



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING
Detailed Agenda

Wednesday, May 10, 2023

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

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

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

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

Keith Mecham, Asst. Superintendent of Personnel

C. Administrative - 7:15 p.m.

1. Call to Order

Wade Hyde, Board President

2. Reverence

Bryan Smith, Board Member

3. Flag Salute/Pledge of Allegiance

David Roberts, Business Administrator

4. Recognitions

Julie Taylor, Board Member

a. McKayla Morris - Student Board Member

b. Launa Julander - Counselor at McKinley Elementary

c. Eric Stamps - Bear River High School

D. Approval of Agenda - 7:30 p.m.

E. Public Comment - 7:35 p.m.

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

F. Certificated Employee and Volunteer Recognitions - 7:45 p.m.

Outstanding Elementary Administrator - Mark Taylor, McKinley Elementary

Outstanding Secondary Administrator - Gloria Dabb, Alice C. Harris Intermediate

Outstanding District Administrator - Keith Mecham, District Office

Outstanding Elementary Teacher North - Nicole Nelson, Garland Elementary

Outstanding Elementary Teacher South - Heidi Jensen, Lake View Elementary

Outstanding Secondary Teacher North - Morgan Christensen, Bear River Middle

Outstanding Secondary Teacher South - Camie Lynne, Adele C. Young Intermediate

Outstanding Related Services - Ben Wiley, Bear River High School Counselor

Outstanding Related Services - Karla Barrow, Discovery, Speech

Outstanding Volunteer North - Jeff Jensen, Bear River Robotics

Outstanding Volunteer South - Krista Ross, Willard, Kitchen

Box Elder Administrative Association

G. Action Items - 8:05 p.m.

1. Approval of 2023-2024 Board Meeting Calendar

Steve Carlsen, Superintendent

2. Approval of Third-Party Vendor to Provide Training for Child Sex Abuse and Human Trafficking Prevention Training and Instruction

Steve Carlsen, Superintendent

3. Approval of Positive Behavior Strategies (PBS) Plan (HB58) Final Reports

Megan Bushnell, Student Services/Equity Director

4. Approval of School Land Trust Plans

3

4

6

16

115

Gary Allen, Asst. Superintendent of Secondary Teaching & Learning and Heidi Jo West, Asst. Superintendent of Elementary Teaching & Learning

5. **Approval of Breakfast Price Increase** 257
David Roberts, Business Administrator

H. **Information Items - 8:15 p.m.**

1. **2023 Legislative Review** 260
Steve Carlsen, Superintendent

2. **Monthly Financial Report** 370
David Roberts, Business Administrator

3. **Board Committee Reports**
a. **Student Board Member Report**

I. **Policy Review - 8:35 p.m.**

1. **First Reading**
a. Policy 5291 Drug & Alcohol Testing of Students Participating in Extracurricular Activities 378

2. **Second Reading**
a. Policy 5282 Student Behavior Management 384

J. **Board Discussion Items - 8:40 p.m.**

1. **Book Study, *I Love it Here* by Clint Pulver** 393

K. **Consent Items - 8:50 p.m.**

1. **Minutes** 394

2. **Claims** 401

3. **Personnel** 415

a. Heather Godfrey - Principal at Willard Elementary
Jace McKee - Administrative Intern at BRHS and BRMS
Rachel Lott - Supervisor of Health Services Department

4. **Out of State Travel** 417

5. **150 Mile Requests** 422

L. **Suggestions for Future Board Meetings - 8:55 p.m.** 423

M. **Upcoming Events**

1. **Box Elder High School Graduation - May 30, 2023 at 6:00 p.m. at Dee Events Center**
2. **Bear River High School Graduation - May 31, 2023 at 7:00 p.m. at Bear River High Football Field**
3. **Sunrise High School Graduation - June 15, 2023 at 6:00 p.m. at Box Elder High School Auditorium**

N. **Board Handbook** 426

O. **Adjournment - 9:00 p.m.**

The next meeting of the Board of Education will be held on Wednesday, June 14, 2023, 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.

**Box Elder School District
Board of Education**

will be honoring
the following retirees:

Gary Allen

Connie Anderson

Jan Asay

Jodi Baird

Karla Barrow

Teri Basinger

Lisa Braegger

Sherri Brown

Lynette Bullen

Nolin Crook

Rosa Gonzales

Maria Gutierrez

Lisa Hansen

Karla Hardy

Pamela Hawkes

Joyce Hunzeker

Lissa Jensen

Kathy Kotter

Denise Lee

Sandy Madsen

June Phillips

Jan Rasmussen

Michelle Reimers

Preston Richey

Julie Rupp

LaDawn Sorensen

Janet Stark

Kelli Westergard

Colleen Williams

Bonnie Young

Richard Young

Wednesday, May 10, 2023

6:00-6:30 pm, Reception

6:30-7:00 pm, Board Recognition

Harris Intermediate School

Cafeteria

Recommendation to approve Box Elder School District (BESD) Board Meeting Calendar for July 2023 to June 2024

Submitted by: Superintendent Carlsen

Recommendation: Approve the Board Meeting Calendar for July 2023 to June 2024

Recommended Motion: I recommend we approve the BESD Board Meeting Schedule as presented for the July 2023 to June 2024 calendar

Background: Each year the BESD Board of Education approves the calendar for the months of July through the following June. In general, the meetings are held on the second Wednesday of each month. As you will note the month of October Board Meeting was changed to the third Wednesday of the month to allow all to fully benefit from fall break that is on the Thursday and Friday of the second week of the month of October.

Policy Implications: None

Financial Implications: None

Staff Implications: Notification of when Board Meetings are



Box Elder School District
School Board & Municipal Building Authority
Meeting Schedule
2023-2024 School Year

2023

Place

July 12	6:30 p.m.	ILSC Building
Work Session.....	1:00 p.m.	ILSC Building
August 9	6:30 p.m.	ILSC Building
September 13	6:30 p.m.	ILSC Building
*October 18	6:30 p.m.	ILSC Building
November 8	6:30 p.m.	ILSC Building
December 13	6:30 p.m.	ILSC Building

2024

January 10	6:30 p.m.	ILSC Building
February 14	6:30 p.m.	ILSC Building
March 13	6:30 p.m.	ILSC Building
April 10	6:30 p.m.	ILSC Building
May 8	6:30 p.m.	Adele C. Young Int. (Retirees)
June 12	6:30 p.m.	ILSC Building

***This meeting is scheduled on the third Wednesday.**

Recommendation to approve Third Party Vendor for Child Sex Abuse and Human Trafficking Prevention Training and Instruction

Submitted by: Superintendent Carlsen

Recommendation: Approve 3 Strands Global Foundation to be the third-party vendor to provide Sex Abuse and Human Trafficking Prevention Training and Instruction

Recommended Motion: I move to: Approve 3 Strands Global Foundation to be the third-party vendor to provide Sex Abuse and Human Trafficking Prevention Training and Instruction

Background: In the 2022 Utah Legislative Session a bill was passed to provide this training. It was finalized in December of 2022 and placed in Utah Administrative Rule R277-630 Sex Abuse and Human Trafficking Prevention Training and Instruction

Policy Implications: We have BESD 5090 that is not up to date. We are following Utah Administrative Rule R277-630 to provide this third-party training

Financial Implications: As you can see by the attached invoice that this is costing the school district \$5,857.92

Staff Implications: We have contracted to provide this training to all Administrators and Counselors on June 6, 2023. This is after school is out for the year and all of these staff members are still on contract.

From: **Josh Loaiza**
Date: Wed, Mar 8, 2023 at 2:07 PM
Subject: Human Trafficking Training
To: Alison Williams

Hi Alison,

It was great meeting with you today. I appreciate that you all recognize the issue and want to do something about it. We're looking forward to working together to combat this crime in the Box Elder School District.

As for dates in April go we aren't available the first week (the 3rd-7th) or the 17th-20th, but anything outside of those dates we have open right now in April. Let me know if you can find a date with your staff in those days and we can coordinate the 4 hour training.

Also, I've attached the quote for what this would like including the cost of the curriculum, materials, and the detailed training. As a reminder we are a non-profit organization so all of the costs are either pass through costs or go directly into the organization.

I've included below a short recap of the details of our conversation as well as attached some of our marketing materials on the program.

3SGF:

- A detailed training Human Trafficking training, for as many individuals as you would like. 4 hours in person, covers human trafficking prevention in-depth, how to recognize and what signs to watch for, how to report and best practices for reporting procedures, how to provide prevention education to youth in the classroom.
- Curriculum for students grades 5th, 7th, 9th, and 11th. Two day curriculum that is between 45-60 mins each day. Provides youth with skills they need to keep themselves safe from trafficker tactics, and builds up resilience and protective factors to protect youth from exploitation and abuse.

Please let me know if you have any questions or are in need of any other information.

Best,

Josh Loaiza
Education Director
C: 801-452-5791
3sgf.org
protectnow.org



R277. Education, Administration.

R277-630. Child Sex Abuse and Human Trafficking Prevention Training and Instruction.

R277-630-1. Authority and Purpose.

- (1) This rule is authorized by:
 - (a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;
 - (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and
 - (c) Section 53G-9-207, which requires the Board to approve, in partnership with the Utah Department of Health and Human Services, age-appropriate instructional materials for the child sex abuse and human trafficking prevention training and instruction.
- (2) The purpose of this rule is to provide the process for a third-party provider of instructional materials for the child sex abuse and human trafficking prevention training and instruction to be approved for use by an LEA.

R277-630-2. Application Process and Criteria.

- (1) A third-party provider offering child sex abuse or human trafficking training or instruction shall apply to the Superintendent and be approved by the Board before being utilized by an LEA.
- (2) An LEA may only use instructional materials that have been approved by the Board.
- (3) A third-party provider shall apply according to the form and deadlines established by the Superintendent and include the following within the application submission:
 - (a) a table showing how the materials and trainings align with state law including Sections:
 - (i) 53G-9-207; and
 - (ii) 53G-10-402;

(b) an assurance that the materials and trainings are vetted and do not lead to the accessibility of materials or resources that violate Section 53G-10-103 or train school staff, educators, or administrators on topics prohibited by Rule R277-328;

(c) a copy of all materials to be used for instruction or training purposes and notation for each regarding the intended audience;

(d) a list of evidence-based research that has been used to inform the materials or training; and

(e) additional information as requested by the Superintendent.

(4) The Superintendent, in partnership with the Department of Health and Human Services, shall establish a review committee to determine a potential third-party provider's advancement to the Board for final approval.

(5) The review committee members shall sign a non-disclosure agreement regarding the materials provided

(6) The review committee shall use a scoring rubric to assess several key program components including:

(a) training expectations, including:

(i) familiarity with state and federal law including Subsection 80-4A-201(1);

(ii) specialized instruction that considers cultural differences and needs of specialized populations;

(iii) how to adapt instruction to be age appropriate; and

(iv) a general understanding of child sex abuse and human trafficking, including human trafficking as a form of abuse;

(b) required program concepts, including:

(i) human trafficking definition aligned with state law;

(ii) sex trafficking definition;

(iii) labor trafficking definition;

(iv) grooming cycle;

(v) examples of trafficker conduct or behavior;

(vi) risk factors;

(vii) populations that are vulnerable to being victims of human trafficking;

(viii) concepts showing how human trafficking can happen to any individual; and

(ix) concepts surrounding refusal skills consistent with Section 53G-10-402.

(c) focus areas regarding prevention and reporting of sexual abuse or human trafficking including:

(i) how to be safe in various situations;

(ii) appropriate use of technology;

(iii) appropriate adult behavior;

(iv) concepts of self-awareness and trust;

(v) disclosure of inappropriate activities;

(vi) recognizing warning signs; and

(vii) appropriate mechanism, including time and place, for reporting when sexual abuse or human trafficking violations are suspected; and

(d) how an individual can create a reporting plan including a method of reporting sex abuse or human trafficking.

(7) A third-party provider that is sent to the Board for final approval shall make all application materials available to the Board for review and Board members shall be bound to keep the materials confidential;

(8) If the Board denies an application for approval, the Board shall notify the third-party provider within 30 days of the Board's determination the reason for the denial.

(9) A third-party provider that has been denied may reapply for approval if the reasons for the denial have been shown by the third-party provider to be remediated.

(10) An approved third-party provider shall reapply for approval of materials or trainings every three years and when updates to the approved materials or trainings are made.

KEY: child sex abuse, human trafficking, prevention

Date of Last Change: December 22, 2022

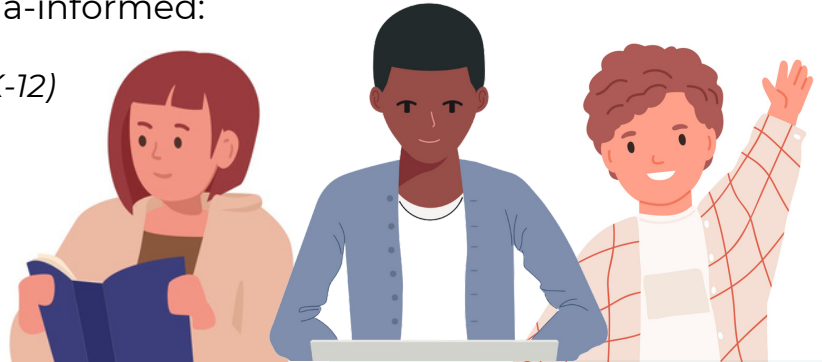
Authorizing and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53G-9-207



HUMAN TRAFFICKING PREVENTION PROGRAM

PROTECT is a human trafficking prevention education and training program that provides school communities with trauma-informed:

- ✓ *Curricula for children/youth (grades K-12)*
- ✓ *Training for adults*
- ✓ *Reporting protocols*



Why PROTECT, Why NOW?

We believe that prevention changes everything and that everyone can play a positive role in preventing the exploitation of children.

The PROTECT program offers an adaptable curriculum for students of all ages. As part of our efforts to educate children about human trafficking prevention, it is imperative that adults within the school community are also equipped with knowledge of the forms of human trafficking, trauma-informed practices, and reporting procedures. We understand that children are increasingly vulnerable due to their age, the advent of the smart phone, current events, and the persistent pursuits of human traffickers. Understanding the vulnerabilities that may place a child at greater risk can help one recognize the red flags and ultimately stop exploitation from happening.

Program Co-Founders:



3STRANDS GLOBAL FOUNDATION

The PROTECT program was co-founded by 3Strands Global Foundation (3SGF) and to-date is managed by the 3SGF staff.



**FREDERICK DOUGLASS
FAMILY INITIATIVES**



LOVE NEVER FAILS



Who should participate?

- ➔ Teachers
- ➔ Administrators
- ➔ Nurses
- ➔ Counselors
- ➔ Social Workers
- ➔ Classified Staff
- ➔ School Board Members
- ➔ School Resource Officers
- ➔ Juvenile Probation Officers
- ➔ Sheriff/City Police Officers
- ➔ Highway Patrol Officers
- ➔ District Attorney Staff

What will I learn?

HUMAN TRAFFICKING 101:

Participants will:

- Understand the federal definition of severe forms of trafficking in persons and associated key terms;
- Identify possible indicators of sex and labor trafficking; and
- Recognize strategies commonly used by traffickers to groom and recruit children/youth.

HUMAN TRAFFICKING 102:

Participants will:

- Describe risk and protective factors for children/youth;
- Recognize indicators of complex trauma; and
- Develop trauma-informed skills to help support those that have been trafficked or are at-risk.

HUMAN TRAFFICKING 103:

Participants will:

- Identify indicators of human trafficking;
- Respond to disclosures from children/youth in a culturally responsive, linguistically appropriate, and trauma-informed manner;
- Understand the reporting requirements for child trafficking and their role in the process; and
- Recognize how prevention education can change everything.



How can I participate?

- Online through the PROTECT Online System (2 hours)
- In-person and Virtual Trainings are available upon request (2-3 hours)

PROTECT prevention education provides opportunities to equip students with knowledge that will enhance their personal boundaries, build resilience, and increase protective skills. It is available online for educators to download and implement immediately with the children/youth that they work with.

Our curricula focuses on:

- ➔ Self-awareness
- ➔ Self-management
- ➔ Social awareness
- ➔ Relationship skills
- ➔ Responsible decision-making



MY INNER VOICE:

This curriculum teaches students how to listen and respond to their inner voice as a safety tool that they can trust. They will learn about personal boundaries and identify trusted adults in their lives that are available to help.

Grades K-3

Two 30-minute lessons

SAFE PEOPLE, SAFE PLACES, SAFE CHOICES:

This curriculum educates students about safety, their rights, and ways to communicate when their boundaries have been crossed. They will learn about resilience and how to identify safe people, safe places, and safe choices.

Grades 4-6

Two 45-minute lessons

PROTECTING A MASTERPIECE:

This curriculum addresses key health-related concepts, encourages creative expression, and allows students to practice positive decision-making strategies. They will learn about the different forms of abuse and human trafficking, as well as how to look out for one another.

Grades 7-8

Two 45-minute lessons

UNDERSTAND AND RECOGNIZE HUMAN TRAFFICKING:

This curriculum teaches students about healthy relationships, unhealthy relationships, and the different forms of human trafficking. They will be empowered with the tools they need to recognize unsafe situations and implement healthy decision-making strategies.

Grades 9-10

Two 45-minute lessons

BUILDING RESILIENCE AND PROTECTIVE SKILLS:

This curriculum encourages students to build their resilience through strategies that will help them thrive in the workplace and beyond. They will learn about the forms of human trafficking, the importance of their rights, as well as how to advocate for themselves and others.

Grades 11-12

Two 45-minute lessons





Is human trafficking really happening in my community?

Of 22,326 trafficking victims and survivors identified through contacts with the National Human Trafficking Hotline in 2019, at least 5,359 were under age 18. Many underage victims of human trafficking are students in the American school system. No community, school, socioeconomic group, or student demographic is immune. Cases of child trafficking are found in every area of the country—in rural, suburban, and urban settings alike.

(Source: U.S. Department of Education, Office of Safe and Supportive Schools. (2021). Human trafficking in America's schools: What schools can do to prevent, respond, and help students to recover from human trafficking (2nd ed.). U.S. Department of Education.)

Does the PROTECT program conduct any research?

Yes, PROTECT conducts research through the use of pre- and post-surveys. In fact, upon completion of the PROTECT training, 97% of staff respondents claim they are somewhat or very confident in the steps required for reporting suspected trafficking. We have also found that 82% of high school students who have been taught PROTECT know how to report a case of human trafficking.

Does the PROTECT program offer information for parents & caregivers?

Yes, there is a training presentation that is available by request to all communities that are implementing the PROTECT curriculum. If you are interested in scheduling a presentation for parents and caregivers, in-person or virtually, please reach out to our team.

How can we begin implementing the PROTECT program?

Reach out to a member of the PROTECT team! Let them know when and how you'd like to proceed (online, virtual, in-person). If a proposal/quote is needed, they'll provide you with one.

FOR MORE INFORMATION:



Ashlie Bryant, Co-Founder & CEO
AshlieB@3sgf.org



(916) 221-8876



www.3sgf.org/education



Date: March 8, 2023

TO Box Elder School District
Proposal for services

PAYMENT METHOD	CHECK NO.

QTY	DESCRIPTION	UNIT PRICE	LINE TOTAL
	Implementation of In-depth ToT Training for key district staff on human trafficking prevention and awareness, using a trauma informed approach when working with youth who may be experiencing human trafficking, and reporting procedures. Providing of curriculum materials including step by step curriculum guide, slide decks, instructional videos, handouts and posters to be used in the classroom. All materials are in both English and Spanish.		
	Detailed ToT Human trafficking Training In-Person	\$1,200.00	\$1,200.00
	Student curriculum (\$900 per level)	\$3,600.00	\$3,600.00
	Curriculum Materials	\$384.00	\$384.00
SUBTOTAL			\$5,184.00
INDIRECT COSTS 13%			\$673.92
TOTAL			\$5,857.92

Thank you for supporting the 3Strands Global Foundation!

Please send payment to:
3Strands Global Foundation
Attn: Ramon Manrique Mejia, COO
3941 Park Drive, #20-200
El Dorado Hills, CA 95762

Recommendation to approve

Submitted by: Megan Bushnell

Recommendation:

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

Recommended Motion:

I move that the Board approves the PBS Plans.

Background:

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

Policy Implications:

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

Financial Implications:

Each school receives \$1000 to help fund the plan. Each plan specialist receives a stipend for implementing the plan.

Staff Implications:

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

Box Elder High School Positive Behavior Plan Report 2022-23

Positive Behavior Specialist: Jamie Kent

Date discussed with SIT: 9/26/22

Date discussed with SCC: 9/26/22

Date report was completed: 4/23/23

Name of Program:	Level of Implementation:	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
<p>1. Hope Squad (Unite/Hope Week, Destress Week)</p>	<p>Fully Implemented</p>	<p>We held Unite/Hope Week the entire month of January. There were announcements and Bee Time activities. Destress week will be held in May. There will also be Bee Time activities and announcements for that week as well.</p>	<p>Continue planning these activities for the 2023-24 school year.</p>	<p>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)</p>

<p>2. Individual and group counseling/social work services</p>	<p>Fully Implemented</p>	<p>We were able to hire a therapist to help with the individual counseling for our students. We have set up a protocol with our counseling department on how students are referred and what services they are referred for.</p>	<p>Continue to evaluate and improve things for next school year.</p>	<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 health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).</p>
<p>3. Botvin Life Skills (Health Classes)</p>	<p>Fully Implemented</p>	<p>All of our health teachers have been trained on this program. This was taught in every health class.</p>	<p>Continue to train new teachers.</p>	<p>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</p>

				prevention effects lasting up until the end of high school (Botvin & Griffin 2004)
<p>4.</p> <ul style="list-style-type: none"> ● Safe UT App ● 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 	Fully Implemented	<p>Our SafeUT app was used multiple times throughout the year. Admin and counselors spent a lot of time helping students with the reported issues.</p> <p>Our clubs were all held this year and had lots of activities and events for our students.</p>	Continue using these programs next year.	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).
5. Career Week Senior College Advisor new this year (Increase engagement)	Fully Implemented	This event will be held in May.	Continue to carry out the event next year.	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with

				school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
6. Character Education (HIVE Mentality)	Partially Implemented	Our Culture Committee planned a HIVE week where the HIVE mentality was discussed. There were also multiple activities held each month.	Continue to organize this process. Reflect on the past year and make improvements. Plan more character education lessons next year during Bee Time. Plan HIVE day at the beginning of next school year. We also want to have another HIVE week at the first of the year in 2023-24.	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)
7. Multi-tier System and Support (MTSS) ProSolve Process	Partially Implemented	A structure was put in place and we held weekly meetings. Many supports were provided for students using this process.	Continue to improve and implement the behavior supports. Improve the meeting to set up and discuss student needs.	School systems are essentially the de facto mental health system for children in this country. Schools are critical in the provision of the breadth of mental and behavioral health services. Schools can reduce barriers to access for children and families, such as stigma and affordability. Schools provide maximal coverage for universal prevention and early intervention programs using a

Data Tracker

Date	Supportive Relationships	Self-Management	Social Awareness	Gritt	Growth Mindset	Self-Efficacy	School Safety
Spring 2022 (Baseline)	87%	74%	66%	58%	54%	52%	57%
Fall 2022	84%	70%	63%	52%	49%	44%	64%
Spring 2023	85%	71%	64%	59%	49%	49%	55%

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
9/27/22	Hope Squad	Tee Shirts to help identify Hope Squad members to Box Elder High School students.	\$593.00	Yes
9/29/22	Unite Month	Supplies for the road painting activity and Scavenger Hunt (167- Wlamart, 403.66-Amazon)	\$570.66	Yes
12/15/22	Hope Week	Supplies for Christmas Carnival	\$46.79	Yes
12/19 & 12/20/22	Fall Training for Hope Squad Members	Domino's Pizza and drinks and supplies for the training (140.19- Pizza, 157.80-Amazon)	\$297.99	Yes
Will purchase this month	Destress Week	Destress Week Supplies	\$300	Yes
This was donated	Hope Week	Hope Week Assembly Speaker (\$500 without the donation)	This was donated to our school this year.	Yes
Total			\$1,808.44	

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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Bear River High School Positive Behavior Plan

Positive Behavior Specialist: A.J. Gilmore

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

AJ Gilmore <aj.gilmore@besd.net>

9:24 AM (1 minute ago) ☆ ↶ ⋮

to Dawn, Braquel, Heidi, James, Donald, Chris, Emily, Ori, Larry, Penni, Phil, Krishna, MARK ▾

Good morning!

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

Thanks and keep smiling,

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

Review of Positive Behavior Plan ⇨



AJ Gilmore <aj.gilmore@besd.net>

9:25 AM (0 minutes ago) ☆ ↶ ⋮

to Steven, Danny, Donald, Michael, Jamie, Jacob ▾

Good morning!

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

Thanks and keep smiling,



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

“WE ENSURE ALL STUDENTS LEARN AT HIGH LEVELS”

Date plan was completed: Sep. 26, 2022

Name of Program:	Level of Implementation:	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
	<p>Fully implemented</p> <p>Implemented and Sustained</p> <p>Partially implemented</p> <p>Mostly implemented</p> <p>Planning stage</p> <p>On hold due to Covid-19</p>			

Example: Second Steps	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
Example: Second Steps	Goal	Baseline	Measurement Tool	Data
	Example: build prosocial & self-regulatory skills	This year will have baseline data	Office Referral	Our referrals have gone down by 10% during the 2022-2023 school year.
1. HOPE Squad	Focus on peer support. Help students feel accepted, supported, and safe so they stay away from other harmful products.	Tough Club support - visit elementary schools with anti-drug message 2 school-wide activities	Student Participation	2023-24 student count - 34
2. E4A	Positive leadership training. Helping our student athletes lead and have positive peer pressure to avoid harmful substances and support peers	Region Leadership Meetings (1 each trimester) Region Sportsmans	Student/Sport Participation	18 students on Leadership Council 20+ sports using E4A with their teams and athletes
3. 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.	BRHS has completed one session and plan to hold one more course before school is out.	Attendance in course	9 students thus far
4. END - Cessation Classes	END is a smoking cessation program created by the American Cancer Society designed for teenage tobacco users who are ready to quit. Sessions include understanding addiction,	BRHS has completed 3 sessions and plan to complete one more session before school is out.	Attendance in course	18 students thus far

	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.							
5. LCSW	Licensed-clinical Social Worker to connect with our struggling students to make better choices and teach these students to handle their adversities in a positive way. Working to avoid the self-harming solutions of drugs and alcohol to deal with life.	District is supporting our school by hiring an LCSW to be onsite every day.	Student involvement and meetings.	(10/25/22) 16 students 1-on-1 7 additional students 4 MS students 1 Social Skills Group				
6. 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.	Nothing - still have teachers we trained last year, but haven't done anything with this.	Train staff and work with and train students.	None at this time				
7. Key Club SafeUT App FCCLA FBLA Chess Club HOSA	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging	First time officially tracking.	Club	TOTAL Members	New Members	Returning Members	Meeting Attend	

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	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).		Key Club FCCLA Chess Club HOSA ESports Chinese Club Snow Sports Student Gov. LIA NHS Creative Writing Robotics FFA Drama Club Dance Company	67 12 18 29 16 52 75 23 15 54 12 24 207 100 26	-- 4 12 22 16 18 38 13 N/A -- 8 5 88 58 15	-- 8 6 7 16 34 37 10 N/A -- 4 19 119 42 11	59% 100% 44% 55% 20% 38% N/A 98% 85% N/A 49% 83% 40% N/A N/A
8. Career Week	This program promotes prosocial behavior through community building and connection, build 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).	Tweeking format to better support businesses and help students learn and get important information	Number of businesses in attendance	2023 - 41 businesses			
9. White Ribbon Week	This is a combined effort of Red Ribbon Week activities and Anti-pornography activities. White Ribbon Week programs build confident and resilient children who make conscious, positive choices in media,	Need to pick this back up and plan activities and events	Measurement Tool	None at this time.			

	technology and abusive substances.			
8.				
8.	Goal	Baseline	Measurement Tool	Data
9.				
9.	Goal	Baseline	Measurement Tool	Data

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).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
4/19/23	Vape Detectors	Save to help support purchase of Vape Detectors	\$1,000	Vape Detectors

References (please reference whatever sources you used above; you can copy and paste from plan):

References:

<https://especialyforathletes.org/>

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Box Elder Middle School Positive Behavior Plan Report

Plan Specialist: Leslie Garbanati

Date discussed with SIT 3/30/2023	Date discussed with SCC Plan shared 10/17/2022 Report shared 3/30/2023	Date report was completed: 4/18/2023
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Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Hope Squad/Hope Week	Fully Implemented and sustained	Full Hope Squade was assembled and provided activities through out the year--specifically one week that focused on positive attitudes and suicide prevention.		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.
	Goal	Baseline	Measurement Tool	Data
	Peer to Peer suicide prevention and positive behavior recognition	This is the baseline year for participation.	Student participation	65% of student population participated in the Hope Squad sponsored Hope Week.
2. Reality Town	Fully Implemented and sustained	Two days of Reality Town were held. Students participated in it as part of their PCCR process.		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).
	Goal	Baseline	Measurement Tool	Data
	Students understand	Student participation	student	95% Student participation and completion

	realities of life through understanding responsibilities.		participation	
3. College and Career Week	Fully implemented and sustained	Full week that highlighted choices that lead to college and career success.		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).
	Goal	Baseline	Measurement Tool	Data
	Highlight and prepare students for post high school opportunities.	Panorama Survey Data tied to Self-Efficacy	activities students participate in and Panorama Survey	70% of students participated in College and Career Week. 176 9th Grade students attended USU and Bridgerland Campus tour filed trips.
4. Bear River Mental Health Groups	Fully implemented and sustained	Students were referred to and attended sessions with BRMH.		Group sessions focus on dealing with challenging emotions, eradicating negative thoughts and replacing them with positive ones, and other coping skills. 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.
	Goal	Baseline	Measurement Tool	Data
	Targeted groups and individuals receive services to aid in mental and physical health	Aquiring participation data from counseling office	attendance	1st Trimester: 48 students meeting in groups 38 of 48 have individual appointments with BRMH 2nd Trimester: 53 students meetin gin groups. 39 of the 53 have individual appointments with BRMH

5. BEMS Counseling Department	Fully implemented and sustained	Students were referred to and attended groups with the BEMS counseling department.		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)
	Goal	Baseline	Measurement Tool	Data
	Targeted groups and individuals receive services to aid in mental and physical health.	Panorama data on supportive relationships and social awareness	Needs Assessment	2nd Trimester: 343 student visits related to mental health in the BEMS Counseling center.
6. Stinger Store/Reward	Fully Implemented			<p>Our STINGER store is the reward end of our STINGER card distribution. We have rebranded and reorganized our PBIS system this year to reflect that “WE ARE: safe, respectful, responsible. It’s the Box Elder (Middle School) Way. Our Stinger store supports those safe, respectful and responsible</p> <p>Throughout the year students ‘cash in’ the cards they earn for prizes. At the end of each month, a larger prize is awarded. The end of the year brings a large prize drawing with prizes of higher value.</p> <p>Students earn these prizes by demonstrating positive personal habits.</p> <p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011)</p>
	Goal	Baseline	Measurement Tool	Data
	Reward student for positive behavior outlined in the PBIS	We are tracking the number of card redeemed for prizes	# of Stinger cards redeemed	As of 3/16/2023=5,600 stinger cards redeemed

9. Intervention Team	Partially Implemented	This team carried over from last year, but was met with some challenges in time and staffing. BEMS remains committed to building positive relationships and providing personalized Tier 3 Behavior Interventions; the how and the when are evolving.	Create a more defined team and roles for the team.	Includes a wide variety of academic teachers, mental health professionals and administrators that focus on specific students and their needs. This team addresses and follows up with students' academics as well as social and emotional situations. 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) This team builds relationships and addresses struggles of at risk students. By doing these two things, we hope to decrease their use of substances and improve their social and academic success.
	Goal	Baseline	Measurement Tool	Data
	School built team that focus on specific students and their needs.	Currently tracking students	Student participation and teacher interaction with student	10 students were successfully tracked and provided Tier 3 intervention. Of the ten, there are 8 that are currently passing all of their classes.
12. Behavior Intervention Learning Modules	In process	A series of learning modules based on common behaviors have been created. Individual teacher/admin/counselor use of these has been on a limited and individual basis. These modules will be used for students during their time in ISS and with admin/counselors.	Determine what triggers the assignment of one of these modules. Determine who will monitor the modules and share information with the staff.	Each learning module addresses specific behaviors. Some of them are life skill based: time management, relationships, confidence, attendance, follow through. Some are social skill based: making friends, kindness, gratitude, apologies. Some are health related: drugs, alcohol, and vaping. Students participate in these modules independently and reflect on their choices. Students identify a mentor in the building to reflect on their responses with.
	Goal	Baseline	Measurement Tool	Data
	Modules specific to student behavior. Focuses on learning, goal setting and	Modules will be implemented and tracked beginning 2nd trimester	Number of student participants. Number of follow	Modules were created, but implementation has not actually happened.

	follow-up from teachers and adults.		ups.	

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).

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
11/2022	Stinger Store	A variety of student reward items	\$1,000	YES

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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

Utah College and Career Readiness School Counseling Program Model, (3rd Edition), 2020

Hope Squad. (2021). Retrieved 16 November 2021, from <https://hopesquad.com/>

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2022-2023 Bear River Middle School Positive Behavior Plan Report

Positive Behavior Specialist: Aaron Tesch

Date discussed with SIT: Apr 18, 2023

Date discussed with SCC: April 10, 2023

Date report was completed: Apr 20, 2023

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Tobacco Cessation Classes	Fully Implemented	Every student with a vape/tobacco violation takes this 4 hour class through the Utah Department of Health. Must pass course with 70% test accuracy or retake the course. Data is collected by admin to track "repeat offenders" and overall effectiveness.	Collect data on yearly course completions and repeat violations.	The Health Department has created a google classroom targeted at tobacco/vape cessation.
	Goal	Baseline	Measurement Tool	Data
	The Bear River Health Department created the class with the intent to educate and prevent future additions to Nicotine and vapes.	17 students were caught with vapes and completed the course with 0 repeat students	Course completion maintained by ISS para	T1 - 3 students (2 girls, 1 boy; 2 9th grade, 1 8th) T2 - 11 students (6 boys, 5 girls; 5 9th grade, 6 8th grade; 1 repeat offender)
2. Governor's Youth Council (GYC)	Implemented and Sustained	The GYC did many activities throughout the year that focused on the dangers of vaping, drug, and alcohol	Possible add a data component to the activities; i.e. number of students who pledge to be drug free,	BRMS has a GYC consisting of 50 8th and 9th graders who focus on drug and alcohol abuse and awareness through

		abuse. They presented to the Women’s Civic Club, did Red Ribbon Week, created videos, and more.	number of anti-vape and drug activities	school activities, and announcements throughout the school year. Their focus is to bring attention to the issues and to present alternatives.
	Goal	Baseline	Measurement Tool	Data
	To increase awareness of the harmful effects of vaping & tobacco abuse	53 students volunteered, 2 at risk	Club roster	37 students volunteered, 6 at risk
3. Botvin Life Skills	Implemented	The Botvin curriculum is implemented to all 8th grade students through the Health 1 class. A post test was given to all students to monitor understanding.	Take the data collected and analyze. Health teacher to provide me with data on drug identification	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).
	Goal	Baseline	Measurement Tool	Data
	To increase awareness of the harmful effects of vaping and nicotine additions and provide healthy alternatives	collecting data this year	class exit ticket data	not available at this time
4. Health Class Presentations	Implemented & Sustained	Suicide Coalition. Box Elder Co. Strike Force Officers. Healthy Relationships Training.	Keep doing these presentations.	Suicide Coalition. 22% of suicides have alcohol in thier 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 inhabition, the decreased response time and cognitive ability needed to critically think. (SAMHSA, 2016).

				<p>Box Elder Co. Strike Force Officers. Police Officers address concerns in the county relating to substance abuse and crime.</p> <p>CPR Certifier. Focuses on overall health and well being.</p> <p>Healthy Relationships Training. This presenter seeks to improve well being and decision making through relationship building.</p>
	Goal	Baseline	Measurement Tool	Data
	Build skills to resist drug abuse and learn about risk factors and coping strategies	Collecting data this year	Class Rosters	379 Students had access to these presentations (2022-23)
5. Latinos In Action	Fully Implemented	Students in Latinos in Action focused on Latino culture and heritage, served 1st Grade Student by reading with them, and put on school wide activities	Keep offering the Latinos in Action course	Latinos in Action help by providing positive interactions for students, 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
	Goal	Baseline	Measurement Tool	Data
	To provide opportunities for students of diverse ethnicities to interact with each other in	8 out of 33 LIA are at risk (2021-22)	Class Rosters	17 out of 56 LIA are at risk (2022-23)

	positive and reinforcing ways and serve others.			
6. Bear of the Month	Fully Implemented	Parent meetings to honor teacher nominated 8th & 9th grade students for each month.	Keep doing these and encourage teachers to nominate deserving students who may not be recognized.	BRMS is trying to recognize the good students who are accomplishing many good things in their classwork.
	Goal	Baseline	Measurement Tool	Data
	Celebrate students for the good they are doing	98 students celebrated with 13 being at risk (2021-22)	Spreadsheet maintained by school librarian	288 students celebrated with 42 being at risk (2022-23)
7. Juvenile Justice System ADAPT Groups	Implemented and Sustained	This year we had 3 groups who did the ADAPT lessons	Identify a specific reason for ADAPT group placement and track that behavior throughout the year. i.e. if referred for attendance track attendance data to determine effectiveness. Do 2 groups per tri	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.
	Goal	Baseline	Measurement Tool	Data
	Build resilience and decision making skills	12 students participated in the group with 9 being at risk (2021-22)	Group roster and attendance data maintained by JJS	13 students participated with 11 being at risk
8. Social Work and Bear River Mental Health Group	Implemented and Sustained	School counselor had an ongoing stress group that met weekly.	Increase the number of groups to include additional diverse school populations.	BRMS Counselors lead a stress group to provide students with appropriate coping skills. This helps the students to avoid taking drugs.
	Goal	Baseline	Measurement Tool	Data
	Build resilience and decision making skills	20 students participated with 4 at risk (2021-22)	Rosters	34 students with 19 at risk (2022-23)

9. MTSS Process, Intervention Team, and 3 week referral	Fully Implemented	Teachers were trained on the process to refer students. Data was collected on number of students referred to intervention team	I team referrals	The purpose was to build relationships with students.
	Goal	Baseline	Measurement Tool	Data
	To identify and intervene for academic and behavior to ensure student success.	Baseline data collected	I-Team meeting invites	14 I team meetings this year
10. Bear River Mental Health (BRMH) Groups	Mostly Implemented	BRMH ran 3 groups throughout the year. They focused on prevention and intervention. Mental Health Group & Social Skills Groups.	Better coordination between BRMH counselors and BRMS counselors.	We have partnered with BRMH to provided mental help counseling providing appropriate coping skills and strategies.
	Goal	Baseline	Measurement Tool	Data
	Provide mental health training and counseling. There is a co occurrence of vaping and mental health.	Did not run group last year on a consistent basis	Group attendance	8 attend group, 2 at risk

11. Red Ribbon Days	Mostly Implemented	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.	Pledge Poster data. Activity surveys to determine effectiveness.	Red Ribbon Week focuses on drug and alcohol prevention. We had themed days.
	Goal	Baseline	Measurement Tool	Data
	To decrease substance abuse by increasing awareness	no data collected	Activity count	332 signatures on Drug Free Pledge
12. White Ribbon Days	Mostly Implemented	Had a White Ribbon Day and parent/family booth night. We invited local resources to set up booths at a home basketball game. The booths were informational.		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.
13. Career Week	Planning Stage	In previous years we did career activities on an every other year schedule. We	Calendar it for next year; find old activities; find presenters; use Edficiency program to	This program promotes pro-social behavior through community

		discussed bringing this back; counseling center would take the lead.	allow students to choose their sessions/topics.	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.
	Goal	Baseline	Measurement Tool	Data
	Get students thinking about future careers and how life choices now affect future	NA	NA	NA

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
11/09/22	Bear of the Month	Bakery, balloons, helium	90.36	yes
12/15/22	Bear of the Month	Bakery, balloons, helium	76.89	yes
1/17/23	Bear of the Month	Bakery, balloons, helium	62.91	yes
2/15/23	Bear of the Month	Bakery, balloons, helium	59.38	yes
3/13/23	Bear of the Month	Bakery, balloons, helium	69.90	yes
4/10/23	Bear of the Month	Bakery, balloons, helium	76.89	yes
	Triathlon (May 30, 2023)	Rewards & Gatorades	100 (Estimate)	Yes

2022-2023

ACYI Positive Behavior Plan

Positive Behavior Specialist: Mark Holland

Date discussed with and received input from Intervention Team Meeting on: 4/19/2023

Date discussed with and received input from Community Council 4/20/2023

Date plan was completed: 4/29/2023

Date Final Report: 4/20/2023

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.		
Goal	Baseline	Measurement Tool	Data
Prevent / Reduce the use of drugs/alcohol in adolescents	Current Year Data will be baseline	Number of students participate in activities	125 students signed the poster and 12 classes participated in the door decorating
2. Individual and group counseling/social work services	Students receive treatment and support for general life stressors, opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. 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).		
Goal	Baseline	Measurement Tool	Data
Treatment for trauma and build resilience	Current Year Data will be baseline	Number of students active in group	Trimester 1 Data: 10 Students participating Trimester 2 Data: 24 Students participating Trimester 3 Data: 37 Students participating
3. HOPE Week	This week provides students with skills to advocate for themselves and others to prevent bullying & suicidal behavior within the context of school and online. 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)		
Goal	Baseline	Measurement Tool	Data
Prevent / Reduce the of suicide, bullying, & harassment	Current Year Data will be baseline.	activities students participate in	500 student participants in lunch time activities. 91.2% of students participated in Hope Week Home Room activities.
4. Clubs, Activities, and Student Leadership	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).		
Goal	Baseline	Measurement Tool	Data
Building School climate	75 Students student Government / 43 on PSA / 32 on Hope squad	How many students participate in these activities	75 Students student Government / 43 on PSA / 32 on Hope squad
5. Second Step	We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills		

	at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).		
Goal	Baseline	Measurement Tool	Data
Use this tool as a way to support SEL instruction for students.	Current Year Data will be baseline	Students that use it as a tier 2 intervention strategy.	20 Students as a part of the school within a school program
6. 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).		
Goal	Baseline	Measurement Tool	Data
Give students and families the support and help they need.	Current Year Data will be baseline	How many people are participating in these programs	JJS - 7 Students on the list Adapt - 23 Students on the list BRMH - 36 Students on the list

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 Ed/SEL	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).		
Goal	Baseline	Measurement Tool	Data
Build soft skills necessary to be a successful member of society	Current Year Data will be baseline	Students participating in surveys.	Close Gap: 737 Students participated YTD Bloomsights to be administered on 4/21/2023 no data as of yet.
2. School Rewards	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).		
Goal	Baseline	Measurement Tool	Data
Build Community	Current Year Data will be baseline	Activities that students participate in.	Trimeter 1: Office did not track info and it was lost. Trimeter 2: Movie reward, and prize drawings. Trimeter 3: Life Skills reward TBD
3. Tier 1 PBIS	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).		
Goal	Baseline	Measurement Tool	Data
Use videos to provide tier 1 instructions to school as a whole..	Current Year Data will be baseline	Showing and reviewing videos	<u>Trimeter 1 Data:</u> All videos were shown in the first week of school. <u>Trimeter 2 Data:</u> Three videos were viewed on November 28 2023 <u>Trimeter 3 Data:</u> 2 new videos made by student leadership were shown.
4. Safe School Procedures of BERSD	We recently received approval for the Bear River Mental Health Department to go into classes with a curriculum for vaping, nicotine sensation.		

Goal	Baseline	Measurement Tool	Data
Anti Vape	Current Year Data will be baseline	Has it been used?	YTD: 11 Students All 6th grade students in Anti-Vape Classes (523 Students)

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

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<p>1. School Rewards</p> <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 <p>2. Peer Leadership</p> <ul style="list-style-type: none"> ● Student Council (6th & 7th) ● Peer Sports Advisors ● Intramural Sports programs ● Eagle Eye News ● Hope Squad ● Peer Tutor <p>3. Boys and Girls Clubs</p> <ul style="list-style-type: none"> ● Morning Gym ● Miscellaneous afterschool programs 	<p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>

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

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

References

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Alice C. Harris Intermediate School Positive Behavior Plan Report

Positive Behavior Specialist: David Lee and Gloria Dabb

Date discussed with SIT: August 22, 2022

Date discussed with SCC: October 2022

Date report was completed: 04/20/2023

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1.Red Ribbon Week	Fully implemented	Included HOPE Squad in planning and carrying out		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	Fully implemented	Counselors met with every student who needed help. We also had the wellness center available as an immediate triage area for students who were in crisis		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, Counselor presentations regularly in each classroom	Fully implemented	Done throughout the year for both grades through several means.		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. Build meaningful relationships with every student (universal staff focus)	Fully implemented	Every adult in the building was trained throughout the year on the importance and the how to build relationships with students. This was done through a study	Continue to train any personnel new to Harris and provide refreshers for those already trained.	Use Love & Logic in all interactions Use "I notice" statements Greet students at the door Consistently teach & review expectations Above all, Be Kind "Culturize" Training for all Adults in the building
5. Healthy Habits class for all 7th graders	Fully implemented	Given to all 7th grade students		In this class our teacher focuses on: mindfulness coping strategies healthy choices/ habits suicide preventions goals setting
6. School-wide SEL improvement goal	Fully implemented	Created and carried out throughout the year	Continue to train any personnel new to Harris and provide refreshers for those already trained.	Students will be able to use 3 coping strategies when stressed or anxious. Measured by preassessment (October) & post-assessment (May)
7. <ul style="list-style-type: none"> ● Builder of the month ● Head Huskies ● Math CLub ● Partnership with Boys and Girls CLub 	Fully implemented	planned, funded and carried out each of the listed activities	Continue to carry out these programs and clarify how they work to those people new to the building.	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school

<ul style="list-style-type: none"> ● 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>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>8. Career Week</p>	<p>Fully implemented</p>	<p>Done through the CTE department who organized and carried out different activities including a career day for students to participate in</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>9. We are adding Social skill and positive teaching modules</p>	<p>Fully implemented</p>	<p>Anytime a student was referred to either ISS or lunch detention, they were assigned a module from Nearpod to address their needs and the behaviors that needed to change. In addition students were able to process with the</p>	<p>Train any new employees and where and how to assign modules and debrief with students in effective ways</p>	<p>Our ISS instructor is using Nearpod modules that offer skill building opportunities for students with social and emotional deficits. We are asking students to do accountability projects to</p>

		adult assigned to their supervision		create plans on how to react in the future.
10. Restorative Circles/Practices	Fully implemented	JJS came into our school and gave lessons in our study skills class. This happened for the first two trimesters of the year.	Continue to train any personnel new to Harris and provide refreshers for those already trained on the resources available to help with restorative practices.	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports 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).
11. TAT team process	Mostly implemented	We started the year with one process and realized that we needed to improve it. With the guiding coalition's help, a new process was created and implemented since the end of	Continue to train any personnel new to Harris and provide refreshers for those already trained so that students with struggles can be identified quickly and	This is where we identify students who need the entire intervention team to provide support and resources of the school.

