



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

Wednesday, May 8, 2024

Adele C. Young Intermediate School, 830 Law
Dr, Brigham City, UT 84302

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

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

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

Mark Taylor, Executive Director of Human Resources and Title IX

C. Administrative - 7:00 p.m.

1. Call to Order

Wade Hyde, Board President

2. Reverence

Bryan Smith, Board Member

3. Flag Salute/Pledge of Allegiance

Alyssa Lyman, Student Board Member

4. Recognitions

Julie Taylor, Board Member

a. BEHS Theater Department - 5A Region Theater Champs

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

E. Certificated Employee and Volunteer Recognitions - 7:20 p.m.

1. Outstanding District Administrator- Mark Taylor

Outstanding Elementary Administrator - Melissa Morris (Western Schools)

Outstanding Secondary Administrator - Taylor Jackson (Bear River High School)

Outstanding Related Services - Kelli Rose (Bear River Middle School)

Outstanding Related Services - Bradi Holder (Three Mile Creek)

Outstanding Elementary Teacher - Kristen Riley (McKinley)

Outstanding Elementary Teacher - Nicole Jensen (Lake View)

Outstanding Secondary Teacher - Patrick Parker (Box Elder High School)

Outstanding Secondary Teacher - Joelle Beard (Bear River High School)

Outstanding Volunteer - Carol Yates (Discovery)

Outstanding Volunteer - Carolyn Michaelis (Garland)

F. Public Comment - 7:40 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.

G. Action Items - 7:50 p.m.

1. Approval of School Schedules

Steve Carlsen, Superintendent

2. Approval of PBS (HB58) Plans

Megan Bushnell, Equity & Student Services Director

3. Public Hearing on Title VI Indian Education Formula Grant

Megan Bushnell, Equity & Student Services Director

4. Approval of Title VI Indian Education Formula Grant

5. Approval of School Land Trust Plans

Keith Mecham & Heidi Jo West, Assistant Superintendents of Curriculum

6. Approval of TSSA Plans

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Heidi Jo West, Asst Superintendent of Elementary Teaching & Learning and Keith Mecham, Asst Superintendent of Secondary Teaching & Learning	
7. Approval of Amendment to School Fees for Robotics Club	193
Keith Mecham, Asst. Superintendent of Secondary Teaching & Learning	
8. Approval of 2024-2025 Board Meeting Calendar	194
Steve Carlsen, Superintendent	
H. Information Items - 8:20 p.m.	
1. ACT Data	196
Jeremy Young, Assessment Director	
2. Sunrise Report	
Jerry Jackman, Principal at Sunrise High	
3. 2024-2025 District Calendar - Changes in Elementary Parent/Teacher Conference Dates	208
Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning	
4. Kindergarten Registration Updates	210
Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning	
5. Monthly Financial Report	211
David Roberts, Business Administrator	
6. Board Committee Reports	
a. Student Board Member Report	
I. Policy Review - 8:55 p.m.	
1. Policy to Delete	
a. Policy 3130 Certificated: Redress of Grievances (Referral to Policy 3043 Redress of Grievances)	219
2. First Reading	
a. Policy 3040 Employment: Experience on Salary Schedule	220
J. Consent Items - 9:00 p.m.	
1. Minutes	221
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3. Personnel	243
4. 150 Plus Mile Travel Request	245
5. Out of State Travel Request	252
K. Suggestions for Future Board Meetings - 9:05 p.m.	254
L. Upcoming Events	
1. BEHS Graduation - Tuesday, May 28, 2024 at 6:00 at Dee Events Center	
2. BRHS Graduation - Wednesday, May 29, 2024 at 8:00 at BRHS Field	
3. Sunrise Graduation - Thursday, June 13, 2024 at 6:00 at BEHS Auditorium	
M. Board Handbook	257
N. Adjournment - 9:10 p.m.	
The next meeting of the Board of Education will be held on Wednesday, June 12, 2024, 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:**

Carol Anderson

L. Trent Rasmussen

Lene Arias

Cindi Redd

Linda Burns

David Smith

Stacy Church

Michelle Smith

Teresa Cornwall

Robyn Smith

David Dickey

Peggy Stewart

Mack Esplin

Anita Thornock

Lisa Hansen

Connie Toone

Thad Hansen

Alison Williams

Alvin Hunsaker

J. Paul Ward

Ann Jenkins

Annette Whitaker

Stacey Liechty

Richard Miller

Beverly Morrell

Kathleen Mortimer

Bryce Nelson

Marvin Nielson

**Wednesday, May 8, 2024
6:00-6:30 pm, Reception
6:30-7:00 pm, Board Recognition
Young Intermediate School
Cafeteria
Brigham City Utah**

Box Elder School District Board of Education

May 8, 2024 Board Meeting

Recommendation: **F1 School Schedules**

Submitted by: Steve Carlsen, Superintendent

Recommended Motion: **I move that Box Elder Board of Education approve changing the early out time on Fridays by one hour earlier for both secondary and elementary schools.**

Background: **After spending one year in this early out Friday schedule we have decided we need more time for Elementary Teacher Preparation Time and more time for the Secondary Teachers to work on improving extensions for students who have obtained the content taught. This is about 75-80% of the students. The other 20-25% of the students are already being given remediation to catch them up and make sure they are learning all the appropriate content. This will also solidify Friday afternoon as the day for secondary collaboration teams to meet.**

Policy Implications: **None**

Financial Implications: **None**

Staff Implications: **This should help balance out the amount of preparation time between elementary and secondary teachers. Still knowing that elementary has less. We will still work on ideas as the years go by. It will give more time for teacher collaboration teams in the secondary schools to work on extensions or in the PLC jargon question #4. In other words help extend learning for students who the information in Tier 1 Instruction.**

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.

School Prevention Plan (Due by September 18th, 2023)											
Century Elementary		Please make sure that you address <u>Suicide Prevention</u> , <u>Bullying Prevention</u> , <u>Substance Abuse Prevention</u> (including vaping), Mental Health (knowing how to ask for help), Attendance, <u>Protective Factors</u> , and <u>Positive Behavior Support</u> . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TS) students if applicable?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data Supportive Relationships 92%, Self-Management 80%, Social Awareness 80%, Positive Feelings 74%, Challenging Feelings 58%	Panorama Data Supportive Relationships 92%, Self-Management 78%, Social Awareness 76%, Positive Feelings 72%, Challenging Feelings 54%	We had a higher participation percentage.	The timing of the surveys. Higher participation seems to have been a challenge. Students understanding of the questions.	All students were invited to participate.	Continue to administer the survey and use the results as a preventative tool.
Suicide Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.			Hope/Kindness week is scheduled in May.	Anticipated challenges is scheduling around end of year testing and engaging all students.	A focus was made on inclusion of all students with a emphasis on the protected classes.	Continue to have Hope Squad lead a Kindness week. Revise to include Student Council.
Suicide Prevention	Second Steps Monthly Lessons	School Year 23-24		Counselor			Year to date lessons taught: School: 61% K: 97% 1st: 62% 2nd: 100% 3rd: 47% 4th: 47% 5th: 14%	When teachers taught the lessons students were able to apply the learning. Reminder emails sent multiple times throughout the year. Scope and sequence posted in Master Schedule Spreadsheet.	Scheduling time within teacher's daily schedule.	All students invited to participate. These lessons helped to reduce negative behaviors.	Continue. Revise trying to schedule a second steps time block within teachers' schedules.
Bullying Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.			Hope/Kindness week is scheduled in May.	Anticipated challenges is scheduling around end of year testing and engaging all students.	A focus was made on inclusion of all students with a emphasis on the protected classes.	Continue to have Hope Squad lead a Kindness week. Revise to include Student Council.
Bullying Prevention	Student Council - Century Star Leaders	Twice a Month meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.			We increase the number of students participating by having a new group each Trimester.	Training them on their weekly jobs.	A focus was made on inclusion of all students with a emphasis on the protected classes.	Continue to give more students the opportunity to be a part of student council.
Bullying Prevention	Second Steps Monthly Lessons	School Year 23-24		Counselor			Year to date lessons taught: School: 61% K: 97% 1st: 62% 2nd: 100% 3rd: 47% 4th: 47% 5th: 14%	When teachers taught the lessons students were able to apply the learning. Reminder emails sent multiple times throughout the year. Scope and sequence posted in Master Schedule Spreadsheet.	Scheduling time within teacher's daily schedule.	All students invited to participate. These lessons helped to reduce negative behaviors.	Continue. Revise trying to schedule a second steps time block within teachers' schedules.
Substance Abuse Prevention	DARE	This is a 10 week program for 5th grade students.	Schedule	Sherrifs Department - DARE Officer	Information will be communicated to 5th grade families through emails, teacher class texts, and notes.	Number of students participating and attending graduation from the program.	Unfortunately, our DARE Officer was promoted to another police department so we were unable to participate in the program.				We have a Deputy who is trying to get the training class needed to teach the program in the future.
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	PTA Planning	PTA	Students & Families			The week's activities went very well.	Providing enough time and resources to reach the whole school.	A focus was made on inclusion of all students with a emphasis on the protected classes.	Continue Red Ribbon Week. Meet with the PTA before to generate ideas.

