, or a BESD or school employee in the capacity of their District employment;
 - b) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, BESD or school's facilities, equipment, or other school resources; or
 - c) the activity, class, program, fund-raising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the school's activity funds or minimum school program dollars.
- k. "Provided, sponsored, or supported by a school" does not include an activity, class, or program that meets the criteria of a noncurricular club as described in [Title 53G, Chapter 7, Part 7, Student Clubs](#).
- l. "Provision in lieu of fee waiver" means an alternative to fee payment or waiver of fee payment.
- m. "Provision in lieu of fee waiver" does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.
- n. "Regular school day" has the same meaning as the term "school day" described in Section R277-419-2.
- o. "Requested or required by BESD as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:
- 1) fully participate in school or in a school activity, class, or program;
 - 2) successfully complete a school class for the highest grade; or

- 3) avoid a direct or indirect limitation on full participation in a school activity, class, or program, including limitations created by:
 - a) peer pressure, shaming, stigmatizing, bullying, or the like; or
 - b) withholding or curtailing any privilege that is otherwise provided to any other student.
- p. "Something of monetary value" means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services.
- q. "Something of monetary value" includes:
 - 1) charges or expenditures for a school field trip or activity trip, including related transportation, food, lodging, and admission charges;
 - 2) payments made to a third party that provide a part of a school activity, class, or program;
 - 3) classroom supplies or materials; and
 - 4) a fine, except for a student fine specifically approved by BESD for:
 - a) failing to return school property;
 - b) losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior; or
 - c) improper use of school property, including a parking violation.
- r. "Student supplies" means items which are the personal property of a student which, although used in the instructional process, are also commonly purchased and used by persons not enrolled in the class or activity in question and have a high probability of regular use in other than school-sponsored activities.
- s. "Student supplies" include:
 - 1) pencils;
 - 2) paper;

- 3) notebooks;
 - 4) crayons;
 - 5) scissors;
 - 6) basic clothing for healthy lifestyle classes;
 - 7) clothing that is commonly found in students' homes, and
 - 8) similar personal or consumable items over which a student retains ownership.
- t. "Student supplies" does not include items listed above if the requirement from the school for the student supply includes specific requirements such as brand, color, or a special imprint in order to create a uniform appearance not related to basic function.

U. References

[Utah Code § 53G-6-402\(5\)](#) – Open enrollment options – processing fee.
[Utah Code § 53G-6-604](#) – Requirement of school record for transfer of student.
[Utah Code § 53G-8-212](#) – Defacing or damaging school property – Student's liability – Work program alternative.
[Utah Code Title 53G, Chapter 7, Part 5](#) – Student Fees
[Utah Code Title 53G, Chapter 7, Part 6](#) – Textbook Fees
[Utah Code Title 53G, Chapter 7, Part 7](#) – Student Clubs
[Utah Code Title 53G, Chapter 7, Part 8](#) – School Uniforms
[Utah Administrative Code R277-113](#) – LEA Fiscal and Auditing Policies
Part 7 – School Sponsored Activities
[Utah Administrative Code R277-407](#) – School Fees
[Utah Administrative Code R277-713](#) – Concurrent Enrollment of High School Students in College Courses.
[Permanent Injunction Civil No. 920903376](#)

V. Forms

[Fee Waiver Forms](#)

POLICY 5360

Suicide Prevention

A. Establishment of Youth Suicide Prevention Program

1. In collaboration with the public education suicide prevention coordinator appointed by the State Board of Education, the District shall implement a youth suicide prevention program for students in elementary and secondary grades. (Elementary grades are kindergarten through grade 5 and grade 6 if the associated middle or junior high school does not include grade 6. Secondary grades are Grades 7 through 12 and grade 6 if a middle or junior high school includes grade 6.) These programs shall consider appropriate coordination with programs for the prevention of bullying and cyber-bullying and for the prevention of underage drinking of alcohol and substance abuse. The programs shall also include provisions to ensure prompt communication with parents in accordance with Utah Code § 53G-9-604. The elementary and secondary programs shall include programs and training to address:
 - a. Life-affirming education, including the concepts of resiliency, healthy habits, self-care, problem-solving, and conflict resolution;
 - b. Methods of strengthening the family; and
 - c. Methods of strengthening a youth's relationships in the school and community.
2. The secondary program shall also include programs and training to address:
 - a. Prevention of youth suicide;
 - b. Decreasing the risk of suicide among youth who are not accepted by family for any reason, including lesbian, gay, bisexual, transgender, or questioning youth, or who suffer from bullying;
 - c. Youth suicide intervention; and
 - d. Postvention for family, students, and faculty;
 - e. Underage drinking of alcohol;

3. In implementing this program and related training, the District shall refer to and as appropriate make use of the model programs developed by the Department of Health and the state suicide prevention coordinator.

Utah Code § 53G-9-702 (2021)

Utah Admin. Rules R277-620-3(3) to (6) (December 10, 2018)

B. Youth Suicide Prevention Training

1. Each licensed employee of the District shall complete a minimum of two hours of professional development training on youth suicide prevention every three years, using the training materials adopted by the District.

Utah Code § 53G-9-704 (2020)

- C. 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 that** is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

- D. 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.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. Re-Entry Procedure

1. When the school is aware of a student's return 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.

K. 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.

L. 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 6015

School Community Councils

- A. Each public school in the District, in consultation with the School Board, shall establish a school community council at the school building level as outlined in

[Utah Code § 53G-7-1202 \(2020\)](#)

Utah Admin. Rules R277-491-4 (August 19, 2019)

- B. Purpose of Community Councils:

1. Develop, approve and assist in implementing school plans:
 - a. The School LAND Trust Program, [Utah Code § 53G-7-1206](#)
 - b. The Reading Achievement Plan for elementary schools, and
2. May offer advice and information to school/school district administrators;
3. Provide a framework and support for improved academic achievement through critical review of testing results and other indicators of student success by establishing meaningful, measurable goals and recommending research- based programs;
4. Prudently expend school trust land monies allocated to the school;
5. Encourage increased participation of parents, school employees and others that support the purposes of community councils;
6. Encourage compliance with the law; and
7. Increase public awareness of school LAND trust and educational excellence.

- C. School Community Council Election Provisions

1. Each school shall establish a timeline for the election of parent members of a school community council; the timeline shall remain consistent for at least four years.

2. The election of parent members shall be held near the beginning of the school year, or in the spring and completed before the last week of school.
3. If the election is held in the spring, the school community council shall attempt to notify parents of incoming students about the opportunity to run for the council, and provide those parents with the opportunity to vote in the election.
4. If a parent position on the council remains unfilled following an election or after appointment when no election is required, the other parent members of the council shall appoint a parent who meets the above qualifications to fill the position.

[Utah Code § 53G-7-1202 \(2020\)](#)

5. Terms shall be staggered so that approximately half of the council positions are elected each year. Terms shall be 2 years.
6. A school community council member may serve successive terms so long as the member continues to meet the eligibility requirements to be a parent member or an employee member and if re-elected.

[Utah Code § 53G-7-1202 \(2020\)](#)

7. Each school community council shall determine the size of the council by a majority vote of a quorum of council members, provided that the resulting council has at least two employee members, the principal, and a two-person majority of parents. (A recommended composition for high schools is six parent members, four school employees, and for other schools, four parent members and two employees.)
8. The principal shall provide notice of the school community council elections to the school community at least 10 days prior to the elections. The notice shall include dates, times and location of the election, the positions that will be elected and information about becoming a candidate, and the means by which ballots may be cast.
9. A parent or legal guardian of a student who will be enrolled at the school at any time during the parent(s) term of office and who is not an educator employed at the school, may stand for election as a parent member of a school community council.
10. Educators who are employees of the school where the community council is established are elected by secret ballot to serve as school employee members.

11. Educators who are employees of the school district but not the school where the community council is established may serve as parent members; however, if following the election, there are more parent members who are educators in the district than parents who are not educators elected to the council, the parents on the council shall appoint additional parent members until the number of parent members who are not educators exceeds the number of parent educators on the council.
12. Ballots and voting are required only if the school community council position(s) are contested.
13. Schools may allow parents to vote by electronic ballot. If the school allows voting by electronic means, the opportunity shall be clearly explained on the school website.

D. Local Board and District Responsibilities

1. The president of the Board of Education shall ensure that the members of the Board are provided annual training on the School LAND Trust Program and its requirements.

[Utah Code § 53F-2-404\(10\) \(2018\)](#)

2. School community councils may be asked for information to inform local board decisions.
3. The local board shall ensure that all school community council members receive annual training, including training for the chair and vice-chair about their specific responsibilities and school community council requirements.

E. Principal Responsibilities

1. Following the election, the principal shall enter and electronically sign on the School LAND Trust website a principal's assurance ~~Form~~ that assures the school community council was elected, that **unfilled positions vacancies** were filled as necessary (**consistent with [Utah Code § 53G-7-1202\(5\)](#)**), and that the school community council is properly constituted.
2. A principal may not serve as chair or vice-chair of the council.
3. Annually, the principal shall provide the following information on the school website, in the school office, and if needed, through a method that the council decides is best for parents at the school:

- a. A list of the members of the school community council and each member's direct email or phone number, or both;
 - b. The school community council meeting schedule; and
 - c. A summary of the annual report about how the School LAND Trust Program funds were used to enhance or improve academic excellence at the school.
4. Principals shall ensure that school websites fully communicate opportunities provided to parents to serve on the school community council and how parents can directly influence the expenditure of the School LAND Trust Program funds. The website shall include each school's dollar amount received each year through the program, and a link to the current Teacher and Student Success Plan, and approved minutes of council meetings for the current school year.

Utah Admin. Rules R277-491-3(1) (August 19, 2019)

F. Community Council Chair and Vice Chair Responsibilities

1. The council elects the chair each year from the parent members.
2. The vice-chair is elected by the council from the parent or school employee members.
3. The school community council chair or designee shall;
 - a. Post the school community council meeting information time, place and date of meeting; meeting agenda and previous meeting draft minutes on the school website at least one week prior to each meeting;
 - b. Set the agenda for every meeting;
 - 1) Topics to be discussed should be listed under an agenda item on the meeting agenda
 - 2) Final action on a topic in a meeting cannot be finalized if the topic is not listed on the agenda including advanced public notification.
 - c. Conduct every meeting;
 - 1) Assure that written minutes shall be retained for three years and include:

- 2) the date, time, and place of the meeting;
 - 3) the names of members present and absent;
 - 4) a brief statement of the matters proposed, discussed, or decided;
 - 5) a record, by individual member, of each vote taken;
 - 6) the name of each person who:
 - a) is not a member of the school community council; and
 - b) after being recognized by the chair, provided testimony or comments to the school community council;
 - c) the substance, in brief, of the testimony or comments provided; and
 - d) any other information that is a record of the proceedings of the meeting that any member requests be entered in the minutes.
- d. Inform council members on resources available on the School LAND Trust website;
 - e. Assure that the council adopts a set of rules of order and procedures, including procedures for electing the chair and vice-chair; that the chair shall follow to conduct each meeting. The rules shall be posted on the school website and be available at each meeting; and
 - f. Welcome and encourage public participation.
4. School community council responsibilities do not allow for closed meetings.