		March. Feedback has been positive and teachers feel that the new process is more streamlined	efficiently so as to provide them with as much support as possible as early as possible.	
12. InDepth	Partially implemented			Created by the American Lunch Association. This program teaches about nicotine dependence and how they can end their addiction to e-cigarettes. The only downfall to this is that there needs to be a trained facilitator to teach that. The facilitator training is free and certification lasts for 3 years. Here is the link to learn more about INDEPTH https://www.lung.org/quit-smoking/helping-teens-quit/indepth
13. Boys and girls club afterschool programs	Partially implemented			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.
14. Tobacco cessation resources (for any student involved)	Planning stage	We have not had the need to implement this at our level	As the need arises we will implement and familiarize the staff on this resource	"Catch my Breath" "Stanford Prevention Tool Kit" 5th -12th "Botvin Health Connections E-cigarettes & Vaping"

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).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
11/22/2022	Schoolwide positive culture reward activity	Buses	1000	YES
			Total: 1000.00	

References

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

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2022-2023 Century HB 58 Positive Behavior Plan

Overall Plan Goal: Students will feel more of a connection to the school, adults, and other students as they participate and serve others in the activities and programs outlined in the plan.

Positive Behavior Specialist: Teryl Jeffs

Date discussed with and received input from ChAT Team: 9/19/2022

ChAT - Child Assessment Team

9/19/22

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

Date discussed with and received input from Community Council: 9/19/2022

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

September 19, 2022 - 3:15 pm

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

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

- Review this year's plan
 - [2022-2023 Century School L.A.N.D. Trust Plan](#)
- Digital Citizenship
- [Positive Behavior Plan Review](#)

Date final report reviewed with ChAT Team:

4/17/23

- Business
 - Review Century HB 58 Positive Behavior Plan
- [Attendance Groups](#)
 -
- [Skill Groups](#)
 -
- Student Discussions

Date final report reviewed with Community Council: 4/24/2023

April 24, 2023

Council Members 2022-2023		
Members	Position	Attendance
Samantha Elliott	Parent	
Elizabeth Fertig	Parent	
Jenny Harris	Parent	
Teryl Jeffs	Principal	
Brandy Johnson	School Employee	
Amy Pebley	School Employee	
+ Sue Rees, *Chair	Parent	
Amy Valencia *Vice	Parent	
Bri Baugh	School Employee	
Caroline Bourgeois	Parent	

- Positive Behavior Plan Report
- Finalize Trustlands plan
 - ? made a motion to approve the 2023-2024 Plan
 - ? seconded the motion
 - Vote was taken

Date plan was completed: This plan continues for the entire school year depending on the programs. See the data section for information on the completion of program parts.

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

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

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	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, students, and even parents (Morrison & Vaandering, 2012). When students 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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 182 reported incidents	Office referrals	2022-2023 year to date - 121 reported incidents

2. Hope Squad

This is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention.

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.

Goal	Baseline	Measurement Tool	Data
Student interactions to promote connectivity to school and others.	This will be a baseline data year.	Activities and surveys	Hope Squad meets weekly. The counselor provides training from the Hope Squad curriculum. They plan and run activities to help motivate students. Parents are informed about the training and activities so they can follow up with their students.

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

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

Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	<p>These activities have been successful. Students have felt connected with the school through participation in these activities.</p> <ul style="list-style-type: none"> ● DARE - Fridays starting on Feb 10, 2023 ● Red Ribbon Week - 10/31/22-11/4/22 ● SafeUT App - all year ● PBIS - all year ● Drama Club - Wednesdays with performances in Dec & May ● PTA sponsored activities—Pumpkin Walk 10/27/22, Turkey Trot 11/18/22

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

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

Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	This is still being planned and will occur at the end of the year in May.

Discovery Positive Behavior Plan 2022-2023

Positive Behavior Specialist: Megan Bushnell

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

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

Date discussed with CHAT: 4/14/2023

Date discussed with SCC: 4/12/2023

Date plan was completed: 6/1/2023

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:		
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).		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 52 reported incidents	Office referrals	2022-2023 year to date - 58 reported office referrals
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.		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 52 reported incidents	Office referrals	2022-2023 year to date - 58 reported incidents No concerns with substance abuse.
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, but students also have the opportunity to process trauma, and suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are		

	provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	Qualitative pretests for group sessions	Group Data	Qualitative pretests for group sessions show improvement. We also get feedback from the teachers.
4. Bullying and Harassment Prevention	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 bullying prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 52 reported incidents	Office referrals	2022-2023 year to date - 58 reported incidents
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.		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 52 reported incidents	Office referrals	2022-2023 year to date - 58 reported incidents
6. Character Ed	The school counselor is doing Character Ed training with students whole class, and small groups.		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 52 reported incidents	Office referrals	2022-2023 year to date - 58 reported incidents
7. 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 these have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).		
Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future	This will be a baseline data year.	Participation in and the number of activities completed throughout the	Every student participates with lunch stations and the counselor

possibilities.		week.	goes into every classroom to teach a lesson on college and career.
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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	The Hope Squad strives to create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse. We have elected students and we will begin training in October. We began this in oc		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	This is the baseline data	Referrals from Hope Squad to the counselor	2022-2023 there have been 6 referrals from Hope Squad.

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. PoD tickets and activities 2. Boys and Girls Club 3. Classroom incentives 4. Safe UT	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).		
Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	These activities have been successful. Students have felt connected with the school through participation in these activities. <ul style="list-style-type: none"> • SafeUT App - all year • PBIS - all year • Boys and Girls Club

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.		
Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	We have had a hard time implementing this with the weather this school year!
2. Mental Health Home Outreach	With the number of increasing anxiety cases, parents would like tips, suggestions, and other ideas to help.		

Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	Our counselor sends out a monthly outreach to families through her newsletter that she sends through inTouch.
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.		
Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	With issues with staffing, funding issues, and commitments, we were not able to establish this component this year.

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
4/10/2023	Schoolwide positive culture reward activity	Prizes	1000	YES
			Total: 1000.00	

References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
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- Smith, P., and Sharp, S. (1994). *School Bullying: Insights and Perspectives*. New York: Routledge.
- 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.

Fielding Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Kristi Capener

Date discussed with SIT: 4/18/2023

Date discussed with SCC: 4/11/2023

Date report was completed:4/18/2023

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Character Education	Fully implemented Implemented and Sustained	Our counselor and teachers teach each grade-level lessons every month	Sustain implementation and regular instruction with teachers and counselor.	Focus on life skills and appropriate social behaviors.
	Goal	Baseline	Measurement Tool	Data
	To promote prosocial behavior and self-regulate social skills	Office referrals in Educator's Handbook	Office referrals, decrease in negative social interactions	Educator Handbook, referrals have stayed consistent even though population has increased.
2. Red Ribbon Week	Fully implemented Implemented and Sustained	Students participate in activities that focus on student attitudes surrounding drugs, alcohol and other substances.	Encourage participation in all activities with follow-up.	Students who have the skills and are connected to their school are more likely to say no to harmful substances. Survey results
	Goal	Baseline	Measurement Tool	Data
	Encourage students to stay drug free, build community,	We will do a pretest with student questions.	Participation in contests. Surveys	Look at pretest and posttest data.

	build prosocial behaviors in students.			
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Our counselor holds small social skills groups. Our aide provides one-on-one instruction for social skills.	Train new staff members to be mentors. Refer to outside agencies when appropriate.	Recess school and other opportunities for students to be instructed.
	Goal	Baseline	Measurement Tool	Data
	Support students to handle and process general life stressors, process trauma and build resilience within themselves.	Decline in negative classroom behavior.	Office referrals, incidents and teacher input.	Less antisocial behaviors. Better classroom behaviors. Teacher Survey.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	Our counselor goes into every classroom and teaches Second Steps bullying lessons.	Students advocate for themselves and others when faced with bullying instances. Survey	Bullying prevention programs help reduce the likelihood that students will begin using substances. Reduce bullying incidents.
	Goal	Baseline	Measurement Tool	Data
	Decrease the incidences of bullying.	Educator Handbook bullying referrals and incidences.	Educator Handbook	We had a 25% decrease in referrals school wide.
5. Botvin Life Skills	Fully implemented Implemented and Sustained	Get all teachers trained on the curriculum.	Teachers are teaching the curriculum to all fourth and fifth graders.	Focuses on prevention of controlled substances.
	Goal	Baseline	Measurement Tool	Data
	Build prosocial and self-regulatory skills	Teachers are teaching the curriculum. We are acquiring baseline data	Office referrals with our 5th graders.	Fifth grade referrals are down by 15%.
6. Kindness all year long/Kindness Week	Fully implemented Implemented and Sustained	Our counselor will plan and coordinate with teachers. Activities and lessons.	Students will receive a token for acts of kindness noticed by staff.	Students will be recognized for kindness. When students

				have empathy, they can help others with refusal skill.
	Goal	Baseline	Measurement Tool	Data
	Increase acts of kindness among students and staff.	We will get baseline data this year.	Our acts of kindness jar/tracker	Graphs of acts of kindness
7.College and Career Week	Fully implemented Implemented and Sustained	Our counselor will plan a week of presentations, activities and announcements to get students interested in college and careers.	Colleges will be highlighted and different careers will be introduced. Students will participate in activities tied to education and trades.	Introduce students to different options and opportunities. If students have a direction they are less likely to indulge in substance abuse.
	Goal	Baseline	Measurement Tool	Data
	Introduce students to college and career goals.	Student pre-survey on careers or college choice.	Surveys	Students wrote on what they plan to do when they grow up. Increase in college and career awareness.
8.Hope Squad	Fully implemented Implemented and Sustained	Students chosen were showing leadership qualities and had good relationships with their peers.	Students are trained by our counselor.	Build relationships and encourage leadership characteristics in student leaders.
8.	Goal	Baseline	Measurement Tool	Data
	Hope Squad helps create a safe school environment and helps promote connectedness to all students.	Do self-reflection survey with students in Hope Squad.	Counselor survey	Look at pre and post survey responses from students.

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).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
10/11/2022	Red Ribbon Week	Ribbons, treats, prizes,	\$419.95	Yes
02/14/2023	Kindness Week	Treats, prizes, School wide activity	\$615.00	Yes

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., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. *Journal of School Psychology*, 53, 463-477.

Garland Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Marcia Wilson

Planned emailed and discussed with SIT: 4/11/2022

Planned emailed and discussed with SCC: 4/11/2022

Date report was completed: 3/9/2022

Fully implemented and Sustained

Partially implemented

Planning stage

On hold due to Covid-19

Name of Program:	Level of Implementation:	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
Second Step	Fully implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
Red Ribbon Week	Fully implemented and Sustained	We hold a red ribbon week with activities, prizes and other educational opportunities along with classroom lessons in Character Education.	Sustain implementation	Red Ribbon Week focuses on prevention, and saying "No".
Individual and group counseling/social work services	Fully implemented and Sustained	Our counselor provides instruction in small groups to support students in making good choices.	Continue to offer and run groups to students based on need.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.
Bullying and Harassment Prevention	Fully implemented and Sustained	Bullying and Harassment prevention lessons was implemented school wide during Second Steps and character education lessons	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs, and smoking.
Botvin Life Skills	Fully implemented and sustained	Students in grades 4-5 have been taught the Botvin lessons. All teachers in respective grades were trained (as well as the counselor).	Our counselor will assist in implementing this program.	BOTVIN focuses on substance use prevention.

Character Ed	Fully implemented and sustained	The counselor and her aide teacher character ed weekly during prep time for 1st - 5th grades.	Sustain Implementation and regular instruction.	Students with strong character don't turn to smoking as easily.
Student Council	Fully implemented and sustained	We have held 4 school wide activities that have been planned by our student council. Student council meets weekly to look at how we can help all students to enjoy school.	We would like to have our activities planned out earlier in the year.	Students that have positive school experiences are less likely to turn to smoking.
Safe UT	Fully implemented and sustained	SafeUT is introduced to students in 4 & 5th grade during the Botvin lessons.	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
Career Week	Fully implemented and sustained	Counselor is joining forces with the PTA and combining her career week with our students favorite activity Bear University. Lessons in Character Education will help students look at their interests and careers to plant the seed for their futures plans.	Sustain Implementation	Students with a clear focus are less likely to abuse substances.
Parent Outreach	Fully implemented and sustained	The counselor used Edulink to keep more parents informed about initiatives and lessons going on in the school.	Sustain Implementation	If parents have the resources to help students with their anxiety, some of their needs will be met, that will help them to not look for smoking to meet anxiety needs.
Counselor Newsletter / Website	Fully implemented and sustained	The counselor used a Facebook page dedicated to her program to keep more parents informed about initiatives and lessons going on in the school	Sustain Implementation	If parents have the resources to help students with their anxiety, some of their needs will be met, that will help them to not look for smoking to meet anxiety needs.
School Wide Incentive	Mostly Implemented	We will start a new incentive at school. The behavior team will discuss goals we'd like to see the school improve on (classroom behavior, prep behavior, attendance, respecting school property etc) and each tri we will make a goal. If the goal is reached students will earn some reward.	This was started 3rd tri of the 2022 school year. We would like to sustain this every year from now on.	When students have a positive experience in school they are less likely to turn toward drugs. When students make and achieve attainable goals they are less likely to turn towards drugs and alcohol as a stress reliever.

Hope Squad	Planning Stage	Counselor is still looking into adding a Hope Squad to the school.	Counselor will attend the Hope Squad training.	Students that are accepted by others, and know that others care are less likely to turn to smoking and other substances.
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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).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
	School Wide Incentive- Reward for when school reaches their goal. We are working on showing respect for our building and keeping the playground and school clean.	Popsicles	\$70	Yes, buy rewards for school activities we will participate in.
	The Great Kindness Challenge: Prizes for students participating in our school wide community building weeks (The Great Kindness Challenge, Start with Hello, College Week/Bear University)	Art contest ribbons, and judging supplies (stickers to number artwork). Kindness keychain for each student, kindness pin for staff. pencils for students who completed their kindness checklists and poster sized coloring pages for students to decorate in the halls.	426.22	yes
	School Wide Behavior Incentive: If our school reached our goal of a cleaner school and fewer office visits at the end of May we will earn a reward.	Obstacle course equipment	\$500	no

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.

2022-2023

Grouse Creek HB 58 Positive Behavior Plan

Overall Plan Goal: Students will feel more of a connection to the school, adults, and other students as they participate and serve others in the activities and programs outlined in the plan.

Positive Behavior Specialist: Melissa Morris and Chanelle Johnson

Date discussed with and received input from SIT- 9/30/22- Via email per Jacque Whitaker

Date discussed with and received input from community council-9/30/22 Via email per Jacque Whitaker

Date final report reviewed withSIT: [4/19/23](#)

Date final report reviewed with Community Council: [4/19/23](#)

Date plan was completed: This plan continues for the entire school year depending on the programs. See the data section for information on the completion of program parts.

Programs we **already** have in place that focus on 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. Second Steps	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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 12 office 18 minor Secondary- 0 office 0 minor	office referrals	2022-2023 - Aug-April Elementary 5- office 2 minor Secondary 0 office 1 minor

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).
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Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	Qualitative pretests for groups sessions	Group Data	Qualitative presets for group sessions show improvement. We also get feedback from teachers/ parents and students.

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.
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Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 12 office 18 minor Secondary- 0 office 0 minor	office referrals	2022-2023 - Aug-April Elementary 5- office 2 minor Secondary 0 office 1 minor

4. Kindness Week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what kindness is and how kindness feels.
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Goal	Baseline	Measurement Tool	Data
students participate and increase their knowledge and skills.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	Every student participates in daily activities and the counselor goes into each classroom to teach.

6. School events- Prosocial activities- track meet, dodgeball, Turkey Trot, School plays	Students are able to give input to what activities they want to do. They are also able to build leadership, planning and communication skills. Parents are encouraged to attend events to show their support for all students. There are times that parents are invited to participate.
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Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year	Students and community involvement in programs	<p>These activities have been successful. Students have felt connected with the school through participation in these activities.</p> <p>Track Meet- May 4th</p> <p>Turkey Trot</p> <ul style="list-style-type: none"> • Due to school being built and behind schedule some events did not take place this year- Play and dodgeball

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

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	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, students, and even parents (Morrison & Vaandering, 2012). When students 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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 12 office 18 minor Secondary- 0 office 0 minor	office referrals	2022-2023 - Aug-April Elementary 5- office 2 minor Secondary 0 office 1 minor

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.
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Goal	Baseline	Measurement Tool	Data
Students will participate and increase their knowledge with mindfulness skills.	This is a baseline data year	Participation of students in the programs.	All students participated in regularly scheduled brain breaks- Students did not like mind yeti

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.
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Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 12 office 18 minor Secondary- 0 office 0 minor	office referrals	2022-2023 - Aug-April Elementary 5- office 2 minor Secondary 0 office 1 minor

1. 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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Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 12 office 18 minor Secondary- 0 office 0 minor	office referrals	2022-2023 - Aug-April Elementary 5- office 2 minor Secondary 0 office 1 minor

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

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

Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	<p>These activities have been successful. Students have felt connected with the school through participation in these activities.</p> <p>Track Meet- May 4th Turkey Trot</p> <ul style="list-style-type: none"> ● Due to school being built and behind schedule some events did not take place this year- Play and dodgeball

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

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

Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	College and Career Week was March 20-24 2023

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.
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Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 12 office 18 minor Secondary- 0 office 0 minor	office referrals	2022-2023 - Aug-April Elementary 5- office 2 minor Secondary 0 office 1 minor

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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Goal	Baseline	Measurement Tool	Data
increased classroom/ home communication	This will be a baseline data year	Number of communications send home	App was introduced but not preferred- Communication was sent home via newsletters, texts, phone calls, emails

2022-2023 GS HB 58 Positive Behavior Plan

Overall Plan Goal: Students will feel more of a connection to the school, adults, and other students as they participate and serve others in the activities and programs outlined in the plan.

Positive Behavior Specialist: Shaylyn Ekins, Dax Sederholm

Date discussed with and received input from ChAT Team: 9/28/22

Date discussed with and received input from Community Council: 9/29/22

Date final report reviewed with ChAT Team: 4/20/23

Date final report reviewed with Community Council: 4/27/23

Date plan was completed: This plan continues for the entire school year depending on the programs. See the data section for information on the completion of program parts.

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

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:
Hope Squad	This is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention. 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.

Goal	Baseline	Measurement Tool	Data
Student interactions to promote connectivity to school and others.	This will be a baseline data year.	Activities and surveys	Hope Squad meets monthly. The counselor provides training from the Hope Squad curriculum. They plan and run activities to help motivate students. Parents are informed about the training and activities so they can follow up with their students.

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"> Red Ribbon Week SafeUT App PBIS Food & Clothing Assistance Programs PTO sponsored 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 essential in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>

Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	<p>These activities have been successful. Students have felt connected with the school through participation in these activities.</p> <ul style="list-style-type: none"> Red Ribbon Week - SafeUT App - all year PBIS - all year PTA sponsored activities Tri 1 Office Referrals: 149. Tri 2: 247.

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

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

Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	All students K-5 participated in College and Career Week

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>Community Outreach</p> <ul style="list-style-type: none"> Positive Phonecalls Home Positive website and social media posts 	<p>This program promotes pro-social behavior through community building and connection, build a positive association with the school, and helps to orient families to the school. These have been found to build a more positive view of community and school, decreasing the likelihood of substance use (Flay, 2000).</p>

Goal	Baseline	Measurement Tool	Data
Community outreach, including positive phonecalls home, social media posts, etc.	This will be a baseline data year.	Number of website posts and positive phone calls home.	Website Posts: 162 live feed posts Positive Phone Calls Home (Admin and Teachers): 81+, 200+ teachers

Lake View Positive Behavior Plan Report

Positive Behavior Specialist:

Date discussed with SIT: [4/12/23](#)

Date discussed with SCC: [4/27/23](#)

Date report was completed:

Name of Program:	<p>Level of Implementation:</p> <p>Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19</p>	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
Example: Second Steps	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
Example: Second Steps	Goal	Baseline	Measurement Tool	Data
	Example: build prosocial & self-regulatory skills	This year will have baseline data	Office Referral	Our referrals have gone down by 10% during the 2022-2023 school year.
1.Botvin Life Skills	Fully implemented Implemented and Sustained	We had new teachers trained so that they could continue doing it.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
1.	Goal	Baseline	Measurement Tool	Data
	build prosocial & self-regulatory skills	This year will have baseline data	Office Referrals in 5th Grade	5th grade office referrals have reduced from 75 to 41.
2.Character Ed	Fully implemented Implemented and Sustained	We have character ed groups being taught to small groups at the school.	Organize the groups better	Focuses on prevention of controlled substances, and making good decisions.

2.	Goal	Baseline	Measurement Tool	Data
	Increase acts of Kindness among students, and following school rules.	This year will have baseline data	Office Referral	Our referrals have gone down by 10% during the 2022-2023 school year.
3.Career Week	Fully implemented Implemented and Sustained	The counselor did presentations, announcements and fun activities to get kids interested.	Sustain implementation and regular instruction.	Gives students other options, and when they have career goals, they are less likely to use drugs.
3.	Goal	Baseline	Measurement Tool	Data
	To promote student goals for careers.	This year will have baseline data	Student survey	All students will have a career they are interested in.
4.Leopard Leaders - Student Council	Fully implemented Implemented and Sustained	5th grade students were selected by teachers to participate in school leadership jobs.	Train new staff to be mentors, and clarify roles.	Students that are more connected to school are more likely to say no.
4.	Goal	Baseline	Measurement Tool	Data
	Increase student to school connection on Panorama survey.	This year will have baseline data	Panorama Survey	Our referrals have gone down by 10% during the 2022-2023 school year.
5.Blue Slips - Positive Behavior Tickets	Fully implemented Implemented and Sustained	We hand out blue slips for positive behaviors that students show, such as following school rules.	Be more consistent about giving them out, and be intentional on why we give them out.	Students that are more connected to school are more likely to say no.
5.	Goal	Baseline	Measurement Tool	Data
	Increase acts of Kindness among students, and following school rules.	This year will have baseline data	prizes given out.	Every week 30 kids got prizes.

6.Counselor's Corner - Counselor Newsletter	Fully implemented Implemented and Sustained	Counselor sends out a monthly newsletter.	We need to make sure there are good resources for parents.	When parents know more, they are able to help support students in making good decisions.
6.	Goal	Baseline	Measurement Tool	Data
	Increase parent awareness of how they can help prevent children from using drugs.	This year will have baseline data	Record of monthly messages sent	It has been sent out monthly to parents.
7.Kindness Week	Partially implemented Mostly implemented	Counselor will coordinate Kindness week lessons and	We need to find better ways to connect student actions to the lessons that we taught.	Students who are taught to be kind will be more likely to say no.
7.	Goal	Baseline	Measurement Tool	Data
	Increase acts of Kindness among students	This year will have baseline data	Educator's Handbook	Our referrals have gone down by 10% during the 2022-2023 school year.
8.				
8.	Goal	Baseline	Measurement Tool	Data
9.				
9.	Goal	Baseline	Measurement Tool	Data

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).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
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9/9/22	Blue Slip Prizes for student prize drawings on a weekly and Trimester basis.	Toys, prizes and other misc. items for students when they win blue slip prizes.	\$890	Yes
11/3/22	To improve character ed and Kindness week activities	Wondergrovelearn Website	\$110	Yes

References (please reference whatever sources you used above; you can copy and paste from plan):

2022-2023
McKinley HB 58 Positive Behavior Plan

Overall Plan Goal: Students will feel more of a connection to the school, adults, and other students as they participate and serve others in the activities and programs outlined in the plan.

Positive Behavior Specialist: Mark Taylor

Date discussed with and received input from ChAT Team: 9/19/2022

McKinley Elementary
School Community Council Agenda

Date: September 20, 2022

Call to Order: Carissa Gardner

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

Vote:

Council Chair Member: Megan Moyer (4 to 0 in favor)
Assistant Chair Member: Amanda Dixon (4 to 0 in favor)
Secretary: Carissa Gardner (4 to 0 in favor)

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

October 25, 2022
November 15, 2022
January 24, 2023
February 14, 2023
March 14, 2023

Review HB 58 Positive Behavior Plan
Help limit tobacco use in children and encourage positive behaviors.

Items for next Meeting:

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

Adjourn

McKinley ChAT Agenda

Meeting Time: 10/5/23

Those Attended: All teachers

Review HB 58 Positive Behavior Plan

Help limit tobacco use in children and encourage positive behaviors.

Team Responsibilities: (1-2 min.)

1. Create Agenda, Collect Data (Note keeper) - Rebecca
2. Documentation in Student File (Student Intervention Profile) - Ashley
3. Documentation on Prosolve sheet - Missy
4. Update student intervention plans in Panorama - eventually
5. Time Keeper - Eldon
6. Data Retrieval ([Educator's Handbook](#) and [Panorama](#), SEL) - Christyn
7. CHAT Calendar- Cathy
8. Provide support to teachers for intervention - Blaine
9. Provide support to students for intervention - Heather
10. Complete Fidelity Checks - admin

Norms(1-2 min.).

Celebrations

Previous Assignments/ Previous Agenda Check (1-2 min.)

Date discussed with and received input from Community Council: 9/19/2022

Date final report reviewed with ChAT Team:

McKinley ChAT Agenda

Meeting Time: 4/19/23

Those Attended: All teachers

Review HB 58 Positive Behavior Plan

Team Responsibilities: (1-2 min.)

Date final report reviewed with Community Council: 3/20/2023

McKinley Elementary

School Community Council Agenda

Date: 3/20/2023

Call to Order

Discussion Topics:

- Areas of greatest need
- [Trustlands Budget](#) proposal for 2023/2024 school year
- Review HB 58 Positive Behavior Plan

Vote passed 4-0 to use Trustlands funds to pay for paraprofessional salary. Voting members:

Parents: Megan Moyer, Britani Rupp, Amanda Dixon

Staff: Blaine Norris

Adjourn

Date plan was completed: This plan continues for the entire school year depending on the programs. See the data section for information on the completion of program parts.

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

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

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

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	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, students, and even parents (Morrison & Vaandering, 2012). When students 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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 182 reported incidents	Office referrals	2022-2023 year to date - 121 reported incidents

2. Individual and group counseling

Individual and group counseling services support students in many 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).

Goal	Baseline	Measurement Tool	Data
Student interactions to promote connectivity to school and others.	This will be a baseline data year.	Activities and surveys	The counselor provides individual and group counseling. They plan fun activities to help motivate students and teach them social skills and connect to the school and others. Parents are informed about the training and activities so they can follow up with their students.

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"> ● Red Ribbon Week ● SafeUT App ● PBIS ● Food & Clothing Assistance Programs ● PTA sponsored activities—Fall Festival, 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 essential in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	<p>These activities have been successful. Students have felt connected with the school through participation in these activities.</p> <ul style="list-style-type: none"> ● Red Ribbon Week - 10/31/22-11/4/22 ● SafeUT App - all year ● PBIS - all year ● PTA sponsored activities—Fall Festival 10/17/22, Turkey Trot 11/9/22

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

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

Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	<p>April 24-28</p> <p>32 groups coming for Career day on 4/28/23</p>

2022-2023

North Park HB 58 Positive Behavior Plan

Overall Plan Goal: *Students will avoid participating in risky behaviors by participating in drug-free programs, activities and curriculum. Students will have more of a connection to the school, adults, and their peers as they participate and serve others in the activities and programs outlined in the plan.*

Positive Behavior Specialist: Wendy Dunham

Date discussed with BIT: 04/24/23

https://docs.google.com/spreadsheets/d/1b1oYgCSsZTtD6DPuxydg6mTyKOKGgyR_5XyVW8YOFY/edit#gid=1168837728

Date discussed with SCC: 04/25/23

<https://docs.google.com/document/d/1O9dkCjnbS7m7UzIzYDh0HbrCV18Y5y40/edit>

Date plan was completed: This plan continues for the entire school year depending on the programs.

Programs we are continuing to build in order to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Practices/Counselor-led Groups	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, students, and even parents (Morrison & Vaandering, 2012). When students 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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022: 42 office referrals	Office referrals	2022-2023 year to date: 61 office referrals. <i>* Teachers have increased their use of Educator's Handbook to document and track student behaviors so restorative practices can be put into place for prevention of further incidents.</i>

2. Second Steps Curriculum	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest
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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).

Goal	Baseline	Measurement Tool	Data
Build prosocial and self-regulation skills.	This will be a baseline data year.	Panorama Student Surveys	Student Self-Management was the category with the most percentage increase of 3% in grades 3-5.

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"> • DARE • Red Ribbon Week • SafeUT App • Food Pantry • PTA Sponsored activities: Fun Run, Book Fair/Reading Event, Candy Bomber, End of Year Bounce Houses • Kindness Week 	<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 essential in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>

Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	These activities have been successful through the building of positive school-home relationships. Students have felt connected with the school through participation in these activities.

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> • College & Career Week 	<p>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. These have been found to build a more positive view of community and school, decreasing the likelihood of substance use (Flay, 2000).</p>

Goal	Baseline	Measurement Tool	Data
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Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	100% of students were invited and encouraged to participate in daily activities to increase awareness of their options for the future. Powerpoints were utilized in classrooms for daily activities and trivia questions. School-wide competitions and dress-up days involved students.
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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).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
May 25th	BMX Bike Assembly/Anti-Drug, Kindness, Acceptance, and Anti-Bullying Message	Scheduling of Assembly	\$1,000	Yes

2022-2023 Park Valley HB 58 Positive Behavior Plan

Overall Plan Goal: Students will feel more of a connection to the school, adults, and other students as they participate and serve others in the activities and programs outlined in the plan.

Positive Behavior Specialist: Melissa Morris and Chanelle Johnson

Date discussed with and received input from SIT- 9/30/22 per email Jacque Whitaker 1st meeting was in October
<https://docs.google.com/document/d/1uvTq-8j-i4N9k0kHgdenEflv84KD0KvqFUf0dnr3QDc/edit?usp=sharing>

Date discussed with and received input from community council- 9/30/22 per email per Jacque Whitaker- first meeting in October.
<https://docs.google.com/document/d/1-r-EcSS8qbPVB9WcObSmOY1lwYmzo9iB/edit?usp=sharing&oid=103018367084102394167&rtpof=true&sd=true>

Date final report reviewed with SIT: [4/20/23](#)

Date final report reviewed with Community Council: [4/17/23](#)

Date plan was completed: This plan continues for the entire school year depending on the programs. See the data section for information on the completion of program parts.

Programs we **already** have in place that focus on 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. Second Steps	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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 2 office 9 minor Secondary- 2 office 1 minor	office referrals	2022-2023 - Aug-April Elementary 1- office 2 minor Secondary 1 office 7 minor

2. Mindfulness	Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in
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the past or worrying about the future. Mindfulness provides many physical and psychological benefits.

Goal	Baseline	Measurement Tool	Data
inclusive and safe environment	2021-2022 - Elementary- 2 office 9 minor Secondary- 2 office 1 minor	office referrals	2022-2023 - Aug-April Elementary 1- office 2 minor Secondary 1 office 7 minor

<p>3. Individual and group counseling/social work services</p>	<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 health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).</p>
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Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	Qualitative pretests for groups sessions	Group Data	Qualitative presets for group sessions show improvement. We also get feedback from teachers/ parents and students.

<p>4. 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 students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.</p>
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Goal	Baseline	Measurement Tool	Data
inclusive and safe environment	2021-2022 - Elementary- 2 office 9 minor Secondary- 2 office 1 minor	office referrals	2022-2023 - Aug-April Elementary 1- office 2 minor Secondary 1 office 7 minor

5. Kindness Week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what kindness is and how kindness feels.		
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Goal	Baseline	Measurement Tool	Data
students participate and increase their knowledge and skills.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	Every student participated in daily activities and the counselor goes into each classroom to teach.

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.		
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Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year	Students and community involvement in programs	These activities have been successful. Students have felt connected with the school through participation in these activities. Track Meet- May 4th Volleyball tournament Dodgeball tournament Turkey Trot

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

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	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, students, and even parents (Morrison & Vaandering, 2012). When students 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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - Elementary- 2 office 9 minor Secondary- 2 office 1 minor	office referrals	2022-2023 - Aug-April Elementary 1- office 2 minor Secondary 1 office 7 minor

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.

Goal	Baseline	Measurement Tool	Data
Students will participate and increase their knowledge with mindfulness skills.	This is a baseline data year	Participation in and the number of classrooms participating in programs.	66% of the school is doing this on a schedule basis.

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.

Goal	Baseline	Measurement Tool	Data
inclusive and safe environment	2021-2022 - Elementary- 2 office 9 minor Secondary- 2 office 1 minor	Office referrals	2022-2023 - Aug-April Elementary 1- office 2 minor Secondary 1 office 7 minor

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. *LifeSkills Training* is

comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.

Goal	Baseline	Measurement Tool	Data
inclusive and safe environment	2021-2022 - Elementary- 2 office 9 minor Secondary- 2 office 1 minor	office referrals	2022-2023 - Aug-April Elementary 1- office 2 minor Secondary 1 office 7 minor

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 	<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>

Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	<p>These activities have been successful. Students have felt connected with the school through participation in these activities.</p> <p>Student spotlight-weekly</p> <p>SBO- monthly activity</p> <p>FFA/ 4H as per meeting schedule</p> <p>PBIS- daily- team meets monthly</p> <p>PTO activities- Halloween 10/28/22</p> <p>Valentines-2/14/23</p> <p>Play- 12/20/22</p> <p>Track meet 5/3/23</p> <p>volleyball 11/14-11/22/22</p> <p>Dodgeball- 2/16/23</p> <p>Dr seuss 3/2/23</p>

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

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

Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	College and Career Week was March 20-24 2023

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.
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Goal	Baseline	Measurement Tool	Data
inclusive and safe environment	2021-2022 - Elementary- 2 office 9 minor Secondary- 2 office 1 minor	office referrals	2022-2023 - Aug-April Elementary 1- office 2 minor Secondary 1 office 7 minor

3. class Dojo	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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Goal	Baseline	Measurement Tool	Data
increased classroom/ home communication	this will be a baseline data year	Number of communications send home	2022-2023- 5 messages sent using app- Various other communication through text, email, phone, letters, newsletters and in person.

2022-2023

Snowville HB 58 Positive Behavior Plan

Overall Plan Goal: Students will feel more of a connection to the school, adults, and other students as they participate and serve others in the activities and programs outlined in the plan.

Positive Behavior Specialist: Melissa Morris and Chanelle Johnson

Date discussed with and received input from SIT- [9/29/22](#) and via email due to meeting not held prior to this day per Jacque Whitaker request.

Date discussed with and received input from community council-[9/30/22](#) and via email due to meeting not held prior to this day per Jacque Whitaker request.

Date final report reviewed withSIT: [4/18/23](#)

Date final report reviewed with Community Council:[4/18/23](#)

Date plan was completed: This plan continues for the entire school year depending on the programs. See the data section for information on the completion of program parts.

Programs we **already** have in place that focus on 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. Second Steps	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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals 0 minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

2. Mindfulness, Brain Breaks, Mind Yeti	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. 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.

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals 0 minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals 0 minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

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.

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals O minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

5. Kindness Week	This is a week in January that our school participates in the Great Kindness challenge. This is a week students are challenged to complete kind deeds and activities. Students are able to talk about what kindness is and how kindness feels.		
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Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge and skills	This will be a beeline data year	Participation in and the number of activities completed throughout the week.	Kindness week was January 23-27 2023. EVERY student participated in daily activities and the counselor goes into each classroom to teach.

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.		
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Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year	Students and community involvement in programs	These activities have been successful. Students have felt connected with the school through participation in these activities. Track Meet- May 4th Halloween carnival/ parade Turkey Trot

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		
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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.

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals 0 minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

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

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Restorative Circles/Practices	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, students, and even parents (Morrison & Vaandering, 2012). When students 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).

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals 0 minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

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.
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Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals 0 minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

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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 • 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 	<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>

Goal	Baseline	Measurement Tool	Data
Build Community	This will be a baseline data year.	Students and community involvement in programs	<ul style="list-style-type: none"> • Student Spotlight Weekly • Peer Leadership • 4H- • SafeUT App • PBIS • PTO activities- Halloween carnival, birthday, room mothers, Christmas parties , birthday recognition, • School events- Prosocial activities- turkey Trot, Dr Suess Day, Disguise a Turkey, Snowman Art , Christmas Program, Awards assembly , End of Year bike ride, Science fair

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

Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022- 4 office referrals 0 minor	Office Referrals	2022-2023 - 0 office referrals 6 minor incidents

3. Weekly News letter and emails	Consistent and focused communication between school and home can help build a bridge so parents know what students are learning and create positive relationships with key people in a child's life. This creates support for student success.
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Goal	Baseline	Measurement Tool	Data
Increase school/ home communication	This will be a baseline data year	Number of communication send home	2022-2023- Newsletters other(text/ call/paper)-

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

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

Goal	Baseline	Measurement Tool	Data
Students participate and increase their knowledge of their future possibilities.	This will be a baseline data year.	Participation in and the number of activities completed throughout the week.	College and Career Week was March 20-24 2023

2022-2023

Three Mile Creek Positive Behavior Plan

Positive Behavior Specialist: Mary Heslop

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

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

Date plan was completed: 9/30/22

Date Final Report: 4/13/23 to Community Council

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).

Goal	Baseline	Measurement Tool	Data
build prosocial & self-regulatory skills	21-22 school year 56 office referrals and 96 minor incidents but educators handbook was not used with fidelity. This year we are collecting the baseline data.	Office referrals	2022-2023 year to date -115 office referrals. This is higher than last year, but teachers are now using the system

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.
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Goal	Baseline	Measurement Tool	Data
Prevent / Reduce the use of drugs/alcohol in adolescents	21-22 PTA ran Red Ribbon week and had about 50% participation	activities students participate in	22-23 PTA ran Red Ribbon week with 92% participation

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
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	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).		
Goal	Baseline	Measurement Tool	Data
Treatment for trauma and build resilience	Panorama student well-being survey for the spring of 2022 was 78%. We are aiming for 80%.	Needs Assessments Pre/Post Tests	. EOY survey will be administered soon.
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.		
Goal	Baseline	Measurement Tool	Data
Inclusive & safe community	21-22 school year, there were 4 referrals for Harassment and 4 referrals for bullying.	Office Referrals	We have had 2 referrals for bullying and 2 harassment referrals.
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.		
Goal	Baseline	Measurement Tool	Data
Inclusive and safe environment	2021-2022 - 182 reported incidents	Office referrals	2022-2023 year to date -115 office referrals. This is higher than last year, but teachers are now using the system
6. Character Ed	The school counselor is doing Character Ed training with students whole class, and small group.		
Goal	Baseline	Measurement Tool	Data
Build soft skills necessary to be a successful member of society	Teaching bullying prevention and 7 Habits. 21-22 school year, there were 4 referrals for Harassment and 4 referrals for bullying.	Panorama	We have had 2 bullying referrals and 2 harassment referrals.
7. 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).		
Goal	Baseline	Measurement Tool	Data
Build Community	21-22 school year was 100%, we are aiming for 100%	Activities students participate in	We had 100% participation in Career Week.

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.		
Goal	Baseline	Measurement Tool	Data
Safe School Environment	Spring of 2022 Positive feelings according to Panorama survey scored at 76%. We are aiming for 79% by the spring of 2023	Activities students participate in	The survey is scheduled to retake in a couple of weeks.

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

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

References

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Willard Positive Behavior Plan Report

Positive Behavior Specialist: AshLee Nelson

Date discussed with SIT: 4/18/23

Date discussed with SCC: 4/18/23

Date report was completed: 4/18/23

Name of Program:	<p>Level of Implementation:</p> <p>Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19</p>	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
Example: Second Steps	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
Example: Second Steps	Goal	Baseline	Measurement Tool	Data
	Example: build prosocial & self-regulatory skills	This year will have baseline data	Office Referral	Our referrals have gone down by 10% during the 2022-2023 school year.
1.Second Steps	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
	Goal	Baseline	Measurement Tool	Data
	Build prosocial & self-regulatory skills	43 office referrals 2021-22	Office referrals	7 office referrals so far 2022-23
2.Red Ribbon Week	Fully implemented Implemented and Sustained	Red Ribbon Week we implemented by our PTA.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.

2.	Goal	Baseline	Measurement Tool	Data
	Drug prevention	0	Drug related referrals	0
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	School counselor had several groups for individuals and groups struggling with mental health topics.	Sustain implementation and regular instruction.	Early mental health intervention prevents substance abuse later in life.
3.	Goal	Baseline	Measurement Tool	Data
	Build prosocial & self-regulatory skills	43 office referrals 2021-22	Office referrals	7 office referrals so far 2022-23
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	School counselor taught bullying prevention lessons during the month of February.	Sustain implementation and regular instruction.	Bullying and harassment prevention prevents substance abuse later in life.
4.	Goal	Baseline	Measurement Tool	Data
	Build prosocial & self-regulatory skills	43 office referrals 2021-22	Office referrals	7 office referrals so far 2022-23
5. Career Week	Fully implemented Implemented and Sustained	School counselor and PTA implements career week in May.	Sustain implementation and regular instruction.	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.
5.	Goal	Baseline	Measurement Tool	Data
	Build prosocial behaviors	86.56% on task behaviors in school common areas BOY 22-23	School Common Area Data	89.06% on task behaviors in school common areas EOY 22-32
6. Rewards for students passing off reciting the rules and expectations of our school	Fully implemented Implemented and Sustained	School principal implements in September.	Sustain implementation and regular instruction.	This program promotes pro-social behavior through community building and connection, build

				s a positive association with school.
6.	Goal	Baseline	Measurement Tool	Data
	Build prosocial behaviors	86.56% on task behaviors in school common areas BOY 22-23	School Common Area Data	89.06% on task behaviors in school common areas EOY 22-32
7. Schoolwide Expectation Rewards and Activities	Fully implemented Implemented and Sustained	Implemented by all staff.	Sustain implementation and regular instruction.	This program promotes pro-social behavior through community building and connection, build s a positive association with school.
7.	Goal	Baseline	Measurement Tool	Data
	Build prosocial behaviors	86.56% on task behaviors in school common areas BOY 22-23	School Common Area Data	89.06% on task behaviors in school common areas EOY 22-32
8. Fun Friday Lunch with Principal	Fully implemented Implemented and Sustained	Implemented weekly by principal	Sustain implementation and regular instruction.	This program promotes pro-social behavior through community building and connection, build s a positive association with school.
8.	Goal	Baseline	Measurement Tool	Data
	Build prosocial behaviors	86.56% on task behaviors in school common areas BOY 22-23	School Common Area Data	89.06% on task behaviors in school common areas EOY 22-32
9. Attendance incentives	Fully implemented Implemented and Sustained	Principal and school counselor check attendance data biweekly and put interventions in place.	Sustain implementation and regular instruction.	This program promotes pro-social behavior through community building and connection, build

				s a positive association with school.
9.	Goal	Baseline	Measurement Tool	Data
	Regular school attendance	88.90% average daily attendance 2021-22	Schoolwide attendance data	90.2% average daily attendance so far 2022-23
10. Student Behavior Trackers	Fully implemented Implemented and Sustained	Teachers have behavior trackers for individual students as needed.	Sustain implementation and regular instruction.	This program promotes pro-social behavior through community building and connection, build s a positive association with school.
10.	Goal	Baseline	Measurement Tool	Data
	Build prosocial & self-regulatory skills	43 office referrals 2021-22	Office referrals	7 office referrals so far 2022-23
11. Master Builders- student recognition	Fully implemented Implemented and Sustained	Teachers recognize students for reaching academic goals.	Sustain implementation and regular instruction.	This program promotes pro-social behavior through community building and connection, build s a positive association with school.
11.	Goal	Baseline	Measurement Tool	Data
	Build prosocial behaviors	86.56% on task behaviors in school common areas BOY 22-23	School Common Area Data	89.06% on task behaviors in school common areas EOY 22-32

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).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
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1/3/23	Prizes and rewards for student behavior	Toy assortments & candy	\$479.25	Yes
2/15/23	Schoolwide behavior rewards	Cupcakes & toys	\$221.64	Yes
5/30/23	Schoolwide behavior rewards	Bubble Party	\$300	Yes

ReferencesAmerican 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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Recommendation for Secondary School Land Trust Plans for 2023-2024

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

Recommendation: It is recommended that the Box Elder School District Board of Education approve the School Land Trust Plans for all schools in the district as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the School Land Trust Plans for the schools in Box Elder School District for the 2023-2024 school year.

Background:

Annual submission

Policy Implications:

This action will have no policy implications.

Financial Implications:

There are no known negative consequences.

Staff Implications

N/A at the district level

Upcoming School Plan 2023-2024 - Century School

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

Goal #1

close

State Goal

close

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

Academic Area

close

-
- English/Language Arts
-

Measurements

close

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

Action Plan Steps and Expenditures

close

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

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

Digital Citizenship/Safety Principles Component

close

Yes

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

Summary of Estimated Expenditures

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

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2021-2022	\$3,327.86
Distribution for 2022-2023	\$72,056.04
Total Available Funds for 2022-2023	\$75,383.90
Estimated Funds to be Spent in 2022-2023	\$
	53000

Estimates	Totals	
Estimated Carry-over from 2022-2023	\$22,383.90	
Estimated Distribution for 2023-2024	\$75,131.88	
Total Available Funds for 2023-2024	\$97,515.78	
Summary of Estimated Expenditures for 2023-2024	\$97,515.78	
Estimated Carry-over to 2024-2025	\$0.00	

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

Funding Changes

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

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks, projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. Books for our Leveled Library. We would like to add updated books to keep

student interests high. There are also many books that need to be replaced due to normal wear and tear from use. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development including the possibility of those requiring an overnight stay (travel, meals, hotel, registration, per-diem)

Publicity

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

Council Plan Approvals

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

Comments

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

BACK

Upcoming School Plan 2023-2024 - Discovery School

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

Goal #1

close

State Goal

close

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

80% composite. MOY 4 Goal- 80% composite. MOY 5 Goal- 80% composite MOY.

Academic Area

close

- English/Language Arts

Measurements

close

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

(actual 77%), MOY 4 Goal- 80%: composite (actual 71%),
MOY 5 Goal- 85% composite MOY (actual 78%)

Action Plan Steps and Expenditures

close

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

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

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

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Our community council approved the use of Digital ResponsAbility for the 2023-2024 school year.

Summary of Estimated Expenditures

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

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$31,155.76

Estimates	Totals	
Distribution for 2022-2023	\$73,211.25	
Total Available Funds for 2022-2023	\$104,367.01	
Estimated Funds to be Spent in 2022-2023	\$	
	89791.87	
Estimated Carry-over from 2022-2023	\$14,575.14	
Estimated Distribution for 2023-2024	\$70,694.36	
Total Available Funds for 2023-2024	\$85,269.50	
Summary of Estimated Expenditures for 2023-2024	\$85,000.00	
Estimated Carry-over to 2024-2025	\$269.50	

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

Funding Changes

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

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks,

projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development including the possibility of those requiring an overnight stay (travel, meals, hotel, registration, per-diem)

Publicity

- School newsletter
- School website

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Fielding School

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

Goal #1

close

State Goal

close

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

Academic Area

close

-
- Mathematics
-

Measurements

close

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

Action Plan Steps and Expenditures

close

-
1. Provide small group math instruction to all students.
 2. Progress monitor students to determine students needing tier 2 and tier 3 instruction.
-

3. Identify skills and provide common formative assessments to grades 1-3.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1,2	\$6,100.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	3,4 Provide teachers and aides devices to progress monitor students.	\$3,000.00
	Total:	\$9,100.00

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

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

Academic Area

close

- English/Language Arts
-

Measurements

close

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

Action Plan Steps and Expenditures

close

-
1. Provide all students small group instruction.
 2. Progress monitor all students regularly. (District Requirements)
 3. Identify students needing tier 2 and tier 3 instruction.
 4. Set reading goals and pathway of progress goals with all students.
 5. Provide a Literacy night for families.