School Prevention Plan (Due by September 18th, 2023)											
Century Elementary		Please make sure that you address <u>Suicide Prevention</u> , <u>Bullying Prevention</u> , <u>Substance Abuse Prevention</u> (including vaping), Mental Health (knowing how to ask for help), Attendance, <u>Protective Factors</u> , and <u>Positive Behavior Support</u> . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Mental Health	Second Steps Monthly Lessons	School Year 23-24		Counselor			Year to date lessons taught: School: 61% K: 97% 1st: 62% 2nd: 100% 3rd: 47% 4th: 47% 5th: 14%	When teachers taught the lessons students were able to apply the learning. Reminder emails sent multiple times throughout the year. Scope and sequence posted in Master Schedule Spreadsheet.	Scheduling time within teacher's daily schedule.	All students invited to participate. These lessons helped to reduce negative behaviors.	Continue. Revise trying to schedule a second steps time block within teachers' schedules.
Mental Health	Drama Club	School Year 23-24	schedule	Drama Club Advisors	Information will be communicated to families through emails, teacher class texts, and notes.	We hope to have more kids involved. Last year we had 35-40 students.	This year we had about 70 students attend drama club.	The Drama Club performed an amazing Christmas program and will have their Play performance in May.	The new time schedule made the end time of Drama club later than in the past which caused some challenges for the advisors and parents.	We had students from all classes attend drama club.	Continue offering this amazing after school club to 4th & 5th grade students.
Mental Health	Community Events - including Pumpkin Walk, Turkey Trot, etc.	School Year 23-24	schedule of events	PTA Committee	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.			The activities were well attended by families.	Trying to schedule these around weather forecasts.	All families and community members invited to attend.	Continue to meet with the PTA and plan and do amazing activities.
Attendance	Check-in intervention program	School Year 23-24		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention			Parent conversations led to improved attendance with some students.	Getting parents so support their student's attendance.		Make a more specific plan to address attendance issues.
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need			We were able to assist many students with coats, boots, gloves, and other needed clothing.	Having funds to purchase needed items and having correct sizes on hand.	A focus was made on inclusion of all students with a emphasis on the protected classes.	Continue to provide this valuable service for students.
Protective Factors	Second Steps Monthly Lessons	School Year 23-24		Counselor			Year to date lessons taught: School: 61% K: 97% 1st: 62% 2nd: 100% 3rd: 47% 4th: 47% 5th: 14%	When teachers taught the lessons students were able to apply the learning. Reminder emails sent multiple times throughout the year. Scope and sequence posted in Master Schedule Spreadsheet.	Scheduling time within teacher's daily schedule.	All students invited to participate. These lessons helped to reduce negative behaviors.	Continue. Revise trying to schedule a second steps time block within teachers' schedules.
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	School Year 23-24		Counselor				The counselor was able to teach lessons in all classes.	Scheduling time within each class. Presenting the information in an understandable way to the different grade levels.	A focus was made on inclusion of all students with a emphasis on the protected classes.	Continue the program.
Positive Behavior Support	College & Career Days	School Year 23-24	guest speakers	Principal & Counselor	Communication will be provided as needed			We moved this from one week to a day or two each month.	Moving to this schedule helped in scheduling challenges.	All students were able to participate in activities.	Continue this plan.
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 23-24	training, program curriculum and rewards	Whole School	Communication will be provided as needed			Having all faculty on staff on board and trained helped in integrating the PBIS System.	Having all faculty and staff involved.	All students were able to participate in activities.	Continue to meet with the Behavior team to make adjustments to make the system better.

School Prevention Plan:

Prevention Team Members: Century Team Leaders, Counselor, and Principal

Date approved by School Community Council: 9/18/23 4/15/2024

Prevention Plan Learning Targets (Address each of the 7 components): see each component

Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.

Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.

Data that will be collected to determine the effect of plan: Panorama Student assessment (twice a year), counselor self-referrals, PBIS data, Educator Handbook data, community involvement and feedback.

School Prevention Plan (2023-2024)											
Discovery Elementary											
Please make sure that you address Bullying, Harassment, Bullying Prevention, Suicide, and Mental Health (knowing how to ask for help, Attendance, Restorative Justice, and Restorative Justice).											
Each category should have 2-3 items, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes including your TSI students if applicable?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are reviewing or creating new plan, describe the new steps.
Bullying Prevention	Teachers will continuously teach school-wide expectations to Be Safe, Be Responsible, Be Respectful, Be Accountable. We will have posters in all common areas and staff will refer language with expectation cards to review with students at any time. Expectations will be reviewed and reinforce other social/emotional and any time the expectations are not being met. Students will be recognized for following these expectations with HOD Cards which will be put into a fish tank by the office. At the end of the month, the fish tank is full, we will have a fish-feeding activity.	All year	HOD Cards, fish tank, posters, expectation cards and posters	All staff	Opening Faculty Meeting, F at 2 weeks of school after break, throughout the year						
Suicide Prevention	HOD Squad	Hope Squad will meet monthly to plan activities.	Hope Squad members, training, and meeting with school to review expectations, plan events.	School Counselor	Hope Squad will discuss all communications related to suicide, in person activities, school announcements and representation via signage, etc. Meeting and discussion throughout the year. Meetings will be sent to students, faculty, staff and families. Homebase social members, counselors, and administrators.	Panorama Data Supportive Relationships 92%, Self-Management 77%, Social Awareness 73%, Positive Feelings 65% Challenging Feelings 54%	We don't have our end of year Panorama data yet. We can add it once Panorama closes and makes this information available to us.	There are 12 Hope Squad students and they have done a great job planning and helping the school counselor with week-long/different activities throughout the school year.	The kids wanted to do more, but with time that wasn't a possibility.	All of the activities included all students and were focused school wide.	There will be a new school counselor next year so we will have to see what the vision is with the program moving forward.
Social Awareness	Start With Hello Week	Sept. 18-22, 2023	School-wide SEL lesson, Kindness and Happiness taught by the counselor. School-wide lunch station on Fridays. Organizer: CKM, Nicky of Grade 4. Start With Hello: Mrs. George.	School Counselor	Information will be communicated to families through email, teacher class texts, and notes on social media platforms and School webpage.	Panorama Data Supportive Relationships 92%, Self-Management 77%, Social Awareness 73%, Positive Feelings 65% Challenging Feelings 54%	We don't have our end of year Panorama data yet. We can add it once Panorama closes and makes this information available to us.	The school counselor met with all the students and did classroom lessons on inclusiveness and respect. We also had lunch stations that focused on inclusiveness that were run by the school counselor and Hope Squad students.	No major challenges. It went well and the students were engaged.	All of the activities included all students and were focused school wide.	Continue with a fun, informative and engaging pair, with Hello Week.
Social Awareness	Kindness Week	Feb. 5-9, 2024		School Counselor	Information will be communicated to families through email, social media, and notes on social media platforms and School webpage.	Panorama Data Supportive Relationships 92%, Self-Management 77%, Social Awareness 73%, Positive Feelings 65% Challenging Feelings 54%	We don't have our end of year Panorama data yet. We can add it once Panorama closes and makes this information available to us.	We had a wonderful Kindness week! The theme this year was "Have You Filled a Bucket Today?" The counselor went into all the classrooms and did a classroom lesson on being a bucket filler as well as school-wide lunch stations supporting this message. Great feedback from teachers, students and parents.	No major challenges. It went well and the students were engaged. Maybe change up the Kindness Bingo. Students weren't being honest when filling out buckets. They would just do it for the prize.	All of the activities included all students and were focused school wide.	Continue with a fun, informative and engaging Kindness Week.
Suicide Prevention	Hope Week	April, 22-26, 2024		School Counselor	Information will be communicated to families through email, teacher class texts, and notes on social media platforms and School webpage.	Panorama Data Supportive Relationships 92%, Self-Management 77%, Social Awareness 73%, Positive Feelings 65% Challenging Feelings 54%	We don't have our end of year Panorama data yet. We can add it once Panorama closes and makes this information available to us.	This week-long event will not take place until the week of April 22nd.		All of the activities will include all students and will be focused school wide.	
Bullying Prevention	Kindness Week	Feb. 5-9, 2024		School Counselor	Information will be communicated to families through email, teacher class texts, and notes on social media platforms and School webpage.	Panorama Data Supportive Relationships 92%, Self-Management 77%, Social Awareness 73%, Positive Feelings 65% Challenging Feelings 54%	We don't have our end of year Panorama data yet. We can add it once Panorama closes and makes this information available to us.	We had a wonderful Kindness week! The theme this year was "Have You Filled a Bucket Today?" The counselor went into all the classrooms and did a classroom lesson on being a bucket filler as well as school-wide lunch stations supporting this message. Great feedback from teachers, students and parents.	No major challenges. It went well and the students were engaged. Maybe change up the Kindness Bingo. Students weren't being honest when filling out buckets. They would just do it for the prize.	All of the activities included all students and were focused school wide.	Continue with a fun, informative and engaging Kindness Week.
Bullying Prevention	Second Step Monthly Lesson (Oct)	Weekly in Oct (except for Fall Break)		School Counselor							
Bullying Prevention	Red Ribbon Week	October 23-27		PSA							
Bullying Prevention	Anti-Bullying Week	School Year 23-24	Anti-bullying, teacher support, etc.	Teachers							
Mental Health	Second Step Monthly Lessons	School Year 23-24		Teachers							
Mental Health	SEL classroom tier 1 lessons	School Year 23-24	SEL Curriculum, Second Step	School Counselor	Information will be communicated to families through email, teacher class texts, and notes on social media platforms and School webpage.	Panorama Data Supportive Relationships 92%, Self-Management 77%, Social Awareness 73%, Positive Feelings 65% Challenging Feelings 54%	We don't have our end of year Panorama data yet. We can add it once Panorama closes and makes this information available to us.	The school counselor was able to deliver school-wide classroom SEL lessons every month except Dec to all students. Topics this year included: inclusiveness/harassment, bullying prevention, service to others, empathy, kindness and coping skills.	No challenges.	All students were able to participate in these classroom lessons.	Continue monthly tier 1 SEL classroom lessons.
Mental Health	Small Groups	School Year 23-24			2023-2024 Small Group Counseling						
Mental Health											
Attendance	Daily Attendance Phone calls	Daily when students show up or absent	Therishare set up correctly show up & out on mobile	Todd Barrow, principal	parents receive automated phone call						
Attendance	HERO Group	School Year 23-24	Panorama, Aspire, Attendance data tracker (weekly)	School Counselor, Principal and attendance clerk		Panorama or Aspire attendance reports		This was not ran this year like it was last year.	This was not ran this year like it was last year. It was hard to meet up to learn and focus on attendance with everything else going on.	Hopefully attendance can be a more one on one focus next year especially with the social students. We will do possible tier 2 or tier 3 interventions like the intervention.	
Restorative Justice	SEL classroom tier 1 lessons	School Year 23-24	SEL Curriculum, Second Step	School Counselor	Information will be communicated to families through email, teacher class texts, and notes on social media platforms and School webpage.	Panorama Data Supportive Relationships 92%, Self-Management 77%, Social Awareness 73%, Positive Feelings 65% Challenging Feelings 54%	We don't have our end of year Panorama data yet. We can add it once Panorama closes and makes this information available to us.	The school counselor was able to deliver school-wide classroom SEL lessons every month except Dec to all students. Topics this year included: inclusiveness/harassment, bullying prevention, service to others, empathy, kindness and coping skills.	No challenges.	All students were able to participate in these classroom lessons.	Continue monthly tier 1 SEL classroom lessons.
Restorative Justice	3 Stories (Safe Touch & Human Trafficking) Lessons	School Year 23-24		School Counselor	Information was sent out to parents through the District.						