[Utah Code § 52-4-103\(9\)\(c\)\(iii\) \(2018\)](#)

G. School Community Council Business

1. School community councils shall report on ~~a plans, programs, and expenditures~~ at least annually to local boards of education and cooperate with USBE monitoring and audits.

2. School community councils shall encourage participation on the school community council and may recruit potential applicants to apply for open positions on the council.
3. School community councils are encouraged to establish clear and written procedures governing the removal from office of a member who moves away or consistently does not attend meetings, and additional clarifications to assist in the efficient operation of the council.
4. School community councils are to advise and make recommendations to school and district administrators and the school board regarding the school and its programs, school district programs and safe technology use and digital citizenship.
5. Each School Community Council shall annually develop a child access routing.

[Utah Code § 53G-4-402\(17\)\(c\)\(ii\) \(2018\)](#)

6. School community councils shall provide for education and awareness on safe technology use and digital citizenship which empowers students to make smart media and online choices and parents to know how to discuss safe technology use with their children. Each school community council shall also partner with the school's principal or other administrators to ensure that adequate on- and off-campus Internet filtering is installed and consistently configured to prevent viewing of harmful content by students and school personnel.
7. School LAND Trust Program funds may not be used for
 - a. costs related to district or school administration, including accreditation,
 - b. expenses for construction, maintenance, facilities, overhead, furniture, security, or athletics, or
 - c. expenses for non-academic in-school, co-curricular, or extracurricular activities.
8. A school that demonstrates appropriate progress and achievement consistent with the academic priorities of the Board of Education may request Board approval of a plan to address other academic goals if the plan includes
 - a. how the goal is in accordance with the core standards established by the State Board of Education in Utah Administrative Rules R277-700,
 - b. how the action plan for the goal is data driven, evidence based, and has a direct

- impact on the instruction of students consistent with the requirements above,
- c. the data driving the decision to spend the School LAND Trust Program funds for these academic needs, and
 - d. the anticipated data source the school will use to measure progress.
9. A school community council may budget and spend up to \$7,000 for an academic goal or component of an academic goal incorporating any combination of
- a. digital citizenship training under [Utah Code § 53G-7-1202\(3\)\(a\)\(iii\)](#) or
 - b. safety principles consistent with [Utah Code § 53G-7-1202\(1\)\(d\)](#).
10. Student incentives implemented as part of an academic goal in the School LAND Trust Program may not exceed \$2 per awarded student in an academic school year.

Utah Admin. Rules R277-477-4

Policy 6060

Conduct on School Premises

A. Modified public forum

1. 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 then attending school. No visitor, whether a student's parents or other persons, shall have access to a school unless express permission is granted as provided below.

B. Campus visitors

1. All persons who are not students or district employees who visit or enter upon district property shall report immediately to the school administrative offices for authorization by the Principal or his or her designee to be present at the school.
2. Authorization shall not be given if the Principal or his or her designee determines in his or her discretion that one of the following is true:
 - a. The person's presence will likely cause fear for the safety of another.
 - b. The person intends to cause annoyance or injury to a person or damage to property on the district property.
 - c. The person intends to participate in or instigate conduct or activity which constitutes a crime.
3. Each school shall, through the use of signs and fences or other enclosures, exclude trespassers from district property.
4. 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.

C. Definitions

1. For purposes of this provision, “school property” means real property owned or occupied by the school district, including real property temporarily occupied for a school activity or program.

[Utah Code § 53G-8-603\(2\)\(c\) \(2018\)](#)

D. Trespassing

1. The Board, a school official, or an individual with apparent authority to act for a school official may refuse to allow persons having no legitimate business to enter on property under the Board's control and may eject any undesirable person from the property on his or her refusal to leave peaceably on request. Identification may be required of any person on the property.
2. An individual is guilty of criminal trespass upon district property if the individual does either of the following:
 - a. Enters or remains without authorization on district property if notice against such entry or remaining has been given by (a) personal communication by a school official or an individual with apparent authority to act for a school official, or (b) the posting of signs reasonably likely to come to the attention of a trespasser, or (c) fencing or other enclosure obviously designed to exclude trespassers, or (d) a current order of suspension or expulsion.
 - b. Enters or remains unlawfully upon district property and (a) intends to cause injury or annoyance to a person or damage to property, or (b) intends to commit a crime, or (c) is reckless as to whether the person's presence will cause fear for the safety of another.
 - 1) Criminal trespass on district property is a class B misdemeanor.

[Utah Code § 53G-8-603 \(2018\)](#)

E. Disruption of classes

1. No person shall be permitted, on district property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities.

[Utah Code § 53G-8-603 \(2018\)](#)

2. Conduct which disrupts the educational activities of a school includes:

- a. Emissions by any means of noise of an intensity which prevents or hinders classroom instruction.
- b. Enticement or attempted enticement of students away from classes or other school activities which students are required to attend.
- c. Prevention or attempted prevention of students from attending classes or other school activities which students are required to attend.
- d. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class activities.

F. Disruption of school operation

1. No person may disrupt the operation of a school. A person is guilty of disrupting the operation of a school if the person, after being asked to leave by a school official, remains on district property for the purpose of encouraging or creating an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.

[Utah Code § 76-9-106 \(1992\)](#)

2. Examples of disrupting operation of a school include:
 - a. Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building, or while on school property, without authorization from school administration.
 - b. Seizing control of any building or portion of a building for the purpose of interfering with any administrative, educational, research, or other authorized activity.

G. Disruption of meeting or gathering

1. No person may disrupt a lawful meeting or gathering on any district property. A person is guilty of disrupting a meeting if, intending to prevent or disrupt a lawful meeting or gathering, he or she obstructs or interferes with the meeting or gathering by physical action, verbal utterance, or any other means.

[Utah Code § 76-9-103 \(1973\)](#)

H. Disorderly Conduct at Official Meeting

1. "Official meeting" includes a meeting of the Board of Education or of a school community council. No person may, with intent to cause or recklessly creating a risk of causing public inconvenience, annoyance, or alarm, make unreasonable noises in a public meeting, or in a private place which can be heard in an official meeting. No person may, with intent to cause or recklessly creating a risk of causing public inconvenience, annoyance, or alarm, obstruct pedestrian traffic in an official meeting. No person may refuse to comply with the lawful order of a law enforcement officer to move from an official meeting. Such actions constitute disorderly conduct and may be reported to law enforcement.

[Utah Code § 76-9-102\(1\), \(2\) \(2020\)](#)

I. Intoxicants

1. Except as approved by the Board as part of the curriculum, no person may possess any intoxicating beverage for consumption, sale, or distribution, or be under the influence of alcohol while on the grounds or in a building of any district property or while entering or inside any building, park or stadium which are being used for an activity sponsored by or through any part of the district.

[Utah Code § 53G-8-602 \(2018\)](#)

[Utah Code § 76-9-701 \(2021\)](#)

J. Weapons or dangerous materials

1. No person shall possess a dangerous weapon that in the manner of its use or intended use is capable of causing death or serious bodily injury or a firearm on or about district premises except:
 - a. Persons exempt from weapons laws by state statute (law enforcement officers and others). (Persons under age 21 **including those** with a concealed firearm permit **or provisional concealed firearm permit** are not permitted to carry a concealed firearm on or about school premises.)

[Utah Code § 76-10-523 \(2021\)](#)

- b. Persons authorized to possess a concealed firearm by state statute (concealed weapons permit holders).

[Utah Code § 53-5-704 \(2021\)](#)

[Utah Code § 53-5-705 \(2010\)](#)

[Utah Code § 53-5-710\(2\) \(2021\)](#)

- c. Persons whose possession has been previously approved by the responsible school administrator, or where the person responsible for the possession or use of the weapon is in possession or control of the weapon and it is present or to be used in connection with a lawful, approved activity.
2. “On or about school premises” means in or on the grounds of any district property. However, possession on or about school premises is permissible if the possession is at the person’s place of residence, on the person’s real property, or in a vehicle lawfully under the person’s control (other than a vehicle owned by the district or used for the transport of students).
3. Possession of a dangerous weapon on or about school premises is a class B misdemeanor. Possession of a firearm on or a about school premises is a class A misdemeanor.

[Utah Code § 76-10-505.5 \(2021\)](#)

4. No person shall possess an explosive, chemical, or incendiary device or parts, as defined in [Utah Code § 76-10-306](#), dangerous to persons or property on any district property or in those parts of a building, park, stadium or other structure which are being used for an activity sponsored by or through the district. Unlawful possession of the items or materials in the circumstances prohibited by this section is a criminal offense punishable under state law.

[Utah Code § 76-10-306 \(2010\)](#)

K. Restrictions on use of electronic devices

1. The following definitions apply for this section.
 - a. “Electronic device” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including:
 - 1) A smart phone;
 - 2) A smart or electronic watch;
 - 3) A tablet; or

- 4) A virtual reality device.
- b. "Guest" means an individual who is not a student, employee, or designated volunteer of a District school who is on school property or at the site of a school-sponsored activity or event.
- c. "Inappropriate matter" means pornographic or indecent material as defined in [Utah Code § 76-10-1235\(1\)\(a\)](#).

Utah Admin. Rules R277-495-2(2), (3), (4) (April 8, 2019)

Utah Admin. Rules R277-495-4(1)(a) (April 8, 2019)

2. Guest use of an electronic device on school premises, at a school sponsored activity, or by use of school connectivity to access inappropriate matter is prohibited. It is also illegal, may have criminal consequences, and shall be reported to law enforcement.

Utah Admin. Rules R277-495-4(1)(c), (3)(a) (April 8, 2019)

[Utah Code § 76-10-1235 \(2007\)](#)

3. Guests are prohibited from using any electronic device on school premises or at a school-sponsored event in any way which would cause invasions of the reasonable privacy expectations of others. Guests are specifically prohibited from making any type of recording (still photo, video, or audio) in private areas such as locker rooms, washrooms, dressing areas. The prohibition against using an electronic device in a way that invades the reasonable privacy interests of others also includes using an electronic device carried by a student that allows a guest or parent to monitor the student and those around the student through audio or video means. Such monitoring is prohibited.

Utah Admin. Rules R277-495-4(4)(a) (April 8, 2019)

[Utah Code § 77-23a-4 \(2011\)](#)

4. While on school premises, at a school-sponsored activity, or when using school connectivity, guests are prohibited from using an electronic device to bully, humiliate, harass, or intimidate students, school employees, or other guests, and from using electronic devices in any way which violates local, state, or federal laws.

Utah Admin. Rules R277-495-4(1)(b) (April 8, 2019)

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

The School Board met at 5:30 p.m. in a work session to hear reports from Principals Teryl Jeffs, Mary Heslop, and Megan Bushnell.

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening November 10, 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, Bryan Smith, Wade Hyde and student board member Shan Robison. Also present were Superintendent Steven Carlsen, Assistant Superintendents Keri Greener, Gary Allen, Keith Mecham, and Business Administrator Rod Cook, members of the press, employees and patrons.