6. Provide professional development and best practices to teachers.

7. Hire an Americorp Aide to provide one-on-one interventions to students.

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

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$6,200.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$12,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$3,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$79,196.99
Books, Ebooks, online curriculum/subscriptions	\$5,200.00
Total:	\$105,596.99

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2021-2022	\$41,341.79	
Distribution for 2022-2023	\$76,965.67	
Total Available Funds for 2022-2023	\$118,307.46	
Estimated Funds to be Spent in 2022-2023	\$	
	90893	
Estimated Carry-over from 2022-2023	\$27,414.46	
Estimated Distribution for 2023-2024	\$82,323.73	
Total Available Funds for 2023-2024	\$109,738.19	
Summary of Estimated Expenditures for 2023-2024	\$105,596.99	
Estimated Carry-over to 2024-2025	\$4,141.20	

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

Funding Changes

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

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

Publicity

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

Explanation for other publicity option:

A brochure is provided to the public explaining School LAND Trust funds. It also includes our budget, listing what we have spent our funds on.

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Garland School

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

Goal #1

close

State Goal

close

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

Academic Area

close

- English/Language Arts

Measurements

close

Acadience/Dibels MOY reports.

Action Plan Steps and Expenditures

close

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

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

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

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

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

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

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

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

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

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

Academic Area

close

-
- Mathematics
-

Measurements

close

Math Acadience MOY reports 23-24.

Action Plan Steps and Expenditures

1. Observations, feedback, and coaching will be given to 1-3 teachers by the instructional coach and principal to ensure that students are receiving the best possible mathematics instruction in tiers 1 and 2. Additional support will be given to DLI teachers to ensure English teacher is reiterating math learned in Spanish.
2. At the beginning of the school year, screening and diagnostic assessments will be given to each student to determine individual strengths and areas of need. Small group instruction and interventions will be planned according to areas of need.
3. Instructional paraprofessionals will be used to assist teachers in small group instruction and tier 2 and 3 intervention groups.
4. Students who are not on grade level will be progress monitored on a weekly or biweekly basis to determine growth. Plans will be adjusted based on student data.

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

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

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2021-2022	\$0.00
Distribution for 2022-2023	\$98,337.00
Total Available Funds for 2022-2023	\$98,337.00

Estimates	Totals
Estimated Funds to be Spent in 2022-2023	\$ 98137
Estimated Carry-over from 2022-2023	\$200.00
Estimated Distribution for 2023-2024	\$100,991.94
Total Available Funds for 2023-2024	\$101,191.94
Summary of Estimated Expenditures for 2023-2024	\$100,747.52
Estimated Carry-over to 2024-2025	\$444.42

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

Funding Changes

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

1. Technology that would increase students' access to the curriculum. This would include but not be limited to Chromebooks, projectors and bulbs, and audio enhancement devices. 2. Programs that would be used in Tier 1, Tier 2, and Tier 3. These programs

would be used to increase the effectiveness of reading groups run by teachers and paraprofessionals. e.g. 95% Phonics. 3. Books for our Leveled Library. We would like to add updated books to keep student interests high. There are also many books that need to be replaced due to normal wear and tear from use. 4. Increased paraprofessional time for reading instruction and intervention. 5. Professional Development including the possibility of those requiring an overnight stay (travel, meals, hotel, registration, per-diem)

Publicity

- School website

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Golden Spike Elementary

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

Goal #1

close

State Goal

close

We will increase the percentage of K-5 students, in each grade level, that demonstrate benchmark (move from red/yellow to green/blue) based on grade level standards

by 3% from the BOY to MOY benchmark periods while maintaining those already at benchmark status.

Academic Area

close

- English/Language Arts
-

Measurements

close

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

Action Plan Steps and Expenditures

close

-
- Employ paraprofessionals to provide skill-based small-group interventions.
 - Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices.
 - Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
 - Students performing below benchmark will be monitored regularly using Acadience progress monitoring.
 - Individual student goals will be set using the Acadience pathways of progress goal setting tool.
 - Program assessments will be analyzed to adjust intervention groups in a timely manner.
-

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

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

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

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$0.00
Distribution for 2022-2023	\$106,423.45
Total Available Funds for 2022-2023	\$106,423.45
Estimated Funds to be Spent in 2022-2023	\$
	90000
Estimated Carry-over from 2022-2023	\$16,423.45
Estimated Distribution for 2023-2024	\$113,998.48
Total Available Funds for 2023-2024	\$130,421.93
Summary of Estimated Expenditures for 2023-2024	\$130,421.93
Estimated Carry-over to 2024-2025	\$0.00

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

Funding Changes

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

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

Publicity

- School website

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Grouse Creek Elementary

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

Goal #1

close

State Goal

close

50% of K-5 students will be on or maintain a grade level benchmark on Acadience composite. Those not making benchmark will have a 30 point gain from BOY to MOY

on the composite score. 60% of students K-5 will be at Typical or higher on Pathways of Progress.

Academic Area

close

- English/Language Arts

Measurements

close

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

score. 50%of students K-5 will be at Typical or higher on Pathways of Progress.

Action Plan Steps and Expenditures

close

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

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

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

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

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2021-2022	\$0.00	
Distribution for 2022-2023	\$1,155.21	
Total Available Funds for 2022-2023	\$1,155.21	
Estimated Funds to be Spent in 2022-2023	\$	
	1155.21	
Estimated Carry-over from 2022-2023	\$0.00	
Estimated Distribution for 2023-2024	\$765.09	
Total Available Funds for 2023-2024	\$765.09	
Summary of Estimated Expenditures for 2023-2024	\$765.00	
Estimated Carry-over to 2024-2025	\$0.09	

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

Funding Changes

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

Additional supplies or Professional Development opportunities.

Publicity

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

Explanation for other publicity option:

Email sent to parents

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Lake View School

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

Goal #1

close

State Goal

close

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

Academic Area

close

- English/Language Arts

Measurements

close

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

Action Plan Steps and Expenditures

close

-
- Employ paraprofessionals to provide skill-based small-group interventions, and Tier 1 and 2 support.
 - Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices.
 - Chromebooks will be purchased to enhance the curriculum and administer assessments.
 - Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
 - Students performing below benchmark will be monitored regularly using Acadience.
 - Program assessments will be analyzed to form intervention groups.
 - Provide a Digital Citizenship program to students.
-

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

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

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

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$10,675.14
Distribution for 2022-2023	\$85,052.12
Total Available Funds for 2022-2023	\$95,727.26
Estimated Funds to be Spent in 2022-2023	\$ <div style="border: 1px solid black; padding: 5px; display: inline-block;">90000</div>
Estimated Carry-over from 2022-2023	\$5,727.26
Estimated Distribution for 2023-2024	\$93,035.00
Total Available Funds for 2023-2024	\$98,762.26

Estimates	Totals	
Summary of Estimated Expenditures for 2023-2024	\$95,000.00	
Estimated Carry-over to 2024-2025	\$3,762.26	

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

Funding Changes

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

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

activities. Providing teachers quality time to work as a team on student learning needs helps to meet our goals.

Publicity

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

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Mckinley School

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

Goal #1

close

State Goal

close

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

Academic Area

close

-
- English/Language Arts
-

Measurements

close

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

Action Plan Steps and Expenditures

close

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

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

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

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

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

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

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

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

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

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$22,605.98
Distribution for 2022-2023	\$78,987.28
Total Available Funds for 2022-2023	\$101,593.26
Estimated Funds to be Spent in 2022-2023	\$
	101593.26
Estimated Carry-over from 2022-2023	\$0.00
Estimated Distribution for 2023-2024	\$83,853.91
Total Available Funds for 2023-2024	\$83,853.91
Summary of Estimated Expenditures for 2023-2024	\$77,160.00
Estimated Carry-over to 2024-2025	\$6,693.91

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

Funding Changes

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

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

Publicity

- School website

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - North Park School

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

Goal #1

close

State Goal

close

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

Academic Area

close

- English/Language Arts
- Mathematics

Measurements

close

Our 2022-2023 MOY report showed the following typical or above progress on Acadience Literacy Pathways to Progress Report (Composite Score): K=70%, 1=60%, 2=58%, 3=67%, 4=68%, 5=66% Our 2022-2023 MOY report showed the following typical or above progress on Acadience Math Pathways to Progress Report (Composite Score): 1=72%, 2= 70%, 3=84% The goal is to increase that by 3% to the following on the 2023-2024 MOY Literacy Reports (Composite Score): K=73%, 1= 63%, 2=61%, 3=70%, 4=71%, 5=69% The goal is to increase

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

Action Plan Steps and Expenditures

close

1. Employ paras to provide skill-based small group interventions.
2. Provide professional development for our teachers and paras to build skills in research-based practices.
3. Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
4. Students performing below benchmark will be monitored regularly using Acadience progress monitoring.
5. Individual student goals will be set using the Acadience Pathways of Progress Goal Setting Tool.

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

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

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

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

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2021-2022	\$16,279.43	
Distribution for 2022-2023	\$74,655.25	
Total Available Funds for 2022-2023	\$90,934.68	
Estimated Funds to be Spent in 2022-2023	\$	
	80000	
Estimated Carry-over from 2022-2023	\$10,934.68	
Estimated Distribution for 2023-2024	\$88,903.51	
Total Available Funds for 2023-2024	\$99,838.19	
Summary of Estimated Expenditures for 2023-2024	\$99,838.19	
Estimated Carry-over to 2024-2025	\$0.00	

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

Funding Changes

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

Technology, more para support, literacy materials

Publicity

- School website

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Park Valley Elementary

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

Goal #1

close

State Goal

close

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

Academic Area

close

- English/Language Arts

Measurements

close

Community Council reviewed the 22-23 BOY and MOY data. 87% of students K-6 achieved grade level or higher on the Acadience composite at MOY. 65% of students had typical or above growth using the pathways of progress. We also discussed the number of students moving on and those entering our school for the 23-24 school year. our 23-24 goal is to have 85% of Park Valley students grades K-6 will maintain grade level benchmark on Acadience composite. Those not making progress will have a 40-point gain from BOY to MOY on the composite score.

80% of Park Valley Students K-6 will have typical or above growth using Pathways to Progress.

Action Plan Steps and Expenditures

close

Digital Citizenship/Safety Principles Component

close

No

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2021-2022	-\$1,537.00	

Estimates	Totals	
Distribution for 2022-2023	\$4,909.63	
Total Available Funds for 2022-2023	\$3,372.63	
Estimated Funds to be Spent in 2022-2023	\$	
	3372	
Estimated Carry-over from 2022-2023	\$0.63	
Estimated Distribution for 2023-2024	\$3,366.40	
Total Available Funds for 2023-2024	\$3,367.03	
Summary of Estimated Expenditures for 2023-2024	\$0.00	
Estimated Carry-over to 2024-2025	\$3,367.03	

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

Estimated Carry-over

Please explain why the Estimated Carryover to 2024 - 2025 of \$3367.03 is more than the 10 % of the Estimated Distribution for 2023 - 2024 of \$3366.40.

Funding Changes

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

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

Publicity

- School assembly
- School newsletter
- School website

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Snowville School

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

Goal #1

close

State Goal

close

85% of Students K-5 will be on or maintain a grade level benchmark on the Acadience composite. Those not on benchmark will have a 30-point gain from BOY to MOY on the composite score. 60% of students k-5 will be at Typical or higher on Pathways of Progress.

Academic Area

close

- English/Language Arts

Measurements

close

The community council reviewed BOY- MOY data from 2022-2023. We also reviewed the student enrollment from 2022-2023 and 2023-2024. We have a big group leaving out school and a small group enrolling. 85% of Students K-5 will be on or maintain a grade level benchmark on the Acadience composite. Those not making progress will have a 30-point gain from BOY to MOY on the composite score. 60% of students k-5 will be at Typical or higher on Pathways of Progress.

Action Plan Steps and Expenditures

close

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

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

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

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

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

No

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2021-2022	-\$500.00	
Distribution for 2022-2023	\$5,054.03	
Total Available Funds for 2022-2023	\$4,554.03	
Estimated Funds to be Spent in 2022-2023	\$	
	4554	
Estimated Carry-over from 2022-2023	\$0.03	
Estimated Distribution for 2023-2024	\$4,131.49	
Total Available Funds for 2023-2024	\$4,131.52	
Summary of Estimated Expenditures for 2023-2024	\$0.00	
Estimated Carry-over to 2024-2025	\$4,131.52	

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

Estimated Carry-over

Please explain why the Estimated Carryover to 2024 - 2025 of \$4131.52 is more than the 10 % of the Estimated Distribution for 2023 - 2024 of \$4131.49.

Funding Changes

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

additional hours

Publicity

- School assembly
- School newsletter
- School website

Council Plan Approvals

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

BACK

Upcoming School Plan 2023-2024 - Willard School

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

Goal #1

close

State Goal

close

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

Academic Area

close

-
- English/Language Arts
-

Measurements

close

Reading Acadience EOY Pathways of Progress

Action Plan Steps and Expenditures

close

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

2. At the beginning of the school year, screening and diagnostic assessments will be given to each student

to determine individual strengths and areas of need. Small group instruction and interventions will be planned according to areas of need.

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

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

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

6. Willard School Team Leaders will collaborate on a biweekly basis to look at school-wide data and refine our teaching and learning processes for tier 1, 2, and 3.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Literacy paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups. Willard School Team Leaders will collaborate on a biweekly basis to look at school-wide data and refine our teaching and learning processes for tier 1, 2, and 3.	\$32,320.00
	Total:	\$32,320.00

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

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

Academic Area

close

-
- Mathematics
-

Measurements

close

Math Acadience EOY Pathways of Progress

Action Plan Steps and Expenditures

close

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

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

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

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

5. Math collaboration meetings will be held biweekly to look at student data. Changes will be made to a student's individual plans if sufficient growth is not being made.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Math paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups.	\$4,260.00
	Total:	\$4,260.00

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$36,580.00
Total:	\$36,580.00

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$760.75
Distribution for 2022-2023	\$37,544.23
Total Available Funds for 2022-2023	\$38,304.98
Estimated Funds to be Spent in 2022-2023	\$ 37000
Estimated Carry-over from 2022-2023	\$1,304.98
Estimated Distribution for 2023-2024	\$35,347.18
Total Available Funds for 2023-2024	\$36,652.16
Summary of Estimated Expenditures for 2023-2024	\$36,580.00
Estimated Carry-over to 2024-2025	\$72.16

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

Funding Changes

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

If we have additional funding, we will use it to purchase additional reading or math materials to support our tier 1, 2, and 3 instruction.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2023-03-29

BACK

Upcoming School Plan 2023-2024 - Box Elder High

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

Goal #1

close

State Goal

close

Box Elder High School will reduce the number of students who are credit deficit, by 1%, from August 2023 to June 2024.

Academic Area

close

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

- World Languages

Measurements

[close](#)

At the end of the first trimester the number of students who are credit deficit will be documented. At the end of second and third trimester the number of students who are credit deficit will be documented. We want to see a decrease in the two measurements by 1%. We have been tracking this data for the past four years. Approximately 10% of our students are credit deficient in one area. This is concerning to us and we feel this is a critical need we need to address. When students do not recover the credit it keeps them from graduating. We want to decrease this number so more students are not off track for graduation.

Action Plan Steps and Expenditures

[close](#)

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

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	2. Hire five paras to help the students work on credit recovery and get to the needed interventions given by classroom teachers. (\$12000 4 part-time) (\$30,000 1 full-time) Total (\$78,000) 4. Pay teachers summer hours to work on creating Canvas courses and formative assessments to use during the school year to help students earn credit. (\$50,180.10) (Teacher Hours \$30/Hour) 5. Pay teachers to run after school credit recovery times (summer stipend). (\$16,000 for 2 teachers)	\$144,180.10
Books, Ebooks, online curriculum/subscriptions	1. Purchase Edgenuity credit recovery courses. (\$6000 toward licenses)	\$6,000.00
	Total:	\$150,180.10

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

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

Academic Area

close

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

Measurements

[close](#)

Using the ObserverTab tool administrators and building level coaches will calculate the average percentage of student engagement at Box Elder High School. This data will be tracked monthly through classroom observations. By April 2024, 85% of Box Elder High School teachers will have an average of 80% of their students engaged during classroom instruction. We know that as engagement goes up our student's achievement will go up as well. We want to increase our school-wide (focused) engagement rate to 80%. We feel this is a critical need in our building. As our students are more engaged with their teacher's instruction, achievement will increase and the amount of classes failed will decrease.

Action Plan Steps and Expenditures

[close](#)

1. Training on SIOP and Big 8 teaching strategies will be provided to PLC team leaders, Sub Intervention Committee Members, and teachers schoolwide.

2. Ipads, Cameras, Additional Reading Books, Microscope slides, and other technologies (Turnitin!, ACT Prep, Read180, Quizlet, Screencast -O-Matic, Comic Book Developer, AAPPL Testing) will be added to classrooms to help teachers increase engagement.
3. Professional Development conferences will be provided for teachers to increase teacher instructional skills, which will increase student engagement. (Pay for subs while teachers are at conferences)
4. LIA students will be transported to elementary schools to read with students.
5. Hire an LIA Liaison to help teachers in ELL and LIA classes and at elementary schools.
6. Pay for an Instructional Coach & Consultant to come in and work with our first year teachers. (Subs while teachers are working with consultant)
7. Hire a full time Instructional Coach (\$36,000) Other funding come from the district.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Training on SIOP and Big 8 teaching strategies will be provided to PLC team leaders, Sub Intervention Committee Members, and teachers schoolwide. (\$11,000) 22 teachers @ \$500 3. Professional Development conferences will be provided for teachers to increase teacher instructional skills, which will increase student engagement. (Pay for subs while teachers are at conferences) (\$3000) 5. Hire an LIA Liaison to help teachers in ELL and LIA classes and at elementary schools. (\$9000) 7. Hire a full time instructional coach (\$36,000)	\$95,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	2. Ipads (\$4000), Cameras (\$10,000), Additional Reading Books (\$5000), Microscope slides (\$1500), will be added to classrooms to help teachers increase engagement.	\$20,500.00
Books, Ebooks, online curriculum/subscriptions	2. Other technologies (Turnitin! (\$4000), ACT Prep (\$8000), Read180 (\$1000), Quizlet (\$600), Screencast -O-Matic (\$240), Comic Book Developer (\$500), AAPPL Testing (\$2000)) will be added to classrooms to help teachers increase engagement. (16,340)	\$16,340.00
	Total:	\$141,840.00

Category	Description	Estimated Cost
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	4. LIA students will be transported to elementary schools to read with students. (\$4000)	\$4,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	6. Pay for an Instructional Coach Consultant to come in and work with our first year teachers. (\$6000)	\$6,000.00
	Total:	\$141,840.00

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$6,000.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$4,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$20,500.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$239,180.10
Books, Ebooks, online curriculum/subscriptions	\$22,340.00
Total:	\$292,020.10

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$87,870.05
Distribution for 2022-2023	\$218,911.73
Total Available Funds for 2022-2023	\$306,781.78
Estimated Funds to be Spent in 2022-2023	\$
	218000
Estimated Carry-over from 2022-2023	\$88,781.78
Estimated Distribution for 2023-2024	\$242,992.72
Total Available Funds for 2023-2024	\$331,774.50
Summary of Estimated Expenditures for 2023-2024	\$292,020.10
Estimated Carry-over to 2024-2025	\$39,754.40

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

Estimated Carry-over

Please explain why the Estimated Carryover to 2024 - 2025 of \$39754.40 is more than the 10 % of the Estimated Distribution for 2023 - 2024 of \$242992.72.

We have been struggling to keep our para positions filled since the Pandemic. We have not been able to hire an ELL Liaison this year. Our Instructional para also quit before the year was over.

Funding Changes

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

Additional funds will be used to purchase technology for students and professional development opportunities/substitutes for teachers.

Publicity

- School marquee
- School newsletter

- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	3	2023-02-13

Submit Comments Below:

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

Character Count:

0

Finish Review

Approval Instructions for LEAs and Charter Authorizers

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

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

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

Academic goals

Specific steps to meet the goals.

Measurements to assess improvement.

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

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

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

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

Upcoming School Plan 2023-2024 - Sunrise High School

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

Goal #1

close

State Goal

close

Our goal is to increase our graduation percentage to 70% over the next two years. One step in doing this is to increasing student support. We will use these funds to pay for part of a full time student mentor to work with students. We will use other funds to cover the remaining costs. This mentor will contact students each day to help improve their attendance and provide extra academic support throughout each day.

Academic Area

close

- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education
- Science

- Social Studies

Measurements

close

We are now in comprehensive school improvement for the second time. Therefore as part of our state board approved plan for rigorous improvement, increasing graduation rate is mandated by the state as our number one priority and therefor our most critical academic need.

Action Plan Steps and Expenditures

close

1. We hired Debi Blaisdell as one of our student mentors. She will continue with us for this coming year. About 65% of her salary and benefits are paid for through land trust money.
2. Along with our other mentors, Debi will be assigned a class of 15-18 students in August. She will work with these students each day. Outside of helping students in the classroom, our mentors will contact any absent student each day as well as parents each week.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Continue to pay a full time para professional to mentor students.	\$25,703.36
	Total:	\$25,703.36

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$25,703.36
Total:	\$25,703.36

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2021-2022	\$0.00
Distribution for 2022-2023	\$25,703.36
Total Available Funds for 2022-2023	\$25,703.36
Estimated Funds to be Spent in 2022-2023	\$ 23105.73
Estimated Carry-over from 2022-2023	\$2,597.63
Estimated Distribution for 2023-2024	\$23,105.73
Total Available Funds for 2023-2024	\$25,703.36
Summary of Estimated Expenditures for 2023-2024	\$25,703.36
Estimated Carry-over to 2024-2025	\$0.00

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

Funding Changes

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

The funds are not adequate to pay for all of the full time para. So any additional funds will simply be

used to off-set the total cost. Additional funds are already needed to pay for this person.

Publicity

- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
1	0	0	2023-04-21

Comments

Date	Name	Comment
2023-04-21	Gerald Jackman	As an alternative high school we have a board waiver to not have a community council. This waiver was again approved by our board this year.

[BACK](#)

Upcoming School Plan 2023-2024 - Bear River High

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

Goal #1

close

State Goal

close

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

Academic Area

close

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education
- Science
- Social Studies

- World Languages

Measurements

[close](#)

This is the percentages of students with 1 or more failing grade at the end of each trimester. This is any class and any grade level. 21/22 22/23 1st Tri - 17.82% 16.61% 2nd Tri - 17.49% 16.62% 3rd Tri - 15.36%

Action Plan Steps and Expenditures

[close](#)

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

Digital Citizenship/Safety Principles Component

[close](#)

Yes

Category	Description
Behavioral	We will use a program that was used and developed by our sister school, Box Elder School District.

Goal #2

close

State Goal

close

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

Academic Area

close

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education

- Science
- Social Studies
- World Languages

Measurements

close

Combined average of weekly attendance into trimester average . Weekly attendance is percentage of students missing at least on class in any given week. 2021-22 2022-23 1st Tri 14.04% 7.70% 2nd Tri 15.94% 12.77% 3rd Tri 15.22%

Action Plan Steps and Expenditures

close

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

Digital Citizenship/Safety Principles Component

close

No

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$50,329.47
Distribution for 2022-2023	\$162,739.79
Total Available Funds for 2022-2023	\$213,069.26
Estimated Funds to be Spent in 2022-2023	\$ 162739.79
Estimated Carry-over from 2022-2023	\$50,329.47
Estimated Distribution for 2023-2024	\$180,255.31
Total Available Funds for 2023-2024	\$230,584.78
Summary of Estimated Expenditures for 2023-2024	\$0.00
Estimated Carry-over to 2024-2025	\$230,584.78

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

Estimated Carry-over

Please explain why the Estimated Carryover to 2024 - 2025 of \$230584.78 is more than the 10 % of the Estimated Distribution for 2023 - 2024 of \$180255.31.

Money was carried over from 2021-2022 to buy chromebooks that were back-ordered or not available due to supply chain issues, during the school year. Any additional carry-over will be used to give teachers more time to change and adapt their curriculum for students and increasing our social skills/life skills class options for students.

Funding Changes

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

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

BACK

Upcoming School Plan 2023-2024 - Box Elder Middle

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

Goal #1

close

State Goal

close

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

Academic Area

close

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase

- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements

[close](#)

We have been looking at our MAP testing data as a council. We have seen an alignment with state test results and MAP test data. We will monitor our progress with 3 annual NWEA MAP test administrations, using our winter assessment as the data piece to drive the Trustlands team decision as that administration will happen with time for our school community council to make any needed adjustments to next year's plan.

Action Plan Steps and Expenditures

[close](#)

Step 1:

Students will take NWEA MAP assessments at the beginning, middle, and end of year.

Step 2:

Teachers in each content area will work in collaboration using MAP data to focus instruction to aid their students in literacy and math.

Step 3:

Teachers will receive professional development in targeted areas to help address the needs of students.

Step 4:

Students will have math and science tutoring available to them after school to help them in these key academic areas.

Step 5:

The school will hire an online mentor to help our students who are taking classes in online settings to help them access curriculum and assessments as well as to partner with students and families in goal setting and to improve communication. We will also hire four math aides to assist students with instruction and small group work in math. We will pay team leaders to coordinate the training and focus of teachers in each content area. We will pay a reading interventionist to help address the needs of struggling readers. We will pay a reading lab coordinator to assist our struggling readers with their work in the Language Live computer program. We will also pay for part of our instructional coach's salary to make sure all of our teachers have access to great professional development.

Step 6:

The school will buy classroom sets of desks and chairs in our Language Arts areas to facilitate different styles of learning.

Step 7

The school will buy needed technology and programs to assist in student learning.

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	7	\$6,716.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	2,3,4,5	\$190,880.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	7	\$2,600.00
	Total:	\$200,196.00

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Our counseling team and our school resource officer will go to each classroom in our school and train students on the required aspects of digital citizenship and online safety at the beginning of the school year.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$2,600.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$190,880.00
Books, Ebooks, online curriculum/subscriptions	\$6,716.00
Total:	\$200,196.00

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$0.00
Distribution for 2022-2023	\$163,028.59
Total Available Funds for 2022-2023	\$163,028.59
Estimated Funds to be Spent in 2022-2023	\$
	134528
Estimated Carry-over from 2022-2023	\$28,500.59
Estimated Distribution for 2023-2024	\$176,735.89
Total Available Funds for 2023-2024	\$205,236.48
Summary of Estimated Expenditures for 2023-2024	\$200,196.00
Estimated Carry-over to 2024-2025	\$5,040.48

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

Funding Changes

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

Box Elder Middle School will spend additional or carryover funds on needed technology, professional training, and staff hours to carry our the goals of our Trust Lands Plan.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	3	2023-03-20

Submit Comments Below:

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

Character Count:

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Finish Review

Approval Instructions for LEAs and Charter Authorizers

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

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

Academic goals

Specific steps to meet the goals.

Measurements to assess improvement.

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

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

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

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

Upcoming School Plan 2023-2024 - Bear River Middle

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

Goal #1

close

State Goal

close

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

Academic Area

close

- College and Career Readiness
- English/Language Arts
- Health
- Mathematics
- Science
- Social Studies
- World Languages

Measurements

[close](#)

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

Action Plan Steps and Expenditures

[close](#)

The following steps will be taken to achieve this goal:

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

will fund 40% of the salary and the school will cover 60% of the salary.

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

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

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	With the increase in technology, online assessments, and digital tools addressing interventions and extensions, we will continue to fund a digital citizenship and safety plan through our funds. The plan may be either through a large assembly or during our study hall time, whichever is more appropriate for our school population.

Summary of Estimated Expenditures

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

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2021-2022	\$35,462.48	
Distribution for 2022-2023	\$129,094.39	
Total Available Funds for 2022-2023	\$164,556.87	
Estimated Funds to be Spent in 2022-2023	\$	
	164556.87	
Estimated Carry-over from 2022-2023	\$0.00	
Estimated Distribution for 2023-2024	\$129,300.28	
Total Available Funds for 2023-2024	\$129,300.28	
Summary of Estimated Expenditures for 2023-2024	\$129,300.00	
Estimated Carry-over to 2024-2025	\$0.28	

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

Funding Changes

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

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

Publicity

- School assembly
- School newsletter
- School website

Council Plan Approvals

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

[BACK](#)

Upcoming School Plan 2023-2024 - Young Intermediate

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

Goal #1

close

State Goal

close

By the end of the 2023-2024 school year, 85% of students at ACYI will demonstrate grade-level proficiency in literacy as measured by end-of-level assessments created and administered by the school's ELA PLC teams. All students will show growth as measured by MAPS testing.

Academic Area

close

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

Measurements

close

According to data collected during the 2021-2022 school year, 78% of students at ACYI can demonstrate grade-level proficiency in literacy as measured by end-of-level assessments. This level of proficiency indicates that the goal of 85% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments. Teams will also use fluency data that will be coupled with the other assessment data to measure progress and inform instruction. MAPS testing data will be collected at 3 times during the year.

Action Plan Steps and Expenditures

[close](#)

1. Accommodations/Literacy Aides: Five (5) aides will be hired to provide in-class support for at-risk and struggling students. The aides will work with ELA teachers to provide support, instruction, and intervention for students in remedial, team taught and general education classes.
2. Intervention Aide: An Intervention Aide will be hired to assist teachers, students and administrators in coordination the daily academic intervention program (SOAR). The aide will access and gather data from the school gradebook program program and assign students interventions from one of their teachers.
3. PLC Team Leaders: All teachers will be part of a PLC team that meets weekly to review learning standards and curriculum, create common formative assessments, review assessment data and/or plan enrichment/intervention activities for students based on data . PLC team leaders conduct these weekly meetings as well as attend regular leadership meetings to discuss the effectiveness of school-wide intervention efforts and the planning of strategies and program changes to improve their effectiveness. A stipend will be paid to each PLC team leader for this additional responsibility.
4. Technology Devices Aide; An Aide will be hired to oversee the scheduling distribution, and maintenance of the school Chromebooks as well as well as 2 existing computer labs. This aide will also support student and teachers with assistance on technology issues on a daily basis. Such management will extend the life of the hardware as well as its effective distribution and use.

5. Teacher Professional Development: Professional Development Opportunities will be funded for teachers to attend conferences, develop curriculum, and learn/refine instruction practices. This will include admission to conferences, substitute teachers to cover classes, and payment for additional time outside of teaching contracts.

6. Purchase Scope magazine to serve as an supplemental text in the sixth grade language arts classrooms.

7. Pay teacher to work in the summer to: 1) analyze testing data (CFA's, MAPS, and RISE) to identify areas of student need and adjust instruction accordingly, 2) create unit plans to use during the schoo year, and 3) Create Canvas instructional materials.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Steps 1 - Literacy Aides \$66,300. Step 2 - Intervention Aide \$13, 208 Step 3 - PLC Team Leaders \$12,880 Step 4 - Technology Devices Aide \$16,324 Step 7 - Teacher Summer Hours \$7,205	\$115,917.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Step 5 - Teacher Professional Development - \$3,000	\$3,000.00
Books, Ebooks, online curriculum/subscriptions	Step 6 - Scope magazine	\$5,494.50
	Total:	\$124,411.50

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

By the end of the 2023-2024 school year, 95% of students at ACYI will demonstrate grade-level proficiency in mathematics as measured by end-of-level assessments created and administered by the school's Math PLC teams. All students will show growth as measured by MAPS testing.

Academic Area

close

- Fine Arts
- Mathematics
- World Languages

Measurements

close

According to data collected during the 2021-2022 school year, 90% of students at ACYI can demonstrate grade-level proficiency in mathematics as measured by end-of-level assessments. This level of proficiency indicates that the goal for 95% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments. MAPS Testing Data will be collected 3 times per year.

Action Plan Steps and Expenditures

close

1. **Daily Practice Sheets:** Throughout the past two years, Math PLC Teams have developed and refined curriculum that aligns with State Standards and District Essentials. The materials provide practice, spiral review, and assessment of content taught during the course of the school year. This curriculum will be printed for consumable student use and also inform instruction, intervention, and remediation.

2. **Pay teachers to work summer hours to work on creating Canvas courses ant to create unit plans to use during the school year to help students achieve proficiency.**

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Step 1 - Daily Practice Sheets - \$4,000	\$4,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 2 - Teacher Summer Hours	\$7,205.00
	Total:	\$11,205.00

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

By the end of the 2023-2024 school year, 97% of students at ACYI will demonstrate grade-level proficiency in science as measured by end-of-level assessments created and administered by the school's Science PLC teams.

Academic Area

[close](#)

- Health
- Physical Education
- Science

Measurements

[close](#)

According to data collected during the 2021-2022 school year, 94% of students at ACYI can demonstrate grade-level proficiency in science as measured by end-of-level assessments. This level of proficiency indicates that the goal for 97% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments.

Action Plan Steps and Expenditures

[close](#)

1. **Consumable Science Lab Supplies:** Hands on Science labs will be conducted throughout the school year in both 6th and 7th grade science classes. Consumable supplies will be purchased to facilitate these labs.

2. OER Textbooks: To accommodate and enrich the learning of students in Science, an Open Educational Resource (OER) textbook will be purchased. This textbook contains a wealth of information for students and serves as a resource for teachers as they teacher lessons, perform lab experiments, and give assessments with the new Utah Science Standards.

3. The seventh grade science will have a field trip to the Box Elder Museum of Natural History.

4. Pay teachers to work summer hours to work on creating Canvas courses and to create unit plans to use during the school year to help students achieve proficiency.

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Step 1 - Lab Supplies	\$6,737.50
Books, Ebooks, online curriculum/subscriptions	Step 2 - OER Textbooks -	\$1,799.99
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Step 3 - Field trip -	\$1,500.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 4 - Teacher Summer Hours	\$7,205.00
	Total:	\$17,242.49

Digital Citizenship/Safety Principles Component

close

No

Goal #4

close

State Goal

close

ACYI will supplement the salary of an instructional coach (we will pay 15%) while the district will pay the rest. The instructional coach will work with PLC groups, administration, and district level coaches to learn the goals of each teacher and then will provide support through observations, feedback to help each teacher improve. The instructional coach will provide technical support to all teachers to help them more effectively use technology in their teaching.

Academic Area

close

- English/Language Arts
- Mathematics
- Science

Measurements

close

Data used to measure the effectiveness of the instructional coach will be his timesheet of interactions with teachers and a year end survey of teachers.

Action Plan Steps and Expenditures

close

1. Pay 15 percent of the salary of the ACYI Instructional Coach.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 1	\$18,000.00
	Total:	\$18,000.00

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Books, Ebooks, online curriculum/subscriptions	\$7,294.49
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$10,737.50
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$1,500.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$3,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$148,327.00
Total:	\$170,858.99

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2021-2022	\$25,857.00
Distribution for 2022-2023	\$160,718.18

Estimates	Totals
Total Available Funds for 2022-2023	\$186,575.18
Estimated Funds to be Spent in 2022-2023	\$ 171943
Estimated Carry-over from 2022-2023	\$14,632.18
Estimated Distribution for 2023-2024	\$165,412.55
Total Available Funds for 2023-2024	\$180,044.73
Summary of Estimated Expenditures for 2023-2024	\$170,858.99
Estimated Carry-over to 2024-2025	\$9,185.74

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

Funding Changes

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

Additional funds will be used to 1) provide training for para-professional aides and 2) add hours to the aides.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	6	2023-04-28

BACK

Upcoming School Plan 2023-2024 - Harris Intermediate

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

Goal #1

close

State Goal

close

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

Academic Area

close

- English/Language Arts

Measurements

close

As a guiding coalition and school Community Council, we used the trend data from our RISE end-of-year assessment as well as our Lexile growth over time to determine our area of most critical academic need. Next year we will use the school-wide report provided by the district in the additional report data package that they purchase from the MAP vendor.

This report will help us to see what percentage of students made the year's projected growth. It was determined by our School Leadership Team and Community Council that both the math and science RISE tests are also tests of reading and our students who struggle or are below grade level, struggle to read the tests. Additionally, our TSI percentages for ELL and SWD's were bellow the 5% of the state average for 2019 and beyond.

Action Plan Steps and Expenditures

[close](#)

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

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

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Our Community Council approved our Digital safety component taught in our Science classrooms in face-to-face instruction each spring.

Summary of Estimated Expenditures

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

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2021-2022	\$0.00
Distribution for 2022-2023	\$118,264.32
Total Available Funds for 2022-2023	\$118,264.32

Estimates	Totals
Estimated Funds to be Spent in 2022-2023	\$ 118264.32
Estimated Carry-over from 2022-2023	\$0.00
Estimated Distribution for 2023-2024	\$124,556.72
Total Available Funds for 2023-2024	\$124,556.72
Summary of Estimated Expenditures for 2023-2024	\$124,556.72
Estimated Carry-over to 2024-2025	\$0.00

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

Funding Changes

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

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

Publicity

- School website

Council Plan Approvals

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

[BACK](#)

Box Elder School District
Increase Breakfast Prices for Beginning 2023-2024 SY Recommendation

Recommendation: It is recommended that the board approve an increase in the breakfast meal prices at all school levels beginning in the 2023-2024 school year. This will increase the cost from respectfully as listed in the table below.

Recommended Motion: I move that we increase the price of breakfast be increased by \$.20 for the High School, Intermediate and Elementaries and by .25 for the Middle school for the 2023-2024 school year.

Background: The chart below shows BESD current school breakfast prices and comparables:

	Current	Proposed	Increase	Avg of Districts
Elementary	\$1.25	\$1.45	\$.20	\$1.50
Intermediate	\$1.25	\$1.45	\$.20	\$1.50
Middle School	\$1.45	\$1.70	\$.25	\$1.70
High School	\$1.50	\$1.70	\$.20	\$1.70

In looking at the surrounding school districts: Cache, Logan, Weber, Salt Lake. Ogden and Davis, they **all** charge the same price for middle school and high school breakfast and lunch. These menus are essentially the same. Our recommendation for 2023-2024 SY is to raise breakfast prices to offset increase costs we have seen over the last 2 years. We feel that this will help ongoing cost increases and changes that will occur in inventory. Doing this at the start of the 2023-2024 SY we hope this will create less disruption as we migrate.

Policy Implications:

The increase will begin to bring us in line with surrounding districts. It also helps as the federal government has expectations that we increase prices so federal free and reduced money does not subsidize paid lunches.

Financial Implications:

The increase will raise about \$75,725 with current participation a year, but participation may drop next year because breakfast will no longer be free as it has been for the last 3 years.

Staff Implications

None at this time

NATIONAL CHILD NUTRITION FUND (49)

<u>REVENUE:</u>	<u>Lunch Sales</u>	<u>State</u>	<u>Federal</u>	<u>TOTAL</u>
2022-2023 (est) % of revenue	\$1,353,060 28%	\$743,436 15%	\$2,731,611 57%	\$4,828,107 79%
2021-2022* % of revenue	\$79,435 1%	\$867,932 12%	\$6,087,355 87%	\$7,034,723 88%
2020-2021* % of revenue	\$273,110 4%	\$1,057,642 17%	\$5,068,728 79%	\$6,399,480 83%
2019-2020 % of revenue	\$1,052,403 22%	\$892,904 18%	\$2,942,791 60%	\$4,888,098 77%
2018-2019 % of revenue	\$1,299,459 27%	\$943,959 20%	\$2,528,106 53%	\$4,771,524 73%
2017-2018 % of revenue	\$1,276,194 29%	\$646,464 15%	\$2,517,503 57%	\$4,440,161 80%
2016-2017 % of revenue	\$1,199,146 29%	\$490,684 12%	\$2,442,917 59%	\$4,132,747 83%

* COVID Years, meals free

** Percent of funding not including lunch sales

Percentage of Students free or reduced:

	Free	Count	Reduced	Count	TOTALS
District Average	29.39%	3717	32.00%	4048	61%
School Highest	40.06%	246	14.82%	91	55%
School Lowest	13.38%	81	3.29%	20	17%

Average Plate Cost:

	Breakfast	Lunch
Elementary	\$0.98 - \$1.68	\$1.65 - \$2.21
Secondary	\$1.38 - \$1.97	\$2.05 - \$2.87

ESTIMATED ANNUAL UTILITY COST TO ADD A/C SOURCE:

Elementary:	\$.10/sf	
Fielding	64,800 sf	\$6,480
Garland	71,942 sf	\$7,194
Intermediate:		
	\$.11/sf	
Harris	127,422 sf	\$14,016
Young	147,604 sf	\$16,236
High School:		
	\$.13/sf	
Bear River	240,247 sf	\$31,232
Box Elder	239,894 sf	\$31,186

2023 Legislative Overview

Utah State Board of Education | Education Bills



**Utah State
Board of
Education**



Education Bills by the Numbers

268

Bills Introduced

164

Bills Passed

61%

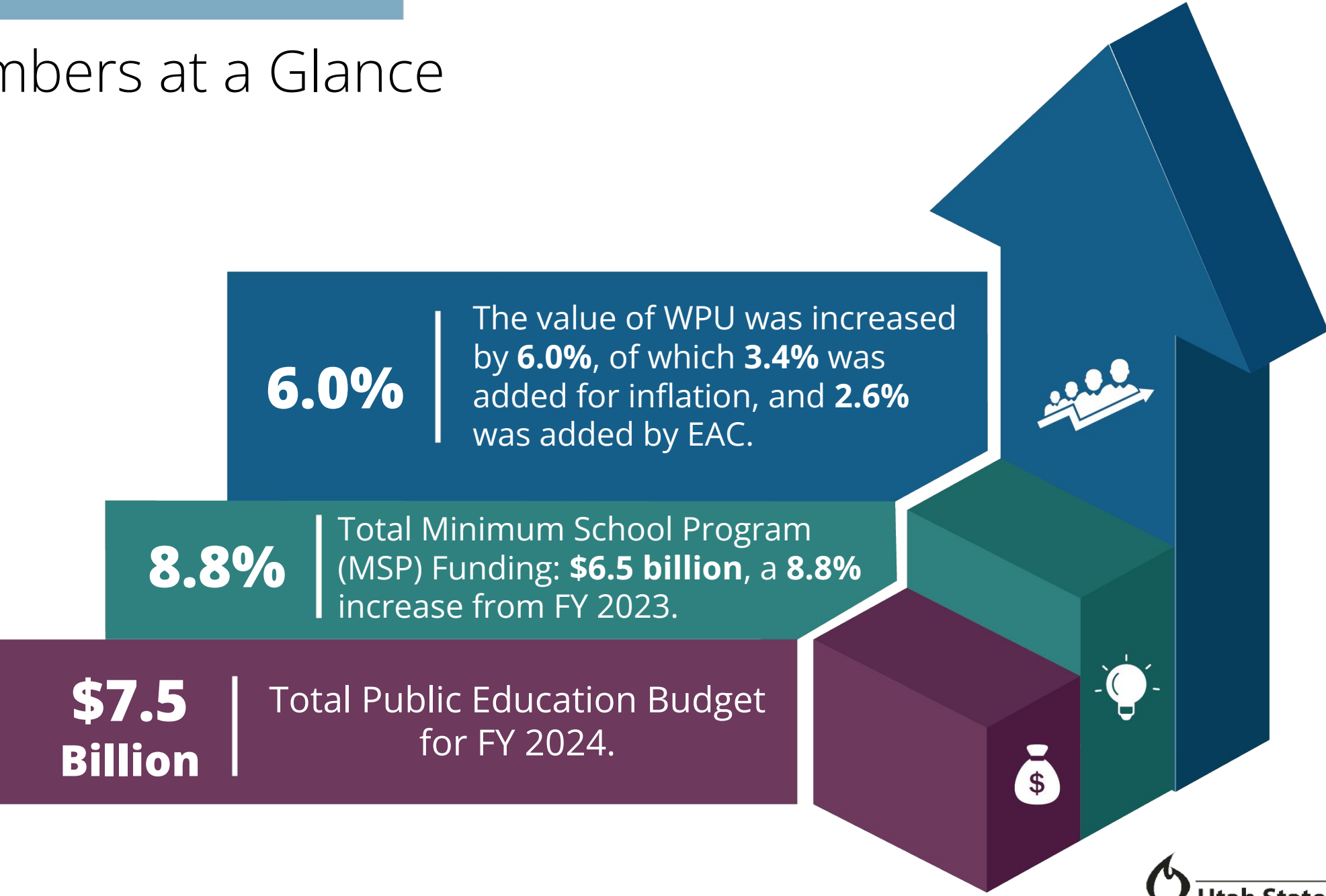
Bill Passage
Rate



Numbers at a Glance



Numbers at a Glance



Notable Education Stabilization Funding Distribution

\$75 Million

School Security
Requirements

\$64 Million

Educator Preparation and
Collaboration Time

\$50 Million

Small School Critical Capital
Needs Fund

\$30 Million

Flexible Funding WPU
Distribution to 4th-6th Class
County Schools



Growth and the WPU



Teacher Pay Increase

\$196,914,400 ongoing was appropriated for the Educator Salary Adjustment to increase educator pay by **\$4,200** plus employer-paid benefits.

Funding Highlights: Teacher and Student Supports

Funding for Teacher Salaries
\$196.9 Million
Ongoing

At-Risk Students WPU Weighting Increase
\$25.1 Million
Ongoing

Optional Full-Day Kindergarten Expansion
\$25 Million Ongoing
\$19.1 Million *One-Time

Teen Centers for Students Experiencing Homelessness
\$15 Million
One-Time

Grow Your Own Teacher and Counselor Pipeline
\$7.1 Million
One-Time

Foreign Language Education Funding
\$3.1 Million
Ongoing

*As enrollment requires



Funding Highlights: Investments in Technology

K-12 Computer
Science for Utah Grant
Program
\$3 Million *Ongoing*
\$5 Million *One-Time*

Statewide Online
Education Program
Increase
\$5.5 Million
One-Time

English Language
Learner Software
\$5 Million
One-Time

Student Credential
Account Statewide
Usage
\$3.5 Million
One-Time

Adobe Create Utah
\$2 Million
One-Time



Funding Highlights: Additional Funding

Permanent State
School Fund
\$160 Million
One-Time

Public Education
Funding Equalization
\$19.1 Million
Ongoing

Pupil Transportation
\$6 Million
One-Time

Utah Fits All Program
\$42.5 Million
FY 2025
Ongoing

Beverley Taylor
Sorenson Arts
Learning Program
\$2.5 Million Ongoing
\$2.5 Million One-Time



Notable Education Bills

Proposal to Amend Utah Constitution

SJR 10 Senator McCay | Representative Peterson

Hold Harmless for Public Education Enrollment

HB 394 Representative Peterson | Senator Millner

SJR 10 and House Bill 394 are companion bills that provides a guarantee that public education funding would not decrease in the event of public education enrollment declines for five years. If SJR 10 is approved by voters on the November 2024 ballot, HB394's hold harmless would take effect on January 1, 2025.