School Prevention Plan Due by September 16th, 2023											
Please make sure that you address Social Promotion, Bullying/Intimidation, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, <u>Restless Leg Syndrome</u> , and <u>Dual or Deaf or Deaf-Blind Support</u>											
Grade and Department											
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year date (cite source)	End of the year date (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TE students if applicable)?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps.
Proactive Factors	Food & Clothing Assistance Program	School Year 23-24	Warm the Soles, Clothing and Food Donations.	School Counselor	Those identified as having a need (teacher, self-reporting (parents or students), and families with a history.			There was extra community resources this year that we didn't have in the past that was very useful to our students and families. We were able to get a lot of shoes, clothes, coats and food packs to students and families.	Not getting same food packs for a few weeks due to funding but still reaching to get them assembled, but they were fast and got them to us ASAP.	I don't believe we have accurate numbers because families are embarrassed or reluctant to reach out and ask for help.	Continued
Positive Behavioral Supports (PBS)	College & Career week	March 2024	TBD	School Counselor & Principal	Website, social media, emails (parents and teachers)			The Career Fair was a hit! The kids, teachers and presenters were great. So thankful for supportive community members/parents that were willing to come and present to our students. Also had lunch stations set up during the week focusing on different colleges and careers.	No challenges.	All students were able to participate in the Career Fair. The students were able to choose what career they wanted to learn about. They attended 40-50 minute sessions. The kids were engaged and enjoyed themselves.	Do a Career Fair every few years so all students are able to participate in one during their elementary years.

School Prevention Plan:
 Prevention Team Members: Todd Barrow, Chelsea Montgomery, Sadie Hyde, Eric Tyler, Michele Vincent, Sarah Robinson, Wandy Buzard, Rebecca Welling, Emma Watts, Maritain Howley
 Date approved by School Community Council:
 Prevention Plan Learning Targets (Address each of the 7 components)
 Prevention Plan Director/Sign: Discovery Prevention Plan
 Prevention Plan Success Criteria:
 Data that will be collected to determine the effect of plan: Behavioral Data, Attendance Data, Educators Handbook office referrals and minor incidents.

School Prevention Plan (Due by September 18th, 2023)											
Fielding Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behaviors Support. Each category should have 1-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:											
End of Year Reflection (Due April 15, 2024)											
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet twice a month to have lessons and plan any activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events, execute events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.		Panorama Data Supportive Relationships Self-Management Grit Growth Mindset Self-Efficacy End of Year Survey Depression Isolation Hopelessness Know how to report	The 6 students really enjoyed meeting and planning events. They attended two conferences and were exciting when they saw just how many other students across the state also participate and make a difference in their school.	We try to keep in moderate to low intensity. Some want to meet more or do more, but for right now the need is met.	Activities includes all students across protected classes. We did do an activity about inclusiveness which was nice	Continue to plan more activities throughout the year.
Suicide Prevention	Kindness Week LINK	February	Access to slides, budget for items, and time to plan	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Fall 2023 Supportive Relationships 93%, Self-Management 79%, Social Awareness 77%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data Spring 2024 Supportive Relationships 93%, Self-Management 76%, Social Awareness 75%	It was a lot of fun implementing the Glow with Kindness Theme. We wanted to piggyback off of our fun Dance Glow Party that happened a month later. We blasted different groups of people throughout the week with kind notes. Both the students and staff enjoyed that.	No major challenges. Grateful for willing teachers to show the slides and remind students about kindness.	Every student was able to participate in activities and received handouts	Continue to create new and exciting annual kindness weeks
Suicide Prevention	Second Steps Monthly Lessons	School Year 23-24	Access to computer	Counselor and Teachers	Teacher and Counselor split lesson delivery			Felt like most teachers did their share of the lessons. They did need to be reminded midyear to push 'complete' after a lesson online.	Some forget to teach them.	Lessons reach all students	It will all be on teachers next year if the district chooses to still use Second Steps.
Bullying Prevention	Kindness Week LINK	February	Access to slides, budget for items, and time to plan	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Fall 2023 Supportive Relationships 93%, Self-Management 79%, Social Awareness 77%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data Spring 2024 Supportive Relationships 93%, Self-Management 76%, Social Awareness 75%, Positive Feelings 76%, Challenging Feelings 57%	It was a lot of fun implementing the Glow with Kindness Theme. We wanted to piggyback off of our fun Dance Glow Party that happened a month later. We blasted different groups of people throughout the week with kind notes. Both the students and staff enjoyed that.	No major challenges. Grateful for willing teachers to show the slides and remind students about kindness.	Every student was able to participate in activities and received handouts	Continue to create new and exciting annual kindness weeks
Bullying Prevention	Student Council	Twice a Month meetings	TBD	Sith Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.						
Bullying Prevention	Second Steps Monthly Lessons	School Year 23-24	Access to computer	Counselor	Counselor			Taught all lessons to all grades in Sept/Oct to align with RRW	None	All were able to participate	Continue using. These lessons are exceptional.
Bullying Prevention	Red Ribbon Week LINK	Oct 30-Nov 3	Counselor	Counselor	website, newsletter, social media, teachers			It was a fun theme this year and lessons were fun. We focus on healthy habits	None	All were able to participate	Keep creating fun filled weeks for RRW
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	Counselor	Counselor	website, newsletter, social media, teachers			It was a fun theme this year and lessons were fun. We focus on healthy habits	None	All were able to participate	Keep creating fun filled weeks for RRW
Mental Health	Second Steps Monthly Lessons	School Year 23-24	Second-Step Curriculum	Counselor/Teachers	Teacher and Counselor split lesson delivery			Felt like most teachers did their share of the lessons. They did need to be reminded midyear to push 'complete' after a lesson online.	Some forget to teach them.	Lessons reach all students	It will all be on teachers next year if the district chooses to still use Second Steps.

School Prevention Plan (Due by September 18th, 2023)											
Fielding Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Goals for Prevention:										End of Year Reflection (Due April 15, 2024)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges come up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Mental Health	Curriculum Curriculum Map	School Year 23-24	Varied	Counselor	counselor delivery, every other week	Used needs assessment from past to align. Needs assessment was given this year for the following year to change up lessons		It is really smooth to do every other lesson a SS one then a different counseling one. The Curriculum map helps with organization	not having a room to fully ready to go when students get there, but they are now delivered just in the classrooms, just takes away some time to log in to teachers computers to pull everything up	Lessons reach all students	I am excited to just focus on counselor lessons through some of the material we (district) bought to use district wide.
Mental Health	Small Groups	School Year 23-24	TBD	Counselor	Information will be collected at the first of the year then re-invited to join	Need for worry groups and friendship groups Link		Loved having our LCSW cofacilitate our worry groups. The students loved having her involved with those.	Seemed like I did fewer this year than in years past. With adding a few more classrooms and class teaching it cut into time, but still met needs of students		Continue to use feedback to jumpstart groups early on. Try to have a set time for groups. I did like our Friendship groups that we did twice a week for a few weeks as opposed to once a week for like 6 weeks at a time.
Mental Health	Community Events - including Fall Carnival, Turkey Trot, Career Fair , Glow Dance Party, Christmas Party, etc.	School Year 23-24	schedule of events	PTA Committee/Principal, Counselor	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.			Our community always shows up for us. We have to plan on having too much support usually.	It is hard to plan school wide activities because of the support we have. We run out of things, or it is very crowded when hold events. Good challenge to have.	When we have activities, we see a wide range of support from all of our families. It is fun to see students and parents in a positive atmosphere, when sometimes the contact has negative connotations to it.	continue to do the career fair every other year and college week the other years.
Attendance	Check-in intervention program	School Year 23-24		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention			Some of our students looked forward to checking in with an adult in the morning. It started out the day in a positive way.	It is hard remember. The students are better than the adults sometimes.	It helped with accountability for our most at-risk students. It also helped us keep track and check-in with students.	We will continue to use our check-in intervention program.
Attendance	AmeriCorps Attendance	School Year 23-24	TBD	Counselor, Behavior Team, AmeriCorps para	Students will be invited to join when they have a pattern of absences.			Finally having someone apply for the position	We weren't able to hire until February.	We were able to make a difference with attendance with some of our students.	We are going to continue with the intervention and start from the beginning of the school year.
Attendance	Wellness Check-in	School Year 23-24		Behavior Aide	Students who are identified will be assigned for check-in and check-outs for attendance			We were able to track some of our students.	Attendance is a challenge for a lot of our students.		
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need				Remember to fill out log. Wish it was just automatic	We will continue with the program. We sent an average 10-12 backpacks home every week	We need to find a continuous stream of donations.
Protective Factors	Second Steps Monthly Lessons	School Year 23-24	Second-Step Curriculum	Counselor/Teachers	Teacher and Counselor split lesson delivery			Felt like most teachers did their share of the lessons. They did need to be reminded midyear to push complete after a lesson online.	Some forget to teach them.	Lessons reach all students	It will all be on teachers next year if the district chooses to still use Second Steps.
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	School Year 23-24		Counselor	Counselor 2 lessons			Did not actually like the lessons, but it was fine when I used it with other videos. It just did not right say what safe touch is. To vague for little children. Fight Child Abuse .org was great.	Engagement on the Protect Lessons	Lessons reach all students	Hopefully we can use something else next year for Protect. I do however will continue to use Fight Child Abuse .org videos. They are age appropriate and to the point.