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

After the Reverence which was offered by Keith Mecham, Board Member, Rod Cook, Business Administrator, led the pledge of allegiance.

Recognitions

Tiffani Summers Presented the following recognitions:

Corey Thompson, Maintenance Director and Gerald Jackman, Principal Sunrise High School which was featured in Learning by Design Magazine

Heidi Jo West received the Utah Afterschool Network Administrator of the year Award

Approval of Agenda

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

Action Items

Acceptance of Audit Report

Rod Cook, Business Administrator, and Matt Geddes from Squire and Co. presented the Audit report.

Karen Cronin made the motion to accept the audit report as presented. Wade Hyde seconded the motion which passed unanimously.

Professional Learning/Data Dive Days

Keith Mecham, Assistant Superintendent of Human Resources, presented the need for extra days for Professional Development/ Data Dive Days to help with substitutes and teacher preparation. The recommendation was for February 24 and March 24 of the current school year.

Connie Archibald made the motion to approve extra days for Professional Development/ Data Dive Days February 24th and March 24th Bryan Smith seconded the motion which passed unanimously.

High School Master Schedule

Karen Cronin made the motion to table the High School Master Schedule. Tiffani Summers seconded the motion which passed unanimously.

Information Items

Brigham City's Annual Tax Increment Financing Report

Paul Larsen and Jason Roberts from Brigham City presented the increment financing areas of Brigham City.

Box Elder Foundation Report

Clyde Wohlgemuth presented a Foundation Report, which included a video and information on food pantries in the schools.

Monthly Financial Report

Rod Cook, Business Administrator, presented the Financial Report to the Board.

Covid-19 Report

Steve Carlsen, Superintendent, presented the latest information of Covid-19 in the schools.

Utah School Boards Association Nomination Letter

A letter was presented to the Board that nominated Wade Hyde for the election of Vice President of the Utah School Boards association.

Board Committee Reports

None

Policy Review

First Reading

Policy 1050 Qualifications & Appointment Procedures of Student Board Member
Policy 2030 Procurement - Purchasing
Policy 3040 Employment – Experience on Salary Schedule
Policy 4033 Early Learning Plan
Policy 4037 Reading Assessment for K-3
Policy 4060 High School Graduation Requirements
Policy 4107 Testing Procedures and Standards
Policy 4108 Testing Procedures and Standards – Exclusion from Testing
Policy 4130 Participation in Online Education
Policy 5011 Admissions and Attendance of Military Children
Policy 5030 Attendance – Compulsory
Policy 5230 School Fees
Policy 5360 Suicide Prevention
Policy 6015 School Community Councils
Policy 6060 Conduct on School Premises

Connie Archibald made the motion to approve the above policies for first reading. Bryan Smith seconded the motion which passed unanimously.

Second Reading

Policy 1071 Electronic Meetings
Policy 2001 Fiscal Management Goals
Policy 2135 Capital Outlay Reporting
Policy 3047 Reemployment of Retired Employees
Policy 4027 Special Programs – Dropout Prevention Recovery
Policy 4165 Requests for Charter Schools
Policy 4190 Driver Training
Policy 5050 Immunization Requirements
Policy 5053 School Breakfast Program
Policy 5061 Do Not Resuscitate Directives
Policy 5070 Communicable Diseases
Policy 5227 Concussion Head Injury
Policy 5272 Transgender Students
Policy 5380 Notification Received from Juvenile Courts

Karen Cronin made the motion to approve the above policies for second reading. Wade Hyde seconded the motion which passed unanimously.

Board Discussion Items

Book Study “Time for Change – Chapters 3 and 4
The Board reviewed and discussed the book.

Consent Calendar

Bryan Smith moved to accept the consent items. The motion was seconded by Connie Archibald. The motion passed unanimously.

The Consent Calendar included the following items:

Approval of the minutes of the working and regular meeting October 12, 2021.

Approval of claims numbered 38355-38653, 02101921, 05101121, 07103121, 08103121, 09102021, 09102221, 09103121, 9102021A and the District Foundation and ACH payments as well as School Activity checks for the month of October.

Personnel Action

As detailed in the agenda.

Out of State Travel Requests

As detailed in the agenda.

Adjournment

Karen Cronin made the motion to adjourn the meeting. Bryan Smith seconded the motion which passed by unanimous vote.

With the announcement that the next meeting will be held on December 8 ,2021 at ILSC, with a work session at 5:30 p.m. and regular session beginning at 6:30 p.m. President Julie Taylor adjourned the meeting at 8:45 p.m.