Notable Education Bills

Full-Day Kindergarten Amendments

HB 477 Representative Spendlove | Senator Cullimore



Moves funding for kindergarten into the WPU, providing a stable funding source for any LEA wanting to expand full-day kindergarten, free of charge with a half-day option if requested by parents.

Provides an additional \$25 million to expand full-day kindergarten in our state.

Repeals an optional expanded kindergarten program (OEK) and amends provisions regarding a requirement for a kindergarten assessment.

Full & Half-Day Kindergarten Transportation Options

- Follow your local policies and procedures for optional programs or programs of choice.
- Pupil transportation is typically not provided for **programs of choice** outside of the regular assigned school morning and afternoon routes except when transportation is funded by the LEA's general funds and approved by the local school board. However, an LEA may provide additional transportation as needed.
- Local Boards make policies for the entire LEA. Any exception that makes sense for one program may cause implications when applied throughout the LEA. The same applies to full and half day kindergarten.
- The following slides suggest guidance for addressing the transportation of full day and half day kindergarten students.

LEA school offers Full-Day Kindergarten Program

Parents opt for half-day kindergarten

Transportation is not required, and routes are not eligible for state supported transportation funds

This decision of opting for half-day kindergarten is considered a program of choice. Transportation is not provided outside the regular morning and afternoon school bus routes.

Eligible kindergarten students ride to and from school on existing routes with other grades. Ineligible students do not receive transportation.

Under R277-600-10 Costs for school district transportation of students which are not reimbursable may be paid for from general school district funds or from the proceeds of the Board Local Levy.



LEA school offers both Full & Half-Day Kindergarten Program

Parents opt for half-day kindergarten, students eligible for mid-day transportation

Fewer than 6 students

7-10 Students

Does not qualify for state supported funding

Only qualifies for half state supported funding

More than 10

Student's eligible for transportation who are enrolled in full-day kindergarten ride to and from school on existing routes with other grades.

LEA attempts to provide a school bus route that qualifies for state supported funding.

LEAs need to determine if a more efficient transportation option is available (R277-600-7). Paying parent fee in lieu, using a multi-purpose vehicle or contracting student transportation with a vendor.

Note: paying parent's fee in lieu to provide transportation is usually the most efficient option for LEAs. If the LEA determines that they can provide a school bus route, the route would generally be longer because they will be covering a larger distance and multiple areas.

Note: bus routes, if possible, will be longer because they will be covering a larger distance and multiple areas.



Notable Education Bills

School Safety Revisions

HB 61 Representative Wilcox | Senator Ipson



Establishes a variety of positions, including a State Security Chief position at DPS and School Security Task Force. Also requires all public schools to conduct a threat assessment and designate a school safety specialist.

Amends the school safety program to include certain school safety and security services and materials through a competitive grant, and requires USBE to issue a Request For Proposals (RFP) for firearm detection software.

Notable Education Bills

Juvenile Justice Revisions

HB 304 Representative Lisonbee | Senator Kennedy



Develops an annual School Disciplinary and Law Enforcement Action Report for incidents that occur on school grounds.

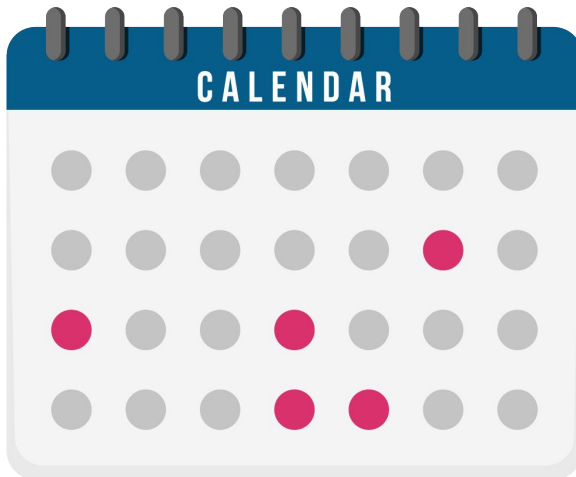
Renames the Gang Prevention and Intervention Grant to the “Juvenile Gang and Other Violent Crime Prevention and Intervention Program.”

Requires an LEA to use a multidisciplinary team, to develop a reintegration plan within five days after the date an LEA receives a notification from the juvenile court or law enforcement.

Notable Education Bills

School Absenteeism Amendments

HB 400 Senator Johnson | Senator Millner



Shifts language to add that an LEA should regularly promote student attendance in addition to addressing absenteeism and truancy.

Increases the responsibility of the USBE to provide structure and support to LEAs regarding attendance through evidence-based strategies and interventions for children as part of their efforts to reduce student absenteeism.

Provides that guidance to LEAs on interventions and supports be available from the Division of Juvenile Justice and Youth Services (JJYS).

Notable Education Bills

Instructional Material Requirements

SB 55 Senator Fillmore | Representative Ballard



Requires a local school board or charter school to define an “open process” for adopting instructional materials for school use.

Charges school districts and charter schools to design and implement policies to guide educators on materials that have not been adopted through the open process.

Requires contracts for digital and online material providers to give notice when the materials change or update in content.



Notable Education Bills

Support for Teachers

[HB 215](#) Funding for Teacher Salaries and Optional Education Opportunities

[HB 489](#) Educator Paid Professional Hours

[SB 183](#) Educator Salary Amendments

[SB 222](#) Effective Teachers in High Poverty Schools Incentive Program Amendments



Notable Education Bills

Human Resourcing/Licensing



HB 190

Local Education Agency
Personnel Amendments

SB 35

Reciprocal Professional
Licensing Amendments

Notable Education Bills

Support for Students



HB 163

Protecting Student Religious
and Moral Beliefs Regarding
Athletic Uniform
Requirements

HB 209

Participation in
Extracurricular Activities
Amendments



Notable Education Bills

Support for Students

HB 234

University Recognition for
International Baccalaureate
Achievement



SB 44

Reading Software
Amendments

SB 103

Student Graduation Attire
Modifications



Notable Education Bills Wellness

HB 403

Student Mental Health
Amendments



HB 411

Student Behavioral Health
Services Amendments

HCR 6

Concurrent Resolution
Regarding Mental Health
Support in Schools

SB 152

Social Media Regulation
Amendments



Notable Education Bills

Funding and Program Monitoring

[SB 83](#) Public Education Funding Equalization

[HB 421](#) School Land Trust Program Amendments

[HJR 18](#) Proposal to Amend Utah Constitution –
State School Fund

[HB 161](#) Foreign Language Education Funding
Amendments

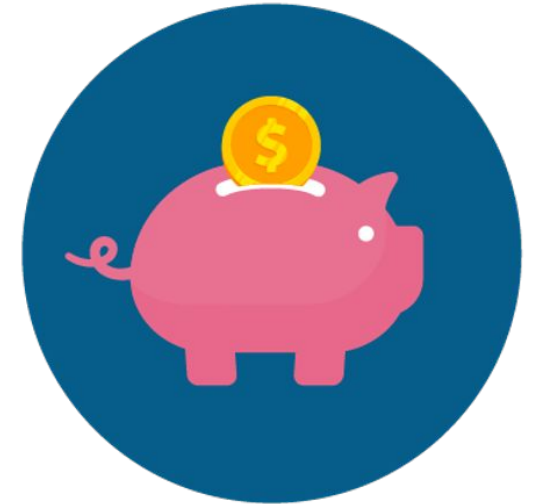


Notable Education Bills

Funding and Program Monitoring

[HB 154](#) English Language Learner Amendments

[SB 168](#) State Agency Capital Development Fund



Notable Education Bills Program Amendments

[HB 318](#)

Prime Pilot Program
Amendments



[HB 189](#)

International Baccalaureate
Program Amendments

[SB 258](#)

Upstart Program
Amendments

[HB 16](#)

Block Grant Funding for
Prevention Programs in
Public Education



Notable Education Bills

Juvenile Justice/School Safety



[HB 60](#) Juvenile Justice Modifications

[HB 140](#) Standard Response Protocol to Active Threats in Schools

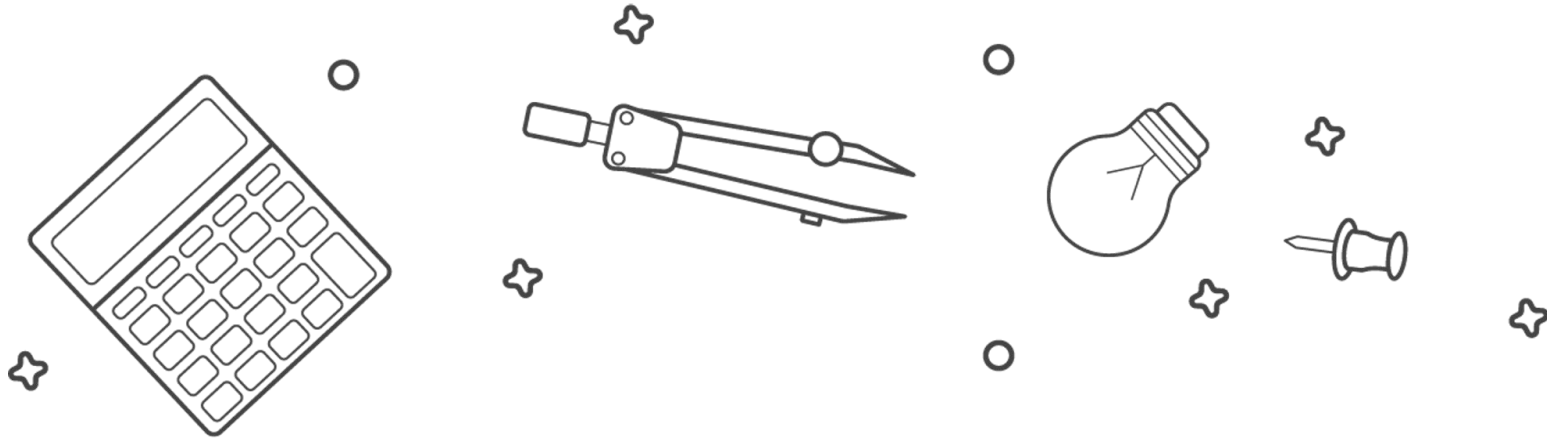
[HB 481](#) Firearm Safety and Suicide Prevention Education Requirements

Notable Education Bills

Juvenile Justice/School Safety

[SB 49](#) Juvenile Custodial Interrogation Amendments

[HB 305](#) Child Abuser Education Restrictions



Notable Education Bills Transparency

HB 21

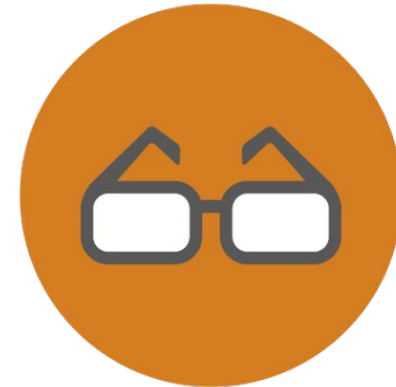
Open and Public Meetings
Act Amendments

HB 465

Public School Library
Transparency Amendments

HB 427

Individual Freedom in
Public Education



Notable Education Bills Transparency

HB 249

Education Related
Amendments



SB 100

School Gender Identity
Policies

SB 43

Public Notice
Requirements



Notable Education Bills

Curriculum



[HB 179](#) Founders and Constitution Recognition

[HCR 10](#) Concurrent Resolution Regarding the Pledge of Allegiance in Schools

[HB 475](#) Communication Credits Requirements

Notable Education Bills

School Choice

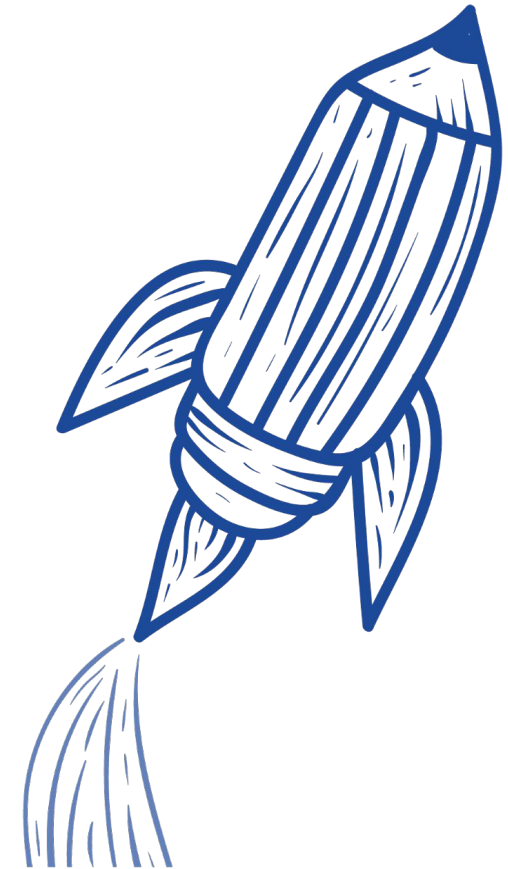
[HB 215](#) Funding for Teacher Salaries and Optional Education Opportunities

[HB 185](#) Public Education Enrollment Options Amendments

[HB 335](#) Alternative Concurrent Enrollment Options for Capacity Flexibility

[HB 348](#) Participation Waiver Requirements

[HB 398](#) Special Needs Opportunity Scholarship Program Amendments



Notable Education Bills

School Choice



[SB 45](#) Statewide Online Education Program Amendments

[SB 167](#) Statewide Online Education Program Modifications

[HB 134](#) Charter School Closing Requirements

[SB 65](#) Charter School Authorizers Modifications

Notable Education Bills

Data and Operations

HB 217

School Energy and
Water Reductions

SB 97

Public Contract
Requirements



SB 127

Cybersecurity
Amendments

SB 265

Education Data Privacy
Amendments



Notable Education Bills

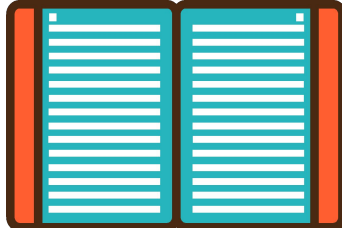
Misc.

[HB 308](#) School Grading Modifications

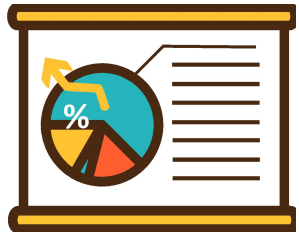
[HB 494](#) Education Reporting Amendments



USBE Legislative Resources



2023 Public Education Summary: **Available by April 5, 2023**



Legislative Quick Guide: **Available on the [USBE Website](#)**



FY 2023 Budget Sheets: **Available by April 5, 2023**

Thank You!

Questions:

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2023
Public
Education
Summary



**Utah State
Board of
Education**



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Table of Contents

Foreword 4

Quick Guide 5

Notable Funding Highlights 6

General Session Agency Appropriation 7

Featured Education Bills 9

Other Notable Education Bills 16

MSP FY 2023/FY 2024 Comparison 19

House Bills Passed 25

Senate Bills Passed 51

Bills Not Passed 66

A Note From our Board 71

Foreword

This publication represents the combined efforts of staff members at the Utah State Board of Education (USBE). It is intended to be a single-source review of education-related legislation from the 2023 Legislative Session. This publication is written for state school board members, local education agency (LEA) board members, superintendents, charter school administrators, and school business administrators. It may also be useful to other public education-related organizations and to state legislators.

The main body of the publication reviews each education-related bill that was passed and identifies action that might be taken by USBE, local school boards, and charter school governing boards to implement the requirements of the legislation. The publication also contains summary information on funding and bills not passed.

This publication is a service of USBE, but is not intended to convey any specific direction or assignments for action by local education agencies. The Utah State Board of Education will adopt administrative rules as necessary to implement new legislation. This publication is also not intended as a formal legal opinion or interpretation of legislative action.

Comments concerning this publication or suggestions for improvement should be directed to:

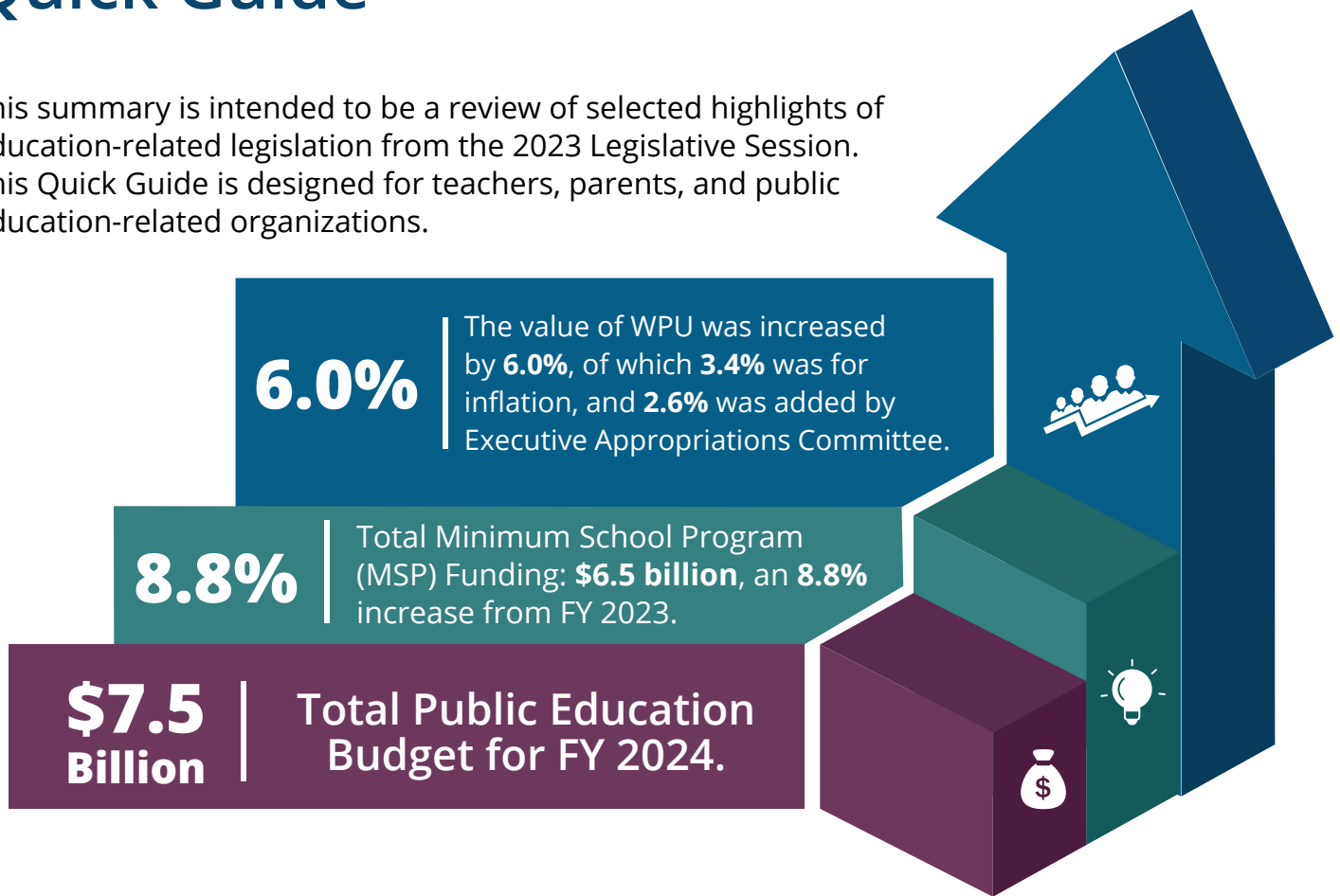
Angie Stallings

Email: angie.stallings@schools.utah.gov

Phone: 801.538.7550

Quick Guide

This summary is intended to be a review of selected highlights of education-related legislation from the 2023 Legislative Session. This Quick Guide is designed for teachers, parents, and public education-related organizations.



Weighted Pupil Unit (WPU) Value	FY 2023	FY 2024	Increase	Percentage
	\$4,038	\$4,280	\$242	6.0%



Teacher Pay Increase

\$196,914,400 ongoing was appropriated for the Educator Salary Adjustment to increase educator pay by **\$4,200** plus employer-paid benefits.

Notable Education Stabilization Funding Distribution

<p>\$75 Million School Security Requirements</p>	<p>\$64 Million Educator Preparation and Collaboration Time</p>	<p>\$50 Million Small School Critical Capital Needs Fund</p>	<p>\$30 Million Flexible Funding WPU Distribution to 4th-6th Class County Schools</p>
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Notable Funding Highlights

Teacher and Student Support

Funding for Teacher Salaries
\$196.9 Million
Ongoing

At-Risk Students WPU Weighting Increase
\$25.1 Million
Ongoing

Optional Full-Day Kindergarten Expansion
\$25 Million *Ongoing*
\$19.1 Million* *Ongoing*

Teen Centers for Students Experiencing Homelessness
\$15 Million
One-Time

Grow Your Own Teacher and Counselor Pipeline
\$7.1 Million
One-Time

Foreign Language Education Funding
\$3.1 Million
Ongoing

*As enrollment requires per contingency

Investments in Technology

K-12 Computer Science for Utah Grant Program
\$3 Million *Ongoing*
\$5 Million *One-Time*

Statewide Online Education Program Increase
\$5.5 Million
One-Time

English Language Learner Software
\$5 Million
One-Time

Student Credential Account Statewide Usage
\$3.5 Million
One-Time

Adobe Create Utah
\$2 Million
One-Time

Additional Funding

Permanent State School Fund
\$160 Million
One-Time

Public Education Funding Equalization
\$19.1 Million
Ongoing

Pupil Transportation
\$6 Million
One-Time

Utah Fits All Program
\$42.5 Million
FY 2025
Ongoing

Beverly Taylor Sorenson Arts Learning Program
\$2.5 Million *One-Time*
\$2.5 Million *Ongoing*

General Session Agency Appropriation

FY 2023 Requests

A. Program by Name	Bill/Item	Ongoing	One-Time
School Safety Requirements	HB 61	\$3,660,000	\$75,000,000
Small Schools, Home and Private Students	HB 2		\$3,200,000
Statewide Online Education Program	SB 167	\$135,900	\$1,696,000
POPs Outreach	HB 2	\$750,000	
Regional Education Service Agencies	HB 2	\$115,000	
National Board-Certified Teachers	HB 2	\$50,000	
Charter School Authorizers Modifications	SB 3		\$5,000
Reciprocal Professional Licensing Amendments	SB 35	\$189,300	\$161,500
Research Supported Social and Emotional Instruction	HB 2		\$600,000
Rural Utah Student Initiative	HB 2		\$453,000
Adobe Create Utah	HB 2		\$2,000,000
Anti-Bullying Coalition-Stand4Kind	HB 2		\$300,000
Teen Centers for Students Experiencing Homelessness	HB 2		\$15,000,000
Transparency in Public Education Library Materials	HB 2		\$275,000
Community Informal STEM Education for Youth	HB 2		\$1,000,000
Student Credential Account (SCA) Statewide Usage	HB 2		\$3,500,000
Public Education Software	SB 35		\$950,000
Education Scholarship Amendments	SB 77	\$110,100	
Computer Science for Utah Grant Program	HB 2	\$3,000,000	\$5,000,000
Utah Fits All Scholarship Program	SB 3	\$36,700	
Utah Fits All Scholarship Program	HB 215	\$1,000,000	
School Absenteeism Amendments	HB 400	\$141,800	
Full-Day Kindergarten	HB 2	\$25,000,000	
Small School Base Funding	HB 2		\$3,600,000
Grow Your Own Educator Pipeline	HB 2		\$7,150,000
Charter School Funding Base Program	SB 3		\$1,875,000
Flexible Allocation	HB 2		\$31,767,000
Educator Professional Time	HB 2		\$64,000,000
English Language Learner Software	HB 2		\$5,000,000
Pupil Transportation	HB 2		\$6,000,000

General Session Agency Appropriation

FY 2023 Requests, *continued*

A. Program by Name	Bill/Item	Ongoing	One-Time
Enrollment Growth Contingency	HB 2	\$19,101,000	
Educator Salary Adjustments	HB 215	\$196,914,400	
Foreign Language Education	HB 161	\$2,337,000	
Public Education Funding Equalization	SB 83	\$19,092,000	
Prime Pilot	HB 318	\$800,000	
Parent Engagement Specialist	HB 249	\$146,800	
Beverly Taylor Sorenson Arts Learning Program	HB 2	\$2,500,000	\$2,500,000
B. Utah Schools for the Deaf and Blind			
<i>No Additional Funding</i>			



Featured Education Bills

Full-Day Kindergarten Amendments:

HB 477 Representative Spendlove | Senator Cullimore

W

Moves funding for kindergarten into the WPU, providing a stable funding source for any LEA wanting to expand full-day kindergarten, free of charge.

H

Provides an additional \$25 million to expand full-day kindergarten in Utah.

A

Repeals an optional expanded kindergarten program (OEK) and amends provisions regarding the requirement for a kindergarten assessment as well as removing the FDK grant program that was created last session.

T

Requires LEAs to provide a half-day option if requested by parents.

National studies have shown that Full-Day Kindergarten (FDK):



Reduced the Achievement Gap



Showed improved outcomes (reading/math)

W

Current nationwide and statewide data show better outcomes for students who are enrolled in FDK.



Higher & faster growth rates (reading/math)

H

Research demonstrates that students who attend quality early-childhood programs like kindergarten are more likely to go on to college, earn higher salaries, and save for retirement as adults.



Reduced the need for retention, remediation, and special education referrals

Y

H

Any full-day kindergarten students will be funded through a full WPU, while students who attend less than a full day will continue to be funded at a .55 WPU. Current OEK and FDK grant funding will be moved to the WPU.



Strengthened social and emotional skills

O

W

The bill provides a stable source of funding for any LEA that plans to expand full-day kindergarten.

Instructional Material Requirements

SB 55 Senator Fillmore | Representative Ballard

W

Requires a local school board or charter school to define an “open process” for adopting instructional materials for school use.

H

Charges school districts and charter schools to design and implement policies to guide educators on materials that have not been adopted through the open process.

A

T

Requires contracts for digital and online material providers to give notice when the materials change or when content is updated.

W

Thousands of instructional materials are available in schools. A review process ensures that materials align with standards and meet the Utah Administrative Code and Board rules.

H

Y

Instructional materials are generally purchased with public funds, and a review process will provide additional transparency into the selection of instructional materials for students.

H

The Instructional Materials Center will be posting reviews and recommendations of materials available for public and educator viewing.

O

W

It is suggested but not required that LEAs purchase materials from the Mountain States Schoolbook Depository.

What is Open Process?



The public has a voice in the adoption process by attending board meetings, viewing the materials of interest, and can share about their thoughts on the materials.



For this school year, we have almost **200** contracts for materials with publishers.



From 2019 to the present, we have **770** materials in the Recommended Instructional Materials System (RIMS) system.



For the Spring 2023 review, we have **55** professionals helping review materials.

Juvenile Justice Revisions

HB 304 Representative Lisonbee | Senator Kennedy

W

Develops an annual School Disciplinary and Law Enforcement Action Report for incidents that occur on school grounds.

H

Renames the Gang Prevention and Intervention Grant to the “Juvenile Gang and Other Violent Crime Prevention and Intervention Program.”

A

Requires an LEA to use a multidisciplinary team and to develop a reintegration plan within five days after the date an LEA receives a notification from the juvenile court or law enforcement.

T

W

Decreases the number of students at risk for involvement with gangs and other violent criminal activities and helps them stay in school.

H

Provides additional options to support students who have continued school-based behavioral issues that may lead to repeated minor offenses.

Y

Ensures the safety of the school community while meeting the educational needs of the student through a reintegration plan.

H

A School Disciplinary and Law Enforcement Action Report will be created and shared with the state legislature and the Commission on Criminal and Juvenile Justice (CCJJ) on July 1st of each year.

O

W

A distribution formula will be established and will include baseline performance standards and other requirements that LEAs must meet in order to receive the grant funding.



R277-436 will be amended to align with statutory changes and will change existing programs to meet requirements for Juvenile Gang and Other Violent Crimes prevention and intervention programs.



Provide tools and resources necessary to connect students with the adequate supports needed to address repeated behaviors.



Provide tools and resources necessary to address traffic offenses caused by students on school grounds.



Provide tools and resources needed to establish multidisciplinary teams that create reintegration plans to be in compliance with this statute.

School Absenteeism Amendments

HB 400 Senator Johnson | Senator Millner

W

Adds language to state that an LEA should regularly promote student attendance in addition to addressing absenteeism and truancy.

H

Increases the responsibility of USBE to provide structure and support to LEAs regarding attendance through evidence-based strategies and interventions for children as part of their efforts to reduce student absenteeism.

A

T

Provides guidance to LEAs on interventions and supports available from the Division of Juvenile Justice and Youth Services (JJYS).

W

Student attendance is a key indicator of positive student-based outcomes, and an indicator of positive and safe school climate and culture.

H

Nationally and locally, student chronic absenteeism rates have risen to a concerning level.

Y

H

USBE will update its Board rules to align with HB 400.

O

Greater support will be provided to LEAs for positive attendance and chronic absenteeism measures through professional learning, communities of practice, and targeted on-site support.

W

Utah Absenteeism



26% of students were chronically absent in 21-22 SY.

12.5% of students were chronically absent in 17-18 SY.

Additional LEA Supports



Provide information and resources regarding the services offered by **JJYS**.



The USBE and DHHS (JJYS and DCFS) will work in concert to vertically align interventions and support options for LEAs, students, and families.

School Safety Requirements

HB 61 Representative Wilcox | Senator Ipson

W

Establishes a variety of positions including a State Security Chief position and School Security Task Force and requires public primary and secondary schools to conduct a threat assessment and designate a school safety specialist.



There are about **250 SROs** in the State of Utah

H

A

T

Amends the school safety program to include certain school safety and security services and materials through a competitive grant and creates a Request For Proposals (RFP) for firearm detection software.



W

Standardizes the best practice of threat assessment used for targeted violence prevention. Designates a School Safety Specialist (SSS) in every school to provide insight and to assess and improve school safety measures. Creates common language and practices across the state.

H

Y

Data from the USBE School Climate Survey is used to revise practices, policies, and training to eliminate harassment and discrimination in each school within LEAs.

U.S. Secret Service says threat assessment is the **number one** thing schools can do to prevent targeted school violence.

School Climate Survey



H

72 million dollars is available through a competitive grant opportunity in an effort to enhance physical safety and security.

O

W

Requirements will be added to this statute to include standardized response protocol terminology for use within school emergency preparedness planning and safety drills.

87% of students in grade 6-12 feel safe at school.

94% of teachers feel safe at school.

95% of parents feel their child is safe at school.

Proposal to Amend Utah Constitution

SJR 10 Senator McCay | Representative Peterson

Hold Harmless for Public Education Enrollment

HB 394 Representative Peterson | Senator Millner

W
H
A
T

Senate Joint Resolution 10 is a proposal to amend the Utah Constitution. It places a constitutional amendment on the November 2024 ballot seeking voter approval to remove limitations on how the Legislature may allocate income tax revenue.

House Bill 394 is a companion bill that provides a guarantee that public education funding would not decrease in the event of public education enrollment declines for five years. If SJR 10 is approved by voters on the November 2024 ballot, HB394's hold harmless would take effect on January 1, 2025.

W
H
Y

Utah has long had a "constitutional earmark" on income tax revenue, primarily for K-12 public education. As income tax revenue growth is outpacing sales tax, Legislators seek flexibility to budget for state needs. In SJR 10, the constitutional amendment to remove of the earmark would provide this flexibility.

Estimates indicate that Utah's school age population may decrease between 0.2 percent and 1.0 percent each year until 2036. HB 394 increases the value of the weighted pupil unit to an amount equal to a projected reduction in funds related to a decline in student enrollment.

H
O
W

Upon passage on the November 2024 ballot, the constitutional amendment would remove the earmark for K-12 public education on the income tax fund. This removal would allow income tax revenues to be appropriated for any state budget need. HB 394 would then take effect January 1, 2025, for the fiscal years 2025 through 2029 and add value to the WPU if student enrollment declines.

2023 Other Notable Education Bills

The following are notable bills which passed during the 2023 General Session.

**HB
308**

School Grading

Removes the requirement for USBE to assign a school an overall rating and requires USBE to continue to measure and report on each school using a dashboard of individual metrics.

**HB
215**

Funding for Teacher Salaries and Optional Education Opportunities

Creates the Utah Fits All Scholarship allowing private and home-school students up to \$8,000 in scholarship funds for qualified educational expenses. Also provides a \$4,200 increase to the Educator Salary Adjustment (for a total of \$8,400) for full-time educators.

**HB
421**

HB 421 and HJR 18

Increases a factor in the distribution formula to K-12 schools from 4% to 5% of the average market value of the State School Fund contingent on the passage of HJR 18 in November 2024.

**HB
348**

Participation Waiver Amendments

Allows a student the right to refrain from any school activity due to their parents or their own religious belief or right of conscience. Allows a school to offer an alternative to the student.

**HB
427**

Individual Freedom in Public Education

Ensures that instructional materials are consistent with the principle that people are equal and have inalienable rights, equal opportunity, and individual merit.

**SB
227**

School Board Ethics Complaint Investigation Requirements

Requires that an ethics complaint against a local school board member be reviewed by the Political Subdivisions Ethics Review Commission.

**HB
465**

School Library Transparency Amendments

Requires LEAs with school libraries to provide an online platform by August 1, 2024 --or 2026, depending on the LEA's student enrollment-- that allows a parent to view information regarding materials the student borrows from the library.

**SB
100**

Gender Identity Policies

Ensures parent access to information related to their child's gender identity. Prohibits a school from changing a student's records regarding their gender identity without parental consent.

**HB
209**

Participation in Extracurricular Activities

Provides private, online, charter, and home-school students the ability to participate in activities outside of the student's public school of residence.

**SB
103**

Student Graduation Attire Modifications

Allows individuals to wear religious or cultural attire during graduation ceremonies as part of their graduation attire.

MSP FY 2023/FY 2024 Comparison

A. Basic School Program

Program	FY 23 Base WPU	Appropriation \$ Value	Total FY 24 WPU	Appropriation \$ Value	Growth
Kindergarten	26,667	107,681,300	40,052	171,424,100	59.2%
Grades 1-12	612,549	2,523,472,900	611,450	2,617,006,100	3.7%
Foreign Exchange Students	387	1,562,800	398	1,703,600	9.0%
Necessarily Existent Small Schools	10,708	47,976,800	10,708	49,430,200	3.0%
Professional Staff	57,387	231,728,700	57,118	244,465,100	5.5%
Enrollment Growth Contingency	0	13,945,600	0	19,101,000	37.0%

B. Restricted School Program

Program	FY 23 Base WPU	Appropriation \$ Value	Total FY 24 WPU	Appropriation \$ Value	Growth
Special Education - Regular - Add-on WPU	90,265	364,490,100	93,579	400,518,100	9.9%
Special Education - Regular - Self-Contained	11,189	45,181,200	11,334	48,509,600	7.4%
Special Education - Pre-School	11,372	45,920,100	11,372	48,672,200	6.0%
Special Education - Extended Year Program	460	1,857,500	460	1,968,800	6.0%
Special Education - Impact Aid	2,072	8,366,600	2,072	8,868,100	6.0%
Extended Year for Special Educators	909	3,670,500	909	3,890,600	6.0%
Students At-Risk - Add-on	19,016	77,169,300	23,102	99,463,100	28.9%
CTE - District Add-on	29,257	118,139,800	29,257	125,220,000	6.0%
Class Size Reduction	42,604	172,035,100	42,604	182,345,100	6.0%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: General

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Pupil Transportation - To & From School	117,446,900	130,493,700	11.1%
Pupil Transportation - Rural Transportation Grants	1,000,000	1,000,000	0.0%
Pupil Transportation - Rural School Reimbursement	500,000	500,000	0.0%
Charter School Local Replacement	245,250,600	247,138,000	0.8%
Charter School Funding Base Program	8,015,000	9,740,000	21.5%
Flexible Allocation - WPU Distribution	0	31,767,000	

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Focus Populations

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Students At-Risk - Gang Prevention and Intervention	3,246,400	2,381,200	-26.7%
Youth-in-Custody	29,675,900	31,456,500	6.0%
Adult Education	16,678,200	17,678,900	6.0%
Enhancement for Accelerated Students	6,451,500	6,838,600	6.0%
Concurrent Enrollment	15,525,700	17,708,000	14.1%
Title I Schools in Improvement - Paraeducators	750,000	300,000	-60.0%
Early Literacy Program	14,550,000	14,550,000	0.0%
Early Intervention	36,655,000	0	-100.0%
Special Education Intensive Services	1,000,000	0	-100.0%
English Language Learner Software Grants	5,400,000	5,000,000	-7.4%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Educator Supports

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Educator Salary Adjustments	194,181,800	391,096,200	101.4%
Teacher Salary Supplement	22,266,100	23,092,100	3.7%
Teacher Supplies & Materials	5,500,000	5,500,000	0.0%
Effective Teachers in High Poverty Schools	951,000	801,000	-15.8%
Elementary School Counselor Program	2,384,400	2,100,000	-11.9%
Grants for Professional Learning	3,935,000	3,935,000	0.0%
Grow Your Own Teacher and Counselor Program	0	7,150,000	
Educator Professional Time	64,000,000	64,000,000	0.0%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Statewide Initiatives

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
School LAND Trust Program	95,929,900	101,803,300	6.1%
Teacher and Student Success Program	155,886,800	182,800,400	17.3%
Student Health and Counseling Support Program	29,550,000	25,480,000	-13.8%
School Library Books & Electronic Resources	765,000	0	-100.0%
Matching Fund for School Nurses	1,002,400	0	-100.0%
Dual Immersion	5,030,000	7,367,000	46.5%
Beverley Taylor Sorenson Arts Learning Program	17,080,000	21,945,000	28.5%
Digital Teaching & Learning Program	21,852,400	19,852,400	-9.2%
Public Education Capital and Technology	91,500,000	0	-100.0%

Total Related to Basic Programs: \$1,213,960,000 \$1,373,474,300 13.1%

MSP FY 2023/FY 2024 Comparison

C. Voted & Board Local Levy Programs

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Board Local Levy Program	612,526,800	743,320,100	21.4%
Voted Local Levy Program	406,724,000	467,782,700	15.0%
C. Subtotal	\$1,019,250,800	\$1,211,102,800	18.8%

Grand Total: \$5,996,438,300 \$6,607,162,900 10.2%



2023 Bills Passed

House Education Bills

House Bills Passed

HB 2	Public Education Budget Amendments
Sponsors	Rep. Susan Pulsipher and Sen. Lincoln Fillmore
Bill Summary	This bill supplements or reduces appropriations otherwise provided for the support and operation of public education for the fiscal year beginning July 1, 2022, and ending June 30, 2023, and for the fiscal year beginning July 1, 2023, and ending June 30, 2024. This bill provides appropriations for the use and support of school districts, charter schools, and state education agencies; sets the value of the weighted pupil unit (WPU) at \$4,280 for fiscal year 2023-2024, which is 6% higher than the WPU Value in fiscal year 2023; makes certain statutory changes to adjust programmatic formulas with funding changes; provides appropriations for other purposes as described; provides intent language; and makes technical and conforming changes.
USBE Action	Distribute funds to LEAs; RFPs for SEL contract, Rural Utah Student Initiative, Create Utah, Scribe, School Readiness; and a one-page survey for Public Ed Capital and Technology funds, New rule on LEA record keeping of flexible uses of restricted funds, Possible update of R277-125, Create Rule on Kindergarten Entry and Exit Profile (KEEP) assessment, Repeal or Amend R277-415, Amend R277-618.
LEA Action	Awareness
Funding	\$453,000 Infini D, \$600,000 SEL, \$2,000,000 Create Utah, \$300,000 Anti-Bullying Stand for Kind, \$15,000,000 Teen Center, \$275,000 Public Transparency, \$1,000,000 Community Informal Stem Education for Youth, \$3,500,000 Student Credential Account, \$133,200 Beverley Taylor Sorenson Admin., \$950,000 Scribe, \$6,000,000 School Readiness Grants, \$40,000 Charter Base Funding.
Effective Date	July 1, 2023
USBE Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov Sam Urie, 801-538-7545, sam.urie@schools.utah.gov Leah Voorhies, 801-538-7898, leah.voorhies@schools.utah.gov Neil Stevens, 801-538-7819, neil.stevens@schools.utah.gov
HB 8	State Agency And Higher Education Compensation Appropriations
Sponsors	Rep. Robert Spendlove and Sen. Don Ipson

Bill Summary	This bill supplements or reduces appropriations otherwise provided for the support and operation of state government for the fiscal year beginning July 1, 2023 and ending June 30, 2024. Highlighted Provisions: This bill provides funding for a 5% labor market increase for state employees; provides funding for a 3.75% targeted compensation increases for state employees; provides funding for an average 2.5% discretionary pay increase for state employees; provides funding for an average 7.2% increase in health insurance benefits rates and 0.9% increase in dental insurance benefits rates for state and higher education employees; provides funding for an up-to \$26 per pay period 401(k) match for qualifying state employees; and provides funding for other compensation adjustments as authorized.
USB E Action	Distribute funds appropriated.
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USB E Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov Sam Urie, 801-538-7545, sam.urie@schools.utah.gov

HB 11	Volunteer Government Workers Amendments
Sponsors	Rep. James Dunnigan and Sen. David Hinkins
Bill Summary	This bill amends provisions of the Volunteer Government Workers Act, including clarifying the fees, expenses, and other benefits that may be provided to a volunteer.
USB E Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USB E Contact	Angie Stallings, 801-538-7550, angie.stallings@schools.utah.gov

HB 13	Governor's Committee on Employment of People with Disabilities Amendments
Sponsors	Rep. Jeffrey Stenquist and Sen. David Buxton
Bill Summary	This bill addresses the Governor's Committee on Employment of People with Disabilities and extends the sunset date of the Governor's Committee on Employment of People with Disabilities from 2023 to 2028.
USB E Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USB E Contact	Angie Stallings, 801-538-7550, angie.stallings@schools.utah.gov

HB 16	Block Grant Funding for Prevention Programs in Public Education
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Sponsors	Rep. Susan Pulsipher and Sen. Ann Millner
Bill Summary	This bill establishes block grant funding for the implementation of comprehensive prevention programs in local education agencies (LEAs). Requires USBE to make rules to establish and administer the grant application process, and it allows LEAs to choose to implement a comprehensive prevention plan with block grant funding or implement individual prevention plans with existing funding restrictions and submit one comprehensive report instead of individually required reports if the LEA implements a comprehensive prevention plan.
USBE Action	Amend rule R277-436, rule making for R277-304
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Leah Voorhies, 801-538-7898, leah.voorhies@schools.utah.gov Tanya Albornoz, 801-538-7812, tanya.albornoz@schools.utah.gov

HB 17	Utah Professional Practices Advisory Commission Sunset Extension
Sponsors	Rep. Melissa Ballard and Sen. Lincoln Fillmore
Bill Summary	This bill extends the sunset date for the Utah Professional Practices Advisory Commission until July 1, 2033.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ben Rasmussen, 801-538-7835, ben.rasmussen@schools.utah.gov

HB 21	Open and Public Meeting Act Amendments
Sponsors	Rep. Joel Briscoe and Sen. Jacob Anderegg
Bill Summary	This bill requires a local school board (school districts only) holding an open meeting to allow a reasonable opportunity for the public to provide verbal comments at the meeting, subject to certain exceptions; requires a local school board to adopt a written policy allowing public comment in a public meeting; and permits a public body of a local district or special service district to convene and conduct an electronic meeting in certain circumstances.
USBE Action	Awareness
LEA Action	Update policies on Open and Public Meetings Act (OPMA) to allow for verbal public comment.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov Ben Rasmussen, 801-538-7835, benjamin.rasmussen@schools.utah.gov

HB 24	Prescription Discount Program Amendments
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Sponsors	Rep. Raymond Ward and Sen. Michael Kennedy
Bill Summary	This bill allows the Public Employees' Benefit and Insurance Program (program) to add additional drugs to the prescription discount program. The bill also requires the program to notify the Legislature when an additional drug is added to the program.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov

HB 41	Utah Retirement System Revisions
Sponsors	Rep. Walt Brooks and Sen. Wayne Harper
Bill Summary	This bill amends the Utah State Retirement and Insurance Benefit Act (the Act), including the requirement of an annual review for any person receiving long-term disability benefits under the Act.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov

HB 60	Juvenile Justice Modifications
Sponsors	Rep. Cheryl Acton and Sen. Luz Escamilla
Bill Summary	This bill 1) requires the USBE to include information about dangerous weapons in an annual report on school discipline to the State Commission on Criminal and Juvenile Justice and requires the State Commission on Criminal and Juvenile Justice to provide a report to the Judiciary Interim Committee; and 2) amends and clarifies provisions regarding the vacatur of an adjudication in the juvenile court for juvenile record expungement.
USBE Action	Update R277-912, Add minors found in possession of a dangerous weapon, to the annual school based incident report.
LEA Action	After receiving a notification of a minor with a dangerous weapon the principal shall notify a law enforcement officer or agency and school district personnel if determined necessary by the principal.
Funding	\$0
Effective Date	October 1, 2023
USBE Contact	Shauntelle Cota, 801-538-7502, shauntelle.cota@schools.utah.gov Amy Steele-Smith, 801-538-7771, amy.steele-smith@schools.utah.gov

HB 61	School Safety Requirements
Sponsors	Rep. Ryan Wilcox and Sen. Don Ipson

Bill Summary	This bill creates a taskforce and designates a state security chief position within the Department of Public Safety (DPS); requires USBE issue an RFP for firearm detection software and allows an LEA to enter into a contract to use the software; and requires every elementary and secondary school to conduct a threat assessment and designate a school safety specialist. Also provides funding for stipends for school safety specialist and creates a grant program for LEAs to apply for one-time funds for the following purposes: 1) school resource officer services; 2) for a school safety specialist and school safety specialist training; 3) safety and security training by law enforcement agencies for school employees; 4) interoperable communication hardware, software, equipment maintenance, and training for first responder communication systems; 5) enhanced physical security at a school upon completion of the school's threat assessment; 6) first-aid kits for classrooms; or 7) bleeding control kits.
USBE Action	New Rule on school safety and support grant program; updates the reporting requirements related to the grant program; updates to the state School Safety and Support Program. USBE to work with DPS to develop and make available to an LEA a model critical incident response training program that includes protocols for conducting a threat assessment.
LEA Action	Every elementary and secondary school must conduct a threat assessment and designate a school safety specialist, and may apply for a new grant program for funding stipends for school safety specialists.
Funding	\$3,000,000 Firearm Detection technology, \$3,660,000 LEA Safety Specialist Stipends and 0.5 FTE for a grant specialist, \$75,000,000 School Safety and Support Grant Program.
Effective Date	July 1, 2023
USBE Contact	Shauntelle Cota, 801-538-7502, shauntelle.cota@schools.utah.gov Rhett Larsen, 801-538-7997, rhett.larsen@schools.utah.gov Dean Dykstra, 801-538-7939, dean.dykstra@schools.utah.gov

HB 69	Election Modifications
Sponsors	Rep. Calvin Musselman and Sen. David Buxton
Bill Summary	This bill authorizes a municipal clerk and the lieutenant governor to receive a voter registration form for a voter that changes party affiliation or becomes unaffiliated from a political party, and modifies the day the voter can vote in a regular primary or presidential primary election. The bill also specifies the time the filing period begins for a declaration of candidacy and requires an election official to notify an opposing candidate and voters when a candidate for elective office is disqualified or withdraws. Lastly, it requires a filing officer to notify a candidate if the candidate fails to make a conflict-of-interest disclosure.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023

USBE Contact	Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov Cybil Child, 801-538-7517, cybil.child@schools.utah.gov
HB 92	State Mushroom Designation
Sponsors	Rep. Christine Watkins and Sen. David Hinkins
Bill Summary	This bill designates the porcini as the state mushroom.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	JoAnna Sorensen, 801-538-7534, joanna.sorensen@schools.utah.gov
HB 105	Public Employee Disability Benefits
Sponsors	Rep. Brian King and Sen. Curtis Bramble
Bill Summary	This bill establishes a three-year pilot period during which an eligible employee with a mental objective medical impairment qualifies for the same disability benefit as the eligible employee would receive for a physical objective medical impairment.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov
HB 107	Concealed Weapons Permit Fee Amendments
Sponsors	Rep. Karianne Lisonbee and Sen. John Johnson
Bill Summary	This bill provides a waiver to school employees from paying for a concealed weapons permit fee.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Ben Rasmussen, 801-538- 7835, ben.rasmussen@schools.utah.gov
HB 116	Intergenerational Poverty Solution
Sponsors	Rep. Norman Thurston and Sen. Jacob Anderegg
Bill Summary	This bill creates the Education Savings Incentive Program and provides a process for an individual identified by the Department of Workforce Services as experiencing intergenerational poverty to receive a state match of \$1 for \$1 up to \$300 into certain 529 savings accounts.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0

Effective Date	July 1, 2023
USBE Contact	Robert Palmer, 801-538-7629, robert.palmer@schools.utah.gov
HB 119	Charitable Organization Registration Amendments
Sponsors	Rep. James Dunnigan and Sen. Curtis Bramble
Bill Summary	This bill addresses charitable organization registration requirements and provides that an entity's application for a public grant is not a charitable solicitation; exempts federal income tax exempt charitable organizations from registering as a charitable organization in Utah.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	Upon Governor's signature or upon veto override
USBE Contact	Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov
HB 131	Vaccine Passport Prohibition
Sponsors	Rep. Walt Brooks and Sen. Michael Kennedy
Bill Summary	Prohibits a governmental entity, including an LEA, from requiring proof of immunity status of the LEA's employees. The prohibition on requiring proof of immunity status does not apply to school based required vaccines if the vaccination requirement is implemented in accordance with Title 53G, Chapter 9, Part 3, Immunization Requirements or in accordance with a child care program requirement as defined in Section 26-39-102.
USBE Action	Awareness
LEA Action	Awareness that LEAs may only require school based vaccine status as defined in Title 53G Chapter 9 Part 3.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Kendra Muir, 801-538-7904, kendra.muir@schools.utah.gov
HB 134	Charter School Closing Requirements
Sponsors	Rep. Susan Pulsipher and Sen. Lincoln Fillmore
Bill Summary	This bill addresses when payments may be made from the Charter School Closure Reserve Account and outlines the order in which the closing charter school's assets will be distributed upon closure.
USBE Action	Awareness
LEA Action	Closing charter schools are to distribute their assets in the order prescribed by this code unless directed differently by a bankruptcy court.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov
HB 137	State Crustacean Designation
Sponsors	Rep. Rosemary Lesser and Sen. Jen Plumb
Bill Summary	This bill designates the brine shrimp as the state crustacean.

USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Joanna Sorensen, 801-538-7534, joanna.sorensen@schools.utah.gov Emily Engh, 801-538-7730, emily.engh@schools.utah.gov

HB 140	Standard Response Protocol to Active Threats in Schools
Sponsors	Rep. Dan Johnson and Sen. Chris Wilson
Bill Summary	Requires the state board to make rules to require an LEA or school to develop emergency preparedness plans and emergency response plans that include developmentally appropriate training for students and adults regarding: active threats; emergency preparedness; drills as required under Section 15A-5-202.5; and standard response protocols coordinated with community stakeholders. The bill also requires USBE to identify the necessary components of emergency preparedness and response plans, including underlying standard response protocols and emerging best practices for an emergency; and define what constitutes an "active threat" and "developmentally appropriate" for purposes of the emergency response training.
USBE Action	Update R277-400 and coordinate with the new state security person and Department of Public Safety (DPS). Develop rules to require an LEA or school to develop emergency preparedness plans and emergency response plans and identify the necessary components of emergency preparedness and response plans, including underlying standard response protocols and emerging best practices for an emergency. Define what constitutes an "active threat" and "developmentally appropriate" for purposes of the emergency response training.
LEA Action	Develop emergency preparedness plans and emergency response plans that include developmentally appropriate training for students and adults regarding: active threats; emergency preparedness; drills as required under Section 15A-5-202.5; and standard response protocols coordinated with community stakeholders.
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Rhett Larsen, 801-538-7997, rhett.larsen@schools.utah.gov

HB 141	Driver License Test Amendments
Sponsors	Rep. Gay Bennion and Sen. Curtis Bramble
Bill Summary	This bill allows the Driver License Division to begin administering certain examinations in languages other than English based on availability. It also allows an individual to take certain driver license examinations in the individual's preferred language for their initial testing and their first renewal. For the second renewal, the applicant would need to take the test in English.
USBE Action	Awareness
LEA Action	Awareness

Funding	\$0
Effective Date	May 3, 2023
USB E Contact	Audra Urie, 801-538-7648, audra.urie@schools.utah.gov

HB 154	English Language Learner Amendments
Sponsors	Rep. Dan Johnson and Sen. Lincoln Fillmore
Bill Summary	This bill requires the USBE to appropriate funds to an LEA for English language learner software and hardware, instructional materials, and licenses for English language learner instruction and support. It requires the USBE to make the allocations of these funds in proportion to the LEA's share of statewide English language learner students.
USB E Action	Review and update R277-930; provide funding projection to Education Interim Committee before July 1, 2023.
LEA Action	Awareness
Funding	\$5,000,000 for hardware, instructional materials, and licenses (\$2,000,000 new, \$3,000,000 normal)
Effective Date	May 3, 2023
USB E Contact	Amber Wright, 801-538-7754, amber.wright@schools.utah.gov Christelle Estrada, 801-538-7888, christelle.estrada@schools.utah.gov

HB 161	Foreign Language Education Funding Amendments
Sponsors	Rep. Candice Pierucci and Sen. Michael McKell
Bill Summary	This bill requires the Legislature to annually increase money appropriated for Dual Language Immersion (DLI) programs in proportion to the percentage increase over the previous school year in the value of the WPU. The bill prohibits an LEA, regardless of the LEA's participation in DLI, from seeking or accepting funding support from a restricted foreign entity or an entity that passes on funding support from a restricted foreign entity. A list of restricted entities may be found here: https://www.bis.doc.gov/index.php/documents/regulations-docs/2326-supplement-no-4-to-part-744-entity-list-4/file .
USB E Action	May not contract or receive funding from a Restricted Foreign Entity.
LEA Action	May not contract or receive funding from a Restricted Foreign Entity.
Funding	\$0
Effective Date	July 1, 2023
USB E Contact	Karl Bowman, 801-538-7743, karl.bowman@schools.utah.gov

HB 163	Protecting Student Religious and Moral Beliefs Regarding Athletic Uniform Requirements
Sponsors	Rep. Candice Pierucci and Sen. Kirk Cullimore

Bill Summary	This bill requires that an association or educational organization that requires a student to wear an athletic uniform for participation in an athletic activity may not prohibit a student from wearing religious clothing with the athletic uniform; or from wearing clothing that does not substantially alter the athletic uniform when the student's clothing choice is consistent with the student's religious or moral belief. If specific colors or materials are required for the student's additional clothing or attire, the school shall pay for those specific materials and colors.
USBE Action	Awareness
LEA Action	LEAs must provide specific clothing colors and materials if they are required for the sport. LEAs should review and update policies related to activity clothing and/or student accommodation requests. LEAs should be aware that city or county rec teams and private leagues that rent or use an LEA's facilities must also comply with the same requirements.
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Holly Bell 801-538-7534, holly.bell@schools.utah.gov Teri Davis, 801-538-7655, teri.davis@schools.utah.gov

HB 169	Urban Farming Assessment Act Amendments
Sponsors	Rep. Karen Peterson and Sen. Scott Sandall
Bill Summary	This bill provides that a county may limit an authorization of urban farming to either cultivating crops or engaging in livestock production or may allow both.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	N/A

HB 179	Founders and Constitution Recognition
Sponsors	Rep. Norman Thurston and Sen. Jacob Anderegg
Bill Summary	This bill designates the month of September as American Founders Month, and September 17th as Constitution Day. The bill invites all Utah school children to read directly from the United States Constitution and other primary sources, and to be taught principles from the United States Constitution that include federalism, checks and balances, separation of powers, popular sovereignty, limited government, and the necessary and proper, commerce, and supremacy clauses.
USBE Action	Awareness
LEA Action	LEAs are invited to participate on September 17th by reading from the US Constitution and other primary source documents.
Funding	\$0
Effective Date	May 3, 2023

USBE Contact	Robert Austin, 801-538-7575, robert.austin@schools.utah.gov
HB 182	Interventions for Reading Difficulties Program Amendments
Sponsors	Rep. Neil Walter and Sen. Don Ipson
Bill Summary	This bill repeals the Interventions for Reading Difficulties Program.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Sara Wiebke, 801-538-7893, sara.wiebke@schools.utah.gov Krista Hotelling, 801-538-7794, krista.hotelling@schools.utah.gov

HB 185	Public Education Enrollment Options Amendments
Sponsors	Rep. Susan Pulsipher and Sen. Lincoln Fillmore
Bill Summary	Allows an LEA to provide a home-centered, school-supported enrollment option allowing students to complete a portion of the students' course work from home. As a reminder, if a homeschool student elects to enroll in a public school's home-centered, school-supported option, that student becomes a public education student.
USBE Action	Awareness
LEA Action	May provide a home-centered, school-supported enrollment option.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Angie Stallings, 801-538-7550, angie.stallings@schools.utah.gov Scott Jones, 801-538-7615, scott.jones@schools.utah.gov

HB 189	International Baccalaureate Program Amendments
Sponsors	Rep. Carol Moss and Sen. Ann Millner
Bill Summary	This bill removes language limiting the USBE's allocation of funds toward the International Baccalaureate program to align with other early college programs.
USBE Action	Amend R277-701-4.
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Christy Schreck, 801-538-7935, christy.schreck@schools.utah.gov

HB 190	Local Education Agency Personnel Amendments
Sponsors	Rep. Melissa Ballard and Sen. Michael McKell
Bill Summary	Expands the scope of the Grow Your Own Educator Pipeline Program; a competitive grant program created to provide funding to LEAs to award scholarships to paraprofessionals, teachers, school counselor assistants, and school counselor interns within the LEA for education and training to become licensed teachers or licensed school counselors -- to include individuals seeking education to become a school psychologist or school social worker.

USBE Action	Update R277-320.
LEA Action	Awareness of the ability to refer new categories of candidates (School Psychologists and School Social Workers) to the program, LEAs shall ensure that a paraprofessional scholarship recipient is continuously employed as a paraprofessional by the paraprofessional's LEA while pursuing a degree using scholarship money under the program.
Funding	\$1,700,000 one-time
Effective Date	July 1, 2023
USBE Contact	Erica Horsley, 801-538-7741, erica.horsley@schools.utah.gov Lisa McLachlan, 801-538-7772, lisa.mclachlan@schools.utah.gov Bethany Marker, 801-538-7929, bethany.marker@schools.utah.gov

HB 209 Participation in Extracurricular Activities Amendments	
Sponsors	Rep. Jordan Teuscher and Sen. Lincoln Fillmore
Bill Summary	This bill allows a private school student, a homeschool student, a charter school student, or an online school student to participate in extracurricular activities outside of the student's public school of residence prior to establishing their initial establishment of eligibility. It prohibits a public school from participating in an athletics association that does not collect a birth certificate or other identifying documents during the registration process, and it allows athletes without access to a birth certificate to provide alternative documentation to an athletic association in certain circumstances
USBE Action	Update R277-494.
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ben Rasmussen, 801-538-7835, ben.rasmussen@schools.utah.gov Teri Davis, 801-538-7655, teri.davis@schools.utah.gov

HB 215 Funding for Teacher Salaries and Optional Education Opportunities	
Sponsors	Rep. Candice Pierucci and Sen. Kirk Cullimore
Bill Summary	This bill creates the Utah Fits All Scholarship allowing private and homeschool students up to \$8,000 in scholarship, funds for qualified and educational expenses. Also provides a \$4,200 increase to the Educator Salary Adjustment (for a total of \$8,400) for full-time educators.
USBE Action	Amend R277-604, Update R277-110, Create new rule, RFP for Program Manager by September 15, 2023 with contract in place by December 1, 2023, Report on cost effectiveness of the program, On or before September 1, 2023 maintain and provide information on USBE's website including scholarship information and information on the program manager to include contact information and an overview of the program.
LEA Action	Awareness
Funding	\$36,700 for ¼ full-time equivalent (FTE) at USBE; \$36,700 for the State Auditor's office to complete annual audits; and \$42.5 million for the Utah Fits All Scholarship Program.

Effective Date	May 3, 2023
USBE Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov Patty Norman, 801-538-7760, patty.norman@schools.utah.gov

HB 217	School Energy and Water Reductions
Sponsors	Rep. Gay Bennion and Sen. Kirk Cullimore
Bill Summary	This bill authorizes the state board of education to issue grants related to energy and water reductions to LEAs. The USBE is to prioritize outdoor water conservation projects and to make rules for the application and award process of the grant money. The USBE is to establish a review panel that will review and award the grants.
USBE Action	Create new rule for the grant process; report to the Education Interim Committee by November 2027.
LEA Action	Awareness
Funding	\$900,000 through Governor's office
Effective Date	May 2, 2023
USBE Contact	Dean Dykstra, 801-538-7939, dean.dykstra@schools.utah.gov

HB 234	University Recognition for International Baccalaureate Achievement
Sponsors	Rep. Carol Moss and Sen. Ann Millner
Bill Summary	This bill requires that all institutions award credit to a student who receives an International Baccalaureate (IB) program subject score of four or higher unless the award of credit duplicates the credit an institution already awarded. Requires the Utah Board of Higher Education and the Utah Association of IB World Schools and school International Baccalaureate program coordinators to align International Baccalaureate program subject scores with commonly numbered institutions of higher education courses to satisfy general education requirements or major requirements.
USBE Action	Awareness for advising students.
LEA Action	Awareness for advising students.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Christy Shreck, 801-538-7935, christy.shreck@schools.utah.gov

HB 249	Education Related Amendments
Sponsors	Rep. Karen Peterson and Sen. Michael McKell
Bill Summary	This bill requires the USBE to create a parent portal on the USBE website and requires USBE's Utah Schools Information Management System (USIMS) and LEA information management systems to support record tracking interoperability and to allow a parent to include certain information as part of their child's records. The parent portal is to contain access to the LEAs policies and resources and steps to follow for students who have experienced bullying or abuse, as well as information on how to file grievances, access information on rights and a school comparison tool. The USBE is to make rules to allow a parent to both add and remove items they added to their students educational record at least annually.

USBE Action	Update R277-487 and R277-613; update USIMS by July 1, 2024 to include interoperability capability for transferring student records between LEAs, including parent-added student information, create rules to allow parents to add and remove additions to their students educational record; hire a Family Engagement Specialist, create and post the parent portal in an accessible place the parent portal; update the parent portal annually.
LEA Action	Provide student discipline policies to USBE to be posted to the USBE parent portal, update student information systems to be able to collect and amend student record information; annually notify parents, teachers and principals and other professional staff on how to access the parent portal.
Funding	\$146,800 FTE for Family Engagement Specialist
Effective Date	May 3, 2023
USBE Contact	Tracy Vandeventer, 801-538-7590, tracy.vandeventer@schools.utah.gov Katy Challis, 801-538-7894, katy.challis@schools.utah.gov Jared Felt, 801-538-7759, jared.felt@schools.utah.gov Katrina Brinkley, 801-538-7573, katrina.brinkley@schools.utah.gov

HB 258	Motor Vehicle Light Amendments
Sponsors	Rep. Judy Rohner and Sen. Ann Millner
Bill Summary	This bill requires a vehicle operator to have the vehicle's lights or lamps illuminated while the vehicle is being operated on a highway any time from sunset to sunrise and when persons and vehicles are not clearly discernible at 1,000 feet ahead.
USBE Action	Awareness
LEA Action	Awareness for Driver's Education Instruction.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Audra Urie, 801-538-7648, audra.urie@schools.utah.gov

HB 280	Local Government Construction Project Bid Notice
Sponsors	Rep. Doug Owens and Sen. Todd Weiler
Bill Summary	This bill eliminates a requirement that a local government entity post notice of a bid on a building improvement or public works project in five public places and instead requires notice of the bid to be posted on the state procurement notice website at least five days before opening the bids.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Dean Dykstra, 801-538-7939, dean.dykstra@schools.utah.gov

HB 304	Juvenile Justice Revisions
Sponsors	Rep. Karianne Lisonbee and Sen. Michael Kennedy

Bill Summary	This bill requires schools to provide a reintegration plan for minors alleged to have committed a felony offense; modifies requirements related to interventions and referrals for offenses committed by minors on school property; significantly amends the gang prevention program to to change the name of the program to the juvenile gang and other violent crime prevention and intervention program and requires a new distribution formula and reporting requirements for USBE and LEAs; and amends intervention and referral requirements for LEAs.
USBE Action	Amend R277-436; create new rule to establish a new distribution formula for gang prevention funding, annually report on disciplinary and law enforcement actions on school grounds to the State Commission on Criminal and Juvenile Justice; USBE guidance on how SRO's and administrators can work on re-entry plans.
LEA Action	Requires participating LEAs to provide a report on: 1) how the school district or the charter school used the grant funds; and 2) the school district's, or the charter school's, compliance with grant performance standards; awareness of new requirements related to the gang prevention program.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Tanya Albornoz, 801-538-7812, tanya.albornoz@schools.utah.gov Shauntelle Cota, 801-538-7502, shauntelle.cota@schools.utah.gov Rita Brock, 801-538-7761, rita.brock@schools.utah.gov Rhett Larsen, 801-538-7997, rhett.larsen@schools.utah.gov Sam Urie, 801-538-7545, sam.urie@schools.utah.gov

HB 305	Child Abuser Education Restrictions
Sponsors	Rep. Tyler Clancy and Sen. Chris Wilson
Bill Summary	This bill prohibits an individual who has committed child abuse from exempting the individual's child from required school attendance.
USBE Action	Update the model homeschool resources/forms on USBE website.
LEA Action	LEAs may not issue a home school affidavit if parents have been found guilty of certain child abuse related offenses.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ben Rasmussen, 801-538-7835, ben.rasmussen@schools.utah.gov Tanya Albornoz, 801-538-7812, tanya.albornoz@schools.utah.gov Caren Johnson, 801-538-7788, caren.johnson@schools.utah.gov

HB 308	School Grading Modifications
Sponsors	Rep. Douglas Welton and Sen. Scott Sandall
Bill Summary	This bill removes the requirement for USBE to assign a school an overall rating and requires USBE to continue to measure and report on each school using a dashboard of individual metrics under the school accountability system.
USBE Action	Update R277-497-2, R277-927-6, R277-920-5 and 12.

LEA Action	Awareness of the elimination of the single rating requirement.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ann-Michelle Neal, 801-538-7651, ann-michelle.neal@schools.utah.gov Tracy Vandeventer, 801-538-7590, tracy.vandeventer@schools.utah.gov

HB 311	Social Media Usage Amendments
Sponsors	Rep. Jordan Teuscher and Sen. Kirk Cullimore
Bill Summary	This bill: enacts the Utah Social Media Regulation Act; regulates interactive computer services and the use and design of social media platforms for users under the age of 18; prohibits a social media company from using a design or feature that causes a minor to become addicted; directs the Division of Consumer Protection to receive and investigate complaints of violations of the requirements established under the act and impose administrative fines for violations; and authorizes enforcement and a private right of action to collect fees and damages from a social media company for harm incurred by a minor's use of the platform.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	Except as provided in Subsection (2), this bill takes effect on May 3, 2023. The actions affecting Section 13-2-1 takes effect on December 31, 2023.
USBE Contact	Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov

HB 318	Prime Pilot Program Amendments
Sponsors	Rep. Val Peterson and Sen. Ann Millner
Bill Summary	This bill changes the PRIME Pilot Program to an ongoing program and requires the Utah System of Higher Education (USHE) to award a TRANSFORM certificate to students who complete five general education courses or completes a Career and Technical Education (CTE) Program that is at least 300 hours or six courses. Requires the USHE to award a \$500.00 scholarship to a student who earns the TRANSFORM general education certificate and requires USBE to create a funding formula for LEAs that participate in the program.
USBE Action	Update R277-721 to include distribution formula for funds, Award a TRANSFORM certificate to a student who: completes 5 general education courses from different general education categories as designated for concurrent enrollment by the Utah Board of Higher Education or who completes a career and technical education program that is at least 300 hours or 6 courses, Create a funding formula for LEAs that participate in this PRIME program.
LEA Action	Awareness that students may receive a \$500.00 scholarship after completing the TRANSFORM requirements.
Funding	\$0
Effective Date	May 3, 2023

USBE Contact	Christy Schreck, 801-538-7935, christy.schreck@schools.utah.gov Johnathan Frey, 801-538-7852, jonathan.frey@schools.utah.gov Thalea Longhurst, 801-538-7889, thalea.longhurst@schools.utah.gov
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HB 322	Budget Reporting Requirements
Sponsors	Rep. Melissa Ballard and Sen. Evan Vickers
Bill Summary	This bill requires a state agency to submit a report to a legislative appropriations subcommittee that describes the agency's plan to expend the agency's nonlapsing appropriation balance.
USBE Action	New report for USBE to Public Education Appropriations Subcommittee (PEA) on our non-lapsing funds if planning to save funds year over year.
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov

HB 324	Workplace Violence Protective Orders Amendments
Sponsors	Rep. Tyler Clancy and Sen. Todd Weiler
Bill Summary	This bill allows an employer to petition for a workplace violence protective order. It requires an employer to notify the individual who is the target in the workplace violence that they are seeking a workplace violence protective order. The bill sets out the court's duties for administering the protective order.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov

HB 335	Alternative Concurrent Enrollment Options For Capacity Flexibility
Sponsors	Rep. Ryan Wilcox and Sen. Ann Millner
Bill Summary	This bill provides that an LEA may contract with a non designated institution of higher education to provide concurrent enrollment courses if the LEA's designated institution does not have enrollment capacity or does not allow an LEA with an eligible instruction to expand concurrent enrollment courses to meet student demand. The bill also adds more criteria for an educator to demonstrate the educator should be designated as an eligible instructor based on the educator's: years of teaching experience, student performance on qualifying test scores or Advanced Placement (AP) Exams on courses the LEA employee teaches, continuing education in a master's degree or higher in any academic field or other criteria established by the institution of higher education as qualifying experience to be an eligible LEA CTE instructor.
USBE Action	Awareness

LEA Action	LEA awareness of the ability for an LEA to work with additional higher education institutions to support concurrent enrollment demand.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Nathan Auck, 801-538-7664, nathan.auck@schools.utah.gov

HB 348	Participation Waiver Amendments
Sponsors	Rep. Cheryl Acton and Sen. Michael Kennedy
Bill Summary	This bill allows a student the right to refrain from any school activity due to their parent's or their own religious belief or right of conscience and allows a school to offer an alternative to the student.
USBE Action	New Rule
LEA Action	LEAs cannot penalize, Incentivize, or discriminate against a student from refraining from participation for religious and right of conscience beliefs, an LEA may provide an alternative assignment, must promptly notify a students parent of a refusal
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Jennifer Throndsen, 801-538-7739, jennifer.throndsen@schools.utah.gov

HB 394	Hold Harmless for Public Education Enrollment Decline
Sponsors	Rep. Karen Peterson and Sen. Ann Millner
Bill Summary	This bill contingently provides a hold harmless funding requirement for the MSP in years where the state's student enrollment declines for between 5-10 years, contingent on passage of SJR 10, Proposal to Amend Utah Constitution - Income Tax, 2023 General Session, in November 2024.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	January 1, 2025 if SJR 10 is passed by the voters
USBE Contact	Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov Sam Urie, 801-538-7545, sam.urie@schools.utah.gov Scott Jones, 801-538-7615, scott.jones@schools.utah.gov

HB 398	Special Needs Opportunity Scholarship Program Amendments
Sponsors	Rep. Nelson Abbott and Sen. Lincoln Fillmore
Bill Summary	This bill amends provisions related to the Special Needs Opportunity Scholarship Program by expanding the expenses for which a scholarship recipient may use a scholarship award. It amends the formula for calculating a scholarship amount for an eligible student to include Kindergarten. Allows a scholarship granting organization to prorate a scholarship award and increases the amount of donations a scholarship granting organization may carry forward in a fiscal year to 60%.
USBE Action	USBE will update R277-626.
LEA Action	Awareness

Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Tami Gear, 801-538-7724, tami.gear@schools.utah.gov

HB 400	School Absenteeism Amendments
Sponsors	Rep. Dan Johnson and Sen. Ann Millner
Bill Summary	This bill directs LEAs to include certain evidence-based strategies and interventions for children as part of their efforts to reduce student absenteeism and improve attendance and academic achievement. LEAs may apply for funding for a stipend for LEA Youth Development Specialists through the Division of Juvenile Justice and Youth Services (JJYS).
USBE Action	USBE will update R277-607.
LEA Action	State Board rule updates may require an LEA to publicize the LEA's applicable policies and may include other requirements. LEAs may apply for funding for an LEA Youth Development Specialist through Juvenile Justice and Youth Services. Also, \$389,100 for stipends for LEA Youth Development Specialists.
Funding	\$141,800- for 1 FTE at USBE; \$389,100 for stipends for LEA Youth Development Specialists
Effective Date	May 3, 2023
USBE Contact	Tanya Albornoz, 801-538-7812, tanya.Albornoz@schools.utah.gov Aspen Florence, 385-295-7861, aspen.Florence@schools.utah.gov

HB 403	Student Mental Health Amendments
Sponsors	Rep. Steve Eliason and Sen. Ann Millner
Bill Summary	This bill requires an LEA governing board to make a determination on whether the LEA will be a participating or non-participating LEA and requires a non-participating LEA to report each year whether the LEA will change or maintain the LEA's participation status. Requires parental notification of mental health screening and requires USBE to establish processes and adds additional reporting elements to the USBE annual report to the Education Interim Committee on the screening programs.
USBE Action	USBE will establish processes and add additional reporting elements in the annual Education Interim Committee report on the screening programs and update R277-625.
LEA Action	LEAs must: annually determine if they will continue to be a non-participating LEA; notify parents at the beginning of the year that an LEA is providing screeners; obtain prior written consent from a student's parent before screening a participating student; notify the parents of the participating student if the results of the test indicate a potential mental health condition, and indicate the resources available, including any services that can be provided by the school mental health provider or a partnering entity; and provide the necessary information and data for the state board to complete their report.
Funding	\$0

Effective Date	May 3, 2023
USBE Contact	Tiana McCall, 801-910-2307, tiana.mccall@schools.utah.gov Michelle Knight, 801-538-7962, michelle.knight@schools.utah.gov

HB 405	School Bus Owner Requirements
Sponsors	Rep. Brady Brammer and Sen. Keither Grover
Bill Summary	This bill amends an exception to an owner's and operator's security requirement to include organizations in an LEA.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ron Litchfield, 801-538-7577, ron.litchfield@schools.utah.gov

HB 411	Student Behavioral Health Services Amendments
Sponsors	Rep. Karen Peterson and Sen. Ann Millner
Bill Summary	This bill allows behavioral health support personnel to support school mental health professionals and requires the State Board of Education to provide guidance to LEAs for staffing structure and support.
USBE Action	Requires USBE to establish guidance for qualifying personnel, update R277-622 and update R277-320 to coordinate with HB 190 rule amendments.
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Tiana McCall, 801-910-2307, tiana.mccall@schools.utah.gov Lisa McLachlan, 801-538-7772, lisa.mclachlan@schools.utah.gov Bethany Marker, 801-538-7929, bethany.marker@schools.utah.gov

HB 421	School Land Trust Program Amendments
Sponsors	Rep. Jefferson Moss and Sen. Ann Millner
Bill Summary	This bill increases t a factor in the distribution formula to K-12 schools from 4% to 5% of the average market value of the State School Fund contingent on the passage of HJR 18, Proposal to Amend Utah Constitution - State School Fund, in November 2024.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	January 1, 2025* contingent.
USBE Contact	Paula Plant, 801-538-7555, paula.plant@schools.utah.gov

HB 427	Individual Freedom in Public Education
Sponsors	Rep. Tim Jimenez and Sen. Michael Kennedy

Bill Summary	This bill ensures that instructional materials are consistent with the principle that people are equal and have inalienable rights, equal opportunity, and individual merit. Also ensures public schools may not deny the practice of prayer or religious devotionals.
USB E Action	Update rule R277-469 and add an annual assurance ensuring LEAs will comply with the bill.
LEA Action	Update policies and trainings to include provisions on meritocracy and other elements of the bill.
Funding	\$0
Effective Date	July 31, 2023
USB E Contact	Darin Nielsen, 801-538-7811, darin.nielsen@schools.utah.gov Teri Davis, 801-538-7655, teri.davis@schools.utah.gov

HB 457	State Property Transfer Amendments
Sponsors	Rep. Ryan Wilcox and Sen. Daniel McCay
Bill Summary	This bill exempts a title agency from the requirement to obtain an appraisal of agency property it intends to transfer to a government entity if: the director of the title agency determines that the transfer is in the best interest of the title agency and the state; and the government entity to which ownership of the agency property is transferred will use the property for a public purpose.
USB E Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USB E Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov

HB 465	Public School Library Transparency Amendments
Sponsors	Rep. Douglas Welton and Sen. Keith Grover
Bill Summary	This bill requires LEAs with school libraries to provide an online platform by August 1, 2024 -- or 2026, depending on the LEA's student enrollment -- that allows a parent to view information regarding materials the student borrows from the library, including the title, author, description, and a history of borrowed materials.
USB E Action	Awareness
LEA Action	Gives LEAs a period of time to work with their library provider to make available an online platform for parents to review their student's history.
Funding	\$275,000 provided in HB 2 to support a library transparency pilot in Canyons and Nebo School Districts.
Effective Date	May 3, 2023
USB E Contact	Davina Sauthoff, davina.sauthoff@schools.utah.gov

HB 475	Communication Credit Requirements
Sponsors	Rep. Douglas Welton and Sen. Michael McKell

Bill Summary	This bill adds a communications graduation requirement for grades nine through 12: up to 0.5 units emphasizing verbal communication completed in a course or a school sponsored activity.
USBE Action	Information on R277-700 and consider amendments related to SB 257 at the same time. Do a committee report on graduation and the history of where the Board has been and what the field has shared.
LEA Action	LEA awareness of upcoming graduation requirements.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Naomi Watkins, 801-538-7616, naomi.watkins@schools.utah.gov Robert Austin, 801-538-7575, robert.austin@schools.utah.gov

HB 477	Full-Day Kindergarten Amendments
Sponsors	Rep. Robert Spendlove and Sen. Kirk Cullimore
Bill Summary	This bill makes full-day kindergarten available for all LEAs with an option for half-day kindergarten. Requires that a half-day kindergarten option be granted if requested by a parent.
USBE Action	Amend rule R277-489.
LEA Action	Awareness that stable funding is available for the LEA to expand full-day kindergarten without applying first to USBE.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Sara Wiebke, 801-538-7893, sara.wiebke@schools.utah.gov Christine Elegante, 801-538-7782, christine.elegante@schools.utah.gov

HB 481	Firearm Safety and Suicide Prevention Education Requirements
Sponsors	Rep. Sahara Hayes and Sen. Stephanie Pitcher
Bill Summary	This bill requires a school to provide suicide prevention materials and information, including information on firearm safety, to a parent of a child who has threatened suicide or has been involved in an incident of bullying or other abusive conduct.
USBE Action	Amend rules R277-533, R277-609 and R277-613. USBE shall coordinate with the state suicide prevention coordinator to select suicide prevention materials and information on limiting the student's access to fatal means, including a firearm or medication and provide technical assistance to LEAs by August 1, 2023.
LEA Action	LEAs shall amend their local policies to reflect the suicide prevention information a school shall provide the parent of a child who has threatened suicide or has been involved in a bullying incident or other abusive conduct.
Funding	\$0
Effective Date	August 1, 2023
USBE Contact	Cathy Davis, 801-538-7861, cathy.davis@schools.utah.gov

HB 489	Educator Paid Professional Hours
Sponsors	Rep. Jefferson Moss and Sen. Ann Millner

Bill Summary	This bill amends the due date for an educator to create and submit the educator's plan to use the educator's professional hours from the first day of instruction to the fifth day of instruction; clarifies the availability of an educator to receive paid professional hours even if the educator begins employment after the fifth day of instruction; and allows an LEA to prorate the the paid professional hours based on the employees start date.
USBE Action	Amend rule R277-629.
LEA Action	LEA may need to update policies to include the amended due date for the educator's plan from the first day of instruction to the fifth day. LEAs are required to provide paid professional hours to educators who begin employment after the fifth day of instruction. Awareness that LEAs may prorate an educator's paid professional hours based on the portion of the school year for which the educator is employed.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Katie Hill, 801-538-7766, katie.hill@schools.utah.gov

HB 494	Education Reporting Amendments
Sponsors	Rep. Susan Pulsipher and Sen. Lincoln Fillmore
Bill Summary	This bill clarifies that the digital readiness assessment is only required to be completed the first time an LEA applies for the Digital Teaching and Learning Grant Program. The bill also repeals the requirement that LEAs notify all other local education agencies before disposing of undamaged textbooks.
USBE Action	Amend rules R277-922-8(a) and R277-433-3, awareness/Reports and Requirements Task Force recommendation.
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Rick Gaisford, 801-538-7798, rick.gaisford@schools.utah.gov Teri Davis, 801-538-7655, teri.davis@schools.utah.gov

HB 555	Talent Ready Utah Program Modifications
Sponsors	Rep. Jefferson Moss and Sen. Ann Millner
Bill Summary	This bill provides that a public school student participating in a youth apprenticeship is considered a volunteer government worker for purposes of workers' compensation and risk management. It provides that an internship through an institution of higher education or public or private school may be with compensation and that the intern is considered a volunteer government worker for purposes of workers' compensation and risk management. It creates an apprenticeship intermediary position to foster relationships between the Talent Ready Utah Program, local education agencies, and industry partners.
USBE Action	Coordinate with Talent Ready Utah on placements.
LEA Action	Awareness
Funding	\$0

Effective Date	May 3, 2023
USBE Contact	Thalea Longhurst, 801-538-7889, thalea.longhurst@schools.utah.gov

HOUSE RESOLUTIONS PASSED

HCR 6	Concurrent Resolution Regarding Mental Health Support in Schools
Sponsors	Rep. Steve Eliason and Sen. Ann Millner
Bill Summary	This resolution recognizes the critical role of school nurses, psychologists, social workers, and counselors in education and the inadequacy of current funding streams to meet demand for school-based mental health professionals. Also supports the creation and adoption of school formulas for staffing school-based mental health professionals at appropriate levels and commits to exploring legislative options for increased funding allocations for school-based mental health positions.
USBE Action	Awareness
LEA Action	Awareness that the sponsors may be seeking future appropriations to support the efforts.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Tiana McCall, 801-538-7647, tiana.mccall@schools.utah.gov Michelle Knight, 801-538-7962, michelle.knight@schools.utah.gov

HCR 10	Concurrent Resolution Regarding the Pledge of Allegiance in Schools
Sponsors	Rep. Melissa Ballard and Sen. David Hinkins
Bill Summary	This resolution emphasizes the inspired ideas, principles, and values upon which the United States was founded, and that are espoused in the Pledge of Allegiance. Also directs compliance with the statute and administrative rule requirements to recite the Pledge of Allegiance at the beginning of every school day.
USBE Action	Remind LEAs of the requirement to recite the Pledge of Allegiance daily.
LEA Action	Awareness of the requirement for students to engage in the Pledge of Allegiance each day.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Robert Austin, 801-538-7575, robert.austin@schools.utah.gov JoAnna Sorensen, 801-538-7534, joanna.sorensen@schools.utah.gov

HJR 3	Joint Resolution Recognizing School Teachers
Sponsors	Rep. Jefferson Burton and Sen. Ann Millner
Bill Summary	This joint resolution recognizes Utah's public school educators for their extraordinary efforts to educate students during a public health crisis and declares that curricular decisions should be made at the local level.

USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Kami Dupree, 801-538-7923, kami.dupree@schools.utah.gov Katie Hill, 801-538-7766, katie.hill@schools.utah.gov

HJR 18	Proposal to Amend Utah Constitution- State School Fund
Sponsors	Rep. Jefferson Moss and Sen. Ann Millner
Bill Summary	This joint resolution proposes to amend the Utah Constitution to change the limit on annual distributions from the State School Fund from 4% to 5% and directs the lieutenant governor to submit this proposal to voters.
USBE Action	Awareness
LEA Action	Awareness of the constitutional amendment, which will be placed on the ballot during the November 2024 election.
Funding	\$0
Effective Date	January 1, 2025* contingent
USBE Contact	Paula Plant, 801-538-7555, paula.plant@schools.utah.gov

2023 Bills Passed

Senate Education Bills

SENATE BILLS PASSED

SB 1	Public Education Base Budget Amendments
Sponsors	Sen. Lincoln Fillmore and Rep. Susan Pulsipher
Bill Summary	This bill supplements or reduces appropriations otherwise provided for the support and operation of public education for the fiscal year beginning July 1, 2022, and ending June 30, 2023, and appropriates funds for the support and operation of public education for the fiscal year beginning July 1, 2023, and ending June 30, 2024. This bill: repeals obsolete provisions related to a past freeze on the minimum basic tax rate, including the equity pupil tax rate; provides appropriations for the use and support of school districts, charter schools, and state education agencies; sets the value of the WPU initially at \$4,175 for fiscal year 2023-2024; adjusts the number of WPUs in certain programs for student enrollment changes and statutory formula calculations; appropriates funds to the Uniform School Fund Restricted - Public Education Budget Stabilization Account; makes an appropriation from the Uniform School Fund Restricted - Trust Distribution Account to the School LAND Trust Program to support educational programs in the public schools; adjusts the revenue targets and estimates tax rates for the statewide Basic Rate and WPU Value Rate according to statutory provisions; provides appropriations for other purposes as described; and makes technical and conforming changes.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov Sam Urie, 801-538-7545, sam.urie@schools.utah.gov
SB 3	Appropriations Adjustments
Sponsors	Sen. Jerry Stevenson and Rep. Val Peterson
Bill Summary	This bill supplements or reduces appropriations otherwise provided for the support and operation of state government for the fiscal year beginning July 1, 2022 and ending June 30, 2023 and for the fiscal year beginning July 1, 2023 and ending June 30, 2024. This bill provides budget increases and decreases for the use and support of certain public education programs.
USBE Action	Scribe Contract Amendment
LEA Action	LEA Awareness that Scribe contract is extending; provided additional funds for charter school administration for LEAs with fewer than 2000 students.

Funding	\$950,000 Contracts and Grants one-time funding (Scribe) \$1,875,000 Charter School Base one-time funding \$213,400-SB 167 educator licencing \$40,000- SB 167 SOEP Administration- ongoing \$99,500- SB 167 Licensing Administration- ongoing \$189,300- SB 35 ongoing \$36,400-SB 167 for IT \$436,200- SOEP Supplemental for 2023
Effective Date	Section 1- upon Governor's approval Sections 2 & 3- July 1, 2023
USBE Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov Deborah Jacobson, 801-538-7627, deborah.jacobson@schools.utah.gov Sam Urie, 801-538-7545, sam.urie@schools.utah.gov

SB 16	Transgender Medical Treatments and Procedures Amendments
Sponsors	Sen. Michael Kennedy and Rep. Katy Hall
Bill Summary	This bill enacts provisions regarding transgender medical treatments and procedures, including a provider certification requirement for providing hormonal transgender treatments, prohibition from providing a hormonal transgender treatment to new patients who are minors and were not diagnosed with gender dysphoria before 1/28/2023, and prohibition of performing sex characteristic surgical procedures on a minor for the purpose of effectuating a sex change. It specifies conditions of malpractice action that may be taken related to these treatments.
USBE Action	Awareness
LEA Action	LEAs should review LEA gender policies.
Funding	\$0
Effective Date	Upon Governor's approval (January 28, 2023)
USBE Contact	Holly Bell, 801-538-7534, holly.bell@schools.utah.gov

SB 18	Public Expression Protection Act
Sponsors	Sen. Curtis Bramble and Rep. Cory Maloy
Bill Summary	This bill enacts the Uniform Public Expression Protection Act which allows a person who, after making comment on an issue under consideration or review in a legislative, executive, judicial, administrative, or other governmental proceeding or exercise of freedom of speech or the press or assembly, is served with a complaint or claim, to file a special motion for expedited relief to dismiss the cause of action. The bill further outlines the role of the courts in adjudicating these claims in a way to protect the freedom of speech as outlined in the US Constitution.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov

SB 31 State Flag Amendments	
Sponsors	Sen. Daniel McCay and Rep. Mike Schultz
Bill Summary	This bill establishes a new state flag of Utah, designates the current state flag as the historical state flag, and provides for the display of both flags.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	March 9, 2024
USBE Contact	JoAnna Sorensen, 801-538-7534, joanna.sorensen@schools.utah.gov Robert Austin, 801-538-7575, robert.austin@schools.utah.gov

SB 35 Reciprocal Professional Licensing Amendments	
Sponsors	Sen. Curtis Bramble and Rep. Cory Maloy
Bill Summary	This bill enacts the Interstate Teacher Mobility Compact and creates a process for USBE to issue professional licenses and certificates by endorsement to those licensed in other states or with qualifying education and experience.
USBE Action	Amend rules R277-301 and R277-302. Amend IT systems due to updated licensing requirements.
LEA Action	Awareness
Funding	Adds 1 FTE to support out of state application review (\$189,300) IT \$161,500 for system updates to support new licensing requirements
Effective Date	May 3, 2023
USBE Contact	Malia Hite, 801-538-7895, malia.hite@schools.utah.gov

SB 43 Public Notice Requirements	
Sponsors	Sen. Stephanie Pitcher and Rep. Norman Thurston
Bill Summary	This bill amends provisions relating to providing public notices. This bill creates classifications for types of public notices where each classification requires notice to be provided in specific ways. Public notices for public school curriculum standard adoptions, LEA property acquisition, LEA school board meetings, elections, and charter school closings are included in these classifications and have specific notice requirements.
USBE Action	Requires USBE to publish information about draft core standards on the Utah Public Notice Website and the USBE's website before adopting the standards.
LEA Action	LEA awareness of any adjustment to public notice requirements
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Jennifer Throndsen, 801-538-7739, jennifer.throndsen@schools.utah.gov Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov

SB 44 Reading Software Amendments	
Sponsors	Sen. Ann Millner and Rep. Susan Pulsipher

Bill Summary	This bill clarifies that an existing requirement for demonstrating a certain statistical effect does not apply to reading software, and it directs USBE to distribute funds for software purchase to LEAs based on K-3 enrollment.
USBE Action	Amend R277-496; Distribute funds as directed by statute.
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Amber Wright, 801-538-7754, amber.wright@schools.utah.gov

SB 45	Statewide Online Education Program Amendments
Sponsors	Sen. Lincoln Fillmore and Rep. Kera Birkeland
Bill Summary	This bill expands the Statewide Online Education Program to include 6th grade students and allows middle school students to take up to six middle school credits per school year.
USBE Action	Amend rules R277-726-2(6)(a), 13(c), and 17(a).
LEA Action	Awareness
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Cathy Gray, 801-538-7830, cathy.gray@schools.utah.gov

SB 46	State Holiday Modifications
Sponsors	Sen. Lincoln Fillmore and Rep. Steve Eliason
Bill Summary	This bill modifies annual commemorations to include Diwali.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov

SB 47	Incarcerated Youth Education Amendments
Sponsors	Sen. Derrin Owens and Rep. Tyler Clancy
Bill Summary	This bill clarifies the definition of "student" as related to the Utah Tech University Higher Education for Incarcerated Youth Program.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Benji Carrier, 801-538-7884, benjamin.carrier@schools.utah.gov

SB 49	Juvenile Custodial Interrogation Amendments
Sponsors	Sen. Kathleen Riebe and Rep. Marsha Judkins

Bill Summary	This bill addresses the custodial interrogation of a child. It increases a child's detainment time at a local law enforcement agency facility to four hours and requires an officer to disclose certain rights to a child prior to interrogation.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Rhett Larsen, 801-538-7997, rhett.larsen@schools.utah.gov

SB 55	Public School Instructional Material Requirements
Sponsors	Sen. Lincoln Fillmore and Rep. Melissa Ballard
Bill Summary	This bill requires a process for adopting or approving instructional materials in an open and public meeting with a notice and public comment opportunity, requires LEAs to adopt a policy on approvals, and requires LEAs to update contracts to require service providers to notify LEAs if materials are changed.
USBE Action	Amend Instructional Materials Rule R277-469 in conjunction with amendment related to HB 427.
LEA Action	Update or create instructional material adoption policy. Update contracts with instructional material and EdTech providers to include a requirement that the provider must give notice any time the provider makes a material change to the content of online or digital materials, excluding regular informational updates on current events.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Teri Davis, 801-538-7655, teri.davis@schools.utah.gov

SB 57	Sexual Abuse Material Amendments
Sponsors	Sen. Chris Wilson and Rep. Paul Cutler
Bill Summary	This bill changes the term "child pornography" to "child sexual abuse material" and changes the term "vulnerable adult pornography" to "vulnerable adult sexual abuse material." The bill prohibits the reproduction of child sexual abuse material evidence and allows a defendant's attorney, or a defendant's expert as well as the victim, the victim's attorney or victim's expert to inspect child sexual abuse material evidence at a government facility before trial.
USBE Action	Update USBE prevention materials.
LEA Action	LEA awareness of requirement not to reproduce (copy) the materials.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Rita Brock, 801-538-7761, rita.brock@schools.utah.gov

SB 63	Election Candidate Replacement Amendments
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Sponsors	Sen. Curtis Bramble and Rep. Cory Maloy
Bill Summary	This bill amends the definition of a candidate vacancy to include death, resignation, or disqualification. The bill changes the deadline for filling a candidate vacancy and permits a political party to replace a candidate regardless of the reason for the vacancy.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov

SB 65	Charter School Authorizers Modifications
Sponsors	Sen. Lincoln Fillmore and Rep. Susan Pulsipher
Bill Summary	This bill addresses charter school authorizers, modifies the entities that are eligible to authorize charter schools, requires certain authorizers to adopt procedures for imposing a standard, guideline, or policy, and requires certain authorizers to comply with the procedures.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$5,000 one-time
Effective Date	May 3, 2023
USBE Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov

SB 77	Education Scholarship Amendments
Sponsors	Sen. Lincoln Fillmore and Rep. Candice Pierucci
Bill Summary	This bill reduces a scholarship granting organization's time period for submitting an audit report to USBE from 180 to 120 days. The bill requires the state auditor to perform regular audits of certain scholarships and prohibits private schools from charging a scholarship student more in fees than other students based solely upon the scholarship student being a scholarship recipient. The bill provides the state board additional time to fulfill procurement and contract obligations.
USBE Action	Update R277-626. Extends the date for RFPs for 90 days.
LEA Action	None
Funding	\$110,100 for the state auditor's office to conduct the audits of the 3 scholarship programs.
Effective Date	May 3, 2023
USBE Contact	Tami Gear, 801-538-7724, tami.gear@schools.utah.gov

SB 83	Public Education Funding Equalization
Sponsors	Sen. Lincoln Fillmore and Rep. Norman Thurston
Bill Summary	This bill requires the inclusion of an appropriation to the Local Levy Growth Account in public education budget legislation under certain circumstances.