School Prevention Plan (Due by September 18th, 2023)											
Gorland Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Enrichment/Enlaces, and District Response Support. Each category should have 2-3 items, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention											End of Year Reflection (Due April 15, 2024)
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Tshirts, parent notification, budget allotment for conference, Space for meetings	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data, Spring 2023 Supportive Relationships 91%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 56%	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Thanks to a highly engaged leader (our school counselor, Marcia Wilson), HOPE squad has led out on kindness initiatives throughout the year. The "snaky kindness clips" were an especially big hit schoolwide.	HOPE squad is only as strong as the leader. Marcia is super strong—so our HOPE squad has been strong too. Good leadership is key.	HOPE squad's message has been clear—Kindness for ALL	We will have a new school counselor next year, so we will have to work together to see what her vision is for building on the success of this year.
Suicide Prevention	Start With Hello Week	Sept. 25-29, 2023	Hope Squad members, name badges, posters, other prizes/treats	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	https://www.sandyhookpramse.org/out-programs/start-with-hello/	2023 Annual Report https://sandyhookpramse.org/boc.com/s/8rnm082p0y0l0n0d5te3a10k0p0ac0u4	Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them.	It is a bit tricky to get a school-wide initiative together so soon. The purpose is to do Start with Hello at the beginning of the school year as it's the perfect time to learn more about each other. So we will just keep hustling to get it done.	All students were included in the school. Our protected classes were given modified activities if needed. For example, our Functional Skills classes had their paras fill in the name tags for their students.	We will have a new school counselor next year, so we will have to work together to see what her vision is for building on the success of this year.
Suicide Prevention	Second Steps	School Year 23-24	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	All teachers have access to the lessons needed to complete second steps.	Panorama Data on self-management and social awareness Educators Handbook incidents	Teachers taking the time to focus on SEL with their students in a grade-wide team environment.	We discovered a few teachers were having a collaboration para attempt to give the second steps lesson during weekly collaboration. This was not appropriate and was stopped. DLI teachers find any extra lesson a struggle to fit it.	Every student is involved on these lessons unless opted out by parents	EOY teacher survey about what is working/what needs revising when it comes to Second Steps lesson time.
Suicide Prevention	The Great Kindness Challenge School-wide Initiative	Yearly on the last week of January	prizes teacher buy in principal support	Counselor	School Facebook page, emails/texts, announcements	this initiative is done to empower students to create a culture of kindness in our building.	This year each classroom did a random act of kindness for another classroom. All 668 students were given a bingo sheet to complete 25 acts of kindness to turn in for a prize.	GKC is a school favorite every year. We have dress up days, like spy day and always have a great time showing kindness to everyone around us.	This year a large number of our teachers and principal were gone on to a training in New Orleans and we had subs. This made it hard to pass along the activities and such so that every class could participate.	Every student is involved and encouraged to participate.	continue plan
Bullying Prevention	PBIS schoolwide implementation We are SAFE, We are RESPECTFUL, We are RESPONSIBLE	23-24 school year	Bear Pride tickets, Data trackers, Training for teachers, supplies for monthly parties, rewards for daily drawings, monthly prizes for bigger rewards	Guiding Coalition	Back to School faculty meeting, follow up throughout year in faculty meetings	Educator Handbook incidents 22-23 vs 23-24	Over 12,000 Bear Pride tickets have been given since the beginning of the year, vs. less than 1,000 EHI incidents recorded.	Students love the daily and monthly drawings. Being able to report specific data on students doing the right thing, and adults "catching them."	A handful of teachers think we're "over rewarding students"—counting the tickets weekly, and ensuring equitable turns for all students when it comes to daily drawings (tracking it with a spreadsheet)	ALL students are included in drawings.	Next year we are considering having a Bear Pride store run by our student council. We have to determine how prizes would be purchased and priced, and if daily/monthly drawings would continue. How/when would tickets be counted? Does that need to be tracked again?
Bullying Prevention	Start With Hello Week	Sept. 25-29, 2023	Hope Squad members, name badges, posters, other prizes/treats	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	https://www.sandyhookpramse.org/out-programs/start-with-hello/	2023 Annual Report https://sandyhookpramse.org/boc.com/s/8rnm082p0y0l0n0d5te3a10k0p0ac0u4	Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them.	It is a bit tricky to get a school-wide initiative together so soon. The purpose is to do Start with Hello at the beginning of the school year as it's the perfect time to learn more about each other. So we will just keep hustling to get it done.	all students are included and encouraged to participate in this week long event.	We will have a new school counselor next year, so we will have to work together to see what her vision is for building on the success of this year.

School Prevention Plan (Due by September 18th, 2023)											
Garland Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Supports. Each category should have 3-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:											
End of Year Reflection (Due April 15, 2024)											
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Bullying Prevention	Second Steps	School Year 23-24	Lesson plans	Teachers with collaboration from Counselor. There is a separate program that is geared just toward Bully Prevention for the teachers to teach. The counselor will supplement lessons in the character ed classroom to reinforce what is taught from Second Steps.	Marcia will collaborate with teachers to ensure lessons are happening	All teachers have access to the lessons needed to complete second steps.		Teachers taking the time to focus on SEL with their students in a grade-wide team environment.	We discovered a few teachers were having a collaboration para attempt to give the second steps lesson during weekly collaboration. This was no appropriate and was stopped. DL teachers find any extra lesson a struggle to fit it.	Every student is involved on these lessons unless opted out by parents	EOY teacher survey about what is working/what needs revising when it comes to Second Steps lesson time.
Bullying Prevention	The Great Kindness Challenge School-wide Initiative	Yearly on the last week of January	prizes teacher buy in principal support	Counselor	School Facebook page, emails/texts, announcements	this initiative is done to empower students to create a culture of kindness in our building	This year each classroom did a random act of kindness for another classroom. All 688 students were given a bingo sheet to complete 25 acts of kindness to turn in for a prize.	GKC is a school favorite every year. We have dress up days, like spy day, and always have a great time showing kindness to everyone around us.	This year a large number of our teachers and principal were gone on to a training in New Orleans and we had subs. This made it hard to pass along the activities and such so that every class could participate.	Every student in involved and encouraged to participate.	continue plan
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	PTA Planning Character Ed lesson planned to every class	PTA counselor	Thrillshare reminders, facebook, weekly email		Students actively participated in all dress up days and morning announcements were made to encourage students to be drug-free. Giant signed 'drug free' commitment poster signed by majority of students hung for 1 month. Character Ed lesson taught by counselor to reinforce and teacher students that week.	High participation, signed commitment of many students to remain drug-free.	Coordinating with PTA—they were good to work with, but that could present a challenge.		Is there a way to track quantitative data on the effectiveness of an activity like this? The dress up days are considered disruptive by some teachers, so is there a way to cut back, but still have a meaningful week?
Substance Abuse Prevention	Botvin	Spring Trimester	Botvin manuals, teacher preparedness	Character Ed teacher and School Counselor	Email notification to parents	https://www.lifeskillsatrain.com/fact-sheet/		The students are always very engaged in these lessons. They are very valuable!!! These B start more conversations than any other lesson taught in the character education room.	Catching specific classrooms up because we had a Monday or Friday off could get tricky.	Every 4th and 5th grade class are taught the 8 lessons.	Continue plan
Mental Health	Second Steps Monthly Lessons	School Year 23-24	digitat lesson plans, teacher participation	Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	All teachers have access to the lessons needed to complete second steps.		Teachers taking the time to focus on SEL with their students in a grade-wide team environment.	We discovered a few teachers were having a collaboration para attempt to give the second steps lesson during weekly collaboration. This was no appropriate and was stopped. DL teachers find any extra lesson a struggle to fit it.	Every student is involved on these lessons unless opted out by parents	EOY teacher survey about what is working/what needs revising when it comes to Second Steps lesson time.
Mental Health	Community Events - including Fomary January, Turkey Trot, Fall Carnival, Community Involvement Activities, Halloween parade, etc.	School Year 23-24	schedule of events	PTA Committee	Social media, thrillshare texts and emails, morning announcements	These events had been successful in the past, so we included them on our calendar for this school year!	We had an average of 150 adults supporting each daily activity. All students without injury or serious disability walked or ran the Turkey trot. Daily lunchtime practices were held for 2 weeks prior to the run with the principal.	The practice runs were a big hit with students and parents based on verbal and email feedback.	With Family Week, we need to do a better job advertising that ANY supportive adult is welcome to bring a child to the events (like, Dads with Donuts could totally be supported by a teenage sister). The fall carnival was too expensive for some of our families. I am working with next year's PTA president to reduce costs and have free options.	We didn't have functional skills students out running with us this year. I don't know if that was the teacher's prerogative, but I would like to find a way to be more inclusive next year.	Better, more inclusive advertising for Family Week and ensuring all students have access to all activities. (Like FS students and the Turkey Trot)
Attendance	Daily Attendance Phone calls	Daily when student is tardy or absent	Thrillshare set up correctly (one with EL Ed principals)	Vanica Crane-principal	parents receive automated phone call	Zero automated calls received because the system hadn't been set up yet.	Source: ThrillShare, students arriving after roll had been entered for the day (or not arriving at all) were called by the ThrillShare Automated phone caller.	Parents that might not have communicated about absences were communicating with us.	Parents getting frustrated, ie. "I already called the school to excuse the absence, but then I got the phone call."		Being really clear on steps to parents on how to excuse an absence. Some are calling, some are using the online system. We need to streamline!