APPROVED: _____

ATTESTED: _____
School Business Administrator
Box Elder School District

President, Board of Education

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
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01	00038661	255.50	11/04/21	85768 BEAR RIVER SEWER DEPT	C
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01	00038672	1,756.24	11/04/21	890740 CENTURYLINK	C
01	00038673	893.70	11/04/21	57606 D'ELAINE CHALOUPKA-LADD	C
01	00038674	43.40	11/04/21	53228 MIKE CLARK	C
01	00038675	37.00	11/04/21	49654 J DAVID COOK	C
01	00038676	82.00	11/04/21	156817 CORINNE CITY CORP	C
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01	00038678	31.78	11/04/21	26018 DISCOVER MAGAZINE	C
01	00038679	4,221.11	11/04/21	143160 FRONTIER COMMUNICATION	C
01	00038680	700.41	11/04/21	304217 GARLAND CITY	C
01	00038681	52.00	11/04/21	58262 CARRIE GUNTER	C
01	00038682	165.30	11/04/21	57886 EMILY HARDY	C
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01	00038684	195.00	11/04/21	58297 I.C. SYSTEM, INC	C
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01	00038686	24,418.90	11/04/21	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
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01	00038689	673.27	11/04/21	109818 VALYNN KUNZLER	C
01	00038690	673.27	11/04/21	94170 KELLY J KUNZLER	C
01	00038691	661.67	11/04/21	107207 RACHEALE KUNZLER	C
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01	00038693	936.70	11/04/21	109840 JENNY LOGSDON	C
01	00038694	407.74	11/04/21	58181 HEATHER MALONEY	C
01	00038695	37.00	11/04/21	46507 ERIC MCEWAN	C
01	00038696	311.40	11/04/21	101762 MIDAMERICA BOOKS	C
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01	00038698	633.83	11/04/21	57622 DAVID MORRIS	C
01	00038699	243.10	11/04/21	29858 MOUNTAINLAND SUPPLY COMPANY	C
01	00038700	8.70	11/04/21	57908 MANDY MUNNS	C
01	00038701	558.84	11/04/21	57860 BAILEY NESSEN	C
01	00038702	3,600.25	11/04/21	111273 NUCO2 LLC	C
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01	00038704	15,335.31	11/04/21	109484 PUBLIC CONSULTING GROUPS INC	C
01	00038705	325.00	11/04/21	110378 JESSE THOMAS ROBERTS	C
01	00038706	9,808.78	11/04/21	892645 ROCKY MOUNTAIN POWER	C
01	00038707	39.95	11/04/21	110789 SECURE INSTANT PAYMENTS LLC	C
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A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
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01	00038714	360.00	11/04/21	25836 KRIS THOMPSON	C
01	00038715	461.64	11/04/21	111109 TOM RANDALL DIST	C
01	00038716	48.95	11/04/21	44512 TREMONTON LEADER	C
01	00038717	6,594.22	11/04/21	924155 WASTE MGMT OF UTAH INC	C
01	00038718	661.67	11/04/21	12939 EMILIE WESTMORELAND	C
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01	00038724	1,720.00	11/04/21	107488 ARCHIBALD & SONS INC	C
01	00038725	2,395.00	11/04/21	43370 BRAINPOP, LLC	C
01	00038726	1,543.95	11/04/21	100293 DELL COMPUTER	C
01	00038727	130.45	11/04/21	103155 EAI EDUCATION	C
01	00038728	756.79	11/04/21	109704 FOLLETT SCHOOL SOLUTIONS	C
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01	00038731	129.58	11/04/21	52035 LITERACY RESOURCES, LLC	C
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01	00038733	286.45	11/04/21	3727 MCGRAW-HILL SCHOOL EDUCATION	C
01	00038734	73,817.00	11/04/21	56855 MYSTERY SCIENCE INC.	C
01	00038735	2,900.00	11/04/21	111637 OASIS STAGE WERKS	C
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01	00038738	1,536.00	11/04/21	106641 PST/PROFESSIONAL SYSTEMS TECHNOLOGY INC	C
01	00038739	7,866.00	11/04/21	105361 READ NATURALLY INC	C
01	00038740	21,391.00	11/04/21	110417 RESCO	C
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01	00038758	81.00	11/11/21	347560 ALICE C HARRIS INTERM SCH	C
01	00038759	40.00	11/11/21	85556 BEAR RIVER HEALTH DEPARTMENT	C
01	00038760	21,969.94	11/11/21	85738 BEAR RIVER HIGH SCHOOL	C
01	00038761	615.00	11/11/21	85748 BEAR RIVER MIDDLE SCHOOL	C
01	00038762	373.66	11/11/21	109695 BELLAS FRESH MEXICAN GRILL	C
01	00038763	325.00	11/11/21	95835 JASON V BINGHAM	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
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01	00038768	59,187.66	11/11/21	108217 BRIGHAM CITY CORPORATION	C
01	00038769	94.33	11/11/21	57991 EMILEE BURNHAM	C
01	00038770	45.00	11/11/21	111190 PETER BURT	C
01	00038771	111.00	11/11/21	107994 CERTIFIED SHRED	C
01	00038772	81.65	11/11/21	14958 CULLIGAN	C
01	00038773	4,271.94	11/11/21	729332 ECONO WASTE INC	C
01	00038774	1,595.25	11/11/21	281678 FIELDING SCHOOL	C
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01	00038776	294.75	11/11/21	39314 MELISSA INGRAM	C
01	00038777	25,694.12	11/11/21	49026 IVY LANE PEDATRICS	C
01	00038778	1,782.91	11/11/21	467700 JOHNSON ELECTRIC MOTORS	C
01	00038779	154.40	11/11/21	57568 LANGUAGE ACCESS NETWORK LLC	C
01	00038780	2,329.19	11/11/21	58246 LINDE GAS & EQUIPMENT INC	C
01	00038781	73.46	11/11/21	543168 MADDOX RANCH HOUSE	C
01	00038782	8,673.99	11/11/21	561078 MCKINLEY SCHOOL	C
01	00038783	1,230.16	11/11/21	7161 MILLER GAS CO, INC	C
01	00038784	45.00	11/11/21	111284 ANDREW MILLER	C
01	00038785	30.00	11/11/21	28630 TARSHA MURRAY	C
01	00038786	92.00	11/11/21	612068 NORTH PARK SCHOOL	C
01	00038787	15,970.06	11/11/21	3050 OBSERVETAB, LLC	C
01	00038788	45.00	11/11/21	2216 RYAN OLSEN	C
01	00038789	33.00	11/11/21	690789 PARK VALLEY SCHOOL	C
01	00038790	58.73	11/11/21	100987 PEARSON EDUCATION CENTER	C
01	00038791	279.20	11/11/21	4987 PICTURELINE INC	C
01	00038792	1,672.60	11/11/21	732367 RAFT RIVER RURAL	C
01	00038793	294.75	11/11/21	107960 TYLER J RHODES	C
01	00038794	151.36	11/11/21	107936 JULIE RUPP	C
01	00038795	102.08	11/11/21	58360 ALEXIS RUZICH	C
01	00038796	191.92	11/11/21	55336 S & D CARWASH MANAGEMENT, LLC	C
01	00038797	25.96	11/11/21	769715 SAM'S CLUB BUSINESS PAYMENTS	C
01	00038798	725.95	11/11/21	10731 SMITH'S CUSTOMER CHARGES	C
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01	00038801	9,500.00	11/11/21	112080 SQUIRE & COMPANY	C
01	00038802	150.00	11/11/21	109177 STATE OF UTAH	C
01	00038803	90.95	11/11/21	5223 SWIRE COCA-COLA	C
01	00038804	1,289.53	11/11/21	700008 THREE MILE CREEK ELEMENTARY	C
01	00038805	100.63	11/11/21	111109 TOM RANDALL DIST	C
01	00038806	3,640.91	11/11/21	55034 UTAH PARENT CENTER, INC	C
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01	00038810	29.17	11/11/21	110931 WEESE GLASS LLC	C
01	00038811	66.88	11/11/21	48224 JACQUELINE WHITAKER	C
01	00038812	98.56	11/11/21	108439 VAUNA WILCOCK	C
01	00038813	203.49	11/11/21	941217 WILLARD CITY CORP	C
01	00038814	681.24	11/11/21	941226 WILLARD SCHOOL	C
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01	00038816	5,972.82	11/11/21	38032 AMAZON CAPITAL SERVICES INC	C
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A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
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01	00038823	3,360.00	11/11/21	107027 HOUGHTON MIFFLIN HARCOURT	C
01	00038824	2,118.48	11/11/21	386370 HYKO SUPPLY CO	C
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01	00038832	801.01	11/11/21	699420 PERMA BOUND BOOKS	C
01	00038833	54.40	11/11/21	714550 POSITIVE PROMOTIONS	C
01	00038834	21,391.00	11/11/21	110417 RESCO	C
01	00038835	385.48	11/11/21	759360 ROTO AIRE	C
01	00038836	4,721.98	11/11/21	103604 SCHOLASTIC MAGAZINES	C
01	00038837	77.48	11/11/21	54313 SCHOOL SPECIALTY, LLC	C
01	00038838	3,586.71	11/11/21	157371 STAPLES	C
01	00038839	134.00	11/11/21	57215 WISCONSIN CENTER FOR EDUCATION PROD&SERV	C
01	00038840	89.65	11/23/21	1 AMY MONTGOMERY	C
01	00038841	567.00	11/23/21	1 SARA VANDERGON	C
01	00038842	1,050.00	11/23/21	102532 5TH WEST RENTAL & REPAIR	C
01	00038843	80.00	11/23/21	6617 ACME WATER CO	C
01	00038844	9,483.00	11/23/21	10260 ADELE C YOUNG INTERM SCH	C
01	00038845	178.75	11/23/21	35519 AL'S TROPHIES & FRAMES, INC.	C
01	00038846	5,666.00	11/23/21	347560 ALICE C HARRIS INTERM SCH	C
01	00038847	1,497.00	11/23/21	11088 AMERICAN SCHOOL COUNSELOR ASSOCIATION	C
01	00038848	1,429.75	11/23/21	4260 BCI / UTAH BUREAU OF CRIMINAL IDENTIF	C
01	00038849	4,777.45	11/23/21	102956 BEAR RIVER MENTAL HEALTH	C
01	00038850	2,126.41	11/23/21	104320 BOX ELDER COUNTY TREASURER	C
01	00038851	10,326.45	11/23/21	3271 CANON SOLUTIONS AMERICA	C
01	00038852	1,769.24	11/23/21	890740 CENTURYLINK	C
01	00038853	619.07	11/23/21	890740 CENTURYLINK LONG DISTANCE	C
01	00038854	1,017.00	11/23/21	40363 CIO MEDICAL SERVICES	C
01	00038855	1,300.00	11/23/21	1490 COGNIA INC	C
01	00038856	74,134.60	11/23/21	49956 EDUCATION LOGISTICS, INC	C
01	00038857	154.00	11/23/21	55824 FEDERAL EXPRESS CORP	C
01	00038858	429.71	11/23/21	288478 FOOTHILL SCHOOL	C
01	00038859	135.52	11/23/21	43214 SHERRI HARPER	C
01	00038860	12,721.29	11/23/21	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00038861	14.50	11/23/21	58483 AMANDA JEPPSEN	C
01	00038862	75.89	11/23/21	489250 KENTS MARKET PL/BRIGHAM	C
01	00038863	6,290.00	11/23/21	48879 KREMEDY LLC / KANNACT	C
01	00038864	4,306.00	11/23/21	26000 LEAR & LEAR LAW OFFICE, LLP	C
01	00038865	8,362.98	11/23/21	110561 MAXIM HEALTHCARE SERVICES INC	C
01	00038866	400.00	11/23/21	586188 MOUNTAIN VIEW SCHOOL	C
01	00038867	23,103.59	11/23/21	3050 OBSERVERTAB, LLC	C
01	00038868	133.37	11/23/21	49859 JACKSON GROUP CORPORATE OFFICE	C
01	00038869	26,176.86	11/23/21	892645 ROCKY MOUNTAIN POWER	C
01	00038870	5,268.50	11/23/21	57533 SPIRITWEAR.COM	C
01	00038871	31.02	11/23/21	822122 SUMMERHAYS MUSIC CENTER	C
01	00038872	188,282.35	11/23/21	12688 SYSCO	C
01	00038873	1,278.29	11/23/21	852617 TREMONTON CITY CORP	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00038874	5,520.00	11/23/21	892918 USBA / UTAH SCHOOL BOARDS ASSN	C
01	00038875	65,597.94	11/23/21	102558 UTAH DEPARTMENT OF HEALTH	C
01	00038876	8,171.49	11/23/21	24580 VERIZON WIRELESS	C
01	00038877	81.87	11/23/21	43729 BENJAMIN WILEY	C
01	00038878	426,553.58	11/23/21	102931 ZIONS BANK NATIONAL BANK	C
01	00038879	1,660,301.64	11/23/21	102931 ZIONS BANK PUBLIC FINANCE	C
01	00038880	5,768.21	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C
01	00038881	3,753.00	11/23/21	106497 APPLE STORE	C
01	00038882	172.88	11/23/21	111967 CHINASPROUT	C
01	00038883	1,730.00	11/23/21	100293 DELL COMPUTER	C
01	00038884	1,757.30	11/23/21	180241 DEMCO INC	C
01	00038885	180.90	11/23/21	286060 FLINN SCIENTIFIC	C
01	00038886	3,623.98	11/23/21	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00038887	288.20	11/23/21	100148 HIGH NOON BOOKS	C
01	00038888	2,682.38	11/23/21	386370 HYKO SUPPLY CO	C
01	00038889	169.70	11/23/21	100522 INTERMOUNTAIN FARMERS ASSOC / IFA	C
01	00038890	1,162.32	11/23/21	50270 IMAGING CONCEPTS OF NORTHERN UTAH, LLC	C
01	00038891	2,342.80	11/23/21	455120 JACKS TIRE & OIL INC	C
01	00038892	152.90	11/23/21	1104 KELVIN	C
01	00038893	360.90	11/23/21	45560 LAKESHORE LEARNING MATERIALS	C
01	00038894	123.96	11/23/21	33430 LEADING EDGE LAMINATING	C
01	00038895	54.01	11/23/21	100359 NASCO MODESTO	C
01	00038896	650.71	11/23/21	699420 PERMA BOUND BOOKS	C
01	00038897	4.15	11/23/21	709060 PITSCO EDUCATION, LLC	C
01	00038898	5,623.68	11/23/21	106426 RECREONICS	C
01	00038899	179.97	11/23/21	12122 ROCKLER WOODWORKING AND HARDWARE	C
01	00038900	118.23	11/23/21	762360 RUPP WASTE CONTAINERS INC	C
01	00038901	37.05	11/23/21	102477 SCHOOL NURSE SUPPLY	C
01	00038902	426.28	11/23/21	54283 SLACK TECHNOLOGIES, INC	C
01	00038903	4,167.81	11/23/21	157371 STAPLES	C
01	00038904	5,063.70	11/23/21	861085 TV SPECIALISTS INC	C
01	00038905	1,270.55	11/23/21	866716 UTAH CORRECTIONAL INDUSTRIES	C
01	00038906	1,289.92	11/23/21	924370 WATKINS PRINTING	C
01	00038907	1,247.07	11/29/21	999014 AFLAC / AMERICAN FAMILY LIFE ASSURANCE	C
01	00038908	4,585.51	11/29/21	999014 AMERICAN FAMILY LIFE COMP	C
01	00038909	70.00	11/29/21	999027 B E SCHOOL BOARD FUND	C
01	00038910	104.40	11/29/21	999030 BENEFICIAL LIFE INSURANCE CO.	C
01	00038911	373.02	11/29/21	999110 BONNEVILLE BILLING & COLLECTIONS	C
01	00038912	764.32	11/29/21	999024 BOSTON MUTUAL LIFE INS CO - W	C
01	00038913	8,196.83	11/29/21	999021 BOX ELDER CREDIT UNION	C
01	00038914	260.00	11/29/21	999055 BOX ELDER FOUNDATION	C
01	00038915	1,666.81	11/29/21	999033 BUREAU CHILD SUPPORT SERV	C
01	00038916	30,318.15	11/29/21	999077 DENTAL SELECT	C
01	00038917	426.05	11/29/21	999019 EDUCATORS MUTUAL	C
01	00038918	43.90	11/29/21	999131 EDWIN B PARRY ATTORNEY	C
01	00038919	69.12	11/29/21	999017 GLOBE LIFE INSURANCE CO	C
01	00038920	19,922.96	11/29/21	999035 HORACE MANN INSURANCE COMPANY	C
01	00038921	451.00	11/29/21	51080 IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	C
01	00038922	1,271.83	11/29/21	5851 JOHNSON MARK ATTORNEYS LLC	C
01	00038923	252.55	11/29/21	999111 MEADE RECOVERY SERVICES LLC	C
01	00038924	15.69	11/29/21	34177 MOUNTAIN LAND COLLECTIONS, INC	C
01	00038925	8,450.00	11/29/21	999084 NATIONAL BENEFITS SERVICES LLC	C
01	00038926	9,577.82	11/29/21	999081 NATIONAL BENEFITS SERVICES LLC	C
01	00038927	3,474.39	11/29/21	999008 OPTICARE	C
01	00038928	751,288.90	11/29/21	999079 PUBLIC EMPLOYEES HEALTH P	C