USBE Action	Awareness
LEA Action	Awareness
Funding	\$19,092,000
Effective Date	May 3, 2023
USBE Contact	Sam Urie, 801-538-7545, sam.urie@schools.utah.gov

SB 89	Utah Retirement Amendments
Sponsors	Sen. Wayne Harper and Rep. Keven Stratton
Bill Summary	This bill requires an employer to automatically enroll a newly hired benefit-eligible state employee to make a biweekly contribution to a Utah Retirement Systems 401(k) retirement savings account in an amount equal to the amount that is eligible for an employer match and allows the employee to modify the automatic enrollment.
USBE Action	Awareness
LEA Action	Does not apply to LEAs.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov

SB 96	Fiduciary Duty Modifications
Sponsors	Sen. Chris Wilson and Rep. Susan Pulsipher
Bill Summary	This bill requires a public entity to invest public funds in accordance with the prudent investor rule and retain the right, to the extent practicable, to vote investor proxies and ensure proxy voting is exercised to maximize risk-adjusted returns for the exclusive benefit of beneficiaries.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov

SB 97	Public Contract Requirements
Sponsors	Sen. Chris Wilson and Rep. Rex Shipp
Bill Summary	This bill prohibits a public entity from entering into a contract with a company who engages in certain environmental boycott actions.
USBE Action	Include a certification requirement into USBE solicitations and in the standard terms and conditions.
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Adam Herd, 801-538-7879, adam.herd@schools.utah.gov

SB 100	School Gender Identity Policies
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Sponsors	Sen. Todd Weiler and Rep. Stephanie Gricius
Bill Summary	This bill ensures parent access to information related to their child's gender identity and prohibits a school from changing a student's records regarding their gender identity without parental consent.
USBE Action	Awareness
LEA Action	LEAs should update the LEA's educational record policies in accordance with the requirements.
Funding	\$0
Effective Date	Upon Governor's approval (February 16, 2023)
USBE Contact	Katy Challis, 801-538-7894, katy.challis@schools.utah.gov Holly Bell, 801-538-7534, holly.bell@schools.utah.gov

SB 103	Student Graduation Attire Modifications
Sponsors	Sen. Karen Kwan and Rep. Steve Eliason
Bill Summary	This bill allows individuals to wear recognized items of religious or cultural significance at a high school graduation ceremony as part of their graduation attire.
USBE Action	Awareness
LEA Action	LEAs should update the LEAs' graduation attire policy in accordance with the requirements of the bill.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Holly Bell, 801-538-7534, holly.bell@schools.utah.gov Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov

SB 127	Cybersecurity Amendments
Sponsors	Sen. Wayne Harper and Rep. Jefferson Burton
Bill Summary	This bill requires governmental entities in the state, including USBE, school districts and charter schools, to report a breach of system security that impacts 500 or more residents to the Utah Cyber Center. Requires governmental websites - including USBE, school districts and charter school website addresses to use an authorized top level domain of .gov or .edu by January 1, 2025.
USBE Action	Report when security breach happens to Utah Cyber Center.
LEA Action	Report security breaches to the Utah Cyber Center, update website domain end in the LEA's website and email addresses by Jan 1, 2025 to .edu or .gov unless the LEA seeks a waiver from the Chief Information Officer of the State Division of Technology Services.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Katy Challis, 801-538-7894, katy.challis@schools.utah.gov

SB 136	Legislative Offices Amendments
Sponsors	Sen. Curtis Bramble and Rep. Mike Schultz

Bill Summary	This bill authorizes the Office of the Legislative Auditor General to conduct systemic performance audits of certain executive branch entities and local education agencies. The bill also authorizes OLAG to report immediately to the Legislative Audit Subcommittee that the entity has not implemented a recommendation. Finally, it requires the chief officer of an entity (state or political subdivision) to immediately notify OLAG and specified legal counsel if they have actual knowledge or reasonable cause to believe that there is a misappropriation of public funds or assets.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	Upon Governor's approval (March 3, 2023)
USBE Contact	Debbie Davis, 801-538-7639, debbie.davis@schools.utah.gov

SB 143	Public School District Resource Sharing Agreements and Transportation Amendments
Sponsors	Sen. Jacob Anderegg and Rep. Jefferson Moss
Bill Summary	This bill allows school districts to enter into cooperative agreements with other districts for resource sharing and transportation of certain students and amends requirements for nonresident student transportation.
USBE Action	Potential updates to R277-600. Amends USBE rulemaking authority for non-resident student transportation.
LEA Action	LEA awareness that LEAs may enter into contracts one with another using their own resources. An agreement shall: (a) be signed by the president of the local school board of each participating district; (b) specify the resource being shared; (c) include a mutually agreed upon pro rata cost; (d) include the duration of the agreement; and (e) be filed with USBE.
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ron Litchfield, 801-538-7577, ron.litchfield@schools.utah.gov

SB 152	Social Media Regulation Amendments
Sponsors	Sen. Michael McKell and Rep. Jordan Teusher
Bill Summary	This bill enacts the Utah Social Media Regulation Act and details provisions related to the regulation of social media companies and platforms for Utah residents under the age of 18.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0

Effective Date	Actions affecting Section 13-2-1: December 31, 2023. Remainder of the bill: May 3, 2023
USBE Contact	Katy Challis, 801-538-7894, katy.challis@schools.utah.gov

SB 167	Statewide Online Education Program Modifications
Sponsors	Sen. Kirk Cullimore and Rep. Kera Birkeland
Bill Summary	This bill amends provisions of the Statewide Online Education Program (SOEP), requiring the state board to provide 60-day notice periods for a certified online course provider to remedy noncompliance, prohibits the state board from unenrolling an eligible student, establishes a 90-day deadline for making a payment to an authorized online course provider, requires the state board to create approval processes for new course offerings by an authorized online course provider, and requires the state board to create an online course provider-specific educator license type.
USBE Action	Amend rules R277-726, R277-301, and R277-302. Draft new rule. Create a provider-specific educator license type.
LEA Action	Awareness
Funding	\$213,000 one-time Licensing \$436,200 one-time IT \$99,500 ongoing - licensing \$40,400 ongoing - SOEP admin \$36,400 ongoing for IT
Effective Date	May 3, 2023
USBE Contact	Malia Hite, 801-538-7895, malia.hite@schools.utah.gov Quinn Kellis, 801-538-7785, quinn.kellis@schools.utah.gov Cory Kanth, 801-538-7660, cory.kanth@schools.utah.gov Cathy Gray, 801-538-7830, cathy.gray@schools.utah.gov

SB 183	Educator Salary Amendments
Sponsors	Sen. Evan Vickers and Rep. Steven Lund
Bill Summary	This bill adds an automatic appropriation increase for the educator salary adjustment (ESA) and the Teacher Salary Supplement Program (TSSP) to increase the stipend amounts in future years by the same percentage amount as the increase to the WPU. Provides that an educator does not qualify for the educator salary adjustment if the educator received an unsatisfactory rating during the educator's three prior evaluations (previously this was applicable after only one year).
USBE Action	Update rule R277-110.
LEA Action	May require updates to educator evaluation or compensation policies. Awareness that stipend amounts will automatically increase in future years and awareness that an educator's eligibility changes after three unsuccessful evaluations (versus only one year).
Funding	\$0
Effective Date	July 1, 2023
USBE Contact	Erica Horsley, 801-538-7741, erica.horsley@schools.utah.gov Kristin Campbell, 801-538-7892, kristin.campbell@schools.utah.gov

SB 204	Autism Coverage Amendments
Sponsors	Sen. Curtis Bramble and Rep. Steve Eliason
Bill Summary	This bill requires the Department of Health and Human Services to request a state plan amendment for the Medicaid program to provide coverage for autism treatment services.
USB E Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USB E Contact	Leah Voorhies, 801-538-7898, leah.voorhies@schools.utah.gov

SB 221	Public Retirement Withdrawal Amendments
Sponsors	Sen. Wayne Harper and Rep. Carl Albrecht
Bill Summary	This bill modifies provisions of the Utah State Retirement and Insurance Benefit Act by providing the circumstances for a participating entity's withdrawal. This bill modifies provisions relating to withdrawal from participation in a Utah Retirement System. It amends the definition of "withdrawing entity" to include a nonprofit organization and provides the procedures for a withdrawing entity to make an election to withdraw.
USB E Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USB E Contact	Michelle Watts, 801-538-7560, mwatts@utah.gov

SB 222	Effective Teachers in High Poverty Schools Incentive Program Amendments
Sponsors	Sen. Lincoln Fillmore and Rep. Candice Pierucci
Bill Summary	This bill amends requirements of the Effective Teachers in High Poverty Schools Incentive Program to clarify that eligibility is calculated for all students in the same course.
USB E Action	Amend rule R277-925.
LEA Action	LEAs should apply on behalf of eligible teachers annually, and be aware that more teachers may qualify for the incentive.
Funding	\$0
Effective Date	May 3, 2023
USB E Contact	Erica Horsley, 801-538-7741, erica.horsley@schools.utah.gov

SB 227	School Board Ethics Complaint Investigation Requirements
Sponsors	Sen. Curtis Bramble and Rep. Candice Pierucci
Bill Summary	This bill prohibits a school district from establishing a local political subdivision ethics commission and requires that an ethics complaint against a local school board member be reviewed by the Political Subdivisions Ethics Review Commission.
USB E Action	Awareness

LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ashley Carter, 801-538-7583, ashley.carter@schools.utah.gov

SB 231	Government Records Access and Management Act Amendments
Sponsors	Sen. Curtis Bramble and Rep. Anthony Loubet
Bill Summary	This bill makes changes to the Government Records Access and Management Act (GRAMA) and provides that a governmental entity is not required to create a document indicating that a requested record does not exist, requires a governmental entity to conduct a reasonable search for a record, and establishes a process for a governmental entity to petition for relief against a vexatious requester.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Ben Rasmussen, 801-538-7835, ben.rasmussen@schools.utah.gov

SB 245	Closed Public Meeting Amendments
Sponsors	Sen. Curtis Bramble and Rep. Anthony Loubet
Bill Summary	This bill modifies a provision relating to the purposes for which a closed meeting may be held to include the consideration of a loan application if public discussion of the loan application would disclose certain nonpublic information.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	May 3, 2023
USBE Contact	Bryan Quesenberry, 801-538-7885, bquesenberry@agutah.gov

SB 257	State Board of Education Amendments
Sponsors	Sen. Keith Grover and Rep. Nelson Abbott
Bill Summary	This bill directs USBE to provide certain information and assurances when requesting information from an LEA, and it requires USBE to request a waiver of federal accountability requirements for any LEAs who have an opt-out rate of 50% or higher on statewide assessments. Directs USBE to study how the USBE will amend graduation requirements to allow students who have earned an associate's degree or certain industry certifications to receive a high school diploma.
USBE Action	Potential update of Rules R277-700 and R277-114; Request federal waiver.
LEA Action	New directive for High School Diploma issuance for students who obtain an associate's degree or certain industry certifications.
Funding	\$0

Effective Date	May 3, 2023
USBE Contact	Jared Felt, 801-538-7759, jared.felt@schools.utah.gov Cathy Gray, 801-538-7830, cathy.gray@schools.utah.gov Darin Nielsen, 801-538-7811, darin.nielsen@schools.utah.gov

SB 258	Upstart Program Amendments
Sponsors	Sen. Michael McKell and Rep. Mike Schultz
Bill Summary	This bill moves the UPSTART program into the Economic Opportunity Act, under the Governor's Office of Economic Opportunity and amends and enacts provisions of the program, including procurement processes, home-based technology program providers evaluations, program participation and accessibility, and implementation and audit reporting requirements.
USBE Action	USBE to turn over existing UPSTART contracts to the Governor's Office of Economic Opportunity.
LEA Action	School districts must ensure that UPSTART is available to all schools within the district. Schools may enter into agreements with a contractor.
Funding	\$2.8 Million lapse at the end of the current fiscal year.
Effective Date	May 3, 2023
USBE Contact	Kerong Wu, 801-538-7693, kerong.wu@schools.utah.gov

SB 265	Education Data Privacy Amendments
Sponsors	Sen. Jacob Anderegg and Rep. Jon Hawkins
Bill Summary	This bill establishes limitations on the sharing of student data that is not aggregate or de-identified, extends a deadline to 2024 for USBE regarding data integration with an LEA, and prohibits an education entity from sharing student data with a federal agency except as required by federal law.
USBE Action	Amend rule R277-487.
LEA Action	LEA awareness of data sharing requirements and prohibitions.
Funding	\$0
Effective Date	July 1, 2023, except the actions affecting Section 53B-28-506 take effect on January 1, 2024.
USBE Contact	Katy Challis, 801-538-7894, katy.challis@schools.utah.gov Jared Felt, 801-538-7759, jared.felt@schools.utah.gov

SENATE RESOLUTIONS PASSED

SCR 3	Concurrent Resolution Encouraging Support for the Listen and Explain, Cooperate and Communicate Campaign
Sponsors	Sen. Wayne Harper and Rep. Ken Ivory
Bill Summary	This resolution supports the creation of the Listen and Explain, Cooperate and Communicate Campaign and highlights the importance and details of what elements must be in place to strengthen the relationship of trust between law enforcement and the community members they serve.
USBE Action	Awareness
LEA Action	Awareness

Funding	\$0
Effective Date	N/A
USBE Contact	N/A

SCR 4	Concurrent Resolution Encouraging Hypertrophic Cardiomyopathy Awareness and Screening
Sponsors	Sen. Don Ipson and Rep. Ryan Wilcox
Bill Summary	This resolution recognizes undiagnosed and untreated hypertrophic cardiomyopathy as a significant public health issue and encourages the promotion of hypertrophic cardiomyopathy awareness and screening.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	N/A
USBE Contact	Jodi Parker, 801-538-7734, jodi.parker@schools.utah.gov

SCR 8	Concurrent Resolution Promoting Kindness in Utah
Sponsors	Sen. Curtis Bramble and Rep. Stephanie Gricius
Bill Summary	This resolution expresses recognition of, and support for, kindness throughout the state of Utah by emphasizing the importance of kindness in Utah, recognizing Utah citizen's inherent proclivity to be kind to their fellow citizens, and urging continued support for proactive acts of kindness to foster a healthier society for our citizens.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	N/A
USBE Contact	N/A

SJR 10	Proposal to Amend Utah Constitution- Income Tax
Sponsors	Sen. Daniel McCay and Rep. Karen Peterson
Bill Summary	This resolution proposes to amend the Utah Constitution related to the use of taxes on intangible property and income. It would require taxes on intangible property and income to be used first, to maintain a statutory public education funding framework and a budgetary stabilization account; and second, to be used to support other state needs. Voters would need to approve this amendment.
USBE Action	Awareness
LEA Action	Awareness
Funding	\$0
Effective Date	January 1, 2025*
USBE Contact	Scott Jones, 801-538-7615, scott.jones@schools.utah.gov Deborah Jacobson, 801-538-7625, deborah.jacobson@schools.utah.gov Sam Urie, 801-538-7545, sam.urie@schools.utah.gov

2023 Bills Not Passed

Bills which did not Pass

House Bills Not Passed

Bill	Title	Sponsor
HB 82	School Assembly Notice Requirements	Rep. Melissa Ballard
HB 83	Tax Credit for Educator Expenses	Rep. Kera Birkeland
HB 87	Youth Sport Safety Amendments	Rep. Melissa Ballard
HB 90	Utah State University Price	Rep. Christine Watkins
HB 118	Education Procurement Amendments	Rep. Jordan Teuscher
HB 124	Salary Supplement for School Speech-language Pathologists and Audiologists	Rep. Dan Johnson
HB 136	Safe School Route Evaluations	Rep. Melissa Ballard
HB 138	Sensitive Material Requirements	Rep. Melissa Ballard
HB 149	Student Graduation Attire Revisions	Rep. Andrew Stoddard
HB 175	School Fees Amendments	Rep. Mark Strong
HB0191	Student Graduation Attire Amendments	Rep. Steve Eliason
HB 193	Online Education Course Amendments	Rep. Kera Birkeland
HB 195	Criminal Investigations of School Employees	Rep. Kera Birkeland
HB 203	Inmate Education Amendments	Rep. Melissa Ballard
HB 229	Teacher Parental and Postpartum Recovery Leave	Rep. Melissa Ballard
HB 270	School Cellphone Usage Amendments	Rep. Trevor Lee
HB 271	Educator Salaries Adjustments Increase	Rep. Angela Romero
HB 293	Licensed School Psychological Practitioner Amendments	Rep. Stewart Barlow
HB 295	Educator License Amendments	Rep. Norman Thurston
HB 296	Minimum Basic Tax Rate Reduction	Rep. Walt Brooks
HB 306	School Community Council Amendments	Rep. Jefferson Moss
HB 334	Health Education Amendments	Rep. Carol Moss
HB 344	Local Policies for Course Content Transparency	Rep. Jordan Teuscher
HB 363	Summer Education Grants	Rep. Steve Eliason
HB 372	Local School District Referendum Amendments	Rep. James Cobb
HB 434	Parent and Student Rights and School Safety Amendments	Rep. Sandra Hollins
HB 441	Neutrality in Public Schools	Rep. Mark Strong
HB 442	State Board of Education Modifications	Rep. Brian King
HB 451	State Entity Restrictions	Rep. Katy Hall
HB 453	School Board Elections	Rep. Raymond Ward

HB 463	High School Sports Amendments	Rep. Kera Birkeland
HB 464	School Materials Amendments	Rep. Ken Ivory
HB 478	Educator Evaluation Pilot Program	Rep. Karen Peterson
HB 484	Public Education Employee Amendments	Rep. Jordan Teuscher
HB 495	Public Education Trust Fund Modifications	Rep. Carol Moss
HB 508	Education Funding Amendments	Rep. Kera Birkeland
HB 517	Inmate Program Amendments	Rep. Melissa Ballard
HB 518	Human Trafficking Prevention Program	Rep. Ryan Wilcox
HB 530	Nursing Education Program Amendments	Rep. Rosemary Lesser
HB 536	Student Drug Possession Amendments	Rep. Douglas Welton
HB 541	Teacher Education Qualification Amendments	Rep. Ken Ivory
HB 546	Education Innovation Program Amendments	Rep. Douglas Welton
HB 550	School Curriculum Requirements	Rep. Jeffrey Stenquist
HB 552	Student Right to Counsel	Rep. Jordan Teuscher
HB 553	Teacher Licensure Amendments	Rep. Jefferson Moss
HJR 1	Joint Resolution Designating National Speech and Debate Education Day	Rep. Douglas Welton
HJR 20	Joint Resolution Regarding Higher Education Accreditation	Rep. Douglas Welton

Senate Bills Not Passed

Bill	Title	Sponsor
SB 28	Radon Related Amendments	Sen. Scott Sandall
SB 141	Reduction of Minimum Basic Tax Rate	Sen. Wayne Harper
SB 145	Higher Education for Incarcerated Youth Program Amendments	Sen. Kathleen Riebe
SB 149	Teacher Evaluation Amendments	Sen. Kathleen Riebe
SB 150	School Employee Licensing Amendments	Sen. Kathleen Riebe
SB 166	Education Entity Amendments	Sen. Lincoln Fillmore
SB 176	Student Athlete Privacy Protections	Sen. Karen Kwan
SB 179	Educator Salary Adjustments Amendments	Sen. Kathleen Riebe
SB 275	Public Education Trust Fund Amendments	Sen. Kathleen Riebe
SB 276	Library Contract Amendments	Sen. Kathleen Riebe
SB 283	Study of Diversity, Equity, and Inclusion in Higher Education	Sen. John Johnson
SB 286	School Products Requirements	Sen. Todd Weiler
SB 292	School District Amendments	Sen. Keith Grover
SB 295	Dedicated Infrastructure District Act	Sen. Daniel McCay

A Note From our Board

Another year has passed and another round of applause is extended to those who have supported educational progress during the 2023 legislative session. The Utah State Board of Education would like to express heartfelt gratitude to those who have made this session a success. We recognize the tireless effort, the late nights, the phone calls, and the endless meetings that have helped turn goals into reality. It is this effort that has been critical to passing **114** new bills related to education.

This new legislation will be vital to improving the experience of Utah's students. We look forward to the implementation and subsequent benefits to students and teachers throughout the state.

As always, it is USBE's goal to serve our students, teachers, and school support staff. We hope that this legislation will improve the experience of those attending and working in our schools. We appreciate the cooperation and dedication of USBE staff, LEAs, legislators, and all of our education partners here in Utah.

Thank you.



April 24, 2023

Dear Utah Senators and Representatives,

As we prepare for the interim session, the Joint Legislative Committee (JLC), comprised of members of the Utah School Boards Association (USBA), the Utah School Superintendents Association (USSA), and the Utah Association of School Business Officials (UASBO) realize that there is still work to be done and we look forward to working with you. Throughout the session we worked with legislative leaders to find a compromise that would provide flexibility for legislators while continuing to support education in Utah. While we have *conditionally supported* SJR10 (Sub 1), we believe that there is still much to do to collectively address the needs of the education community during the interim and the next legislative session.

First, thank you for the commitment you made this year to public education. LEAs are planning to implement full day kindergarten, planning on how to use the 6% WPU increase, and planning to make safety upgrades. We value the passage of HB394: Hold Harmless for Public Education Enrollment and the 2% WPU held for distribution upon the passage of SJR10. We appreciate your efforts and commitment to public education.

Second, we would like to schedule time during the interim to meet with your leadership teams and the Education Committee Chairs. We eagerly look forward to working together to support the needs of the education community.

While there were bills that supported education this session there also was an increasing number of bills that negatively impact children. As stakeholders we would like to work together throughout interim and the 2024 Legislative Session to introduce and pass bills that are supported by the entire education community with the intent of creating an education system that supports student learning and teacher autonomy. While we have the best economy in the Nation, our goal is to have the best education system in the Nation! Working together to identify bills that support and elevate education will benefit all.

Third, we expect there to be a continued dialogue between USBA, USSA, and UASBO leadership and Legislative and Executive leadership during this interim session and the next legislative session to focus on state policies and statutes that support a(n) -

1. Increase in funding for public education beyond inflationary increases,
2. Increased emphasis on local control and flexibility for local school boards,
3. Reduction in administrative demands,
4. Elimination of unfunded mandates,
5. Automatic inflationary adjustment to the certified tax rate, and
6. Commitment to items of importance to the public education community.

Finally, the future of education is in our collective hands. This is something that we, as educational leaders, take very seriously. The legislature has communicated that education is a state priority. Public education is our life's work, our passion, our commitment to our communities, and we ask that you collaborate with us to ensure that the Utah education system, the very backbone of Utah's economic future, continues to thrive. We ask for your commitment to support students, families, teachers, and schools. They deserve the best from all of us.

The Joint Legislative Committee is looking forward to partnering with legislators in recognizing our shared responsibility to education while continuing to review our conditional support of SJR10 (Sub 1).

Respectfully,

USBA Board of Directors
USSA Officers
UASBO Officers

Cc: USBA Members
USSA Members
UASBO Members
Brittney Cummins, Senior Advisor for Education, Office of the Governor

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			83.33%	83.33%		
	Percent of 9 month contract complete			88.89%	88.89%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	26,650,444	26,098,321	97.9%	98.4%	24,230,800	24,614,600
6	Tuitions	350,000	896,840	256.2%	51.5%	187,206	363,338
7	Inv Earnings	225,000	189,007	84.0%	87.2%	179,335	205,558
8	Indir. Costs-SL	950,000		0.0%		0	0
9	Rental Fees/Building/Field	90,000	25,892	28.8%	62.4%	49,955	80,114
10	Other	1,450,000	1,077,703	74.3%	100.7%	1,154,631	1,146,588
11	State	93,550,472	72,535,367	77.5%	91.8%	62,241,292	67,799,745
12	Federal	8,500,000	2,092,832	24.6%	88.4%	4,435,484	5,018,337
13	Misc./ Fund Bal	2,000,000		0.0%	0.0%		0
14	TOTAL M & O						
15	REVENUE	133,765,916	102,915,961	76.9%	93.2%	92,478,703	99,228,280
16	Beg Balance	173,339					173,432
17	Less:						
18	Ending Balance	323,761					173,339
19	TOTAL M & O FUNDS						
20	available	133,615,494	102,915,961	77.0%	93.2%	92,478,703	99,228,373
21	EXPENDITURES:						
22	Instruction (1000)						
23	Salaries	60,275,549	38,712,378	64.2%	90.3%	36,039,767	39,931,916
24	Benefits	24,022,216	15,013,084	62.5%	91.1%	14,755,648	16,191,159
25	Purchased Serv.	3,749,122	2,174,086	58.0%	88.5%	2,216,511	2,505,616
26	Supplies/Textbooks	5,251,852	5,243,201	99.8%	98.3%	3,919,452	3,986,512
27	Equipment	1,500,000	157,664	10.5%	97.7%	278,814	285,313
28	Other	700,000	546,171	78.0%	98.7%	566,392	573,756
29	Total	95,498,739	61,846,584	64.8%	91.0%	57,776,584	63,474,273
30							
31	Student Services (2100)						
32	Salaries	3,893,853	3,069,956	78.8%	90.4%	2,671,757	2,956,961
33	Benefits	1,526,627	1,199,793	78.6%	90.5%	1,095,881	1,211,095
34	Other	350,000	391,127	111.8%	83.3%	283,120	339,797
35	Total	5,770,480	4,660,875	80.8%	89.9%	4,050,758	4,507,853
36							
37	Instructional Staff (2200)						
38	Salaries	1,820,307	1,304,932	71.7%	90.9%	1,280,256	1,408,331
39	Benefits	701,688	507,136	72.3%	91.1%	495,535	543,790
40	Other	475,000	522,548	110.0%	87.7%	426,530	486,246
41	Total	2,996,995	2,334,616	77.9%	90.3%	2,202,321	2,438,367

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22	
	Description	Revised	YTD	%	%	YTD	Actual	
	Percent of Year completed to date			83.33%	83.33%			
	Percent of 9 month contract complete			88.89%	88.89%			
42	District Administration (2300)							
43	Salaries	397,855	309,832	77.9%	91.1%	297,300	326,232	
44	Benefits	173,820	128,300	73.8%	91.7%	134,853	147,062	
45	Purch Services	370,000	195,436	52.8%	93.2%	339,986	364,724	
46	Liability Insurance	165,840	173,062	104.4%	100.0%	160,336	160,336	
47	Supplies	35,000	42,498	121.4%	85.5%	29,005	33,937	
48	Other	25,000	48,359	193.4%	93.7%	23,438	25,011	
49	Total	1,167,515	897,487	76.9%	93.2%	984,918	1,057,302	
50	School Administration (2400)		Software					
51	Salaries	5,149,482	3,931,941	76.4%	90.8%	3,450,095	3,799,550	
52	Benefits	2,012,225	1,569,988	78.0%	90.8%	1,388,624	1,529,435	
53	Prof Serv/Travel	130,000	46,583	35.8%	99.8%	52,992	53,087	
54	Other	15,000	12,745	85.0%	100.0%	9,205	9,205	
55	Total	7,306,707	5,561,256	76.1%	90.9%	4,900,916	5,391,278	
56								
57	Business & Support (2500)							
58	Salaries	829,887	643,188	77.5%	89.2%	622,190	697,365	
59	Benefits	335,923	238,548	71.0%	89.4%	228,714	255,809	
60	Purchased Services	165,000	104,098	63.1%	112.6%	242,514	215,458	
61	Other	25,000	8,534	34.1%	-15.1%	-4,507	29,937	
62	Total	1,355,810	994,368	73.3%	90.9%	1,088,911	1,198,568	
63								
64	Operation & Maintenance (2600)							
65	Salaries	5,841,840	4,748,458	81.3%	90.9%	4,379,375	4,817,115	
66	Benefits	2,282,493	1,839,778	80.6%	91.1%	1,728,956	1,897,683	
67	Electricity	1,096,780	798,174	72.8%	91.4%	758,335	829,693	
68	Purchased Service	802,000	491,733	61.3%	94.5%	467,363	494,484	
69	Telephone	280,000	240,130	85.8%	96.0%	272,166	283,444	
70	Natural Gas	533,500	735,464	137.9%	90.8%	512,656	564,728	
71	Prop Insurance	317,730	317,730	100.0%	100.0%	257,879	257,879	
72	Repair	385,000	190,837	49.6%	99.8%	345,970	346,630	
73	Supplies	690,000	683,489	99.1%	90.8%	655,260	721,433	
74	Other	2,500	323	12.9%	0.0%	0	323	
75	ESSER III A/C	4,000,000	1,257,869	31.4%	0.0%	0	0	
76								
77	Total	16,231,843	11,303,984	69.6%	91.8%	9,377,960	10,213,411	
78			ESSER Funds Need to be Expended by Sep 2024					

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			83.33%	83.33%		
	Percent of 9 month contract complete			88.89%	88.89%		
79	Transportation (2700)						
80	Salaries	3,353,462	2,674,837	79.8%	90.1%	2,364,485	2,623,785
81	Benefits	978,898	753,975	77.0%	90.6%	677,335	747,377
82	Purch Serv	255,000	195,756	76.8%	91.3%	210,830	231,005
83	Fuel	950,000	605,018	63.7%	87.5%	595,851	680,918
84	Supplies	581,771	470,875	80.9%	94.8%	436,988	460,838
85	Other/Property	137,209	4,228	3.1%	178.3%	2,661,869	1,492,748
86	Total	6,256,340	4,704,690	75.2%	111.4%	6,947,358	6,236,672
87	Community Services (3300)						
88	Salary	657,395	535,871	81.5%	91.5%	474,008	518,082
89	Benefits	197,171	155,161	78.7%	91.4%	140,610	153,837
90	Purchased Serv	30,000	9,530	31.8%	93.0%	7,839	8,427
91	Supplies/Util	110,000	54,888	49.9%	95.6%	81,415	85,160
92	Property	10,000	4,767	47.7%	81.3%	1,891	2,327
93	Other Objects	26,500	4,358	16.4%	97.5%	20,171	20,695
94	Desig. Fund Bal						
95	Total	1,031,066	764,575	74.2%	92.1%	725,934	788,527
96	Total Expenditures	137,615,495	93,068,435	67.6%	92.4%	88,055,660	95,306,250
97	Interfund Trans					0	0
98	Change Desig Fund Bal					0	0
99	Other/Budget Cuts					0	0
100	TOTAL EXPENDITURERS					0	0
101	M & O	137,615,495	93,068,435	67.63%	92.4%	88,055,660	95,306,250

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			83.33%	83.33%		
	Percent of 9 month contract complete			88.89%	88.89%		
102	School Activity Fund (21)						
103							
104	REVENUE:						
105	School Deposits	4,400,000	3,525,566	80.1%	87.7%	3,474,158	3,962,870
106							
107	Other					0	
108	Total Revenue	4,400,000	3,525,566	80.1%	87.7%	3,474,158	3,962,870
109	EXPENDITURES:						
110	Purchased Services	902,150	380,281	42.2%	68.6%	549,434	801,116
111	Supplies	2,882,850	2,289,597	79.4%	83.6%	2,233,511	2,672,859
112	Equipment/Property	290,000	30,936	10.7%	87.1%	44,233	50,755
113	Desig/Other/Adm	325,000	135,484	41.7%	75.3%	120,644	160,226
114	Total Expenditures						
115	School Activity	4,400,000	2,836,297	64.5%	80.0%	2,947,822	3,684,956
116	DEBT SERVICE FUND (31)						
117							
118	REVENUE:						
119	Property Tax	3,351,027	3,156,289	94.2%	98.4%	2,926,373	2,972,725
120	Interest	105,750	91,122	86.2%	84.8%	16,149	19,034
121	Other						
122	Total	3,456,777	3,247,411	93.9%	98.4%	2,942,522	2,991,758
123	Beginning Bal	5,122,687	5,524,003	107.8%	100.0%	5,802,645	5,802,645
124	LESS:						
125	Ending Balance	5,524,003	5,516,414	99.9%	95.2%	4,876,865	5,122,687
126	Funds Available	4,652,302	5,519,414	118.6%	99.1%	5,474,767	5,524,003
127	EXPENDITURE:						
128	Bond Debt	3,927,162	3,252,000	69.9%	100.0%	3,267,400	3,267,400
129	Fees	50,000	3,000	6.0%	100.0%	3,000	3,000
130	Other Uses					0	0
131	Total	3,977,162	3,255,000	81.8%	100.0%	3,270,400	3,270,400

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			83.33%	83.33%		
	Percent of 9 month contract complete			88.89%	88.89%		
132	CAPITAL OUTLAY FUND (32)						
133							
134	REVENUE:						
135	Property Tax	9,993,009	10,336,679	103.4%	98.4%	9,615,224	9,767,523
136	Interest	155,000	522,180	336.9%	91.2%	136,286	149,491
137	Other	80,338	37,486	46.7%	98.2%	290,594	295,772
138	State	1,836,195	1,714,306	93.4%	90.9%	31,625	34,788
139	Federal /MBA	4,063,288	0	0.0%	100.0%	25,117	25,117
140	Ins./Prop.Recry	1,025,000	18,723	1.8%	100.0%	460,329	460,329
141	Total Revenue	17,152,830	12,629,374	73.6%	98.4%	10,559,175	10,733,020
142	Lease Revenue MBA	0				0	
143	Other Sources(F50)	345,580				0	0
144	Desig. Fund Bal						
145	TOTAL REVENUE CAPITAL						
146	OUTLAY	17,498,410	12,629,374	72.2%	98.4%	10,559,175	10,733,020
147	Beg. Balance	14,924,496					31,036,384
148	Less:						
149	Ending Balance	8,091,376					16,496,145
150	Capital Outlay Funds						
151	available	24,331,530	12,629,374			10,559,175	25,273,259

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			83.33%	83.33%		
	Percent of 9 month contract complete			88.89%	88.89%		
152	EXPENDITURES:						
153	Oper/Maint	0	0	0.0%	0.0%	0	0
154	Other Equipment	0	0	0.0%	0.0%	0	0
155	Purchased Services	5,000	4,688	93.8%	100.0%	4,961	4,961
156	Technology/Software	2,500,000	1,007,559	40.3%	99.9%	1,281,864	1,282,577
157	Improvement		29,844			0	0
158	Buildings Maint	2,000,000	967,095	48.4%	100.0%	1,981,167	1,981,167
159	Vehicles/Buses	1,800,000	1,647,625	91.5%	12.1%	173,871	1,438,448
160	Furniture/Equip	1,121,227	1,301,327	116.1%	79.0%	1,514,730	1,916,360
161	Other Objects				0.0%	0	
162	Vehicle charges		Grouse Creek School				
163	Total Capital	7,426,227	4,958,138	66.8%	74.8%	4,956,593	6,623,512
164	Other/Portables	0	0	0.0%	3.3%	1,185	35,570
165	Grouse Creek	2,000,000	1,509,457	75.5%	120.7%	35,570	29,467
166	Golden Spike	7,900,000	4,190,776	53.0%	87.1%	13,816,598	15,859,011
167	HS Athletic Facilities	520,000	0	0.0%	100.0%	796,585	796,585
168	Property/Other	500,000	329,071	65.8%		0	0
169	Total Construction	10,920,000	6,029,305	55.2%	87.6%	14,649,938	16,720,633
170	Desig. F Bal						
171	MBA/Bond Fee/Fund 50	1,985,302	1,661,278	83.7%	100.0%	1,929,114	1,929,114
172	Other		1,061				0
173	TOTAL EXPENDITURES CAPITAL						
174	OUTLAY	20,331,529	12,649,782	62.2%	85.2%	21,535,645	25,273,259

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			83.33%	83.33%		
	Percent of 9 month contract complete			88.89%	88.89%		
175	SCHOOL FOOD SERVICE FUND (49)						
176							
177	REVENUE:						
178	Lunch Sales	1,301,500	1,066,256	81.9%	83.9%	66,625	79,435
179	State	1,125,000	594,631	52.9%	90.5%	785,473	867,932
180	Federal	3,140,000	2,184,137	69.6%	89.8%	5,467,033	6,087,355
181	Other/Inventory Adj	3,500					0
182	TOTAL REVENUE SCHOOL						
183	FOODS	5,570,000	3,845,023	69.0%	89.8%	6,319,131	7,034,723
184	Beg. Balance	2,709,624					0
185	Less:						
186	Ending Balance	946,297					0
187	School Food Service Funds						
188	available	7,333,327	3,845,023	52.4%	89.8%	6,319,131	7,034,723
189	EXPENDITURES:						
190	Salaries	2,319,903	1,509,761	65.1%	90.5%	1,492,496	1,648,917
191	Benefits	718,424	432,542	60.2%	90.9%	443,897	488,510
192	Food/Supplies	3,890,000	2,190,324	56.3%	97.5%	2,064,180	2,116,038
193	Equipment	55,000	38,994	70.9%	84.3%	125,550	148,900
194	Other Costs	25,000	33,544	134.2%	108.8%	26,883	24,712
195	Dir/Indirect Costs	325,000	0	0.0%	0.0%		-45,727
196	TOTAL EXPENDITURES SCHOOL		New Copy Machine				
197	FOODS	7,333,327	4,205,165	57.3%	94.8%	4,153,006	4,381,351

MONTHLY FINANCIAL REPORT

April 30, 2023

	ENDING APR 2023	2022-23	2022-23	Curr Bud vs Actual	Prev Bud vs Actual	2021-22	2021-22
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Year completed to date			83.33%	83.33%		
	Percent of 9 month contract complete			88.89%	88.89%		
198	Foundation Fund (75)						
199							
200	REVENUE:						
201	Total Revenue	300,000	342,855	114.3%	85.0%	185,457	218,061
202	Available Revenue	300,000	342,855	114.3%	85.0%	185,457	218,061
203	EXPENDITURE:						
204	Expenses	280,000	250,055	89.3%	89.3%	162,081	181,423
205	Changes/Desg Fund Bal						0
206	TOTAL EXPENDITURE	280,000	250,055	89.3%	89.3%	162,081	181,423
207	Agency Fund (76)						
208							
209	REVENUE:						
210	Agent Services	150,000	22,150	14.8%	72.5%	24,357	33,608
211	State	5,000	4,580	91.6%	0.0%	0	0
212	Federal						
213	Other	7,000	0	0.0%	0.0%	0	0
214	TOTAL REVENUE/BB						
215	AGENCY FUND	162,000	26,730	16.5%	72.5%	24,357	33,608
216	EXPENDITURE:						
217	Instruction		186	0.0%	55.0%	5,978	10,865
218	NUCC	150,000	14,829	9.9%	98.7%	17,886	18,121
219	Other	7,000	2,335	33.4%	66.2%	1,543	2,330
220	Changes/Desg Fund Bal	5,000	0	0.0%	0.0%	0	0
221	TOTAL EXPENDITURES						
222	AGENCY FUND	162,000	17,350	10.7%	81.1%	25,407	31,316
223							
224							
225			SUMMARY			SUMMARY	
226							
227	GRAND TOTAL FUNDS AVAILABLE						
228	ALL FUNDS	165,153,103	126,532,919	76.6%	93.4%	115,983,503	124,202,320
229	GRAND TOTAL EXPENDITURE						
230	ALL FUNDS	174,099,513	116,282,084	66.8%	90.9%	120,150,021	132,128,957

POLICY 5291

Drug & Alcohol Testing of Students Participating in Extracurricular Activities

A. Purpose and Objectives

1. The District finds that having a drug awareness and testing program for all students in grades nine through 12 who participate in extracurricular activities at the high school is advisable for the following reasons:
 - a. Box Elder School District is committed to helping students who are encountering drug or alcohol problems. The district recognizes that a student with a substance abuse problem is not able to work to his/her full potential.
 - b. Health and safety of the individual and others – any student participating in an activity under the influence of an illegal drug or alcohol endangers his or her personal health and may create a risk of death or serious bodily injury, not only to the student, but to other participants and spectators.
 - c. Prevention – students will have an additional reason (i.e., participation in student activity programs) to avoid the use of drugs.
 - d. Intervention – identification of individuals participating in activities who are involved with alcohol or drugs encourages early intervention.
2. The District will determine the scope of participation in this program (i.e. which extracurricular activities and associated students) as recommended by the schools and approved by the superintendent or a designee.

B. Definitions

1. Alcohol – any beverage as defined under [Utah Code § 34-38-2](#).
2. Non-Punitive – test results will not be disclosed to law enforcement or juvenile authorities without a valid and binding subpoena.
3. Drug – any controlled substance as defined in [Utah Code § 34-38-2](#), except those possessed and/or used pursuant to a valid prescription.
4. UHSAA – the Utah High School Activities Association.

5. Extracurricular – all activities sponsored by the UHSAA or school organizations involving adjudication or competition or representation of the school in the community as determined at the school level.
6. Participating Teams/Groups
 - a. Fall Sports: Football, Girls Volleyball, Girls Soccer, Boys Golf, Girls Tennis, Cross-Country, Cheerleading, Colorguard, Drill Team, FFA, Student Government;
 - b. Winter Sports: Basketball, Wrestling, Swimming, Cheerleading, Colorguard, Drill Team, FFA, **Student Government**;
 - c. Spring Sports: track, Softball, Baseball, Boys Soccer, Girls Golf, Boys Tennis, Lacrosse, FFA, **Boys Volleyball**, Student Government;
 - d. Activities: Band, Orchestra, Choir, Drama, Speech & Debate (During the trimesters these teams/groups are participating). **The Teacher/Advisor will give a list of those involved in these activities to the Athletic Director and students will pay the drug testing fee appropriate for that trimester to the school financial secretary.**
7. Activity Season – the period beginning on the first day of practice allowed by the UHSAA for any sport and ending the last day of competition for the sport season; for other activities and organizations, the time students are enrolled or participating.
8. Random Test – participating students may be subject to a weekly random drawing for drug testing.
9. Observed – Students will be **asked to watched as they** empty all pockets **including technology; turning the pocket inside-out if possible**; remove all **coats, jackets, sweaters, and other** extra clothing layers; set aside all back packs, **purses, books**, or other carried items; accept the sample collection cup from the health worker, enter the stall; close the door to the stall; provide the sample while the school nurse/school official waits **by the** outside **door** of the **restroom stall**; and return the sample to the health care worker.
10. Cost – All **costs** associated with drug assessments, treatment programs, district approved intervention programs, as well as the required drug test for a student who returns after a suspension, are the responsibility of the student and his/her parents.

C. Consent Form & Initial Fee

1. Before any student participates in any extracurricular activity or school program, the student and the student's custodial parent or lawful guardian shall sign and return a written consent form authorizing participation in random drug testing. Students are ineligible to compete or perform until this form has been completed and returned to the school. Students who qualify for special education services and are on doctor prescribed medications are encouraged to inform the school of that circumstance at the time the written consent form is executed so that unintentional drug alerts are avoided.
2. Students are also ineligible to compete or perform until the required fee for drug testing has been paid.

D. Procedure for Random Drawing

1. The names of all individuals eligible to be drug tested are entered into a computer program which randomly selects names each week for testing.

E. Random Student Selection

1. Random drug testing will be conducted during the activity season on a weekly basis or any other frequency determined by the school (not to exceed 6 times a month). Selection for participation in any random test does not exempt or exclude the student from the possibility of random selection for any subsequent testing.
2. Selection for testing will be by lottery drawing. Reasonable steps will be taken to assure the integrity, confidentiality and random nature of the selection process.
3. Student names will be randomly drawn for testing with at least two employees (including the principal or an administrator assigned by the principal) monitoring the selection process conducted by computerized random selection.

F. Urine Sampling Procedure

1. On the day the student numbers are drawn for testing, those students selected will be notified and escorted to the designated place to produce a urine sample.
2. Samples will be collected at an appropriate school site and on the same day the student is selected for testing. The collection of testing samples will be conducted and observed as defined by B.9. by two professional personnel of the same gender, if possible, as the student: one school employee and one of the school nurses or health personnel from an accredited company.

3. If the student is absent on that day, the student will participate on the next testing day. If a student is unable to produce the urine sample, he/she will remain under supervision until a sample can be provided.

G. Prescription Medication

1. Prior to submitting a sample for testing, students selected for random drug testing may disclose any prescription medications they are currently taking. The school's designee has the right to confirm the authenticity of the medications with parents.

H. Scope of Tests

Amphetamines	Opiates (OxyContin)
Barbiturates	Marijuana (level 20, 50 and 100)
Benzodiazepines	PCP
Cocaine	Propoxyphene
Alcohol	Creatinine Level
Methadone	Nicotine

I. Access to Results

1. The testing agency will be authorized to report results only to the school administrators or school nurses. Test results shall be destroyed at the end of each year, unless conditions for future participation required by policy following a positive test have not been met.

J. Procedures for a Positive Results

1. If a student tests positive, the parent will be notified immediately. A student or parent may contest the results of the random test and request a second test, at the student's expense by testing again at the hospital, BRHD, or CIO-Medical. The second test must be completed within 24 hours after receiving notification.

K. Consequences for a Positive Tobacco/Nicotine Result

1. **First Offense: A meeting involving the student, parent, athletic director, school nurse and if possible, the prevention/intervention specialist will be held to create an intervention plan. This will include enrollment into a smoking/vaping cessation program, a contract for attendance for academics and team practices. The student will complete the cessation program within two weeks of the meeting. The student will be tested again within the next 2 to 4 weeks.**

2. **Second and Subsequent Offenses:** The student will miss the next game. A meeting involving the student, parent, athletic director, school nurse and if possible, the prevention/intervention specialist will be held to create/adjust the intervention plan. The student will enroll in a different cessation program than the one entered into for the first offense.