School Prevention Plan (Due by September 18th, 2023)											
Garland Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Supports. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:											End of Year Reflection (Due April 15, 2024)
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan) Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Attendance	Home Visits/Personal calls	After a student reaches 8 absences, before we send a 10 day letter, a personal call or home visit will be attempted	Contact info of students, data from Aspire	Principal and Counselor	Counselor and Principal will collaborate on tracking data and then parents will be contacted	Aspire	6 student home visits were made. (see principal notes) 4 Teachers made office referrals, and parents were called in all cases. 2 other parents were called (Craghead and Mills) to discuss attendance.	Students feel special when you visit them at home.	No significant improvement in student attendance from efforts. The Mills moved to home school.	Tracking attendance allows us to watch for patterns in our protected classes.	We need to probably have a checklist, clear cut "this is what we do" for excessive absences. However, its such a personal issue so that is where checklists aren't a perfect fix.
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need (teacher notices, parent notifies us, families with historical need)	Our pantry was partially stocked based on visuals	Our pantry is overflowing with food coming down the hallway.	Our community is very generous in sharing donations with Garland.	Ensuring the food really gets into the hands of the students that need it.	Pantry is open to any student in need in general, if a student says they're hungry, they have access (with few exceptions) When a student who hasn't previously needed the pantry says they're hungry, the school counselor does a discreet checkup to ensure food needs are being met.	Moving pantry to a more private, secure location in the cafeteria area.
Protective Factors	Second Steps Monthly Lessons	School Year 23-24	digital lesson plans, teacher participation	Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Teachers taking the time to focus on SEL with their students in a grade-wide team environment.	We discovered a few teachers were having a collaboration para attempt to give the second steps lesson during weekly collaboration. This was no appropriate and was stopped. DLI teachers find any extra lesson a struggle to fit it.	These lessons are great to help prevent issues in the classroom and our school. If these lessons are taught consistently and with fidelity teachers have noticed a difference in their classroom.	EOY teacher survey about what is working/what needs revising/what comes to Second Steps lesson time.	Every student is involved on these lessons unless opted out by parents	continue plan
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	School Year 23-24	lesson materials	Counselor	lessons will be taught in the character ed classroom by counselor and her para to every student. Lessons are broken up by grade level. There is a lower elementary lesson (K-2) and upper (3-5)	Because of our circumstances from the previous year we declined to have Safe Touch be taught to our students for the 2022-23 school year. Because of this we made the choice to have every grade get the 3 Strands lessons.	Every class was taught these lessons.	The younger lessons were much easier to teach and went well.	We felt these lessons were a bit to vague and believe there is power in being appropriately blunt and honest.	all students are taught these lessons unless opted out by their parents.	revise plan and decide if these lessons are what we want to be taught or if we adjust and add to them.
Protective Factors	Character Education	School year 23-24	research based curriculum classroom supplies prep para to teach	Counselor	Character ed lessons are taught weekly to every class in our building by the counselor and her character ed para	Counselor puts together lesson based on a needs assessment given to teachers, parents, and students every 3 years. The counselor plans and prepares lessons requested by teachers when the needs arises. For example, tattling will be taught/retaught by request of teacher	Classes have an end of year review game to see what they have learned/remembered for the year.	Classes are fun and engaging! Each lesson has a corresponding activity to reinforce the topic	Teaching lessons weekly can be tricky with all the other responsibilities a counselor is in charge of.	All students are taught these lessons with protected classes in mind and adjustments are made when needed.	continue plan
Positive Behavior Support	PBIS schoolwide implementation: We are SAFE, We are RESPECTFUL, We are RESPONSIBLE	23-24 school year	Bear Pride tickets, Data trackers, Training for teachers, supplies for monthly parties, rewards for daily drawings, monthly prizes for bigger rewards	Guiding Coalition	Back to School faculty meeting, follow up throughout year in faculty meetings	Educator Handbook incidents 22-23 vs 23-24	274 office referrals and 755 minor incidents were reported in Educator's Handbook. 13,575 Bear Pride cards were given to students for following the school rules. That is a 1:1 positive to negative ratio.	Tracking the cards, daily rewards for students, students KNOW the school rules.	Some teachers don't feel like the cards are truly meaningful. Some teachers have competing systems in their classes.	We ensured (by a school roster tracking system) that ALL students were included.	School store instead of roster tracking system. Clarify with teachers that if they have a competing system in class, to not get frustrated with other teachers who are 100% bought in.
Positive Behavior Support	College & Career Days (Bear University)	Spring 2024	Guest presenters from community and BRHS	PTA and counselor	Social media and Thrillshare texts/emails in class	This is a school favorite! Every student can't wait to fit out their preference form and participate. We also have a great turnout from the community to come present on their careers.	At our best count, there were 120 volunteers in the building teaching and supporting students. All students were invited to attend. No student was excluded.	Tremendous community organized. Huge variety of activities. School Counselor had really nice "thank you's."	Getting the volunteers organized. Getting the spaces organized at the school. Worrying about the weather. Disrespectful 4th/5th graders	All students were involved and encouraged to participate. Students were able to make adjustments if needed and reached out to the counselor.	continue plan.

School Prevention Plan (Due by September 16th, 2023)

Golden Spike Elementary Please make sure that you address **Suicide Prevention, Bullying Prevention, Substance Abuse Prevention** (including vaping), **Mental Health** (knowing how to ask for help), **Attendance, Protective Factors, and Positive Behavior Support**. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.

Tasks for Prevention: End of Year Reflection (Due April 15, 2024)

Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data Supportive Relationships 91%, Self-Management 75%, Social Awareness 73%, Positive Feelings 68%, Challenging Feelings 56%					
Suicide Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data					
Suicide Prevention	Second Steps Monthly Lessons	School Year 23-24		Counselor		Panorama Data					
Bullying Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data					
Bullying Prevention	Student Leadership	Twice a Month meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data		Students felt ownership over the school and had various leadership opportunities.	Unable to meet with teams as planned due to time constraints.	Students in protected classes participated in grade-level leadership roles.	Figure out how to organize this team so we can have more leadership opportunities.
Bullying Prevention	Second Steps Monthly Lessons	School Year 23-24		Counselor							
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	PTA Planning	PTA	Students & Families						
Mental Health	Second Steps Monthly Lessons	School Year 23-24		Counselor							
Mental Health	Community Events - including Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 23-24	schedule of events	PTA Committee	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.						
Attendance	Check-in intervention program	School Year 23-24		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	7% Critical 18% On Track for Graduation 68% On-Track for College and Career					
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need						
Protective Factors	Second Steps Monthly Lessons	School Year 23-24		Counselor							
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	School Year 23-24		Counselor							
Positive Behavior Support	College & Career Days	School Year 23-24	guest speakers	Principal & Counselor	Communication will be provided as needed						
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 23-24	training, program curriculum and rewards (Brag Tags)	Whole School	Communication will be provided as needed						

School Prevention Plan:
 Prevention Team Members: Shaylyn Ekins, Dawn Gittins, Dianora Serfustini, Malarie Sordar, Noelle Sadler, Terra Brady
 Date approved by School Community Council: 10/23
 Prevention Plan Learning Targets (Address each of the 7 components):
 Prevention Plan Description:
 Prevention Plan Success Criteria:
 Data that will be collected to determine the effect of plan: Panorama Student assessment (twice a year), counselor self-referrals, PBIS data