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Bank	Check No	Amount	Date	Vendor	Type
01	00038929	1,682.75	11/29/21	999032 PRE-PAID LEGAL SERVICES	C
01	00038930	21,852.59	11/29/21	999018 THE HARTFORD	C
01	00038931	336.67	11/29/21	48119 TITANIUM FUNDS	C
01	00038932	490.00	11/29/21	999012 UESP	C
01	00038933	15,450.74	11/29/21	999007 UTAH EDUCATION ASSOCIATION	C
01	00038934	7,398.86	11/29/21	999025 UTAH SCHOOL EMPLOYEES ASSOCIATION	C
01	00038935	216,786.04	11/29/21	999003 UTAH STATE TAX COMMISSION	C
01	02111021	4,141.52	11/08/21	109177 UTAH DEPARTMENT OF WORKFORCE SERVICES	M
01	05111021	144,812.99	11/09/21	888540 US BANK	M
01	07113021	136,149.84	11/29/21	999070 HEALTH EQUITY INC	M
01	08113021	1,234,040.90	11/29/21	999005 UTAH STATE RETIREMENT FUND	M
01	09111921	159,422.85	11/29/21	999140 BANK OF UTAH	M
01	09113021	1,031,771.42	11/29/21	999140 BANK OF UTAH	M
Total Bank No 01		7,049,809.38			
02	00100941	253.69	11/04/21	38032 AMAZON CAPITAL SERVICES INC	C
02	00100942	1,794.00	11/04/21	106497 APPLE STORE	C
02	00100943	3,090.37	11/04/21	104338 BOX ELDER HIGH SCHOOL	C
02	00100944	448.90	11/04/21	104321 BOX ELDER SCHOOL DISTRICT	C
02	00100945	194.34	11/04/21	33022 FUN AND FUNCTION LLC	C
02	00100946	95.80	11/04/21	778870 GOPHER SPORT	C
02	00100947	3,000.00	11/04/21	512588 LAKE VIEW SCHOOL	C
02	00100948	44.95	11/11/21	38032 AMAZON CAPITAL SERVICES INC	C
02	00100949	100.00	11/11/21	50695 TEACHER SYNERGY LLC	C
02	00100950	50.00	11/23/21	1 EMILEIGH GRIFFITHS	C
02	00100951	191.96	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C
02	00100952	75.00	11/23/21	111287 BOWCUTT'S FLOWERS & GIFTS	C
02	00100953	5,687.65	11/23/21	104321 BOX ELDER SCHOOL DISTRICT	C
02	00100954	63.47	11/23/21	111967 CHINASPROUT	C
02	00100955	938.72	11/23/21	109704 FOLLETT SCHOOL SOLUTIONS	C
02	00100956	509.49	11/23/21	109248 J W PEPPER MUSIC	C
02	00100957	25.00	11/23/21	47686 TNT ENGRAVING	C
Total Bank No 02		16,563.34			
11	01103387	620.00	11/04/21	104132 BEAZER LOCK & KEY	A
11	01103388	250.56	11/04/21	44342 MICHELLE BREIDER	A
11	01103389	313.16	11/04/21	106437 CARSON ELEVATOR CO INC	A
11	01103390	480.00	11/04/21	134250 CEM SALES & SERVICE	A
11	01103391	1,824.23	11/04/21	53473 CHARLIE'S PRODUCE	A
11	01103392	12,996.49	11/04/21	728870 DOMINION ENERGY UTAH	A
11	01103393	1,617.52	11/04/21	107656 DWA CONSTRUCTION INC	A
11	01103394	4,382.81	11/04/21	322776 GRAINGERS INC	A
11	01103395	661.67	11/04/21	109781 MICHELE GREEN	A
11	01103396	595.08	11/04/21	19780 COLLETTE HAWKES	A
11	01103397	30.00	11/04/21	434 MAEGAN HEINER	A
11	01103398	769.42	11/04/21	58173 KELLIE JOHNSON	A
11	01103399	731.83	11/04/21	35718 O C TANNER RECOGNITION COMPANY	A
11	01103400	661.67	11/04/21	21130 AMBER ROSE	A
11	01103401	6,125.00	11/04/21	48470 SCHOOLS CUBED	A
11	01103402	3,122.59	11/04/21	100590 WAXIE SANITARY SUPPLY	A
11	01103403	40.00	11/11/21	29785 HENRY BAKER	A
11	01103404	6,951.20	11/11/21	101520 BELL JANITORIAL	A
11	01103405	60.58	11/11/21	102177 BRADY INDUSTRIES LLC	A
11	01103406	50.00	11/11/21	57975 MYRIAM BUSBY	A
11	01103407	50.00	11/11/21	31380 JOSE M CEDILLO	A
11	01103408	1,740.00	11/11/21	53473 CHARLIE'S PRODUCE	A

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Bank	Check No	Amount	Date	Vendor	Type
11	01103409	20.00	11/11/21	4090 MARY CLARK	A
11	01103410	288,969.46	11/11/21	107656 DWA CONSTRUCTION INC	A
11	01103411	30.00	11/11/21	58335 KARLENE FARLEY	A
11	01103412	50.00	11/11/21	106815 MAILEE FORREST	A
11	01103413	151.41	11/11/21	322776 GRAINGERS INC	A
11	01103414	197.03	11/11/21	27260 STEVEN C HANSEN	A
11	01103415	30.00	11/11/21	111750 MARCI HATCH	A
11	01103416	40.88	11/11/21	110088 MICHAEL JOHNSON	A
11	01103417	41,072.00	11/11/21	27243 KELLY SERVICES INC	A
11	01103418	36.00	11/11/21	25640 RAMONA MORA	A
11	01103419	38.00	11/11/21	56103 KARA MORRIS	A
11	01103419	-38.00	11/11/21	56103 KARA MORRIS	AV
11	01103420	46.00	11/11/21	54356 MARISSA NELSON	A
11	01103421	30.00	11/11/21	21962 MARK NELSON	A
11	01103422	98.81	11/11/21	16934 SANNA NELSON	A
11	01103423	30.00	11/11/21	18317 SALLY NOBLE	A
11	01103424	30.00	11/11/21	21105 DUANE RICE	A
11	01103425	70.00	11/11/21	45349 LADAWN RICHINS	A
11	01103426	30.00	11/11/21	44644 BRET ROHDE	A
11	01103427	10.00	11/11/21	779470 LORI SECRIST	A
11	01103428	30.00	11/11/21	102033 SCOTT STAHELI	A
11	01103429	40.00	11/11/21	47686 TNT ENGRAVING	A
11	01103430	70.00	11/11/21	852290 SANDIE TRAPP	A
11	01103431	758.94	11/11/21	100590 WAXIE SANITARY SUPPLY	A
11	01103432	50.00	11/11/21	28150 KARIE WEAVER	A
11	01103433	40.00	11/11/21	105471 COLLEEN M WILLIAMS	A
11	01103434	3,290.38	11/23/21	101520 BELL JANITORIAL	A
11	01103435	866.96	11/23/21	106437 CARSON ELEVATOR CO INC	A
11	01103436	45,360.00	11/23/21	100325 CDW GOVERNMENT INC	A
11	01103437	2,034.29	11/23/21	53473 CHARLIE'S PRODUCE	A
11	01103438	18,199.79	11/23/21	728870 DOMINION ENERGY UTAH	A
11	01103439	2,575.18	11/23/21	107656 DWA CONSTRUCTION INC	A
11	01103440	23,704.80	11/23/21	27243 KELLY SERVICES INC	A
11	01103441	2,200.00	11/23/21	32816 KLEO INC / CLASS WALLET	A
11	01103442	6,125.00	11/23/21	48470 SCHOOLS CUBED	A
11	01103443	16.00	11/23/21	47686 TNT ENGRAVING	A
11	01103444	593.09	11/23/21	100590 WAXIE SANITARY SUPPLY	A
Total Bank No 11		480,969.83			
22	13200634	42.17	11/11/21	38032 AMAZON CAPITAL SERVICES	C
22	13200635	45.18	11/11/21	41998 BEAR RIVER FLORAL & GIFTS	C
22	13200636	50.00	11/11/21	104321 BOX ELDER SCHOOL DISTRICT	C
22	13200637	58.60	11/11/21	105981 KRISTI N CAPENER	C
22	13200638	130.00	11/11/21	1457 U S POSTMASTER	C
22	13200639	69.93	11/30/21	38032 AMAZON CAPITAL SERVICES	C
22	13200640	1,249.48	11/30/21	21440 STEVE CONGER	C
22	13200641	14,318.00	11/30/21	17680 WORLD'S FINEST CHOCOLATE	C
Total Bank No 22		15,963.36			
23	13400645	1,405.23	11/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
23	13400646	24.95	11/29/21	164108 CULLIGAN WATER CONDITIONING	C
23	13400647	91.91	11/29/21	489250 KENTS MARKET PL/BRIGHAM	C
Total Bank No 23		1,522.09			
24	13600981	8.75	11/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
24	13600982	830.50	11/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
24	13600983	34.52	11/29/21	489240 KENTS MARKET PL/TREMONTON	C

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Bank	Check No	Amount	Date	Vendor	Type
24	13600984	195.00	11/29/21	13552 MUSIC EXPRESS	C
24	13600985	51.48	11/29/21	13560 PERIPOLE, INC	C
Total Bank No 24		1,120.25			
25	15000694	875.63	11/10/21	111656 SCHOLASTIC BOOK FAIRS	C
Total Bank No 25		875.63			
27	16600451	48.50	11/04/21	19178 CHEAPERTHANSHIRT	C
27	16600452	79.47	11/04/21	110337 MOUNT OLYMPUS WATERS	C
27	16600453	142.48	11/23/21	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 27		270.45			
28	16701087	402.08	11/15/21	104321 BOX ELDER SCHOOL DISTRICT	C
28	16701088	82.35	11/15/21	14958 CULLIGAN	C
28	16701089	306.96	11/15/21	489240 KENTS MARKET PL/TREMONTON	C
28	16701090	65.00	11/15/21	55905 MD SECURE STORAGE	C
Total Bank No 28		856.39			
29	16800460	249.98	11/03/21	103604 SCHOLASTIC MAGAZINES	C
29	16800461	103.34	11/10/21	53805 AMY PUGSLEY	C
29	16800462	43.27	11/10/21	57894 ELKE CARTER	C
Total Bank No 29		396.59			
30	17200574	270.00	11/04/21	58327 MORGAN'S GOURMET	C
30	17200575	503.88	11/23/21	104321 BOX ELDER SCHOOL DISTRICT	C
30	17200576	3,894.36	11/23/21	19178 CHEAPERTHANSHIRT	C
30	17200577	124.34	11/23/21	769715 SAM'S CLUB BUSINESS PAYMENTS	C
Total Bank No 30		4,792.58			
31	18800339	1,093.00	11/01/21	39047 OUTBACK DIGITAL DESIGN	C
31	18800340	274.89	11/02/21	19348 LINDSEY WILCOCK	C
31	18800341	2,489.00	11/29/21	698980 PEPSI-COLA OF OGDEN	C
Total Bank No 31		3,856.89			
32	20000260	122.60	11/11/21	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 32		122.60			
33	30402612	1,248.25	11/02/21	38032 AMAZON CAPITAL SERVICES INC	C
33	30402613	19.54	11/02/21	327480 GREER'S HARDWARE	C
33	30402614	105.15	11/02/21	3549 JONES SCHOOL SUPPLY CO, INC.	C
33	30402615	240.52	11/02/21	5908 WALMART COMMUNITY	C
33	30402616	28.00	11/09/21	1724 ACE HARDWARE TREMONTON	C
33	30402617	591.38	11/09/21	38032 AMAZON CAPITAL SERVICES INC	C
33	30402618	90.09	11/09/21	109248 J W PEPPER MUSIC	C
33	30402619	826.40	11/09/21	11240 MASTER TEACHER	C
33	30402620	476.44	11/09/21	769715 SAM'S CLUB BUSINESS PAYMENTS	C
33	30402621	65.29	11/09/21	103604 SCHOLASTIC STORE ONLINE	C
33	30402622	36.00	11/09/21	109463 WOODWIND AND BRASSWIND	C
33	30402623	1,420.14	11/16/21	38032 AMAZON CAPITAL SERVICES INC	C
33	30402624	6,590.58	11/16/21	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402625	946.98	11/16/21	230 CAROLINA BIOLOGICAL	C
33	30402626	231.00	11/16/21	109248 J W PEPPER MUSIC	C
33	30402627	711.11	11/16/21	489240 KENTS MARKET PL/TREMONTON	C
33	30402628	162.66	11/23/21	1 MELISSA BRADFORD	C
33	30402629	190.96	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C
33	30402630	299.50	11/29/21	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 33		14,279.99			
34	30803014	-528.91	11/22/21	633340 OFFICE DEPOT	CV
34	30803015	-40.60	11/22/21	633340 OFFICE DEPOT	CV