L. Consequences of Positive Results (not involving tobacco/nicotine)

1. In all of the following offenses, local school and/or district requirements which deal with discipline, suspension, corrective measures, parent involvement, rehabilitation and so forth, must be met. Any costs for such programs are the responsibility of the student and his or her parents.
2. First offense: Suspension from two consecutive weeks of all games, meets, matches, competitions or performances. Practice may be continued following a personal assessment of the student by a licensed substance abuse counselor or treatment program and/or participation in a district approved intervention program as well as a negative drug test. Students will be included in the random testing pool immediately after their return from a suspension; a positive result on a subsequent test will be considered a second offense.
3. Second offense: A six-week suspension from all games, meets, matches, competitions or performances. Student participation in an assessment by a licensed substance abuse intervention or treatment program with prescribed follow-up is required. Practice may continue only after the assessment has been completed, positive participation in the prescribed follow-up is occurring, and the student has submitted a sample with negative test results, through the school's testing program or by another reputable medical lab.
4. Third offense: An eighteen-week suspension from all games, meets, matches, competitions, performances and practices. Reinstatement of eligibility at the end of the eighteen-week suspension is predicated upon successful completion of a formal assessment, intervention and treatment program, and the student submitting a sample with negative test results, through the school's testing program or by another reputable medical lab.
5. A fourth or any subsequent offense will be treated as a third offense.
6. If a student refuses to be tested, or makes an attempt to change or alter the test results he or she will be treated as if he or she tested positive.
7. Offenses are cumulative during a student's career in the secondary schools of Box Elder School District.

M. Non-Punitive Nature of Policy

1. No student shall be penalized academically for testing positive for use of illegal drugs or alcohol, nor shall any student be denied the right to participate in or otherwise be denied any benefits, services, or programs of the school, other than participation in the activity programs as outlined above. The results of the drug test pursuant to this policy will not be documented in any student's academic records. Information regarding the results of the drug test shall be kept confidential among the building principal, designees, any employee with a need to know, the student's parent, and the student. In particular, test results will not be disclosed to law enforcement or juvenile authorities without a valid and binding subpoena or other process issued by a court of competent jurisdiction.

N. Voluntary Testing Program

1. To assist in the ultimate goal of drug free schools and drug free students, the school will include in the next testing/screening any student whose parent requests that the testing be done. Parents are responsible for all costs associated with the test.

POLICY 5282

Student Behavior Management

The Board recognizes that effective discipline is carried out within a restorative model wherein student interpersonal relationships, personal dignity, mutual respect, understanding, and restitution are the top priorities. The Board also recognizes that a restorative model of discipline must be included in a Multi-Tiered System of Support (MTSS) for students. The Board, therefore, delegates to the District Administration responsibility for establishing regulations for staff responsibility in restorative discipline for enrolled students.

A. Definitions

1. "Restorative Discipline" means the discipline of student behavior where interpersonal relationships, personal dignity, mutual respect, understanding, conferencing, and restitution are the disciplinary strategies instead of punishment and retribution.
2. "Multi-Tiered Systems of Supports" means a framework for academic and behavioral concerns. The premise behind MTSS is that academic and behavioral problems are addressed through a systematic problem-solving model. This model includes a primary, secondary, and tertiary support system that increases in the intensity of intervention.
3. "Emergency Safety Interventions" means the use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others.

[Utah Compilation of School Discipline Laws and Regulations](#)
Utah Admin. Rules R277-609-2.(3)(a)

4. "Physical Restraint" means a personal restriction that immobilizes or significantly reduces the ability of a student to move the student's torso, arms, legs, or head freely. The length of the restraint and the amount of force used should be for the shortest duration and the least amount necessary to diffuse the emergency situation and ensure the safety of the student(s) and others. The use of prone, or face-down physical restraint; supine, or face-up physical restraint; physical restraint that obstructs the airway of a student; or any physical restraint that impacts a student's primary mode of communication is strictly prohibited.

[Utah Compilation of School Discipline Laws and Regulations](#)

[Utah Code 53G-8-301.3](#)

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

[USBE Least Restrictive Behavioral Interventions and Utah Compilation of School Discipline Laws and Regulations](#)

Utah Admin. Rules R392-200

Utah Admin. Rules R710-4

- a. Seclusionary time out, when used with a student, means all the following conditions are met:
- 1) The student is placed in a safe enclosed area by school personnel;
 - 2) The student is purposefully isolated from adults and peers;
 - 3) The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.
 - 4) School employee may not place a student in a seclusionary time out for more than 30 minutes.

B. Administrative Regulation

1. MTSS Framework

- a. In order to maintain a safe, positive, and inclusive learning environment, each school principal shall work cooperatively with faculty members, parents, and students to establish safety measures, quality instruction, maintenance of relationships, and maintain a clean, well-maintained school environment. Principals will be required to identify how their respective schools' restorative disciplinary measures operate within an MTSS framework. Individual teachers will be responsible for maintaining high-quality positive behavior supports and instructional control in their classes and extracurricular assignments. All staff members will assist in maintaining discipline in other areas of the building and school grounds.

2. Safe Learning Environment

- a. Teachers and other staff members will promote a safe learning environment for a continuum of student learners by establishing rapport with students and

demonstrating qualities of honesty, fairness, and consistency in their dealings. Teachers are expected to help students develop and maintain respect for themselves, for others, and for school property. Teachers are expected to define clear expectations for the following domains of classroom behavior:

- 1) The amount of movement required for an instructional activity;
- 2) The types of conversations for the instructional activity;
- 3) How to ask for help during the instructional activity;
- 4) Definitions of what participation in the instructional activity looks like.

3. Instruction

- a. Teachers will maintain effective control of the instructional situation in order to provide optimum learning opportunities for all students. It is the responsibility of the teacher to plan lessons carefully and engage in instructional activities that further student interest and engagement. It is the responsibility of the teacher to adopt a positive behavior support system in their respective classroom where explicit classroom behavioral expectations are reviewed and reinforced regularly.

4. Principals

- a. Principals will work with faculty members to develop school-wide positive behavior supports where explicit school-wide behavioral expectations are reviewed and reinforced regularly.

5. Restorative Discipline Procedures

- a. In situations where student behavior becomes disruptive to the extent that it interferes with the learning and teaching process, the principal or teacher may utilize reasonable restorative discipline procedures.
- b. Student disciplinary action must be consistent with established state rules and regulations consistent with those rules and regulations found in the [LRBI Manual](#).
- c. No employee may inflict cruel or irresponsible punishment upon a student or exercise other liberties prohibited by statutory law including any form of corporal punishment as defined under [Utah Code § 53G-8-301\(2\)](#).

- d. Students requiring discipline are to be dealt with in a professional and objective manner, without undue emotional displays.
- e. All student discipline must incorporate a restorative component fostering belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

6. Physical Restraint and Seclusionary Time Out

- a. When student behavior becomes disruptive to the extent that immediate measures must be taken to avoid personal injury or abuse to themselves or others, teachers, acting in loco parentis, may use emergency safety interventions; physically restrain to control the student or students involved or use seclusionary time out.
- b. Physical Restraint and Seclusionary Time Out in Box Elder School District will follow these explicit steps:
 - 1) Physical restraint and seclusionary time out initiation can only be provided by trained faculty and/or staff when student behavior has been deemed a real, immediate, and capable threat to student(s), faculty, and/or staff.
 - 2) Release Criteria: Physical restraint and seclusionary time out duration must be terminated:
 - a) After the minimum time necessary to ensure safety or
 - b) When the student is no longer a real, immediate, and capable threat to self, students, faculty, and staff.
 - 3) If a public education employee engages in physical restraint of a student or the use of seclusionary time out, the employee shall immediately notify:
 - a) The student's parent; and
 - b) School administration
 - 4) If the student is eligible for special education, the director of special education must be notified as well.
 - 5) In a reasonable amount of time following the use of physical restraint or seclusionary time out, a formal process for debriefing the faculty and staff will

take place in an effort to address any concerns on behalf of the employees involved as well as procedures to help prevent the need for physical restraint again for the involved student.

7. Supervision

- a. Teachers will provide adequate supervision and structure in their classes and during assigned extracurricular assignments.

8. Modeling Behavior

- a. Teachers have the responsibility to set and maintain high standards of behavior and act as role models to their students.

9. Continuum of Interventions

- a. Box Elder School District will continue to develop, use, and monitor a continuum of intervention strategies and restorative discipline to assist students, including students whose behavior in school falls repeatedly short of reasonable expectations, by
 - 1) Teaching student behavior expectations,
 - 2) Re-teaching behavior expectations,
 - 3) Enlist effective, evidence-based interventions matched to student needs prior to an administrative referral.

C. General Authority

1. If a particular type of conduct has the effect of disrupting the learning atmosphere, it should be subject to regulation. The Board possesses discretion in promulgating regulations for the proper conduct of students.

[Utah Code § 53E-3-501\(1\)\(b\)\(v\) \(2019\)](#)

[Utah Admin. Rules 277-609-3 \(2019\)](#)

D. Relation of school discipline rules to other policies

1. Rules and procedures shall restrict corporal punishment and the use of reasonable and necessary physical restraint or force as set forth in these policies and pursuant to [Utah Code § 53G-8-302](#) and [Utah Administrative Rules R277-609](#). Policies shall

include written procedures for the suspension and expulsion of, or denial of admission to, a student, consistent with due process and other provisions of law, including [Utah Code § 53G-8-204 et seq.](#) Moreover, all rules and procedures shall be consistent with all other policies of the Board, and all state statutes and federal laws governing school discipline, including [Utah Code § 53G-8-203](#), [Utah Code § 53G-8-204](#) and [Section 504 of the Rehabilitation Act of 1974 \(29 U.S.C. § 794\)](#).

[Utah Code § 53G-8-203 \(2019\)](#)

E. Revising discipline rules

1. In adopting or revising the District's rules and regulations, the school board shall solicit input from various interest groups at the school and in the community, including district employees, parents, and students.

[Utah Code § 53G-8-202 \(2019\)](#)

2. ESI Committee

- a. The District shall establish an Emergency Safety Intervention (ESI) Committee with members appointed by the Superintendent and consisting of two or more administrators, at least one parent or guardian of a student enrolled in the District, and at least two certified educational professionals with behavior training and knowledge of state rules and District discipline policies.
- b. The ESI Committee shall meet often enough to monitor the use of emergency safety intervention in the District, shall determine and recommend professional development needs relating to emergency safety intervention, shall develop policies for local dispute resolution processes to address concerns regarding disciplinary actions, and shall ensure that each emergency incident where a school employee uses an ESI is documented in the District's student information system and is reported to the State Superintendent through UTREx.
- c. The District shall collect, maintain, and periodically review documentation and other records of the use of emergency safety interventions at schools within the District, according to procedures defined by the State Superintendent of Public Instruction. Such documentation and records shall be provided annually by June 30 to the State Superintendent. In addition, the District shall submit all required UTREx discipline data and incident or infraction data elements as part of the District's daily UTREx submission.

Utah Admin. Rules R277-609-7 (January 22, 2020)
Utah Admin. Rules R277-609-8 (January 22, 2020)

F. Emergency Removals

1. Students may be removed from regular classes or District premises for nondisciplinary health, safety, and welfare reasons when the Board or its designee determines that an emergency exists.
2. Any student removed from school for any “emergency” reason who is in a condition that threatens his or her own welfare or the welfare of others shall be released to the student’s parent, the parent’s representative, or other proper authority, including, but not limited to, law enforcement officers and medical personnel.
3. The District shall make reasonable efforts to notify the parent prior to removing a student from school premises for emergency reasons. If the parent cannot be notified prior to the removal, the parent shall be notified as soon as possible after the removal and the reasons for it.

G. Students with Disabilities

1. Removal of a handicapped student for any of these reasons shall be used only in emergency situations and shall not exceed ten school days. Consecutive ten-day removals are prohibited, unless the Special Education Committee determines that the student poses an immediate threat to the safety of himself or others, or disrupts the safety of the learning environment. If the parents appeal the Special Education Committee’s decision and refuse to permit a change in placement, the District may seek a court injunction to remove a dangerous handicapped student for more than ten consecutive days.
2. If emergency removals, suspensions, or removals to alternative education total 10 school days in a year, the Special Education Committee shall review the student’s IEP, unless the discipline management portion of the IEP specifies otherwise.

H. Corporal Punishment

1. A school employee may not inflict or cause the infliction of corporal punishment upon a child who is receiving service from the school.

Utah Admin. Rules R277-608 (September 21, 2017)
[Utah Code § 53G-8-302 \(2019\)](#)

2. The term "corporal punishment" means the intentional infliction of physical pain upon the body of a student as a disciplinary measure. The term "child" means a person under the age of eighteen (18) or under the age of twenty-three (23) if the person is receiving educational services as an individual with a disability.

[Utah Code § 53G-8-301 \(2018\)](#)

I. Appropriate Conduct

1. This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to:
 - a. obtain possession of a weapon or other dangerous object in the possession or under the control of a child;
 - b. protect the child or another person from physical injury;
 - c. remove from a situation a child who is violent or disruptive; or
 - d. protect property from being damaged.

[Utah Code § 53G-8-301\(2\) \(2018\)](#)

[Utah Code § 53G-8-302 \(2019\)](#)

Utah Admin. Rules R277-609-4(3)(k) (May 8, 2018)

2. An employee of the District may not be subjected to any sanction for failure or refusal to commit an act prohibited by this policy.

[Utah Code § 53G-8-302 \(2019\)](#)

3. [Policy 5090 Child Abuse](#) regarding Child Abuse Reporting and Investigation shall apply to complaints made to the District regarding improper or unauthorized use of corporal punishment.

[Utah Code § 53G-8-303 \(2018\)](#)

J. Limitation

1. This policy does not restrict the use of physical contact which is considered to be reasonable discipline for purposes of behavior reduction intervention and which is also in compliance with state regulations and District policies adopted pursuant to

[Utah Code § 53E-7-202](#) regarding provision of education for students with disabilities.

[Utah Code § 53E-7-202 \(2018\)](#)

K. Disciplinary Record

1. Disciplinary records shall be made available to parents or the student, whichever is appropriate, pursuant to the District's student records policy.

L. Notice of Rules

1. A copy of the rules and procedures shall be made available to all students at the time of their enrollment in the school. If a school makes significant changes to its discipline rules and procedures, written notice of the adopted and revised discipline rules and procedures shall be distributed to all new and continuing students. In the case of all new, continuing or transfer students, a copy of the rules and procedures shall be mailed to the student's parents.

[Utah Code § 53G-8-204 \(2018\)](#)

M. Board review of school discipline rules

1. Each school shall file a copy of its school discipline rules and procedures with the Board within thirty days after adoption of the rules and procedures. The Board shall review the rules and procedures filed by each school and may require the school to modify any rule or procedure that is not consistent with Board policy or state statutes on discipline in the public schools.

[Utah Code § 53G-8-202 \(2018\)](#)

[Utah Code § 53G-8-203 \(2018\)](#)

Book Study Schedule

I Love it Here

by Clint Pulver

February 8, 2023

- Chapter 1*A Single Moment in Time* pg. 1
ReviewConnie Archibald
Chapter 2*Are You the Problem or the Solution?* pg. 19
ReviewJulie Taylor

March 8, 2023

- Chapter 3*Creating Your Dream Team* pg. 37
ReviewTiffani Summers
Chapter 4*The Mentor Manager* pg. 55
ReviewHeidi Jo West

April 12, 2023

- Chapter 5*Sparking the Possibility* pg. 79
ReviewDanielle Wright
Chapter 6*Keep it Simple* pg. 105
ReviewMcKayla Morris

May 10, 2023

- Chapter 7 *Give Them the Wheel and Let Them Drive* pg. 123
ReviewSteve Carlsen
Chapter 8*Always Be Flying the Airplane* pg. 137
ReviewWade Hyde

June 14, 2023

- Chapter 9*Brace for Impact* pg. 155
ReviewBryan Smith
Chapter 10*Your Personal Board of Mentors* pg. 173
ReviewNancy Kennedy

July 12, 2023

- Chapter 11*Helping Them Live, Not Just Exist* pg. 189
ReviewDavid Roberts
Chapter 12*Small Things over a Long Period of Time* pg. 209
ReviewKaren Cronin

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
APRIL 12, 2023

A work session was held at 5:30 p.m.

Principal Reports to the Board:

Vanica Crane - Garland Elementary
Kristi Capener - Fielding Elementary
Dan Carstens - BRMS

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening March 8, 2023 at 6:30 p.m. at Independent Life Skills Center.

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

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

After the reverence which was offered by Tiffani Summers, the pledge of allegiance was led by Danielle Wright.

Left to Right: McKayla Morris, Nancy Kennedy, Bryan Smith, Julie Taylor, Wade Hyde, Connie Archibald, Danielle Wright, Tiffani Summers and Karen Cronin.

Recognitions:

Board member Julie Taylor recognized the following:

Hannah Fullmer and Zander Rennemeyer - Box Elder Middle School Students - Stop the Vape Presentation.

Jed Pugsley - Snowville Fire Chief with the water break that occurred near Snowville school. Working along with the school to assist and eliminate water from entering the school.

Kristin and Tom Tanner – check on the building every hour and on the condition of the school. Key contributors in facilitating needs to keep our school safe.

HeidiJo West – Excellent feedback and report regarding the all-day all district professional development held on Friday, March 24th.

Presentation of Donation to BESD Foundation by Stotz Equipment

Presented by Riley Yeates to BESD Foundation Board Chair Preston Checketts for \$15,000 for the students of Box Elder School District.

Approval of Agenda:

Nancy Kennedy made the motion to approve the agenda. Connie Archibald seconded the motion. The motion passed unanimously:

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

ESP Employee Recognitions

Keith Mecham, Asst. Superintendent of Personnel

Paras

Kellie Anderson – Adele C. Young Intermediate School
Natalie Tustain – McKinley Elementary

Facilities/IT

Mark Davis – Custodian at Box Elder High School
Johnny Krey – Custodian at Transportation

Nutrition

Melinda Jepperson – North Park Elementary
Anita Thornock – Lake View Elementary

Secretarial

Angie Smoot – Box Elder Middle School
Nicole Howard – Sunrise High School

Transportation

Marci Summers – Route Coordinator
John Elgan - Mechanic

Public Comment:

Laura Calder – directed comment toward elementary school security. Ideas focused on secure buildings, buzz in system and overall feeling of security. Asked the question “how as a community can we help you?”

Action Items:

College and Career Readiness Counseling Program (CCRCP) Approval

Alison Williams, CTE Director. Gary Allen presented in her place. Annual requirement for a self-evaluation by the CTE program. The Board would approve 2023-2024 school year.

Karen Cronin made the motion to approve the College and Career Readiness Counseling Program for the 2023-2024 school year. Tiffani Summers seconded the motion. The motion passed unanimously.

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

Sunrise High School Alternative Schedule Proposal

Jerry Jackman, Principal at Sunrise High. Graduation rates still not where we need them to be. Second time in CSI (School Intervention) watch. Three different classes of students possibly attending Sunrise High School all at the same time. They need a way to increase classes/credit. Three proposals were suggested:

Proposal 1: An alternate schedule to provide an additional class on Fridays to help increase instructional time and credit earning potential.

Proposal 2: Increase face to face daytime classes for adult education each day to provide more services for students in the adult program. Especially students between 16 and 18 years old.

Proposal 3: Continue to have Sunrise facilitate the District online program by providing support and a location to work online and test. But in order to streamline the entry/exit process and encourage the return to face-to-face programs, online students will remain enrolled with their home high school while working online with Sunrise.

Karen Cronin made the motion to approve the alternative schedule proposals. Danielle Wright seconded the motion. The motion passed unanimously:

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

Approval to Join in the Social Media Litigation

David Roberts, Business Administrator presented the opportunity to participate in a mass action litigation with regards to social media actions towards students. This would require absolutely no funds from the District to participate. If any amount is awarded, any costs associated would be taken directly from the award amount.

Connie Archibald made the motion to approve joining in the social media litigation.
Karen Cronin seconded the motion. The motion passed unanimously.

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

Information Items:

ACT Data

Jeremy Young, Assessment Director, talked about averages, trends and action plans. ACT is not necessarily being required for college applications.

Mike Clark, Energy Specialist, talked about the progress of our energy savings plan. Specifically talked about the new thermostats installed in portables that are able to be controlled remotely. Total savings since implementation is over \$2.4 million.

Child Nutrition Report

David Roberts, Business Administrator, talked about participation, costs for meals, mandates coming through the pipeline with regards to content, and breakfast in the classroom. Comments from the Board regarding federal funding was shared.

Monthly Financial Report

David Roberts, Business Administrator – things look right on track. We are currently through 3/4 of year.

Board Committee Reports

Student Board Member Report by McKayla Morris– Box Elder High School is holding Junior week this week, upcoming clothing drive for service week, had three students in the sterling scholar finals, all spring sports have started. One student got a perfect score on the ACT. Bear River’s FFA State competition, NHS held a service project, all spring sports have started making it busy and they had a couple HOSA State winners.

Policy Review

Second Reading

Policy 5282 Student Behavior Management

Nancy Kennedy made the motion to approve the policy on first reading. Connie Archibald seconded the motion. The motion passed unanimously

Nancy Kennedy – yes

Bryan Smith – yes

Julie Taylor – yes

Wade Hyde – yes

Connie Archibald – yes

Danielle Wright – yes

Tiffani Summers – yes

Karen Cronin - yes

Board Discussion Items

Board Graduation Assignments

Danielle Wright to speak at Sunrise High School

Nancy Kennedy to speak at Bear River High School

and Wade Hyde to speak at Box Elder High School

NSBA Conference Review

Nancy mentioned the purposes of agendas to cover 80% of the mission statement and purpose.

Bryan asked about the creation of board agendas.

Julie mentioned she attended a class where we support by keeping our noses in but our fingers out.

Connie Archibald mentioned the safety class concerning school security and another where it was mentioned the community is core to school safety.

Book Study - I Love it Here by Clint Pulver – Board member Danielle Wright reviewed chapter 5, McKayla Morris reviewed chapter 6. Steve Carlsen is assigned to chapter 7 and Wade Hyde is assigned to chapter 8.

Consent Items

Nancy Kennedy made the motion to approve the consent items. Bryan Smith seconded the motion. The motion passed unanimously.

Nancy Kennedy – yes

Bryan Smith – yes

Julie Taylor – yes

Wade Hyde – yes

Connie Archibald – yes

Danielle Wright – yes

Tiffani Summers – yes

Karen Cronin - yes

Approval of the minutes of working and regular meeting for March 08, 2023.

Approval of claims: 00043186, 00043517 - 00043878, 05031023, 07033123, 08033123
09030823, 09032023, 09033123,

Personnel Actions: see attachment to agenda.

AshLee Nelson - Director of Instructional Support

Jacob Balls - McKinley Elementary Principal

Dax Sederholm - North Park Elementary Principal

Todd Barrow - Discovery Elementary Principal

Out of State Trips:

As detailed in the agenda.

150 Mile Trips:

As detailed in the agenda.

Suggestions for Future Board Meetings:

How do items get on the agenda was asked? Conversation about next Board meeting and the retirement open house.

School Safety meeting could maybe include four Board members. Danielle, Tiffani, Connie and Nancy were assigned to participate. All accepted.

District 5k on May 15th at Century Elementary.

Upcoming Events:

Box Elder High School Graduation - May 30, 2023 at 6:00 p.m. at Dee Events Center

Bear River High School Graduation - May 31, 2023 at 7:00 p.m. at Bear River High
Football Field

Sunrise High School Graduation - June 15, 2023 at 6:00 p.m. at Box Elder High School Auditorium

Adjournment:

Karen Cronin made the motion to adjourn the meeting, Connie Archibald seconded the motion. The motion passed unanimously.

The next meeting of the Board of Education will be held on Wednesday, May 10, 2023, with a Retirement Reception at 6:00 and a Regular Session at 6:30 p.m. at Alice C. Harris Intermediate School, 515 N 800 W, Tremonton, Utah.

APPROVED: _____

ATTESTED: _____
Business Administrator
Box Elder School District

President, Board of Education

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00042474	-150.00	04/20/23	591380 MURRAY SCHOOL DISTRICT	CV
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01	00043880	161.25	04/13/23	1 ILLIAZHA LAFOLLETTE	C
01	00043881	292.37	04/13/23	10260 ADELE C YOUNG INTERM SCH	C
01	00043882	727.80	04/13/23	812477 ALSCO/AMERICAN LINEN	C
01	00043883	347.50	04/13/23	59315 TODD BARROW	C
01	00043884	1,064.00	04/13/23	4260 BCI / UTAH BUREAU OF CRIMINAL IDENTIF	C
01	00043885	65.00	04/13/23	85556 BEAR RIVER HEALTH DEPARTMENT	C
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01	00043887	7,847.82	04/13/23	85738 BEAR RIVER HIGH SCHOOL	C
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01	00043894	374.34	04/13/23	104338 BOX ELDER HIGH SCHOOL	C
01	00043895	78,203.24	04/13/23	108217 BRIGHAM CITY CORPORATION	C
01	00043896	630.21	04/13/23	43907 BRIGHAM GLASS	C
01	00043897	14,501.85	04/13/23	113116 BRYSON SALES & SERVICE	C
01	00043898	85.38	04/13/23	57991 EMILEE BURNHAM	C
01	00043899	74.88	04/13/23	61301 CADEN BURRELL	C
01	00043900	12,401.27	04/13/23	3271 CANON SOLUTIONS AMERICA	C
01	00043901	135.00	04/13/23	107994 CERTIFIED SHRED	C
01	00043902	1,133.00	04/13/23	40363 CIO MEDICAL SERVICES	C
01	00043903	3,205.63	04/13/23	162470 CRUS OIL INC	C
01	00043904	48.25	04/13/23	164108 CULLIGAN WATER CONDITIONING	C
01	00043905	90.00	04/13/23	62235 DEX IMAGING LLC	C
01	00043906	6,032.91	04/13/23	729332 ECONO WASTE INC	C
01	00043907	179.55	04/13/23	58955 BECKY EZOLA	C
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01	00043915	347.50	04/13/23	63908 TAYLOR JACKSON	C
01	00043916	185.22	04/13/23	63142 SHAWN JENSEN	C
01	00043917	36,922.70	04/13/23	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00043918	203.98	04/13/23	104384 JOHNSTONE SUPPLY	C
01	00043919	294.50	04/13/23	8982 JON TYLER JONES	C
01	00043920	500.00	04/13/23	36200 JORDAN SCHOOL DISTRICT	C
01	00043921	690.27	04/13/23	109818 VALYNN KUNZLER	C
01	00043922	1,717.36	04/13/23	58246 LINDE GAS & EQUIPMENT INC	C
01	00043923	279.08	04/13/23	543168 MADDOX RANCH HOUSE	C
01	00043924	143.70	04/13/23	64840 MASON, MANDY	C
01	00043925	2,175.68	04/13/23	110561 MAXIM HEALTHCARE SERVICES INC	C
01	00043926	294.50	04/13/23	63070 KIMBERLY MERRELL	C
01	00043927	52.00	04/13/23	61204 KASSIDY MICKELSON	C
01	00043928	119.07	04/13/23	42064 JENNIE MONSEN-HANSEN	C
01	00043929	652.47	04/13/23	57622 DAVID MORRIS	C
01	00043930	1,602.43	04/13/23	29858 MOUNTAINLAND SUPPLY COMPANY	C
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A/P Summary Check Register

FPREG01A

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01	00043935	54.00	04/13/23	53392 JESSICA NYE	C
01	00043936	1,537.99	04/13/23	3050 OBSERVERTAB, LLC	C
01	00043937	106.90	04/13/23	49859 JACKSON GROUP LOCKBOX	C
01	00043938	242.09	04/13/23	700077 PERRY CITY	C
01	00043939	2,082.79	04/13/23	732367 RAFT RIVER RURAL	C
01	00043940	294.50	04/13/23	64890 NEFI RAMIREZ	C
01	00043941	2,459.55	04/13/23	892645 ROCKY MOUNTAIN POWER	C
01	00043942	665.00	04/13/23	32913 ROYAL WHOLESALE ELECTRIC	C
01	00043943	192.92	04/13/23	58360 ALEXIS RUZICH	C
01	00043944	191.92	04/13/23	55336 S & D CARWASH MANAGEMENT, LLC	C
01	00043945	425.78	04/13/23	50490 AMANDA SAUER	C
01	00043946	39.95	04/13/23	110789 CORE BUSINESS TECHNOLOGIES (SIP)	C
01	00043947	228.59	04/13/23	10731 SMITH'S CUSTOMER CHARGES	C
01	00043948	37.00	04/13/23	802087 SNOWVILLE WATERWORKS INC	C
01	00043949	840.00	04/13/23	43923 SOUTHWEST EDUCATIONAL DEVELOPMENT CENTER	C
01	00043950	52.00	04/13/23	64904 KADIE SUE SUMMERS	C
01	00043951	35.95	04/13/23	110914 SUPERIOR WATER AND AIR INC	C
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01	00043963	238.00	04/13/23	110931 WEESE GLASS LLC	C
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01	00043973	456.10	04/13/23	62235 DEX IMAGING LLC	C
01	00043974	176.10	04/13/23	64270 DIRECT MOP SALES, INC	C
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01	00043976	2,468.40	04/13/23	100148 HIGH NOON BOOKS	C
01	00043977	22,040.03	04/13/23	386370 HYKO SUPPLY CO	C
01	00043978	1,800.00	04/13/23	58890 INFINID LEARNING INC	C
01	00043979	64,322.83	04/13/23	102697 INTERCONNECT SERVICES INC	C
01	00043980	1,073.05	04/13/23	4847 JIM & DAVE'S ENTERPRISES	C
01	00043981	14,072.32	04/13/23	58246 LINDE GAS & EQUIPMENT INC	C
01	00043982	384.48	04/13/23	52035 LITERACY RESOURCES, LLC	C
01	00043983	9,000.00	04/13/23	57223 SCHOOL CHECK IN / NAVIGATE 360	C
01	00043984	925.00	04/13/23	44172 NORCO INC	C
01	00043985	4,170.84	04/13/23	633340 OFFICE DEPOT	C
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A/P Summary Check Register

FPREG01A

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01	00043988	380.58	04/13/23	100683 REALLY GOOD STUFF INC	C
01	00043989	361.91	04/13/23	32590 RELYCO SALES INC	C
01	00043990	56.47	04/13/23	103778 SCHOLASTIC BOOK CLUBS	C
01	00043991	57.77	04/13/23	103604 SCHOLASTIC EDUCATION	C
01	00043992	3,200.43	04/13/23	157371 STAPLES	C
01	00043993	1,410.00	04/13/23	820521 STYLISH FABRICS/BERNINA	C
01	00043994	660.94	04/13/23	866716 UCI ACCOUNTS RECEIVABLE	C
01	00043995	442.80	04/13/23	53864 WILSON LANGUAGE TRAINING CORP	C
01	00043996	15.00	04/20/23	1 CHARLOTTE LAUDIE	C
01	00043997	80.00	04/20/23	1 LYNDSEY SPARKS	C
01	00043998	148.05	04/20/23	1 RUTH SMITH	C
01	00043999	80.00	04/20/23	6617 ACME WATER CO	C
01	00044000	370.90	04/20/23	14575 AIRMOTIVE SERVICE	C
01	00044001	877.64	04/20/23	347560 ALICE C HARRIS INTERM SCH	C
01	00044002	42.00	04/20/23	36784 AMERICAN RED CROSS	C
01	00044003	2,213.48	04/20/23	25909 AMERIGAS PROPANE	C
01	00044004	216.70	04/20/23	110066 NANCY ANDERSON	C
01	00044005	2,481.30	04/20/23	18180 LINDA BOURN	C
01	00044006	756.00	04/20/23	104338 BOX ELDER HIGH SCHOOL	C
01	00044007	800.00	04/20/23	104348 BOX ELDER MIDDLE SCHOOL	C
01	00044008	78.00	04/20/23	111190 PETER BURT	C
01	00044009	1,295.00	04/20/23	890740 CENTURYLINK LONG DISTANCE	C
01	00044010	31.82	04/20/23	64297 ANGELA LISA CHRISTIANSEN	C
01	00044011	160.00	04/20/23	61190 MADISEN CLARK	C
01	00044012	37.44	04/20/23	65013 MARK DAVIS	C
01	00044013	54.00	04/20/23	34266 MICHAEL ANTONY DEFILIPPIS	C
01	00044014	6,160.00	04/20/23	56197 DENTONS DURHAM JONES PINEGAR PC	C
01	00044015	106.16	04/20/23	110514 SHAYLYNN EKINS	C
01	00044016	2,400.00	04/20/23	64084 ALDER EDUCATION LAW	C
01	00044017	51.58	04/20/23	48747 JESSE ESQUIVEL	C
01	00044018	187.20	04/20/23	61956 JACOB FUHRIMAN	C
01	00044019	54.00	04/20/23	8699 CLARK FUNK	C
01	00044020	54.00	04/20/23	64947 JORDAN HERZOG	C
01	00044021	4,767.66	04/20/23	61530 INTELEPEER CLOUD COMMUNICATIONS, LLC	C
01	00044022	395.44	04/20/23	361 INTERMOUNTAIN HEALTHCARE	C
01	00044023	13,741.21	04/20/23	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00044024	15.70	04/20/23	59145 CHANELLE JOHNSON	C
01	00044025	58.39	04/20/23	64530 TAYLER KENT	C
01	00044026	78.00	04/20/23	111284 ANDREW MILLER	C
01	00044027	25,556.65	04/20/23	892645 ROCKY MOUNTAIN POWER	C
01	00044028	551.50	04/20/23	62138 DAX SEDERHOLM	C
01	00044029	4.00	04/20/23	110968 SKY BLUE INDUSTRIES INC	C
01	00044030	1,982.00	04/20/23	23531 STG TRAVEL	C
01	00044031	651.50	04/20/23	100705 JANET STOLWORTHY	C
01	00044032	57.54	04/20/23	5223 SWIRE COCA-COLA	C
01	00044033	884.90	04/20/23	159 COREY THOMPSON	C
01	00044034	54.00	04/20/23	111383 CONNIE TOONE	C
01	00044035	842.46	04/20/23	852617 TREMONTON CITY CORP	C
01	00044036	54.00	04/20/23	52795 LAURA TURESON	C
01	00044037	96,906.93	04/20/23	892916 DGO FUEL NETWORK TEAM	C
01	00044038	168.48	04/20/23	62510 JESSICA WAITE	C
01	00044039	8,250.09	04/20/23	38032 AMAZON CAPITAL SERVICES INC	C
01	00044040	600.00	04/20/23	3271 CANON SOLUTIONS AMERICA	C
01	00044041	147.85	04/20/23	180241 DEMCO INC	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00044042	14.39	04/20/23	107387 DESERET BOOK	C
01	00044043	692.98	04/20/23	62235 DEX IMAGING LLC	C
01	00044044	10,861.10	04/20/23	212299 EDUTEK CORPORATION	C
01	00044045	175.00	04/20/23	1945 EMA / EDUCATIONAL MANAGEMENT ASSOC INC	C
01	00044046	2,318.80	04/20/23	64394 FILTER SERVICE & TESTING CORP.	C
01	00044047	1,029.78	04/20/23	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00044048	666.30	04/20/23	100148 HIGH NOON BOOKS	C
01	00044049	1,166.18	04/20/23	386370 HYKO SUPPLY CO	C
01	00044050	245.11	04/20/23	100522 INTERMOUNTAIN FARMERS ASSOC / IFA	C
01	00044051	1,012.62	04/20/23	103961 INTERMOUNTAIN WOOD PRODUCTS	C
01	00044052	29.10	04/20/23	100550 JOSTENS INC	C
01	00044053	1,207.65	04/20/23	474162 JOSTENS	C
01	00044054	3,349.00	04/20/23	64831 KESSLER & SONS MUSIC, INC	C
01	00044055	855.13	04/20/23	109001 LINCOLN AQUATICS	C
01	00044056	226.92	04/20/23	58246 LINDE GAS & EQUIPMENT INC	C
01	00044057	125.00	04/20/23	6017 NELSEN SHEET METAL	C
01	00044058	14,535.00	04/20/23	44172 NORCO INC	C
01	00044059	1,018.95	04/20/23	633340 OFFICE DEPOT	C
01	00044060	464.85	04/20/23	699420 PERMA BOUND BOOKS	C
01	00044061	2,400.00	04/20/23	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
01	00044062	164.94	04/20/23	103778 SCHOLASTIC BOOK CLUBS	C
01	00044063	39.62	04/20/23	38563 SPHERO INC	C
01	00044064	2,024.47	04/20/23	157371 STAPLES	C
01	00044065	27.50	04/20/23	50695 TEACHER SYNERGY LLC	C
01	00044066	1,136.00	04/20/23	34614 TREND INTERIORS INC	C
01	00044067	2,520.68	04/20/23	111588 ULINE	C
01	00044068	2,167.00	04/20/23	866716 UCI ACCOUNTS RECEIVABLE	C
01	00044069	452.94	04/20/23	111629 WEST MUSIC COMPANY	C
01	00044070	1,546.15	04/20/23	51004 eSPECIAL NEEDS, LLC	C
01	00044071	1,066.24	04/27/23	999014 AFLAC / AMERICAN FAMILY LIFE ASSURANCE	C
01	00044072	4,384.43	04/27/23	999014 AMERICAN FAMILY LIFE COMP	C
01	00044073	80.00	04/27/23	999027 B E SCHOOL BOARD FUND	C
01	00044074	30.00	04/27/23	999030 BENEFICIAL LIFE INSURANCE CO.	C
01	00044075	560.73	04/27/23	999024 BOSTON MUTUAL LIFE INS CO - W	C
01	00044076	237.00	04/27/23	999055 BOX ELDER FOUNDATION	C
01	00044077	2,630.15	04/27/23	999033 BUREAU CHILD SUPPORT SERV	C
01	00044078	32,313.62	04/27/23	999077 DENTAL SELECT	C
01	00044079	5,850.00	04/27/23	999021 ELEVATE CREDIT UNION	C
01	00044080	571.65	04/27/23	999019 EMI HEALTH	C
01	00044081	69.12	04/27/23	999017 GLOBE LIFE INSURANCE CO	C
01	00044082	21,466.56	04/27/23	999035 HORACE MANN INSURANCE COMPANY	C
01	00044083	615.00	04/27/23	51080 IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	C
01	00044084	159.03	04/27/23	5851 JOHNSON MARK ATTORNEYS LLC	C
01	00044085	426.51	04/27/23	999111 MEADE RECOVERY SERVICES LLC	C
01	00044086	800.78	04/27/23	65021 MONEY 4 YOU & MR MONEY	C
01	00044087	9,255.00	04/27/23	999084 NATIONAL BENEFITS SERVICES LLC	C
01	00044088	9,939.24	04/27/23	999081 NATIONAL BENEFITS SERVICES LLC	C
01	00044089	3,591.02	04/27/23	999008 OPTICARE	C
01	00044090	465.39	04/27/23	999038 OUTSOURCE RECEIVABLES	C
01	00044091	758,127.29	04/27/23	999079 PUBLIC EMPLOYEES HEALTH P	C
01	00044092	1,398.60	04/27/23	999032 PRE-PAID LEGAL SERVICES	C
01	00044093	22,010.24	04/27/23	999018 THE HARTFORD	C
01	00044094	436.23	04/27/23	48119 TITANIUM FUNDS	C
01	00044095	490.00	04/27/23	999012 UESP	C
01	00044096	15,906.19	04/27/23	999007 UTAH EDUCATION ASSOCIATION	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00044097	6,689.88	04/27/23	999025 UTAH SCHOOL EMPLOYEES ASSOCIATION	C
01	00044098	225,064.70	04/27/23	999003 UTAH STATE TAX COMMISSION	C
01	00044099	987.90	04/27/23	1 WITNEY WAYMENT	C
01	00044100	858.60	04/27/23	14010 AED EVERYWHERE	C
01	00044101	418.22	04/27/23	106895 BADGER SCREEN PRINTING CO	C
01	00044102	54.00	04/27/23	65129 LEONARDO BOHORQUEZ	C
01	00044103	8,526.27	04/27/23	100913 BORDER STATES INDUSTRIES, INC	C
01	00044104	379.50	04/27/23	111190 PETER BURT	C
01	00044105	54.00	04/27/23	5827 ERIKA BYWATER	C
01	00044106	1,774.18	04/27/23	890740 CENTURYLINK	C
01	00044107	54.00	04/27/23	9806 LYNDSIE DAINES	C
01	00044108	14.89	04/27/23	32387 MARY EWING	C
01	00044109	40.00	04/27/23	22837 CHASE GODDARD	C
01	00044110	76.00	04/27/23	3514 LARRY HESS	C
01	00044111	20.30	04/27/23	385620 WADE H HYDE	C
01	00044112	15,194.19	04/27/23	50768 INTECH COLLEGIATE HIGH SCHOOL	C
01	00044113	830.70	04/27/23	65145 JBM MAILING, LLC	C
01	00044114	11,743.74	04/27/23	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00044115	480.00	04/27/23	102451 LAF GRAPHICS	C
01	00044116	1,030.00	04/27/23	2917 LATINOS IN ACTION	C
01	00044117	600.00	04/27/23	21610 STEVE LEGGETT	C
01	00044118	54.00	04/27/23	111103 TOM LITTLE	C
01	00044119	119.76	04/27/23	4979 O'REILLY AUTOMOTIVE	C
01	00044120	34.99	04/27/23	4995 PRECISION PARTS CO	C
01	00044121	54.00	04/27/23	65137 REEDER, REBECCA	C
01	00044122	2,475.00	04/27/23	51276 SCHOOL BUS SAFETY COMPANY	C
01	00044123	222.93	04/27/23	109260 BRYAN SMITH	C
01	00044124	3,844.00	04/27/23	23531 STG TRAVEL	C
01	00044125	837.75	04/27/23	43451 SARAH STRINGHAM	C
01	00044126	1,243.90	04/27/23	46272 ELIZABETH STRONG	C
01	00044127	89.46	04/27/23	40517 JULIE TAYLOR	C
01	00044128	225.00	04/27/23	891162 USSA / UTAH SCHOOL SUPT ASSN	C
01	00044129	90.00	04/27/23	511570 UTAH LABOR COMMISSION DIVISION OF	C
01	00044130	1,409.41	04/27/23	892964 UTAH STATE TAX COMMISSION	C
01	00044131	57,680.93	04/27/23	891181 LB 410027	C
01	00044132	6,142.27	04/27/23	24580 VERIZON WIRELESS	C
01	00044133	2,992.00	04/27/23	31364 95 PERCENT GROUP	C
01	00044134	5,329.43	04/27/23	38032 AMAZON CAPITAL SERVICES INC	C
01	00044135	10,241.67	04/27/23	3271 CANON SOLUTIONS AMERICA	C
01	00044136	3,999.00	04/27/23	101699 CENTRAL RESTAURANT PRODUCTS	C
01	00044137	36,274.00	04/27/23	110687 CORWIN PRESS, INC	C
01	00044138	112.55	04/27/23	4634 CRAFT SUPPLIES USA	C
01	00044139	590,828.64	04/27/23	100293 DELL INC	C
01	00044140	348.46	04/27/23	180241 DEMCO INC	C
01	00044141	935.08	04/27/23	57207 FILTERBUY INC.	C
01	00044142	664.31	04/27/23	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00044143	48.00	04/27/23	100148 HIGH NOON BOOKS	C
01	00044144	3,143.47	04/27/23	386370 HYKO SUPPLY CO	C
01	00044145	161.70	04/27/23	100522 INTERMOUNTAIN FARMERS ASSOC / IFA	C
01	00044146	600.00	04/27/23	1791 INTERSTATE ALL BATTERIES CENTER	C
01	00044147	2,671.00	04/27/23	474162 JOSTENS	C
01	00044148	209.94	04/27/23	33430 LEADING EDGE LAMINATING	C
01	00044149	38.16	04/27/23	633340 OFFICE DEPOT	C
01	00044150	1,021.43	04/27/23	699420 PERMA BOUND BOOKS	C
01	00044151	601.57	04/27/23	157371 STAPLES	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00044152	8,700.00	04/27/23	58122 STRIKE VISUALS	C
01	00044153	300.75	04/27/23	111788 THE LIFEGUARD STORE	C
01	05041023	330,086.63	04/09/23	888540 US BANK	M
01	07042823	139,967.70	04/27/23	999070 HEALTH EQUITY INC	M
01	08042823	1,307,258.61	04/27/23	999005 UTAH STATE RETIREMENT FUND	M
01	09042023	153,790.12	04/27/23	999140 BANK OF UTAH	M
01	09042823	1,113,734.79	04/27/23	999140 BANK OF UTAH	M
Total Bank No 01		5,587,007.07			
11	01104661	74.06	04/13/23	62359 NATHAN ANDERSEN	A
11	01104662	52.00	04/13/23	54828 MCKENZIE ANDERSON	A
11	01104663	5,000.00	04/13/23	109023 ARBITERPAY TRUST ACCOUNT	A
11	01104664	146.00	04/13/23	29785 HENRY BAKER	A
11	01104665	158.76	04/13/23	56618 MARIA BANUELOS	A
11	01104666	4,403.52	04/13/23	104132 BEAZER LOCK & KEY	A
11	01104667	9,255.31	04/13/23	101520 BELL JANITORIAL	A
11	01104668	32.00	04/13/23	64467 DAVE BINGHAM	A
11	01104669	145.60	04/13/23	48011 GAILE BINGHAM	A
11	01104670	36.00	04/13/23	107376 KAYLENE BOND	A
11	01104671	48.00	04/13/23	49476 MICHAEL BOWEN	A
11	01104672	51.60	04/13/23	45330 MEAGAN BRANCH	A
11	01104673	60.00	04/13/23	110766 TRICIA BURBIDGE	A
11	01104674	71,375.02	04/13/23	105301 CACHE VALLEY ELECTRIC INC	A
11	01104675	1,294.05	04/13/23	106437 CARSON ELEVATOR CO INC	A
11	01104676	32.00	04/13/23	31380 JOSE M CEDILLO	A
11	01104677	1,215.75	04/13/23	134250 CEM SALES & SERVICE	A
11	01104678	28,006.41	04/13/23	53473 CHARLIE'S PRODUCE	A
11	01104679	36.00	04/13/23	54577 BRITNEE CHRISTENSEN	A
11	01104680	39.60	04/13/23	32247 ANGELA CHRISTIANSEN	A
11	01104681	138.00	04/13/23	4090 MARY CLARK	A
11	01104682	59.60	04/13/23	103095 KISHA C COLLOM	A
11	01104683	84.00	04/13/23	64424 D'JEAN CORNISH	A
11	01104684	7,750.00	04/13/23	60500 DOABLE WELLNESS	A
11	01104685	30,993.09	04/13/23	728870 DOMINION ENERGY UTAH	A
11	01104686	64.00	04/13/23	58335 KARLENE FARLEY	A
11	01104687	32.00	04/13/23	106815 MAILEE FORREST	A
11	01104688	179.60	04/13/23	108590 CINDY GIBBS	A
11	01104689	44.00	04/13/23	36706 MONICA GROVER	A
11	01104690	32.40	04/13/23	56480 ANDRIA HANSEN	A
11	01104691	170.04	04/13/23	64866 JACOB HANSEN	A
11	01104692	39.60	04/13/23	40320 JACINDA HEYDER	A
11	01104693	54.00	04/13/23	31500 HEIDI HOUGHTALEN	A
11	01104694	235.00	04/13/23	110864 JEFF HUNT	A
11	01104695	88.00	04/13/23	56669 SHEA L JENSEN	A
11	01104696	39.60	04/13/23	43346 JOHN JOHNSON	A
11	01104697	61.60	04/13/23	52493 ROBERT KENNER	A
11	01104698	39.60	04/13/23	493170 STEVEN G KIMBER	A
11	01104699	30.60	04/13/23	507075 KELLIE KUNZLER	A
11	01104700	333.27	04/13/23	59129 DESI LARSEN	A
11	01104701	95.60	04/13/23	21610 STEVE LEGGETT	A
11	01104702	159.05	04/13/23	49999 BILLY MCFARLAND	A
11	01104703	514.08	04/13/23	43982 MIKE MOORE	A
11	01104704	125.60	04/13/23	25640 RAMONA MORA	A
11	01104705	128.00	04/13/23	56103 KARA MORRISS	A
11	01104706	91.60	04/13/23	54356 MARISSA NELSON	A