School Prevention Plan (Due by September 18th, 2023)											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:										End of Year Reflection (Due April 15, 2024)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet 2x a month to plan activities	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	Hope Squad members were very involved in their duties as a JR Hope Squad member. They made posters throughout the year, wore their shirts when appropriate and participated in lessons.	Meeting twice a month with the 2 different grade level hope Squads was more challenging then I planned on.	Our school recived many referrals of students for the counselor to check in with because of our JR Hope Squad members. These check ins were students who made concerning comments that their peers heard or who Hope Squad members noticed a change in a peers behavior and were concerned about the change.	Adjust Plan We have not recived our data yet, but a revision I would like to make next year would be to have set time through out the year and to get the JR Hope Squad members doing a school wide activity more often. That could look like making posters to hang up, being in charge of a bulletin board, making announcements, etc.
Suicide Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	We get a lot of participation during our kindness activities out during Lunch Recess. Students really enjoy doing these activities and look forward to them happening again.	Because these activities have been done outside at lunch recess, the weather caused some challenges this year. Another challenge is getting the older grades to participate. Majority of K-3 students participate, but our 4-5 grade students tend to skip the activities.	All students were made aware of the theme of each 'kindness week'. Students were given challenges that many participated in. Some of these challenges were giving compliments, calling someone by their name, learning someone who they dont know name.	Adjust Plan to add back up plan when weather is bad, and activities tailored toward different grade levels (something different for my older students)
Suicide Prevention	Second Steps Weekly Lessons	School Year 23-24	TBD	Counselor/teachers	Counselor will send information and follow up to parents before or after sessions.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	All Second Step Bullying prevention lessons were taught to 92% of the classes at Lake View.	Not all teachers participated in teaching the second step lessons. Counselor taught some of the lessons but not all were taught.	Teachers presented these lessons in smaller group settings, students were more comfortable with this, especially ELL and students in Resource.	Adjust Plan Add time to each Second Steps in the master schedule for next year. Better followup on if they are being taught by counselor and Principal if needed.
Bullying Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	We get a lot of participation during our kindness activities out during Lunch Recess. Students really enjoy doing these activities and look forward to them happening again.	Because these activities have been done outside at lunch recess, the weather caused some challenges this year. Another challenge is getting the older grades to participate. Majority of K-3 students participate, but our 4-5 grade students tend to skip the activities.	All students were made aware of the theme of each 'kindness week'. Students were given challenges that many participated in. Some of these challenges were giving compliments, calling someone by their name, learning someone who they dont know name.	Adjust Plan to add a back up plan when weather is bad, and activities tailored toward different grade levels (something different for my older students).
Bullying Prevention	Student Council -	Twice a Month meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	All students in 5th grade this year were on the student council with different responsibilities	Some students did not take their responsibilities seriously, or used it as an excuse to not do things they should have.	Students that normally would not have had the opportunity got to show leadership. Some of our TSI students were given responsibilities that allowed them to feel like a part of the school.	Adjust it to add some accountability to making sure their leadership is done.
Bullying Prevention	Second Steps Weekly Lessons	School Year 23-24	TBD	Counselor	Counselor will send information and follow up to parents before or after sessions.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	All Second Step Bullying prevention lessons were taught to 92% of the classes at Lake View.	Not all teachers participated in teaching the second step lessons. Counselor taught some of the lessons but not all were taught.	Teachers presented these lessons in smaller group settings, students were more comfortable with this, especially ELL and students in Resource.	Adjust Plan Add time to teach Second Steps in the master schedule for next year. Better followup on if they are being taught by counselor and Principal if needed.
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	PTA Planning	PTA	Students & Families	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	We had some fun activities for students.	The PTA president tried to do everything alone, and did not accomplish everything that needed to be done.	The activities engaged all students and allowed everyone to enjoy them.	Adjust Plan Get more parents involved in the PTA.

School Prevention Plan (Due by September 18th, 2023)											
Lake View Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2024)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Substance Abuse Prevention	Botvin Life Skills Training	School Year 23-24	TBD	Teachers	Teachers will communicate to families before starting.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	All teachers are trained in BOTVIN	It is being taught at the end of the school year, during May 13-30. It is hard to determine the effectiveness of it this way.	It is hard to tell with it being taught that late in the year.	Adjust Plan Teach Botvin earlier in the year to see the impact it has on students during the year.
Mental Health	Second Steps Weekly Lessons	School Year 23-24	TBD	Counselor	Counselor will send information and follow up to parents before or after sessions.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	All Second Step Bullying prevention lessons were taught to 92% of the classes at Lake View.	Not all teachers participated in teaching the second step lessons. Counselor taught some of the lessons but not all were taught.	Teachers presented these lessons in smaller group settings, students were more comfortable with this, especially ELL and students in Resource.	Adjust Plan Add time to teach Second Steps in the master schedule for next year. Better followup on if they are being taught by counselor and Principal if needed.
Mental Health	Mental Health small groups	School Year 23-24	TBD	Counselor	Students and families will be invited as needed to participate.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	Students enjoy coming to these small groups and were able to learn skills to help them in different aspects of their life.	Running out of school year to get all the group lessons in.	Coping skills were taught to all small group participants and those skills were emailed home to parents so those skills could be used and practiced at home and at school.	Continue Plan Starting the small groups earlier in the school year.
Attendance	AmeriCorps Attendance	School Year 23-24	TBD	Counselor, Behavior Team, AmeriCorps para	Students will be invited to join when they have a pattern of absences.	90% Attendance 2022-2023	90.4% Attendance.	Connections with an adult here at school were made with these students who have a pattern of absences.	As the list grew of students with a high number of absences the time it took to check in with each student every day grew.	Students with high absences were able to meet daily with the school counselor for a quick check in. These students were able to build a connection with the school counselor.	Continue Plan Start this program earlier in the year and keep the list of daily check ins flexible and fluid.
Attendance	Healthy Attendance Program - Whole Class	School Year 23-24	TBD	Counselor, Receptionist, Principal	Students, families, and teachers who are assigned to this intervention	90% Attendance 2022-2023	90.4% Attendance.	We set out a process for Healthy Attendance.	Time and getting everybody to follow a new procedure for attendance.	Many of the families struggling with attendance have students in TSI programs. Repeated positive conversations were good for the families and students.	Continue Plan We need to have more fun and public recognition.
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	Our Christmas Assistance program was able to help many families in need.	Logistics of using our resources in the best way possible.	Gained relationships and trust with our families who have financial needs.	Adjust the plan. We need a way for all staff to watch and report on the needs of students.
Protective Factors	Second Steps Weekly Lessons	School Year 23-24	TBD	Counselor	Counselor will send information and follow up to parents before or after sessions.	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	All Second Step Bullying prevention lessons were taught to 92% of the classes at Lake View.	Not all teachers participated in teaching the second step lessons. Counselor taught some of the lessons but not all were taught.	Teachers presented these lessons in smaller group settings, students were more comfortable with this, especially ELL and students in Resource.	Continue Plan, but Add time to teach Second Steps in the master schedule for next year. Better followup on if they are being taught by counselor and Principal if needed.
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	School Year 23-24	TBD	Counselor	Before participating parents will be provided information about the program.	0 classes have been taught these lessons	100% of classes were taught both lesson 1 and 2 of the Protect UT lessons during the month of January	Participation during lessons was high. Students were engaged in the lessons.	It was new curriculum, so it took some time to understand to be able to teach it clearly.	All students were included, and participated.	Continue Plan

School Prevention Plan (Due by September 18th, 2023)											
Lake View Elementary											
Please make sure that you address <u>suicide prevention</u> , <u>bullying prevention</u> , <u>substance abuse prevention</u> (including vaping), <u>mental health</u> (knowing how to ask for help), <u>attendance</u> , <u>protective factors</u> , and <u>positive behavior support</u> . Each category should have 1-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2024)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSJ students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Positive Behavior Support	College & Career Days	School Year 23-24	TBD	Principal & Counselor	Communication will be provided as needed	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	Different activities were set up during the month, so if a teacher didn't sign up for a classroom lessons, those students were still able to learn more about college and careers over the announcements, during lunch recess and during a computer prep class.	Bad weather and other things that delayed or interfered with the activities.	Students were able to start identifying careers based off of their interests.	Continue Plan
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 23-24	training, program curriculum and rewards	Whole School	Communication will be provided as needed	Panorama Data Supportive Relationships 85%, Self-Management 67%, Social Awareness 67%, Positive Feelings 62%, Challenging Feelings 48%	Panorama Data Supportive Relationships 89%, Self-Management 72%, Social Awareness 72%, Positive Feelings 64%, Challenging Feelings 54%	Students were engaged in the School wide goal of monthly blue slips.	Everyone entering their data helped us know what is going on in the school, but increased our numbers from last year.	All students felt more comfortable and safe at school because behaviors were addressed in a more consistent way.	Continue Plan

School Prevention Plan:
 Prevention Team Members: Jeff Morris, London Clarke, Brynn Saxey
 Date approved by School Community Council: 9/12/23 https://docs.google.com/document/d/1q5U0ahyWjP0F7y1644rGU7u5JcpHDwce?FYv28e_7a/edit?usp=sharing
 Prevention Plan Learning Targets (Address each of the 7 components):
 Prevention Plan Description: Help all students to be able to build solid relationships, and feel connected to the school, limiting their risk factors for substance abuse, suicide and other major issues.
 Prevention Plan Success Criteria: Student will improve on the Panorama student survey
 Data that will be collected to determine the effect of plan: Student Panorama Survey

School Prevention Plan (Due by September 18th, 2023)											
McKinley Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 3-5 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Second Steps Monthly Lessons	School Year 23-24	2nd steps program	Counselor	Teachers teach lessons to all classroom students			As of 4/22/24 77% of all lessons have been taught. First & fifth grade have the most completed lessons with 90% & 89 %	Not all teachers teach weekly	SEL improves behaviors and learning outcomes	Help teachers work second step into their day in chunks if they can't do it all at once
Suicide Prevention	Hello Week	Week of competitions and fun activities around saying hello to others and helping everyone feel welcome	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Each class will keep track of how many people they said hi to as school.		Fun week, lots of school wide engagement.	Not every teacher participates in the activities so students miss out	When the school climate is friendly kids are able to feel safe. A week focused on making friends helps students who feel lonely.	Get information out to teachers and parents sooner to increase engagement.
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.			Hope squad was organized	Fitting in meetings and activities in an already busy schedule for the counselor.	When fully implemented Hope Squad can help increase positive feelings school wide	Set up more consistent meetings, possibly have another staff member help to ensure meetings happen even when counselor is gone.
Bullying Prevention	Student Leadership (this group functions as our leaders and similar to a hope squad)	Twice a Month meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.			Student leaders are doing a great job and have helped create a positive climate at our school.	We need to create additional opportunities to get them more involved in the school.	This impacted our students and helped to build leadership skills within the leader groups.	Continue to look at and improve how student leaders are utilized.
Bullying Prevention	Hello Week	Week of competitions and fun activities around saying hello to others and helping everyone feel welcome	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Each class will keep track of how many people they said hi to as school.		Fun week, lots of school wide engagement.	Not every teacher participates in the activities so students miss out	When the school climate is friendly kids are able to feel safe. A week focused on making friends helps students who feel lonely.	Get information out to teachers and parents sooner to increase engagement.
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	PTA Planning	PTA	Students & Families			Kids love this assembly and it was really fun.	Pretty simple just some coordination	Some of the skits really help the students understand the negative affect of substances.	We will continue to have this assembly in the future. It is a great time and has a great message.
Substance Abuse Prevention	Tough club assembly	Nov. 3	Tough club from the high school puts on an assembly	Principal, cougar leaders	Students and families through email						
Mental Health	Second Steps Weekly Lessons	School Year 23-24	2nd steps materials	Teachers	Lessons weekly teacher led discussions			All teachers are using 2nd steps	Some teachers are using it better than others	The 2nd steps has helped with students socially.	We will continue to use an SEL.
Mental Health	Community Events - including Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 23-24	schedule of events	PTA Committee	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.			The PTA has done a great job getting the community involved in the education process and bringing them into school.	The PTA struggles getting a lot of parents involved. It is the same 5 parents that help out.	Getting students and parents to get involved has a great impact on our community and school	PTA is going to continue to help and get student and family involved.
Mental Health	Up themed year	School Year 23-25	Schedule of events	Different committees are responsible for different month activities to create a positive culture at the school.	Monthly activities, games, and discussion around up. Sept. Step up, Oct. Speak up, Nov Add up, Dec. Wrap up, Jan. Level up etc.			This is a great way that our school has build out school culture	None	This task was great and has helped the school to all feel welcome and part of the school.	We will continue to do monthly activities. We are going to create a culture committee.
Mental Health	Community events for students and families	School Year 23-24	Schedule of events	PTA,	Fall festival, Turkey Trot,			Our fall festival, and turkey trot were all well attended and a great time for the community.	Getting people to attend and planning the event are always a challenge.	It was fun to see parent and students in a different setting. It helps to build that outside connections.	We are going to continue to plan these events in the future.