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Bank	Check No	Amount	Date	Vendor	Type
34	30803032	503.86	11/04/21	38032 AMAZON CAPITAL SERVICES INC	C
34	30803033	50.00	11/04/21	109248 J W PEPPER MUSIC	C
34	30803034	262.00	11/04/21	28746 KUTA SOFTWARE LLC	C
34	30803035	30.98	11/04/21	633340 OFFICE DEPOT	C
34	30803036	1,067.71	11/04/21	5908 WALMART COMMUNITY	C
34	30803037	1,523.44	11/04/21	10901 WROUGHT IRON HANDICRAFTS INC	C
34	30803038	216.45	11/10/21	38032 AMAZON CAPITAL SERVICES INC	C
34	30803039	35.00	11/10/21	58106 GRACENOTES LLC	C
34	30803040	480.13	11/10/21	18996 MAKERBOT INDUSTRIES LLC	C
34	30803041	10.99	11/10/21	633340 OFFICE DEPOT	C
34	30803042	66.54	11/16/21	1 RICQELLE DAHLGREN	C
34	30803043	251.84	11/16/21	38032 AMAZON CAPITAL SERVICES INC	C
34	30803044	50.00	11/16/21	49948 JAKIMELIS BAKERY	C
34	30803045	372.30	11/16/21	489250 KENTS MARKET PL/BRIGHAM	C
34	30803046	255.85	11/16/21	633340 OFFICE DEPOT	C
34	30803047	55.30	11/16/21	4960 OLD GRIST MILL BREAD	C
34	30803048	103.27	11/23/21	112046 ACE HARDWARE - BRIGHAM	C
34	30803049	1,437.88	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C
34	30803050	240.00	11/23/21	104321 BOX ELDER SCHOOL DISTRICT	C
34	30803051	609.91	11/23/21	633340 OFFICE DEPOT	C
Total Bank No 34		7,053.94			
35	40402700	88.37	11/02/21	1 LACIE KOTTER	C
35	40402701	118.95	11/02/21	38032 AMAZON CAPITAL SERVICES INC	C
35	40402702	36.00	11/02/21	85748 BEAR RIVER MIDDLE SCHOOL	C
35	40402703	119.60	11/02/21	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402704	221.20	11/02/21	173340 DAR'S JJ WHITE BLACKSMITH	C
35	40402704	-221.20	11/09/21	173340 DAR'S JJ WHITE BLACKSMITH	CV
35	40402705	81.00	11/02/21	422180 INDUSTRIAL TOOL & SUPPLY	C
35	40402706	178.99	11/02/21	109248 J W PEPPER MUSIC	C
35	40402707	39.95	11/02/21	110914 SUPERIOR WATER AND AIR INC	C
35	40402708	90.22	11/09/21	1 BRIANNE WEIS	C
35	40402709	15.00	11/09/21	1 LINDSEY GARZA	C
35	40402710	164.03	11/09/21	1724 ACE HARDWARE TREMONTON	C
35	40402711	346.92	11/09/21	38032 AMAZON CAPITAL SERVICES INC	C
35	40402712	17.78	11/09/21	999140 BANK OF UTAH	C
35	40402713	2,966.40	11/09/21	31658 BSN SPORTS, LLC	C
35	40402714	211.20	11/09/21	173340 DAR'S JJ WHITE BLACKSMITH	C
35	40402715	96.13	11/09/21	327480 GREER'S HARDWARE	C
35	40402716	2,344.55	11/09/21	103961 INTERMOUNTAIN WOOD PRODUCTS	C
35	40402717	174.00	11/09/21	1457 U S POSTMASTER	C
35	40402718	162.36	11/12/21	1457 U S POSTMASTER	C
35	40402719	40.00	11/16/21	1 BRIANNE WEIS	C
35	40402720	3.00	11/16/21	1 JOSE FLORES	C
35	40402721	35.00	11/16/21	1 MICHELLE SATTERTHWAITE	C
35	40402722	698.27	11/16/21	27308 ADVANCED HARDWARE SUPPLY INC	C
35	40402723	1,382.18	11/16/21	38032 AMAZON CAPITAL SERVICES INC	C
35	40402724	320.73	11/16/21	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402725	400.00	11/16/21	52655 SNAPWIZ INC	C
35	40402726	264.28	11/16/21	109248 J W PEPPER MUSIC	C
35	40402727	668.26	11/16/21	489240 KENTS MARKET PL/TREMONTON	C
35	40402728	113.00	11/23/21	1 BOBBIE STEED	C
35	40402729	76.63	11/23/21	1 KELLIE JONES	C
35	40402730	53.23	11/23/21	27308 ADVANCED HARDWARE SUPPLY INC	C
35	40402731	70.64	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C

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Bank	Check No	Amount	Date	Vendor	Type
35	40402732	136.18	11/23/21	17078 CHERRY TREE	C
Total Bank No 35		11,512.85			
36	40803648	83.43	11/04/21	1 LISA OLSEN	C
36	40803649	976.69	11/04/21	38032 AMAZON CAPITAL SERVICES INC	C
36	40803650	45.00	11/04/21	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803651	42.75	11/04/21	19879 SHEET MUSIC PLUS	C
36	40803652	173.98	11/12/21	38032 AMAZON CAPITAL SERVICES INC	C
36	40803653	195.68	11/12/21	101520 BELL JANITORIAL	C
36	40803654	210.00	11/12/21	28991 FAMILY CAREER & COMMUNITY LEADERS	C
36	40803655	685.47	11/12/21	109248 J W PEPPER MUSIC	C
36	40803656	155.00	11/12/21	49948 JAKIMELIS BAKERY	C
36	40803657	107.50	11/12/21	489250 KENTS MARKET PL/BRIGHAM	C
36	40803658	106.94	11/12/21	543168 MADDOX RANCH HOUSE	C
36	40803659	32.00	11/12/21	820521 STYLISH FABRICS/BERNINA	C
36	40803660	193.68	11/17/21	38032 AMAZON CAPITAL SERVICES INC	C
36	40803661	164.63	11/17/21	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803662	1,227.28	11/17/21	489250 KENTS MARKET PL/BRIGHAM	C
36	40803663	8.00	11/23/21	1 AMY WILBERG	C
36	40803664	77.87	11/23/21	1 RICQUELLE DAHLGREN	C
36	40803665	74.78	11/23/21	1 TRAVIS PRICE	C
36	40803666	21.48	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C
36	40803667	957.00	11/23/21	45500 BOX ELDER SCHOOL DISTRICT	C
36	40803668	267.00	11/23/21	104338 BOX ELDER HIGH SCHOOL	C
36	40803669	28.32	11/23/21	4960 OLD GRIST MILL BREAD	C
36	40803670	29.07	11/23/21	19879 SHEET MUSIC PLUS	C
Total Bank No 36		5,863.55			
37	70411477	110.83	11/02/21	1 ANGELA GOOCH	C
37	70411478	94.74	11/02/21	1 JENNI HEPWORTH	C
37	70411479	117.95	11/02/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70411480	8,052.65	11/02/21	6068 BACKSTAGE INC	C
37	70411481	11,086.31	11/02/21	31658 BSN SPORTS	C
37	70411482	336.80	11/02/21	58270 SHANE CARLSON	C
37	70411483	405.34	11/02/21	19178 CHEAPER THAN SHIRT	C
37	70411484	36.45	11/02/21	286060 FLINN SCIENTIFIC	C
37	70411485	1,921.41	11/02/21	4790 HOME DEPOT CREDIT SERVICE	C
37	70411486	790.16	11/02/21	3263 IMAGE MATTERS	C
37	70411487	106.56	11/02/21	51764 JONES SHIRTS & SIGNS	C
37	70411488	1,929.50	11/02/21	53910 LETS PRINT IT	C
37	70411489	1,894.01	11/02/21	111030 LOWE'S	C
37	70411490	1,818.06	11/02/21	769715 SAM'S CLUB BUSINESS PAYMENTS	C
37	70411491	336.00	11/02/21	29408 SHARON SMOOT	C
37	70411492	233.95	11/02/21	5908 WALMART COMMUNITY	C
37	70411493	501.87	11/04/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70411494	3,055.88	11/04/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70411495	1,787.50	11/04/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70411496	95.20	11/04/21	173340 DAR'S JJ WHITE BLACKSMITH	C
37	70411497	31.80	11/04/21	7030 GOSSNER FOODS, INC	C
37	70411498	257.75	11/04/21	43893 ISTITCH	C
37	70411499	295.00	11/04/21	17760 NCA/NDA REGISTRATION	C
37	70411500	348.77	11/05/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70411501	120.53	11/09/21	1 MICHELLE LATHROM	C
37	70411502	163.63	11/09/21	1724 ACE HARDWARE TREMONTON	C
37	70411503	25.00	11/09/21	35519 AL'S TROPHIES & FRAMES, INC.	C
37	70411504	26.98	11/09/21	85738 BEAR RIVER HIGH SCHOOL	C