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
11	01104707	177.60	04/13/23	21962 MARK NELSON	A
11	01104708	5,489.22	04/13/23	35718 O C TANNER RECOGNITION COMPANY	A
11	01104709	79.60	04/13/23	23817 CYNTHIA A PAGE	A
11	01104710	103.60	04/13/23	112077 BOB PROFAIZER	A
11	01104711	126.00	04/13/23	45349 LADAWN RICHINS	A
11	01104712	677.67	04/13/23	21130 AMBER ROSE	A
11	01104713	37.80	04/13/23	32255 JERRY SCHLIESSER	A
11	01104714	66.60	04/13/23	777230 JAY DEE SCOTT	A
11	01104715	32.00	04/13/23	58858 ANNA SHERMAN	A
11	01104716	51.60	04/13/23	63304 KAYLEE SILVESTER	A
11	01104717	667.59	04/13/23	12793 SONYA SPACKMAN	A
11	01104718	101.29	04/13/23	32573 LISA ANNE SPENCER	A
11	01104719	320.00	04/13/23	47686 TNT ENGRAVING	A
11	01104720	40.00	04/13/23	59706 TRINI TRACY	A
11	01104721	39.60	04/13/23	852290 SANDIE TRAPP	A
11	01104722	39.60	04/13/23	919010 MARY R WALKER	A
11	01104723	37.80	04/13/23	922060 CALVIN K WARD	A
11	01104724	39.60	04/13/23	34509 SHARA LEE WARD	A
11	01104725	5,268.94	04/13/23	100590 WAXIE SANITARY SUPPLY	A
11	01104726	177.60	04/13/23	28150 KARIE WEAVER	A
11	01104727	51.60	04/13/23	40002 MAURY WHEATLEY	A
11	01104728	476.28	04/13/23	44075 LEANNE WRIGHT	A
11	01104729	84.00	04/13/23	63940 LESLIE YOUNG	A
11	01104730	1,723.93	04/20/23	101520 BELL JANITORIAL	A
11	01104731	39.60	04/20/23	18384 CRISTINA BRADSHAW	A
11	01104732	287.36	04/20/23	37192 STEVE CARLSEN	A
11	01104733	850.00	04/20/23	100325 CDW GOVERNMENT INC	A
11	01104734	1,623.05	04/20/23	134250 CEM SALES & SERVICE	A
11	01104735	12,139.30	04/20/23	53473 CHARLIE'S PRODUCE	A
11	01104736	62,041.76	04/20/23	728870 DOMINION ENERGY UTAH	A
11	01104737	547,808.55	04/20/23	107656 DWA CONSTRUCTION INC	A
11	01104738	39.60	04/20/23	110088 MICHAEL JOHNSON	A
11	01104739	128.10	04/20/23	62758 ELIZABETH KELLEY	A
11	01104740	98,311.25	04/20/23	27243 KELLY SERVICES INC	A
11	01104741	84.18	04/20/23	43982 MIKE MOORE	A
11	01104742	172,938.30	04/20/23	12688 SYSCO	A
11	01104743	65.88	04/20/23	62731 MADISON TANNER	A
11	01104744	401.04	04/20/23	100590 WAXIE SANITARY SUPPLY	A
11	01104745	695.66	04/27/23	101520 BELL JANITORIAL	A
11	01104746	11,392.11	04/27/23	53473 CHARLIE'S PRODUCE	A
11	01104747	161.11	04/27/23	43214 SHERRI HARPER	A
11	01104748	374.50	04/27/23	35092 MELISSA JONES	A
11	01104749	58.56	04/27/23	62740 SARAH WARR	A
11	01104750	19,268.72	04/27/23	100590 WAXIE SANITARY SUPPLY	A
Total Bank No 11		1,107,661.76			
20	10400504	31.66	04/18/23	1 PIPER ROPER	C
Total Bank No 20		31.66			
21	12500777	63.52	04/27/23	112046 ACE HARDWARE - BRIGHAM	C
21	12500778	304.51	04/27/23	104321 BOX ELDER SCHOOL DISTRICT	C
21	12500779	50.32	04/27/23	281678 FIELDING SCHOOL	C
21	12500780	145.75	04/27/23	489250 KENTS MARKET PL/BRIGHAM	C
21	12500781	1,728.56	04/27/23	111656 SCHOLASTIC BOOK FAIRS	C
21	12500782	34.95	04/27/23	110914 SUPERIOR WATER AND AIR INC	C
21	12500783	189.00	04/27/23	47686 TNT ENGRAVING	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
Total Bank No 21		2,516.61			
22	13200704	1,613.74	04/11/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 22		1,613.74			
24	13601065	217.05	04/13/23	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601066	851.00	04/13/23	21440 STEVE CONGER	C
24	13601067	368.13	04/13/23	489240 KENTS MARKET PL/TREMONTON	C
24	13601068	161.88	04/13/23	43567 PENCIL WHOLESale LLC	C
24	13601069	102.57	04/14/23	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601070	1,000.00	04/27/23	65153 5050BMX	C
24	13601071	100.64	04/27/23	281678 FIELDING SCHOOL	C
Total Bank No 24		2,801.27			
25	15000728	104.50	04/12/23	104321 BOX ELDER SCHOOL DISTRICT	C
25	15000729	84.00	04/27/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 25		188.50			
28	16701185	18.00	04/14/23	1 Kayce Brickey	C
28	16701186	139.95	04/14/23	14958 CULLIGAN	C
28	16701187	24.97	04/14/23	489240 KENTS MARKET PL/TREMONTON	C
28	16701188	80.00	04/14/23	55905 MD SECURE STORAGE	C
28	16701189	900.00	04/14/23	41750 GARY HOGG	C
28	16701190	271.88	04/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 28		1,434.80			
29	16800514	542.60	04/17/23	104321 BOX ELDER SCHOOL DISTRICT	C
29	16800515	386.95	04/17/23	11614 BERG CHRISTAIN ENTERPRISES	C
29	16800516	405.77	04/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
29	16800517	64.67	04/25/23	104321 BOX ELDER SCHOOL DISTRICT	C
29	16800518	200.00	04/25/23	999140 BANK OF UTAH	C
29	16800519	220.00	04/27/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 29		1,819.99			
30	17200628	78.00	04/10/23	18252 CLARK PLANETARIUM	C
30	17200629	178.28	04/21/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 30		256.28			
31	18800373	766.00	04/13/23	11665 LITTLE CAESARS PIZZA FUNDRAISING	C
31	18800374	61.09	04/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
31	18800375	39.02	04/24/23	104321 BOX ELDER SCHOOL DISTRICT	C
31	18800376	21.00	04/26/23	109395 JOYLENE RITCHIE	C
Total Bank No 31		887.11			
32	20000290	42.35	04/13/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 32		42.35			
33	30402872	77.92	04/10/23	769715 SAM'S CLUB BUSINESS PAYMENTS	C
33	30402873	50.00	04/13/23	1 STACEY LEICHTY	C
33	30402874	13.55	04/13/23	38032 AMAZON CAPITAL SERVICES INC	C
33	30402875	45.29	04/13/23	327480 GREER'S HARDWARE	C
33	30402876	1,086.14	04/13/23	489240 KENTS MARKET PL/TREMONTON	C
33	30402877	698.46	04/21/23	38032 AMAZON CAPITAL SERVICES INC	C
33	30402878	426.68	04/21/23	106895 BADGER SCREEN PRINTING CO	C
33	30402879	596.20	04/21/23	45500 BOX ELDER SCHOOL DISTRICT	C
33	30402880	568.00	04/21/23	103961 INTERMOUNTAIN WOOD PRODUCTS	C
33	30402881	639.99	04/21/23	109248 J W PEPPER MUSIC	C
33	30402882	1,723.99	04/27/23	38032 AMAZON CAPITAL SERVICES INC	C
33	30402883	65.00	04/27/23	45500 BOX ELDER SCHOOL DISTRICT	C
33	30402884	206.40	04/27/23	5908 WALMART COMMUNITY	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
Total Bank No 33		6,197.62			
34	30803338	2,258.23	04/11/23	38032 AMAZON CAPITAL SERVICES INC	C
34	30803339	8.30	04/11/23	702688 PETTY CASH	C
34	30803340	789.27	04/11/23	5908 WALMART COMMUNITY	C
34	30803341	19.38	04/19/23	1 JEFF NUTTALL	C
34	30803342	8.60	04/19/23	1 TIFFANY HALES	C
34	30803343	7.60	04/19/23	1 WENDI MAUGHAN	C
34	30803344	653.67	04/19/23	38032 AMAZON CAPITAL SERVICES INC	C
34	30803345	176.90	04/19/23	489250 KENTS MARKET PL/BRIGHAM	C
34	30803346	505.90	04/26/23	38032 AMAZON CAPITAL SERVICES INC	C
34	30803347	120.00	04/26/23	45500 BOX ELDER SCHOOL DISTRICT	C
34	30803348	1,368.20	04/26/23	106055 BLICK ART MATERIALS	C
34	30803349	555.07	04/26/23	633340 OFFICE DEPOT	C
Total Bank No 34		6,471.12			
35	40403070	-32.36	04/24/23	1 BRITTANY ANDERSON	CV
35	40403105	26.51	04/11/23	1 JENNIFER NICHOLLS	C
35	40403106	69.09	04/11/23	1724 ACE HARDWARE TREMONTON	C
35	40403107	27.95	04/11/23	38032 AMAZON CAPITAL SERVICES INC	C
35	40403108	125.00	04/11/23	41998 BEAR RIVER FLORAL & GIFTS	C
35	40403109	260.00	04/11/23	45500 BOX ELDER SCHOOL DISTRICT	C
35	40403110	863.70	04/11/23	104321 BOX ELDER SCHOOL DISTRICT	C
35	40403111	633.70	04/11/23	103961 INTERMOUNTAIN WOOD PRODUCTS	C
35	40403112	18.19	04/11/23	109248 J W PEPPER MUSIC	C
35	40403113	1,126.69	04/11/23	489240 KENTS MARKET PL/TREMONTON	C
35	40403114	39.95	04/11/23	110914 SUPERIOR WATER AND AIR INC	C
35	40403115	378.17	04/21/23	38032 AMAZON CAPITAL SERVICES INC	C
35	40403116	50.40	04/21/23	21865 VIC'S QUALITY SAFE AND KEY	C
35	40403117	37.50	04/24/23	109248 J W PEPPER MUSIC	C
35	40403118	32.36	04/27/23	1 BRITTNEY FLINT	C
35	40403119	15.98	04/27/23	38032 AMAZON CAPITAL SERVICES INC	C
35	40403120	50.00	04/27/23	999140 BANK OF UTAH	C
35	40403121	322.53	04/27/23	106055 BLICK ART MATERIALS	C
35	40403122	273.61	04/27/23	157371 STAPLES	C
Total Bank No 35		4,318.97			
36	40804154	60.00	04/14/23	1 CAROL MORGAN	C
36	40804155	16.63	04/14/23	1 SEVE HURST	C
36	40804156	67.93	04/14/23	112046 ACE HARDWARE - BRIGHAM	C
36	40804157	760.64	04/14/23	38032 AMAZON CAPITAL SERVICES INC	C
36	40804158	876.00	04/14/23	104338 BOX ELDER HIGH SCHOOL	C
36	40804159	1,106.56	04/14/23	104321 BOX ELDER SCHOOL DISTRICT	C
36	40804160	111.99	04/14/23	109248 J W PEPPER MUSIC	C
36	40804161	1,353.41	04/14/23	489250 KENTS MARKET PL/BRIGHAM	C
36	40804162	1,196.99	04/21/23	38032 AMAZON CAPITAL SERVICES INC	C
36	40804163	226.80	04/21/23	45500 BOX ELDER SCHOOL DISTRICT	C
36	40804164	82.51	04/21/23	104321 BOX ELDER SCHOOL DISTRICT	C
36	40804165	10.48	04/21/23	4960 OLD GRIST MILL BREAD	C
36	40804166	1,200.00	04/21/23	23531 STG TRAVEL	C
36	40804167	360.00	04/21/23	27383 UTAH RESTAURANT ASSOCIATION	C
Total Bank No 36		7,429.94			
37	70413087	419.88	04/11/23	6092 A W MARSHALL CO	C
37	70413088	272.70	04/11/23	1724 ACE HARDWARE TREMONTON	C
37	70413089	324.20	04/11/23	107102 BEAR RIVER BOWLING CENTER / THE GRILL	C
37	70413090	1,724.84	04/11/23	61034 BIG GAME SPORTS INC	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
37	70413091	2,763.50	04/11/23	104321 BOX ELDER SCHOOL DISTRICT	C
37	70413092	28,044.74	04/11/23	31658 BSN SPORTS	C
37	70413093	1,014.30	04/11/23	6742 CLARION SUITES	C
37	70413094	760.83	04/11/23	29874 DAYS INN SPRINGVILLE	C
37	70413095	500.00	04/11/23	59986 EASTERN OREGON UNIVERSITY	C
37	70413096	328.33	04/11/23	327480 GREER'S HARDWARE	C
37	70413097	317.40	04/11/23	361 BEAR RIVER VALLEY HOSPITAL	C
37	70413098	175.89	04/11/23	30023 JELSCO AWARDS AND SIGNS	C
37	70413099	10.00	04/11/23	55875 LANGUAGE TESTING INTERNATIONAL	C
37	70413100	440.00	04/11/23	13706 METTLE WRESTLING	C
37	70413101	143.91	04/11/23	5916 PITNEY BOWES	C
37	70413102	182.58	04/11/23	5916 PITNEY BOWES	C
37	70413103	65.00	04/11/23	39667 SIGN GYPSIES BOX ELDER	C
37	70413104	45.00	04/11/23	29408 SHARON SMOOT	C
37	70413105	35.00	04/11/23	110914 SUPERIOR WATER AND AIR INC	C
37	70413106	80.00	04/11/23	18392 USA WRESTLING UTAH	C
37	70413107	670.73	04/13/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413108	350.00	04/13/23	1597 HILLCREST HIGH SCHOOL	C
37	70413109	431.00	04/13/23	40363 CIO MEDICAL SERVICES	C
37	70413110	2,742.57	04/13/23	158220 COVER UP	C
37	70413111	3,000.00	04/13/23	102017 DAVIS HIGH SCHOOL	C
37	70413112	25.00	04/13/23	59773 FINLAYSON, CLINTON KINGI	C
37	70413113	95.00	04/13/23	38644 GREEN CANYON HIGH SCHOOL	C
37	70413114	350.00	04/13/23	42250 HUNTER HIGH SCHOOL	C
37	70413115	99.00	04/13/23	56340 IMAGINE IT VINYL	C
37	70413116	4,608.95	04/13/23	489240 KENTS MARKET PL/TREMONTON	C
37	70413117	520.00	04/13/23	4871 LOGAN HIGH SCHOOL	C
37	70413118	200.00	04/13/23	47007 SPANISH FORK HIGH SCHOOL	C
37	70413119	450.00	04/13/23	22950 OGDEN HIGH SCHOOL	C
37	70413120	350.00	04/13/23	8303 SKY VIEW HIGH SCHOOL	C
37	70413121	350.00	04/13/23	7480 GRANTSVILLE HIGH SCHOOL	C
37	70413122	350.00	04/13/23	54941 UINTAH HIGH SCHOOL	C
37	70413123	375.00	04/13/23	7609 UTAH FBLA-PBL	C
37	70413124	3,000.00	04/13/23	60453 VISTA AT ENTRADA SCHOOL	C
37	70413125	14,000.00	04/13/23	927359 WEBER SCHOOL DISTRICT	C
37	70413126	40.00	04/18/23	1 STACY TERRY	C
37	70413127	200.00	04/18/23	41041 CEDAR VALLEY HIGH SCHOOL	C
37	70413128	98.54	04/18/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413129	5,346.14	04/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
37	70413130	250.00	04/18/23	64963 MORGAN CHRISTENSEN	C
37	70413131	1,000.00	04/18/23	64971 CONSTANT, JESSICA A	C
37	70413132	3,000.00	04/18/23	64980 DAVIS DISCOVERY STEM CLUB	C
37	70413133	926.00	04/18/23	37672 EWELL EDUCATIONAL SERVICES INC	C
37	70413134	1,000.00	04/18/23	65005 EXCELSIOR ACADEMY, INC	C
37	70413135	634.67	04/18/23	33790 HENRY SCHEIN INC	C
37	70413136	208.75	04/18/23	3549 JONES SCHOOL SUPPLY CO, INC.	C
37	70413137	13,000.00	04/18/23	60461 KAYSVILLE ROBOTICS ASSOCIATION	C
37	70413138	630.00	04/18/23	64750 KENZSEWS	C
37	70413139	200.00	04/18/23	45551 DELTA HIGH SCHOOL	C
37	70413140	191.10	04/18/23	5193 STEVE REGAN CO	C
37	70413141	5,073.66	04/18/23	25674 STUDIO R MEDIA	C
37	70413142	2,000.00	04/18/23	7552 UTAH FFA ASSOCIATION	C
37	70413143	1,000.00	04/18/23	892917 UTAH SCHOOL/DEAF & BLIND	C
37	70413144	100.00	04/18/23	891181 UTAH STATE UNIVERSITY/UTAH AG	C
37	70413145	1,000.00	04/18/23	927359 COUNTRY VIEW ELEMENTARY	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
37	70413146	1,000.00	04/18/23	927359 ROCKY MOUNTAIN JUNIOR HIGH	C
37	70413147	360.00	04/20/23	65048 AKTIVATE	C
37	70413148	1,991.29	04/20/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413149	2,000.00	04/20/23	65056 AMERICAN ACADEMY OF INNOVATION	C
37	70413150	351.00	04/20/23	45500 BOX ELDER SCHOOL DISTRICT	C
37	70413151	1,570.84	04/20/23	106055 BLICK ART MATERIALS	C
37	70413152	1,397.49	04/20/23	65072 HAMPTON INN	C
37	70413153	9,224.88	04/20/23	60240 HAMPTON INN AND SUITES FARMERS BRANCH	C
37	70413154	631.62	04/20/23	25453 PRIDE EMBROIDERY & SCREEN PRINTING	C
37	70413155	70.00	04/20/23	65030 SHAMRA SHAFFER	C
37	70413156	80.78	04/20/23	157371 STAPLES	C
37	70413157	5,134.38	04/25/23	106895 BADGER SCREEN PRINTING CO	C
37	70413158	32.00	04/25/23	111287 BOWCUTT'S FLOWERS & GIFTS	C
37	70413159	140.00	04/25/23	304217 GARLAND CITY	C
37	70413160	75.00	04/25/23	47317 HOFFMAN AL BREEDERS, INC.	C
37	70413161	98.07	04/25/23	633340 OFFICE DEPOT	C
37	70413162	75.00	04/25/23	39667 SIGN GYPSIES BOX ELDER	C
37	70413163	896.94	04/25/23	20494 UTAH HOSA	C
37	70413164	4,138.04	04/27/23	38032 AMAZON CAPITAL SERVICES INC	C
37	70413165	550.00	04/27/23	65188 AUTOGREEN	C
37	70413166	645.90	04/27/23	104321 BOX ELDER SCHOOL DISTRICT	C
37	70413167	2,955.00	04/27/23	65110 GILMAN GEAR	C
37	70413168	220.00	04/27/23	36200 MOUNTAIN RIDGE HIGH SCHOOL	C
37	70413169	125.00	04/27/23	47007 MAPLE MOUNTAIN HIGH SCHOOL	C
37	70413170	600.00	04/27/23	65170 THE SOUND SOURCE	C
Total Bank No 37		139,877.44			
38	70812982	195.00	04/11/23	1 CASEY SALINAS	C
38	70812983	707.38	04/11/23	112046 ACE HARDWARE - BRIGHAM	C
38	70812984	3,600.00	04/11/23	109415 BEAR RIVER CO-OP	C
38	70812985	9,942.25	04/11/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70812986	791.66	04/11/23	31658 BSN SPORTS	C
38	70812987	1,239.29	04/11/23	230 CAROLINA BIOLOGICAL	C
38	70812988	876.00	04/11/23	64017 COPPER CANYON APPAREL	C
38	70812989	1,872.00	04/11/23	64882 ECONOLOGGE ST GEORGE	C
38	70812990	732.90	04/11/23	59773 FINLAYSON, CLINTON KINGI	C
38	70812991	4,113.00	04/11/23	55719 HYATT HOUSE PROVO / PLEASANT GROVE	C
38	70812992	424.80	04/11/23	19810 INTEGRATED TECHNOLOGIES	C
38	70812993	2,560.00	04/11/23	12068 INTERMOUNTAIN T-SHIRT CO	C
38	70812994	1,756.35	04/11/23	103961 INTERMOUNTAIN WOOD PRODUCTS	C
38	70812995	240.00	04/11/23	55255 KW STRIPING	C
38	70812996	250.00	04/11/23	55875 LANGUAGE TESTING INTERNATIONAL	C
38	70812997	243.19	04/11/23	110154 MEDCO SCHOOL	C
38	70812998	298.01	04/11/23	4979 O'REILLY AUTOMOTOVE	C
38	70812999	7,253.00	04/11/23	27324 MICHELLE SMITH	C
38	70813000	448.00	04/11/23	7536 JP MORGAN CHASE	C
38	70813001	1,214.52	04/19/23	6661 BAILEY POTTERY EQUIPMENT CORP	C
38	70813002	500.00	04/19/23	25755 CHRISTOPHER BARBER	C
38	70813003	415.00	04/19/23	41084 BINGHAM HIGH SCHOOL	C
38	70813004	518.00	04/19/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70813005	328.35	04/19/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70813006	500.00	04/19/23	14583 CASTLE MANOR LLC	C
38	70813007	1,132.00	04/19/23	40363 CIO MEDICAL SERVICES	C
38	70813008	685.00	04/19/23	4618 COLEMAN KNITTING MILL	C
38	70813009	135.00	04/19/23	37672 EWELL EDUCATIONAL SERVICES INC	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
38	70813010	13,050.00	04/19/23	15040 INFINITY TOURS	C
38	70813011	399.08	04/19/23	489250 KENTS MARKET PL/BRIGHAM	C
38	70813012	120.00	04/19/23	55255 KW STRIPING	C
38	70813013	68.47	04/19/23	110154 MEDCO SCHOOL	C
38	70813014	298.50	04/19/23	4910 NATIONAL FFA ORGANIZATION	C
38	70813015	5,614.95	04/19/23	110975 RIDDELL ALL AMERICAN SPORTS	C
38	70813016	270.00	04/19/23	64858 SAGE WILLOW WEDDINGS	C
38	70813017	186.00	04/19/23	25674 STUDIO R MEDIA	C
38	70813018	40.00	04/19/23	804825 SUNRISE HIGH SCHOOL	C
38	70813019	2,056.00	04/19/23	51551 TENNIS CLOTHING COMPANY LLC	C
38	70813020	620.00	04/19/23	7528 UMEA	C
38	70813021	1,900.00	04/19/23	20494 UTAH HOSA	C
38	70813022	3,134.07	04/19/23	5908 WALMART COMMUNITY	C
38	70813023	13,731.42	04/20/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70813024	30.00	04/26/23	1 HAZEL ARCHIBALD	C
38	70813025	240.00	04/26/23	65048 AKTIVATE	C
38	70813026	7,176.07	04/26/23	38032 AMAZON CAPITAL SERVICES INC	C
38	70813027	1,285.42	04/26/23	109415 BEAR RIVER CO-OP	C
38	70813028	1,819.13	04/26/23	106055 BLICK ART MATERIALS	C
38	70813029	92.88	04/26/23	104321 BOX ELDER SCHOOL DISTRICT	C
38	70813030	729.90	04/26/23	230 CAROLINA BIOLOGICAL	C
38	70813031	483.27	04/26/23	65080 CROMPTON, KATELYN	C
38	70813032	1,426.30	04/26/23	23736 WEISSMAN	C
38	70813033	788.50	04/26/23	57789 DO GOOD DESIGNS UTAH	C
38	70813034	2,874.07	04/26/23	2267 EPIC SPORTS INC	C
38	70813035	67.24	04/26/23	109248 J W PEPPER MUSIC	C
38	70813036	488.35	04/26/23	474162 JOSTENS	C
38	70813037	1,480.50	04/26/23	543168 MADDOX RANCH HOUSE	C
38	70813038	525.55	04/26/23	5010 RED MOUNTAIN WHOLESALE	C
38	70813039	2,277.00	04/26/23	19488 T SHIRT CHOP SHOP	C
38	70813040	50.00	04/26/23	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70813041	3,075.00	04/26/23	7609 UTAH FBLA-PBL	C
38	70813042	105.00	04/26/23	60100 UTAH NEWSPAPER MEDIA ASSOCIATION	C
Total Bank No 38		109,473.37			
39	77800567	794.81	04/12/23	103961 INTERMOUNTAIN WOOD PRODUCTS	C
39	77800568	643.42	04/18/23	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 39		1,438.23			
40	11500020	3,024.65	04/20/23	104321 BOX ELDER SCHOOL DISTRICT	C
40	11500021	677.92	04/24/23	104321 BOX ELDER SCHOOL DISTRICT	C
40	11500022	1,829.00	04/25/23	45500 BOX ELDER SCHOOL DISTRICT	C
40	11500023	43.28	04/25/23	104321 BOX ELDER SCHOOL DISTRICT	C
40	11500024	50.00	04/25/23	702688 PETTY CASH	C
Total Bank No 40		5,624.85			

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
				Total Manual Checks	3,044,837.85
				Total Computer Checks	2,835,429.14
				Total ACH Checks	1,107,661.76
				Total Other Checks	.00
				Total Electronic Checks	.00
				Total Computer Voids	-836.07
				Total Manual Voids	.00
				Total ACH Voids	.00
				Total Other Voids	.00
				Total Electronic Voids	.00
				Grand Total	6,987,092.68
				Number of Checks	619

Batch Yr	Batch No	Amount
23	000929	-150.00
23	001449	1,546.15
23	001568	-32.36
23	001594	-653.71
23	001758	685.20
23	001821	1,984.14
23	001892	5,281.43
23	001943	136,482.86
23	001944	128,014.16
23	001945	79,477.09
23	001946	249,962.96
23	001947	114.24
23	001970	78.00
23	001972	77.92
23	001978	3,055.80
23	001980	794.81
23	001981	37,648.10
23	001982	3,190.78
23	001984	1,613.74
23	001985	37,542.83
23	001990	104.50
23	002001	766.00
23	002008	31,967.25
23	002009	42.35
23	002011	1,598.06
23	002012	1,194.98
23	002015	246,628.31
23	002016	262,754.17
23	002017	2,213.48
23	002018	47,524.98
23	002019	550,362.55
23	002021	262.92
23	002022	4,353.16
23	002024	102.57
23	002026	900.00
23	002036	542.60
23	002037	386.95
23	002038	61.09
23	002048	31.66
23	002049	271.88
23	002050	36,898.86
23	002051	643.42
23	002053	405.77
23	002057	13,731.42
23	002059	866.15

A/P Summary Check Register

FPREG01A

<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>
				Batch Yr	Batch No
					Amount
				23	002061 33,184.94
				23	002066 17,677.90
				23	002067 3,024.65
				23	002075 113,203.45
				23	002076 7,916.45
				23	002077 8,526.27
				23	002078 683,322.20
				23	002082 2,929.33
				23	002083 3,076.78
				23	002084 428.57
				23	002085 178.28
				23	002087 37.50
				23	002088 330,086.63
				23	002090 677.92
				23	002094 39.02
				23	002095 21.00
				23	002100 6,451.39
				23	002103 3,839,385.82
				23	002107 1,922.28
				23	002110 64.67
				23	002112 200.00
				23	002114 25,014.18
				23	002115 2,549.17
				23	002116 2,516.61
				23	002118 694.48
				23	002121 9,233.94
				23	002123 1,995.39
				23	002124 84.00
				23	002126 1,100.64
				23	002128 220.00

For May 10, 2023 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
BRHS	Jan Asay	ED Success	Retiring
ACYI	Jodi Baird	SpEd Teacher	Retiring
Discovery	Karla Barrow	SLP	Retiring
BEHS	Teri Basinger	Head Secretary	Retiring
Three Mile Creek	Lisa Braegger	Cook	Retiring
Golden Spike	Sherrie Brown	Para	Retiring
Golden Spike	Lynette Bullen	Teacher	Retiring
BEHS	Nolin Crook	Teacher	Retiring
Fielding	Mack Esplin	Teacher	Retiring
Willard	Rosa Gonzales	DLI Teacher	Retiring
Willard	Lisa Hansen	Preschool Para	Retiring
Three Mile Creek	Karla Hardy	Teacher	Retiring
BRHS	Pamela Hawkes	Teacher	Retiring
BEHS	Joyce Hunzeker	SpEd Teacher	Retiring
District Office	Lissa Jensen	Director of Instructional Support	Retiring
Discovery	Kathy Kotter	Speech Para	Retiring
Three Mile Creek	Denise Lee	Teacher	Retiring
Garland	June Phillips	Resource Para	Retiring
District Office	Julie Rupp	Receptionist	Retiring
Garland	LaDawn Sorensen	Secretary	Retiring
BRMS	Janet Stark	Secretary	Retiring
Discovery	Sandy Wohlgemuth	Cook	Retiring
District Office	Bonnie Young	Nurse	Retiring
Sunrise	Richard Young	Teacher	Retiring
BEMS	SallyAnne Bailey	9th Grade Language Arts Teacher	Resigned
ACHI	Nicola Baird	7th Grade Math	Resigned
BRMS	Dan Carstens	Principal	Resigned
BEHS	Deborah Carstens	Comp Guidance Clerk	Resigned
BEHS	Jessica Celaya	Biology Teacher	Resigned
BRMS	Brooklyn Davis	Language Arts Teacher	Resigned
Century	Lynette Burrell	Teacher	Resigned
BRHS	Craig Day	Spanish Teacher	Resigned
ACYI	Carrie Greer	Teacher	Resigned
BRMS	Robert Hannah	Spanish Teacher	Resigned
ACHI	Mark Harris	Teacher	Resigned
Fielding	Jamie Hood	Teacher	Resigned
Fielding	Saige Horman	3rd Grade Teacher	Resigned
Golden Spike	Yuhan Huang	DLI Teacher	Resigned
BEMS	Jennifer Hunsaker	Counselor	Resigned
Grouse Creek	Bradley Kelley	Teacher	Resigned
Discovery	David Kraus	1st Grade Teacher	End of Contract
BRHS	Kassidy Lake	Teacher	Resigned
Golden Spike	Colleen Lambright	Teacher	Resigned
ACHI	Alberto Lanza	6th Grade DLI Teacher	Resigned
Golden Spike	Marvee Lee	Teacher	Resigned
ACHI	Bethany Lundgreen	Teacher	Leave of Absence
ACHI	Phil Lundgreen	Teacher	Leave of Absence
BRHS	Callie Mikesell	Language Arts Teacher	Resigned
Golden Spike	Melinda Moss	Teacher	Resigned
District Office	Gable Munn	Psych Intern	Other

PERSONNEL ACTION

BRMS	Rosario Torrella Navalon	DLI Spanish Teacher	Resigned
Discovery	Tess Nipko	Teacher	Resigned
Lake View	Emmalee Perry	4th Grade Teacher	Resigned
Golden Spike	Lindsay Phenes	Teacher	Resigned
BRMS	Maria Scott	Choir Teacher	Resigned
ACYI	Ann Wager		Leave of Absence
BRMS	Lauryn Fields Walker	PE Teacher	Resigned
BEMS	Alan Warner	8th Grade Science Teacher	Resigned
District Office	Jacqueline Whitaker	Intervention Specialist	Other
BEHS	Casey Wood	Choir Teacher	Resigned
Golden Spike	Stephanie Heaton	All Day Kindergarten	Resigned
Golden Spike	Emily Woolfenden	2nd Grade Teacher	Resigned
District Office	Tori Wardell	Assessment Director Secretary	Resigned

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Replacing</i>
District Office	Celeste Weaver	Receptionist	Julie Rupp
BEHS	Jenny Montgomery	Custodian	

Box Elder School District
150 Plus Mile Travel Request

School Bear River High School

Organization/Team/Club/Etc. Bear River Football

Purpose of Trip (Educational Value)

See Attached

Miles to be traveled (one way) 435

Number of Students Traveling 80

Sophomore _____

Juniors _____

Seniors _____

Number of Adults (Chaperones) Traveling _____

Departure

Date: 10-July

Time: Am

Return

Date: 13-July

Time: Pm

Means of Travel

_____ Bus

_____ Van

Other (please list)

Charter Bus

SECTION A

1. Is this trip required by the Utah High School Activities Association for participation in a UHSAA event?

Yes _____

If yes, no additional information is needed.

2. Is this trip for participation in a statewide competition for FFA, FBLA, etc?

Yes What is the statewide competition? _____

If yes, no additional information is needed.

No X

3. Is this trip for participation in multiple contests that count toward the contest limitations set by the UHSAA?

Yes _____

If yes, in how many contests will you participate? _____ How far will you travel, one way? _____

If necessary, has the UHSAA 150 Mile form been submitted and approved? _____

If yes to the previous questions, no additional information is needed.

No X

SECTION B To be completed by all except those exempted in Section A.

1. What plans have been made for students to make up class work that is missed?

Summer- No class

2. What plans have been made to reduce liability to the District during this trip?

3. Anticipated Actual Cost of the Trip per Individual Student \$225

4. Anticipated Direct Cost to Each Student \$225

SECTION C — To be completed for travel beyond the 150-mile limit and out of Utah. This section must be completed and submitted to the Superintendent prior to advertising for the trip or conducting the require parent survey.

1. List all methods of transportation that will be used and when they are being used.

- a. Charter BUS
- b. Parent chaperone
- c. _____
- d. _____

2. List at least two alternative trips that could be considered. (One of the two must be significantly shorter than the trip being proposed.) Include estimated costs, time and distance for these two alternatives.

	Location	Cost (per student)	Time	Distance
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____

c. What will be missed if you take a shorter trip?

3. A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

- a. How will the survey be distributed? google form
- b. How will surveys be collected? google form
- c. Who will tabulate survey results? AD

4. Does the trip involve some type of performance or competition? 7 on 7 and Scrimmage

- a. Did students have to qualify for this performance/competition? NO
- b. How? _____

Signatures

Organization/Team Leader [Signature] Date 4/25/23

Principal [Signature] Date 4/25/23

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans
[Signature] Date 4/25/23



Football Team Camp Proposal 2023

Bear River Football

Location: Eastern Oregon University

Dates: July 10th-13th

Travel Time: 6 hrs [Route](#)

Results from last year/why we should return:

- We had 22 incoming seniors vote on whether they would like to go back or look for other options (January 2023)
 - 16 voted to go back
 - 2 voted to look for other options
 - 4 failed to vote
- Going to EOU led to a football scholarship offer for one of our seniors in the class of 2023
- We were able to play three full days of scrimmages, play in a 7 on 7 tournament, and have our lineman face off against opponents from 3 different states
- Our kids were coached and recruited by an entire college coaching staff and players
- We were able to elect team captains, enjoy several team bonding exercises and give the athletes a positive experience.

Player Testimonials:

Tate Lusk, first year player in 2022 (Soph):

“As a first year player, going to the Oregon camp was awesome, to say the least. I for sure thought that it was going to be rough because I didn’t really know what I was doing in the first place and since I was a first year player, I didn’t know too many people on the team. But this camp was an amazing experience for me. I had the chance to hangout with the team and have a lot of fun. In the dorms between playing 7 on 7’s was also super fun, we would all hangout. Then when we went on the hike, that was a super cool experience. Being able to have fun with everyone and get to know the team more was super fun.”

Nixon Weston, new student to Bear River in 2022, (Junior):

“I really liked the Oregon football camp because it gave us enough time as a football team to learn plays, and also gave us time to play against other teams. And it also gave us plenty of time to bond as friends and strengthen our relationships.”

Owen Olsen, Starting QB (Junior):

“I really enjoyed Oregon because our team got closer as a whole, and gained important skills for the season. I felt it was a good mix of having fun and working hard. I’m grateful for the opportunity that we got to go last year, and I hope we get to go again.”

Tyson Braegger, Team Captain (Junior):

“Oregon last year was good competition, with a lot of stuff to do. I would like to go back because I think our team can prove ourselves starting at that camp. I also think that the team bonding was really good for our team throughout the season.”

Purpose:

- Provide new competitive opportunities
 - Create a closer bond as a team
- Develop a positive experience for players

About Eastern Oregon University’s team camp:

EOU has been running a team camp consistently for years now. It is the very reason that I was recruited to play at EOU. This past year, EOU had teams from 5 different states attend (Washington, Nevada, California, Oregon, and Idaho). They expect a similar result this year and we remain the only team from Utah to attend. The team camp is structured to provide scrimmage opportunities, individual coaching from college coaches, team practice time, and team building exercises. This is a learning experience as well as a showcase for our student-athletes.

Activities:

-Hike to the lake!-We will use this as a team building exercise. We will take one night of scrimmage off to hike to a nearby lake. Once there, we will talk about our year goals and elect our team captains.

-Team Building Activities- Each night we will be able to do some team building activities. By being away from Tremonton, we will be able to focus on our football season and our goals and aspirations.

-Senior Swim Party/Meeting/Dinner- One night out of the camp I will be taking the seniors to a swim party and meeting. This is an opportunity for me to form a bond with my seniors, let them have fun, and give us an opportunity to talk about our football goals and their goals in life.

-Scrimmage teams from 3 different states- The 4A division in Utah only has 13 teams. This means we see a lot of the same teams year in and year out. By scrimmaging other teams, we will gain a competitive advantage and give our kids opportunities they wouldn’t have at home.

-College Exposure- There are zero NAIA schools in Utah that offer football. The NAIA is another level of college football that allows student-athletes to gain scholarships. A lot of our kids are not D1 kids and I would like to open their eyes to other possibilities.

Cost

Player cost: \$225 (Total summer camp costs have been \$205 at Bear River without all of these opportunities) *Last year's price. This year will be the same or fairly similar

Meals/Dorms provided

Travel Arrangements/Extra Expenses:

Football Boosters has agreed to cover the cost of a charter bus and the fee for a bus driver. We would welcome any help from the school as well to cover the cost. Football boosters have also agreed to find volunteer parents to travel to La Grande as well and provide meals for BR athletes so that it will lower the cost of camp. They will provide meals for all four days of the camp. This will make a statement and show people at camp our amazing community support! Meals will also be covered by EOU if needed.

If there are any further questions or concerns please feel free to contact me.

GO BEARS!

Trampis Waite
Head Football Coach
Bear River High School
541-905-0650
trampis.waite@besd.net



Suggestions for Future Board Meetings

June 14, 2023 – *(tentative)*

- Budget Hearing – David Roberts
- Approval of Budget – David Roberts
- Approval of 2023-24 Tax Rates – David Roberts
- Approval of Internal and Independent Auditors – David Roberts
- MBA Meeting – David Roberts
- Pick-up Contributions for Members of Contributory Retirement System – Keith Mecham
- Tentative Ratification of Negotiated Agreement with BEEA – Keith Mecham
- Tentative Ratification of Negotiated Agreement with BESPAs – Keith Mecham
- Declaration of Open Enrollment Schools – Keith Mecham
- Approval of TSSA Plans – Gary Allen and Heidi Jo West

July 12, 2023 – *(tentative)*

- Internal and Independent Audit 2020-2021 – David Roberts
- Approval of Sex Education Committee – Keith Mecham
- 2021-22 TSSA Plan Results – Keith Mecham and Heidi Jo West
- Bullying Report

August 9, 2023 – *(tentative)*

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

September 13, 2023 – *(tentative)*

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

October 18, 2023 – *(tentative)*

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

November 8, 2023 – *(tentative)*

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

December 13, 2023 – (tentative)

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

January 10, 2024 – (tentative)

- Approval of 2-year contract for Business Administrator
- First public comment on School Fees
- School Fees – Keith Mecham (Information Item)
- Review of Policies 1034 Board of Education Code of Conduct and 1035 Board Member Ethics
- AAPPL Data – Jeremy Young
- Policy Review
- Board Committee Assignments
- USBA Conference Report

February 14, 2024 – (tentative)

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

March 13, 2024 – (tentative)

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

April 10, 2024 – (tentative)

- ESP Recognitions – Mark Taylor
- College and Career Readiness Counseling Program (CCRCP) Approval – Alison Williams
- FY 2024 Capital Improvement Plan – Corey Thompson
- ACT Data – Jeremy Young
- School Lunch Report – David Roberts
- Energy Report – Mike Clark
- Policy Review
- Board Graduation Assignments

May 8, 2024 – (tentative)

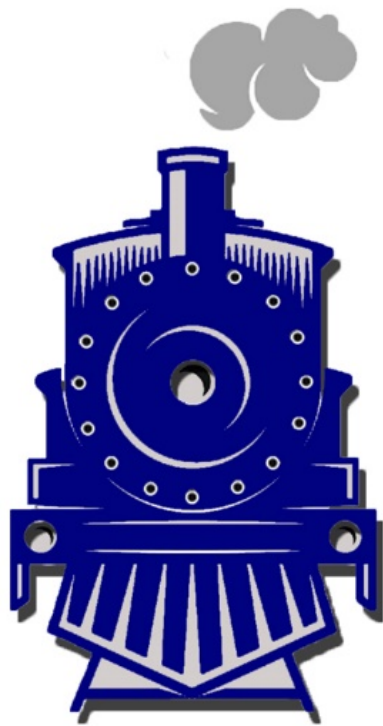
- Retirement Recognitions – Mark Taylor
- Administrative Association Recognitions - BEAA
- Approval of School Land Trust Plans –Keith Mecham and Heidi Jo West
- Approval of PBS (HB 58) Plans – Megan Bushnell

- Approval of 2023-2024 Board Meeting Calendar – Steve Carlsen
- Policy Review

June 12, 2024 – (tentative)

- Budget Hearing – David Roberts
- Approval of Budget – David Roberts
- Approval of 2023-24 Tax Rates – David Roberts
- Approval of Internal and Independent Auditors – David Roberts
- MBA Meeting – David Roberts
- Pick-up Contributions for Members of Contributory Retirement System – Mark Taylor
- Tentative Ratification of Negotiated Agreement with BEEA – Mark Taylor
- Tentative Ratification of Negotiated Agreement with BESPAs – Mark Taylor
- Declaration of Open Enrollment Schools – Mark Taylor
- Approval of TSSA Plans – Keith Mechem and Heidi Jo West
- Policy Review
- Sunrise High School Schedule Discussion

BOX ELDER SCHOOL DISTRICT BOARD OF EDUCATION HANDBOOK



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

REVISED
OCTOBER 9, 2019
BOX ELDER SCHOOL DISTRICT

Box Elder School District Board of Education Handbook Table of Contents

Contents

BOARD OF EDUCATION HANDBOOK INTRODUCTION	2
Authority and Responsibilities of the Board	2
Principles of Board Leadership	2
Making School Board Decisions	3
Holding Closed Meetings	4
Collaborative Relationships: Shared Governance	6
Essentials of A Professional Learning Community	6
Authority of Individual Board Members	7
Nominations and Elections for Board Leadership	7
Board Leadership Responsibilities	8
New Board Member Orientation	8
Board of Education Code of Conduct	9
Board Member Commitments and Ethics	9
Disciplining Board Members	11
Policies Governing the Board	12
Guidelines and Parliamentary Motions	12
Simplified Chart of Parliamentary Motions	13
Board Policies Relevant to Board of Education Legal Status, Responsibilities, and Ethics	14
Board Policies Relevant to School Board Meetings	15

BOARD OF EDUCATION HANDBOOK INTRODUCTION

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

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

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

Authority and Responsibilities of the Board

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

Principles of Board Leadership

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

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

[Utah Code § 53G-4](#)

Making School Board Decisions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Holding Closed Meetings

A closed meeting may be held if:

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

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

Minutes of the closed meeting shall contain:

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

Purpose of a closed meeting:

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

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

Record of closed meetings:

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

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

Collaborative Relationships: Shared Governance

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

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

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

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

Essentials of A Professional Learning Community

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

3. Collaborative teacher teams will focus on the following four questions:
 - a. What is it that our students are expected to know and do?
 - b. How will we know if they know and can do what is expected?
 - c. How will we respond if they don't know and can't do what is expected?
 - d. How will we respond if they already know and can do it?

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

Authority of Individual Board Members

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

Nominations and Elections for Board Leadership

Nominations

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

Elections

- A. Elections and nominations must conform to the procedure prescribed by the Utah State Law and Board Policy.

- B. In case of a tie vote, the election is decided by lot unless the organization adopts a motion to do otherwise.
- C. Elections are decided by a roll call vote, not by secret ballot. Election to the office is determined by a simple majority.

Board Leadership Responsibilities

The board president will:

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

The board vice president will:

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

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

New Board Member Orientation

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

Board of Education Code of Conduct

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

Board members shall:

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

Board Member Commitments and Ethics

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

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

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

A. Board of Education Code of Ethics

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

violation of [Utah Code, § 67-16-4](#).

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

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

Disciplining Board Members

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

Policies Governing the Board

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

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

Guidelines and Parliamentary Motions

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

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

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

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

Simplified Chart of Parliamentary Motions

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

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

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

Policy 1010 School Board’s Legal Status

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371387/1010-School_Board_Legal_Status.pdf

Policy 1020 Board Power and Duties

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371388/1020-Board_Powers__Duties.pdf

Policy 1025 Administration Relations

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371389/1025-Administration_Relations.pdf

Policy 1034 Board of Education Code of Conduct

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371392/1034-Board_of_Education_Code_of_Conduct.pdf

Policy 1035 Board Member Commitments and Ethics

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371393/1035-Board_Member_Commitments_and_Ethics.pdf

Policy 1036 Conflict of Interest: Board Member and Employee

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371394/1036-Board_Member_Employee_Conflict_of_Interest.pdf

Policy 1037 Employment/Assignment of Relatives (Nepotism) (Reference - [Utah Code 52-3](#))

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371395/1037-Employee_Assignment_of_Relatives.pdf

Board Policies Relevant to School Board Meetings

Policy 1070 Board Meeting Procedures

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371399/1070-Board_Meeting_Procedures.pdf

Policy 1072 Board Meetings: Notice Requirements

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371400/1072-Board_Meetings_Notice_Requirements.pdf

Policy 1074 Board Meetings: Closed Meetings

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371401/1074-Board_Meetings_Closed_Meetings.pdf

Policy 1080 Board Committees

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371402/1080-Board_Committees.pdf

Policy 1090 Rules of Order

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371403/1090-Rules_of_Order.pdf

Policy 1100 Minutes

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371404/1100-Minutes.pdf

Policy 1110 Public Participation in Board Meeting

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371405/1110_Public_Participation_in_Board_Meeting.pdf