School Prevention Plan (Due by September 18th, 2023)											
McKinley Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges come up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSJ students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Attendance	Perfect attendance (almost perfect) bike give away	End of School year	Student attendance records	Attendance committee	Bikes will be given to students who have almost perfect attendance, this will happen at the end of the school year.			Awards for attendance are given out every Friday.	Implementation	It was ok, but we will need to revisit this in the future.	We will continue to make some tweaks to this.
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need			We are giving out food to students and families in need	Getting food to all the kids in need consistently.	When students are well fed they are able to learn better.	Have another para or helper get the food packs to students backpacks during their lunch on Friday.
Positive Behavior Support	College & Career Days	School Year 23-24	guest speakers	Principal & Counselor	Communication will be provided as needed			Students loved the rotations and learning about different careers.	Having career day on a thursday we were unable to have as many parents present.	Help students believe that college can be for everyone. Expose students to different types of jobs early on so they can understand their potential.	Solicit more presentors from community partners to have more rotations.
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 23-24	training, program curriculum and rewards	Whole School/ Behavior coach, counselor	Communication will be provided as needed			We were able to get all of the teachers and paras trained in how we are going to address behaviors. Posters were hung around the school, and we had a positive ticket store.	Getting rewards to students, having all teachers consistent in handing out positive tickets.	Students were very motivated by the positive tickets, they were also able to buy fun things with them.	We need to make sure we are all using the same verbage and helping teach behaviors in specific locations.
Positive Behavior Support	Cool Cougars	School Year 23-25	Cool Cougar sheets and treats	Whole school, Principal	Communication to each student who receives a cool cougar sheet.	Baseline year		It was fun to call home and hand out Cool Cougars	We did not hand out very many	The students who got Cool Cougars were really excited	We need to up how many are handed out.
School Prevention Plan:											
Prevention Team Members: Jacob Bailis, Luano Julander, Luano Tureson, Ashlee Wise											
Date approved by School Community Council: 9/14/2023											
Prevention Plan Learning Targets (Address each of the 7 components): Yes											
Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.											
Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.											
Data that will be collected to determine the effect of plan: Panorama Student assessment (twice a year), counselor self-referrals, PBIS data, educator handbook data											

School Prevention Plan (Due by September 18th, 2023)											
North Park Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.			We got a lot of participation with Kindness week. We had different dress up days and a theme of being a Secret Kindness Agent. Classes and students were encouraged to do random acts of kindness without others knowing. The students loved it!	Finding a space to do some activities that were thought about. We dont have much space at North Park which can prevent some activities from being used. Kindness shoutouts were not used as often as hoped.	Kindness activities and week included all of the students. Everyone was encouraged to participate in activities and earn some prizes. Kindness was shared to all.	Take the activities and theme that worked and build on that and revise and try different activities to replace the ones students didnt engage with or participate as much with.
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data Supportive Relationships 92%, Self-Management 80%, Social Awareness 80%, Positive Feelings 74%, Challenging Feelings 58%		Hope Squad was able to help a lot with Kindness week. They made videos, created activities, and encouraged participation from all students. They wore their shirts weekly, had weekly meetings, and promoted kindness for everyone.	Finding a time to meet was a bit challenging due to the duration of lessons that Hope Squad should be learning weekly.	Our activities included ALL students. Our kindness activities were very inclusive and all students participated and got a chance to win a prize.	Continue to do activities, but we want to do more activities! Also have Jr. Hope Squad in other classrooms more often for all students to really get to know some of the members including reading books and spreading their knowledge of our weekly lesson to all grades and classes. Weekly birthday gifts for all students.
Bullying Prevention	Kindness Week	Planning of doing Kindness activities each Trimester.	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.			We got a lot of participation with Kindness week. We had different dress up days and a theme of being a Secret Kindness Agent. Classes and students were encouraged to do random acts of kindness without others knowing. The students loved it!	Finding a space to do some activities that were thought about. We dont have much space at North Park which can prevent some activities from being used. Kindness shoutouts were not used as often as hoped.	Kindness activities and week included all of the students. Everyone was encouraged to participate in activities and earn some prizes. Kindness was shared to all.	Take the activities and theme that worked and build on that and revise and try different activities to replace the ones students didnt engage with or participate as much with.
Bullying Prevention	SEL Monthly Lessons	School Year 23-24		Counselor				Was able to get 100% of classes taught each month, with 2 months having 2 lessons in the month. Found a curriculum district wide to use year long with grade level specific lessons and very interactive for students. Teacher can request a certain topic for their class if not being taught during the year.	Scheduling classroom lessons can be challenging	Every student in the school receives a classroom lesson monthly. All taught and prepared based on their grade level or development level.	Continue plan with grade level lessons and district wide curriculum.
Substance Abuse Prevention	DARE	This is a 10 week program for 5th grade students.	Schedule	Sherrifs Department - DARE Officer	Information will be communicated to 5th grade families through emails, teacher class texts, and notes.	Number of students participating and attending graduation from the program.		Students really liked having the officer come in	Scheduling Conflicts	All students in every class had access to the presentations and materials	
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	PTA Planning	PTA	Students & Families			Great student participation and school spirit	Dress up days can bring extra chaos	Something fun for all students to participate in	Plan next year

School Prevention Plan (Due by September 18th, 2023)											
North Park Elementary <small>Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.</small>											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Mental Health	SEL Monthly Lessons	School Year 23-24		Counselor				Was able to get 100% of classes taught each month, with 2 months having 2 lessons in the month. Found a curriculum district wide to use year long with grade level specific lessons and very interactive for students. Teacher can request a certain topic for their class if not being taught during the year.	Scheduling classroom lessons can be challenging	Every student in the school receives a classroom lesson monthly. All taught and prepared based on their grade level or development level.	Continue plan with grade level lessons and district wide curriculum.
Mental Health	OWL 10 Family Goals	School Year 23-24		Culture Club	Social Media, Fliers sent each month. Incentives weekly			We were able to take off the building management duties from the guiding coalition. Plan for fun community and staff involvement	Meeting before school can be hard	Activities were planned out with all students in mind	Continue with the team next year
Mental Health	Community Events - Light the Hill, Halloween Carnival, other community involvement activities.	School Year 23-24	schedule of events	PTA Committee, Principal, Culture Club	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.			Tons of community involvement and excitement around the school	Lots of planning	All students were welcome and invited to bring their families to the events	Continue working on community involvement
Attendance	Check-in intervention program	School Year 23-24		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention			We were able to get individual punch passes for students who struggle with attendance. We also did a brochure first to talk about attendance and the importance. It had some games about attendance and a bingo that they could turn in for a prize. Also once they got their punch pass completed they got another prize.	The Brochure with the Bingo and parent signature did not come back completed. Parents involvement was small.	All students had access to this intervention. We had contact with parents for students to talk about current situations and how we can help get their student to school.	Continue next year with individual attendance interventions. Have a written completed plan of what this looks like so teachers, parents, and school are all on the same page.
Attendance	OWL 10 Family Goals	School Year 23-24		Culture Club	Social Media, Fliers sent each month. Incentives weekly			Tons of students participating	Finding time for rewards	Everyone was given OWL 10 papers and invited to participate	Continue into next year
Attendance	Grade Level Attendance Races	School Year 23-24	Bulletin Board For Data	Counselor	Social Media, Announcements, Fliers sent each month. Incentives weekly			Monthly Bulletin Board went great. Kids would keep checking to see how far along their grade level was and who was winning. Monthly videos sent to students to announce winners and show next month's bulletin board. Rewards were motivating and we saw more participation as the year went on.	Starting to motivate kids. We did start with a school wide attendance program to start off the monthly attendance rewards, but it was hard to get teachers and students motivate before they had won.	Attendance issues with TSI students are high. We continued to motivate and have positive and motivating communication with student and parents. We also did individual motivators and check ins.	Communicating more with parents and getting them involved. Plan to have some data on Newsletter to let parents see where we are at as grade levels.