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Bank	Check No	Amount	Date	Vendor	Type
37	70411505	635.55	11/09/21	106055 BLICK ART MATERIALS	C
37	70411506	1,545.00	11/09/21	58114 BLIND SPOT LLC	C
37	70411507	132.63	11/09/21	158220 COVER UP	C
37	70411508	100.00	11/09/21	37672 EWELL EDUCATIONAL SERVICES INC	C
37	70411509	32.86	11/09/21	286060 FLINN SCIENTIFIC	C
37	70411510	227.93	11/09/21	327480 GREER'S HARDWARE	C
37	70411511	1,212.49	11/09/21	109248 J W PEPPER MUSIC	C
37	70411512	45.98	11/09/21	51764 JONES SHIRTS & SIGNS	C
37	70411513	75.00	11/09/21	30163 LOCALLY TWISTED LLC	C
37	70411514	322.27	11/09/21	51187 METALMART INC.	C
37	70411515	313.09	11/09/21	56189 PRINT PROS LLC	C
37	70411516	15,200.00	11/09/21	58084 SAUNDERS TOURS	C
37	70411517	60.00	11/09/21	39667 SIGN GYPSIES BOX ELDER	C
37	70411518	70.00	11/09/21	29408 SHARON SMOOT	C
37	70411519	35.00	11/09/21	110914 SUPERIOR WATER AND AIR INC	C
37	70411520	10.00	11/09/21	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
37	70411521	260.00	11/09/21	7609 UTAH FBLA-PBL	C
37	70411522	445.99	11/09/21	16535 VEX ROBOTICS	C
37	70411523	5,852.24	11/11/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70411524	14,717.41	11/11/21	104321 BOX ELDER SCHOOL DISTRICT	C
37	70411525	147.84	11/11/21	157371 STAPLES	C
37	70411526	379.51	11/16/21	6092 A W MARSHALL CO	C
37	70411527	4,442.79	11/16/21	106895 BADGER SCREEN PRINTING CO	C
37	70411528	394.00	11/16/21	111287 BOWCUTT'S FLOWERS & GIFTS	C
37	70411529	10,749.15	11/16/21	31658 BSN SPORTS, LLC	C
37	70411530	6,162.50	11/16/21	16209 CAST IRON CATERING COMPANY	C
37	70411531	112.00	11/16/21	107994 CERTIFIED SHRED	C
37	70411532	210.00	11/16/21	40363 CIO MEDICAL SERVICES	C
37	70411533	125.00	11/16/21	18970 DRAMATISTS PLAY SERVICE INC	C
37	70411534	36.00	11/16/21	7013 FELDMAN'S	C
37	70411535	308.80	11/16/21	58432 JEFF JENSEN	C
37	70411536	3,565.11	11/16/21	489240 KENTS MARKET PL/TREMONTON	C
37	70411537	1,120.00	11/16/21	489240 KENTS MARKET PL/TREMONTON	C
37	70411538	321.24	11/16/21	111727 LAVENDER HILL PRESS	C
37	70411539	1,185.66	11/16/21	633340 OFFICE DEPOT	C
37	70411540	1,000.00	11/16/21	5924 RESERVE ACCOUNT	C
37	70411541	400.00	11/16/21	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70411542	88.48	11/16/21	53058 SODA FIXX SODA SHACK	C
37	70411543	1,661.36	11/16/21	111790 SUNSTONE POTTERY	C
37	70411544	1,057.00	11/16/21	18244 TENNIS WAREHOUSE	C
37	70411545	2,516.64	11/16/21	43176 WALTON FEED WEST, INC	C
37	70411546	100.00	11/16/21	14800 NICOLE WARDLE	C
37	70411547	338.80	11/23/21	1 CAMIE MISRASI	C
37	70411548	2,666.58	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C
37	70411549	125.95	11/23/21	85738 BEAR RIVER HIGH SCHOOL	C
37	70411550	190.18	11/23/21	106055 BLICK ART MATERIALS	C
37	70411551	65.00	11/23/21	304217 GARLAND CITY	C
37	70411552	118.00	11/23/21	901150 IMT COMPANIES LLC	C
37	70411553	74.00	11/23/21	13684 LAYTON HIGH SCHOOL	C
37	70411554	175.00	11/23/21	57398 LET'S DO IT / LET'S PRINT IT	C
37	70411555	593.76	11/23/21	49816 LONE PEAK MEDICAL, LC	C
37	70411556	600.00	11/23/21	7137 MORGAN HIGH SCHOOL	C
37	70411557	192.15	11/23/21	4960 OLD GRIST MILL BREAD	C
37	70411558	175.00	11/23/21	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70411559	620.00	11/23/21	38687 ROYAL SWIMMING	C

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Bank	Check No	Amount	Date	Vendor	Type
37	70411560	179.55	11/23/21	157371 STAPLES	C
37	70411561	1,908.00	11/23/21	58122 STRIKE VISUALS	C
37	70411562	118.31	11/23/21	25674 STUDIO R MEDIA	C
37	70411563	327.72	11/23/21	7439 SUNRISE ENVIRONMENTAL	C
37	70411564	625.84	11/23/21	6149 THE LOGO SHOP	C
37	70411565	3,000.00	11/23/21	17760 UNITED SPIRIT ASSOCIATION	C
37	70411566	660.62	11/23/21	43176 WALTON FEED WEST, INC	C
37	70411567	956.37	11/23/21	27812 WEISSMAN'S THEATRICAL SUPPLY	C
37	70411568	11.94	11/23/21	32824 YES PRINT COPY N MORE, LLC	C
37	70411569	80.90	11/30/21	1 ANDRIA ANDERSON	C
37	70411570	80.90	11/30/21	1 ANGELA DUONG	C
37	70411571	80.90	11/30/21	1 LAURA TAYLOR	C
37	70411572	2,329.25	11/30/21	107102 BEAR RIVER BOWLING CENTER / THE GRILL	C
37	70411573	112.00	11/30/21	107994 CERTIFIED SHRED	C
37	70411574	392.00	11/30/21	158220 COVER UP	C
37	70411575	560.00	11/30/21	102017 FARMINGTON HIGH SCHOOL	C
37	70411576	950.70	11/30/21	4790 HOME DEPOT CREDIT SERVICE	C
37	70411577	4,485.00	11/30/21	46965 LITTLE REDS LLC	C
37	70411578	1,951.28	11/30/21	51187 METALMART INC.	C
37	70411579	143.76	11/30/21	58572 PLICKERS INC	C
37	70411580	350.00	11/30/21	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70411581	895.29	11/30/21	157371 STAPLES	C
37	70411582	500.00	11/30/21	28495 SYRACUSE HIGH SCHOOL	C
37	70411583	555.64	11/30/21	16535 VEX ROBOTICS	C
37	70411584	296.50	11/30/21	58564 DAVID WILLIE	C
Total Bank No 37		140,844.04			
38	70811278	978.98	11/02/21	112046 ACE HARDWARE - BRIGHAM	C
38	70811279	4,303.72	11/02/21	58211 ARTS PEOPLE	C
38	70811280	2,689.88	11/02/21	106895 BADGER SCREEN PRINTING CO	C
38	70811281	825.00	11/02/21	20869 BELL PRINTING AND DESIGN	C
38	70811282	2,928.35	11/02/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811283	399.99	11/02/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811284	64.00	11/02/21	58238 CANDICE MONSON	C
38	70811285	136.80	11/02/21	20265 HASTY AWARDS	C
38	70811286	353.97	11/02/21	25119 SIZZLING CAESARS, LLC	C
38	70811287	1,876.60	11/02/21	5070 SAVON	C
38	70811288	70.00	11/02/21	102864 WALKER CINEMAS	C
38	70811289	11.12	11/04/21	1 COOPER LLOYD	C
38	70811290	444.07	11/04/21	38032 AMAZON CAPITAL SERVICES INC	C
38	70811291	171.04	11/04/21	106895 BADGER SCREEN PRINTING CO	C
38	70811292	1,696.91	11/04/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811293	2,561.96	11/04/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811294	80.00	11/04/21	19178 CHEAPER THAN SHIRT	C
38	70811295	69.98	11/04/21	633340 OFFICE DEPOT	C
38	70811296	187.00	11/04/21	47686 TNT ENGRAVING	C
38	70811297	50.00	11/09/21	1 AMANDA STOKES	C
38	70811298	20.00	11/09/21	1 AMBER KUCHINSKI	C
38	70811299	50.00	11/09/21	1 AMY HANSEN	C
38	70811300	50.00	11/09/21	1 ANDREA WINKLER	C
38	70811301	50.00	11/09/21	1 KIMBERLY JENSON	C
38	70811302	13.00	11/09/21	1 NOAH MILLER	C
38	70811303	50.00	11/09/21	1 REBECA ROMAN	C
38	70811304	91.95	11/09/21	1 TAWNYA MCKISSEN	C
38	70811305	588.02	11/09/21	4545 AL'S SPORTING GOODS	C

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Bank	Check No	Amount	Date	Vendor	Type
38	70811306	7,083.33	11/09/21	32522 BEST WESTERN PLUS PARK PLACE INN	C
38	70811307	41.00	11/09/21	107994 CERTIFIED SHRED	C
38	70811308	210.00	11/09/21	55875 LANGUAGE TESTING INTERNATIONAL	C
38	70811309	455.98	11/09/21	543168 MADDOX RANCH HOUSE	C
38	70811310	34.00	11/09/21	111637 OASIS STAGE WERKS	C
38	70811311	1,212.28	11/09/21	8184 KIM PETERSON	C
38	70811312	280.00	11/09/21	33561 PREMIER DANCE CLASSIC	C
38	70811313	128.00	11/09/21	18090 PRESTON HIGH SCHOOL	C
38	70811314	230.45	11/09/21	10731 SMITH'S CUSTOMER CHARGES	C
38	70811315	78.65	11/09/21	107490 SOUTH FORK HARDWARE-Brigham City	C
38	70811316	361.18	11/09/21	111790 SUNSTONE POTTERY	C
38	70811317	260.00	11/09/21	7609 UTAH FBLA-PBL	C
38	70811318	80.56	11/11/21	1 LORNA ROMRIELL	C
38	70811318	-80.56	11/12/21	1 LORNA ROMRIELL	CV
38	70811319	1,072.80	11/11/21	38032 AMAZON CAPITAL SERVICES INC	C
38	70811320	96.00	11/11/21	36784 AMERICAN RED CROSS	C
38	70811321	561.00	11/11/21	58211 ARTS PEOPLE	C
38	70811322	70.00	11/11/21	111598 MARIANNE BREITENBEKER	C
38	70811323	90.00	11/11/21	1295 ELISE BURT	C
38	70811324	84.00	11/11/21	28991 FAMILY CAREER & COMMUNITY LEADERS	C
38	70811325	1,992.00	11/11/21	106568 IRON GATE CATERING	C
38	70811326	9.50	11/11/21	109248 J W PEPPER MUSIC	C
38	70811327	1,050.00	11/11/21	55255 KW STRIPING	C
38	70811328	1,458.00	11/11/21	102260 MOUNTAIN MATH LLC	C
38	70811329	200.00	11/11/21	58343 ANDREA OLSEN	C
38	70811330	113.23	11/11/21	104992 PRINT SHOP	C
38	70811331	458.60	11/11/21	18007 ROCKY MOUNTAIN RUNNERCARD	C
38	70811332	10.00	11/11/21	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70811333	300.00	11/11/21	891181 UTAH STATE UNIVERSITY	C
38	70811334	576.00	11/11/21	58351 WE HELP TWO LLC	C
38	70811335	100.31	11/17/21	1 AMY MONTGOMERY	C
38	70811336	101.12	11/17/21	1 RICHELLE DAHLGREN	C
38	70811337	198.95	11/17/21	6157 ARES SPORTSWEAR	C
38	70811338	230.00	11/17/21	40363 CIO MEDICAL SERVICES	C
38	70811339	984.08	11/17/21	58424 JENNIFER MCCARINS COSTUMES	C
38	70811340	674.55	11/17/21	489250 KENTS MARKET PL/BRIGHAM	C
38	70811341	1,600.00	11/17/21	56952 LOGAN HOOPS LLC	C
38	70811342	629.00	11/17/21	48518 PAT'S DANCEWEAR, INC	C
38	70811343	320.00	11/17/21	33561 PREMIER DANCE CLASSIC	C
38	70811344	396.00	11/17/21	58386 ROCKY MOUNTAIN DRILL INVITATIONAL	C
38	70811345	2,000.00	11/17/21	110889 THE DUTCH OVEN SHOPPE / M BODILY	C
38	70811346	337.50	11/17/21	58416 CRYSTAL WALKER	C
38	70811347	1,732.60	11/17/21	5908 WALMART COMMUNITY	C
38	70811348	13,445.40	11/17/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811349	552.86	11/23/21	38032 AMAZON CAPITAL SERVICES INC	C
38	70811350	525.00	11/23/21	58521 AMBER WALLIS PHOTOGRAPHY	C
38	70811351	306.00	11/23/21	95835 JASON V BINGHAM	C
38	70811352	513.35	11/23/21	106055 BLICK ART MATERIALS	C
38	70811353	9,247.03	11/23/21	31658 BSN SPORTS	C
38	70811354	225.00	11/23/21	1295 ELISE BURT	C
38	70811355	650.00	11/23/21	102017 DAVIS HIGH SCHOOL	C
38	70811356	550.00	11/23/21	29637 DESERT HILLS HIGH SCHOOL/BOYS SOCCER	C
38	70811357	2,982.00	11/23/21	53279 EDFICIENCY LLC	C
38	70811358	50.00	11/23/21	58467 MEGAN EGBERT	C
38	70811359	259.02	11/23/21	4790 HOME DEPOT CREDIT SERVICE	C

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Bank	Check No	Amount	Date	Vendor	Type
38	70811360	176.25	11/23/21	4812 IDLE ISLE CAFE	C
38	70811361	1,178.72	11/23/21	103961 INTERMOUNTAIN WOOD PRODUCTS	C
38	70811362	1,485.71	11/23/21	489250 KENTS MARKET PL/BRIGHAM	C
38	70811363	432.66	11/23/21	4880 LOUIS & COMPANY	C
38	70811364	263.48	11/23/21	4960 OLD GRIST MILL BREAD	C
38	70811365	115.84	11/23/21	25674 STUDIO R MEDIA	C
38	70811366	82.91	11/30/21	1 BILLY DEAN JOHNSON	C
38	70811367	27.28	11/30/21	1 HEATHER VALDEZ	C
38	70811368	15.00	11/30/21	10260 ADELE C YOUNG INTERM SCH	C
38	70811369	183.56	11/30/21	85738 BEAR RIVER HIGH SCHOOL	C
38	70811370	394.20	11/30/21	45500 BOX ELDER SCHOOL DISTRICT	C
38	70811371	20.00	11/30/21	104348 BOX ELDER MIDDLE SCHOOL	C
38	70811372	146.01	11/30/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811373	40.00	11/30/21	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811374	136.13	11/30/21	31658 BSN SPORTS	C
38	70811375	1,708.00	11/30/21	4618 COLEMAN KNITTING MILL	C
38	70811376	204.00	11/30/21	37672 EWELL EDUCATIONAL SERVICES INC	C
38	70811377	120.00	11/30/21	58530 BRIDGET GOODMAN	C
38	70811378	114.10	11/30/21	47686 TNT ENGRAVING	C
38	70811379	740.00	11/30/21	17760 VARSITY SPIRIT LLC / UCA / UDA	C
Total Bank No 38		85,521.96			
39	77800524	187.70	11/23/21	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 39		187.70			

Total Manual Checks	2,710,339.52
Total Computer Checks	4,651,945.33
Total ACH Checks	481,007.83
Total Other Checks	.00
Total Electronic Checks	.00
Total Computer Voids	-871.27
Total Manual Voids	.00
Total ACH Voids	-38.00
Total Other Voids	.00
Total Electronic Voids	.00

Grand Total	7,842,383.41
Number of Checks	709

Batch Yr	Batch No	Amount
22	000333	186.08
22	000590	3,045.44
22	000647	183.16
22	000705	421.44
22	000784	1,135.28
22	000816	-569.51
22	000826	9,253.41
22	000878	4,879.05
22	000879	8,877.10
22	000944	87,109.73
22	000945	41,262.12
22	000946	53,279.92
22	000947	143,475.20
22	000948	1,617.52
22	000967	1,093.00
22	000971	29,270.72

A/P Summary Check Register

FPREG01A

<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>	
				Batch Yr	Batch No	Amount
				22	000974	662.86
				22	000979	14,627.29
				22	000981	274.89
				22	000982	1,613.46
				22	000986	270.00
				22	000995	249.98
				22	000996	3,437.99
				22	000998	1,147.87
				22	000999	5,222.08
				22	001001	6,025.00
				22	001004	127.97
				22	001012	348.77
				22	001015	249,114.61
				22	001016	61,100.75
				22	001017	10,006.92
				22	001018	64,818.38
				22	001019	288,969.46
				22	001020	144.95
				22	001026	4,069.26
				22	001029	11,337.84
				22	001030	21,059.93
				22	001031	2,113.60
				22	001032	6,426.23
				22	001036	742.57
				22	001037	875.63
				22	001041	103.34
				22	001044	43.27
				22	001046	8,141.13
				22	001047	325.95
				22	001050	20,717.49
				22	001051	122.60
				22	001054	1,666.57
				22	001056	162.36
				22	001064	2,547,645.98
				22	001065	56,294.74
				22	001066	11,193.41
				22	001067	72,131.46
				22	001068	6,470.27
				22	001069	7,541.29
				22	001082	856.39
				22	001090	1,051.83
				22	001094	3,811.72
				22	001096	35,935.24
				22	001097	9,899.81
				22	001104	1,585.59
				22	001105	9,304.11
				22	001108	13,445.40
				22	001115	89.65
				22	001116	1,463.52
				22	001118	353.62
				22	001120	13,722.77
				22	001121	142.48
				22	001124	4,522.58
				22	001126	19,512.92
				22	001129	449.68
				22	001130	2,391.06
				22	001132	3,668,212.98
				22	001133	187.70
				22	001137	2,489.00
				22	001144	1,522.09
				22	001145	299.50
				22	001147	1,120.25
				22	001151	144,812.99

A/P Summary Check Register

FPREG01A

<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>
					Batch Yr Batch No Amount
					22 001172 3,931.19
					22 001173 13,764.12
					22 001175 15,637.41

For December 8, 2021 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
BEHS	Loralee Andersen	Para Pro	Retiring
Transportation	Linda Hawkes	Bus Driver	Retiring
Three Mile Creek	Megan Moyer	Teacher	Resigned
Transportation	Ashley Brown	Bus Aide	
BEHS	Spencer Davis	Custodian	
Mountain View	Amanda Siggard	Functional Skills Para	
Mountain View	Mike Mahana	Counselor	Resigned
BEHS	Jenni Bair	Counselor	Resigned

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Replacing</i>
BEHS	Amber Fidler	Functional Skills	
Mountain View	McKenzie Hansen	Functional Teacher	
ACHI	Martin Beyler	School within a School	
BEHS	Jason Jones	LCSW	
Willard	Colby Andersen	Custodian	
District Office	Jennifer Anderson	Asst Payroll/Fixed Asset Clerk	
Foothill	Kodie Forsberg	Functional Skills Para	
District Office	Hunter Morgan	Roaming Custodian	
BEHS	Lee Peltier	Functional Skills Para	
Discovery	Sanra Williamson	Resource Para	Temp for 21-22 year
ACHI	Christen Younger	ISS Para	
Three Mile Creek	Elise Olsen	5th Grade Teacher	Temp for 21-22 year

Suggestions for Future Board Meetings

January 12, 2022 – (tentative)

- School Fees – Rod Cook
- Review of Policies 1034 Board of Education Code of Conduct and 1035 Board Member Ethics
- AAPPL Data – Jeremy Young
- ACT Data – Jeremy Young
- School/District Report Cards – Jeremy Young
- Policy Review
- Board Committee Assignments

February 9, 2022 – (tentative)

- Approval 2 Year Contract for Superintendent – Keith Mecham
- Legislative Update – Steve Carlsen
- Policy Review
- USBA Conference Report

March 9, 2022 – (tentative)

- Negotiations Team Approval – Keith Mecham
- Legislative Update – Steve Carlsen
- Policy Review

April 13, 2022 – (tentative)

- ESP Recognitions
- College and Career Readiness Counseling Program (CCRCP) Approval – Alison Williams
- FY 2023 Capital Improvement Plan – Corey Thompson
- School Lunch Report – Candace Parr
- Energy Report – Mike Clark
- Policy Review
- Board Graduation Assignments

May 11, 2022 – (tentative)

- Retirement Recognitions
- Administrative Association Recognitions
- Approval of School Land Trust Plans – Gary Allen and Keri Greener
- Policy Review

June 8, 2022 – (tentative)

- Budget Hearing – Rod Cook
- Approval of Budget – Rod Cook
- Approval of 2022-23 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 13, 2022 – (tentative)

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

August 10, 2022 – (tentative)

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

September 14, 2022 – (tentative)

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

October 12, 2022 – (tentative)

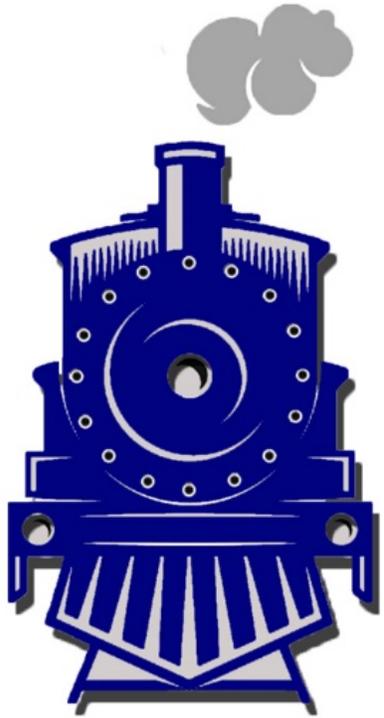
- October 1 Enrollment Report – Keith Mecham
- Exemption from Compulsory Attendance (Home School) – Steve Carlsen
- DLI Achievement Data – Jeremy Young
- School/District Report Cards – Jeremy Young
- Construction Report – Corey Thompson
- Policy Review

November 9, 2022 – (tentative)

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

December 14, 2022 – *(tentative)*

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



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

BOX ELDER SCHOOL DISTRICT
BOARD OF EDUCATION
HANDBOOK

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.