School Prevention Plan (Due by September 18th, 2023)											
Please make sure that you address <u>Suicide Prevention</u> , <u>Bullying Prevention</u> , <u>Substance Abuse Prevention</u> (including vaping), <u>Mental Health</u> (knowing how to ask for help), <u>Attendance</u> , <u>Protective Factors</u> , and <u>Positive Behavior Support</u> . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Descriptor of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need			Weekly Food bag involvement doubled this year. Counselor really reached out to promote this resource and let all families have the opportunity to apply for a weekend food bag. We also did a big christmas drive in school due to outside resources not being available. We helped a lot of families in need with a lot of supplies for christmas!	Some weeks we started running out of food due to delays in Utah food bank deliveries. Also the system of giving out bags, some students feel embarrassed but grateful to receive the bag. The time for planning and organizing was big.	Positive relationships were built with families and students that use this resource.	Continue this next year. Continue to promote and start on Christmas drive earlier in the year.
Protective Factors	SEL Monthly Lessons	School Year 23-24		Counselor				Was able to get 100% of classes taught each month, with 2 months having 2 lessons in the month. Found a curriculum district wide to use year long with grade level specific lessons and very interactive for students. Teacher can request a certain topic for their class if not being taught during the year.	Scheduling classroom lessons can be challenging	Every student in the school receives a classroom lesson monthly. All taught and prepared based on their grade level or development level.	Continue plan with grade level lessons and district wide curriculum.
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	School Year 23-24		Counselor				All classes and students were taught 2 lessons in January. Students participated and engaged with the lesson and activities.	New program so had to learn how best to teach it and come up with ways to engage students with lessons.	All students were given the lessons and activities. Two adults were in the classroom during lesson to check for signs of distress. Counselor reminded them that she was there if they wanted to check in or talk after lesson.	Continue plan
Positive Behavior Support	College & Career Days	School Year 23-24	guest speakers	Principal & Counselor	Communication will be provided as needed			Performed a school wide March Madness bracket competition to win donated jerseys. Powerpoints and updates were made, students were motivated and engaged. Created a school wide Colleg and Career Week. Powerpoint with daily activities and ways kids can learn about college and win some college swag.			
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 23-24	training, program curriculum and rewards	Whole School	Communication will be provided as needed						
Positive Behavior Support	Owl 10	School Year 23-24		Culture Club	Social Media, Fliers sent each month. Incentives weekly			Tons of students participating	Finding time for rewards	Everyone was given OWL10 papers and invited to participate	Continue into next year

School Prevention Plan:
 Prevention Team Members: Team Leaders, counselor, principal, culture team
 Date approved by School Community Council:
 Prevention Plan Learning Targets (Address each of the 7 components): See each component
 Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.
 Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.
 Data that will be collected to determine the effect of plan: Panorama Student assessment (twice a year), counselor self-referrals, PBIS data, Educator Handbook data, community involvement and feedback

School Prevention Plan (Due by September 18th, 2023)											
3MC Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 topics, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 16, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	EXAMPLE: Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	School Counselors	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self-Efficacy) (86%, 74%, 66%, 57%, 52%, 52%) Sharp Survey (Depression (19.5%), Isolated (32.8%), Hopeless (28.7%)) School Climate Survey (Students know how to report a safety concern, bullying, or dangerous situation (71%))	Panorama Data Supportive Relationships Self-Management Social Awareness Grit Growth Mindset Self-Efficacy End of Year Survey Depression Isolation Hopelessness Know how to report				
Suicide Prevention	Second Steps Monthly Lessons	School Year 23-23		Counselor				Lessons taught in all classrooms	none	all students participated	continue this next year
Bullying Prevention	Kindness Week	Week of Feb, 5th-9th	TBD	Counselor/Admin	Information will be communicated to families through emails, teacher class texts, and notes.			Kids celebrated kindness week with special tickets for being kind, making a banner, learning about friendship	This activity had no challenges	All students in the school participated	continue this next year
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.			Hope squad training, meetings	Finding additional things that these students could be in charge of	All students had access to apply to be on the Hope squad	continue this next year
Bullying Prevention	Student Council	Twice a Month meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.			Students had meetings, helped planned activities and became leaders in the school.	Finding the time for everything	All students had access to apply to be a student council member and all students participated in this activity	continue this next year
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 3	PTA Planning	PTA	Students & Families			Students signed a banner to be drug free, bracelets given, and lessons taught to students.	Finding volunteers	all students have participated	continue this next year
Mental Health	Community Events - including Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 23-24	schedule of events	PTA Committee	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.			Many PTA events such as movie night, Turkey Trot, Field day, and birthday tables.	Finding volunteers	all students have participated	continue this next year
Attendance	Check-in intervention program	School Year 23-24		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention			Those who struggle with attendance have been given an intervention to help with this. All students in this intervention have improved attendance.	Some parents do not want to recognize there is an attendance problem.	Those who needed this resource have access.	Out of the 3 students on attendance plans, 2 of the students have improved and attend almost daily.
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need			Those who have needed food for the weekends, have received food.	None	Those who needed this resource have access.	Continue next year
Protective Factors	Second Steps Monthly Lessons	School Year 23-24		Counselor				Lessons taught monthly	scheduling	all students participated	Continue next year

School Prevention Plan (Due by September 18th, 2023)											
Western Schools											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavioral Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2024)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Kindness Week	January 2024	TBD	School Counselors/ Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57%, Grit 60%, Self Efficacy 57%, Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	How simple it was, day by day schedule and videos, counselor provided everything for us.	miscommunication- who was in charge- school or counselor; Not all classes doing it;	Gave inclusion to all; positive safe environment	revise with better communication
Suicide Prevention	Second Steps Monthly lessons	School Year 2023-2024		Counselors/ teachers		Educator's Handbook incidents 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educator's Handbook incidents 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Helping students understand emotions	Set a time and be committed ; more training	Gave inclusion to all; safe positive environment; have the knowledge and SEL skills	Revise- More training and schedule
Bullying Prevention	Kindness Week	January 2024	TBD	Counselors/ teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57%, Grit 60%, Self Efficacy 57%, Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	How simple it was, day by day schedule and videos, counselor provided everything for us.	miscommunication- who was in charge- school or counselor; Not all classes doing it;	Gave inclusion to all; positive safe environment	revise with better communication
Bullying Prevention	Student Leadership	Monthly Meetings	TBD	SBO advisor/ Principal	Information will be communicated to families through emails, teacher class texts, and notes.	panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57%, Grit 60%, Self Efficacy 57%, Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	Being used effectively giving students a chance to be a role model	communication, inclusion	Gave inclusion to all; positive safe environment	revise with better communication
Substance Abuse Prevention	DARE	This is a 10 week program for 3-6th grade students.	Schedule	Sherrif's department- DARE officer	Information will be communicated to 3rd-6th grade families through emails, teacher class texts, and notes.	Number of students participating and attending graduation from the program.	Number of students participating and attending graduation from the program.			This program was discontinued due to position changes and position not filled.	Revise Plan- Work with Deputy Allred on who the replacement/ new Hire will be. Make contact early to create a schedule.
Substance Abuse Prevention	Red Ribbon Week	Oct 30-Nov 2	TBD/ Planning Time/ Prizes	SBO/ Teachers/ Principal/ PTO	Information will be communicated to families through emails, Teacher class texts, and notes.	Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57%, Grit 60%, Self Efficacy 57%, Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	Focus on specific topics discussions with students.	Remembering each assigned days tasks.	Positive and deep conversations that students can apply to other aspects of their life.	continue the plan
Substance Abuse Prevention	Botvin Life Skills Training	School year 2023-2024	TBD	Teachers	Teachers will communicate to families before starting.	Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57%, Grit 60%, Self Efficacy 57%, Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	Students love the information and knowledge they gain	Timeline and expectation to teach it; need more training for teachers; supplies for students- books	Gave inclusion to all; safe positive environment; have the knowledge and life skills	Revise- More training, supplies and schedule
Mental Health	Second Steps Monthly Lessons	School year 2023-2024		Counselors/ teachers		Educator's Handbook incidents 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educator's Handbook incidents 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Helping students understand emotions	Set a time and be committed ; more training	Gave inclusion to all; safe positive environment; have the knowledge and SEL skills	Revise- More training and schedule

School Prevention Plan (Due by September 18th, 2023)											
Western Schools											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Mental Health	Community Events - including PTO events, Turkey Trot, Community Involvement Activities, PTO, etc.	School year 2023-2024	Schedule of Events/ TBD	PTO/ Staff	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57% Grit 40% Self Efficacy 57% Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	PR, Relationships, includes everyone; everyone welcome, some schedule	can't please everyone; communication	involves family and integration, brings family to the school	continue the plan
Attendance	HERO club	School year 2023-2024	TBD	Counselors	Students will be invited to join when they have a pattern of absences.	Attendance data taken from Apire 1st Tri- 95.96%	Attendance Data taken from Apire 2nd Tri- 95.58% 3rd Tri- 95.11%	This item did not get completed due to change in counselors schedules	schedule and time	NA	Revise the plan- Create a HERO club with concise action plan not dependent on counselor and do school wide
Attendance	Attendance Phone calls	School year 2023-2024	Thrill share set up correctly	Principal	Parents receive automated call/ email to notify them of an attendance issue.	Attendance data taken from Apire 1st Tri- 95.96%	Attendance Data taken from Apire 2nd Tri- 95.58% 3rd Tri- 95.11%	Parents are calling school more often to excuse an absence.	The time of day the message went out, when subs are there and getting the absence entered before the call goes out.	Letting them know we care and are worried about them. Parent accountable, safety for students.	Revise how subs enter absences and time of day the phone call goes out.
Protective Factors	Food & Clothing Assistance Program	School year 2023-2024	clothing & food donations	Principal/ counselors	Those identified as having a need	Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57% Grit 40% Self Efficacy 57% Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	Meeting students needs	sizes of items	Addressed their basic needs	Continue plan
Protective Factors	Second Steps Monthly Lessons	School year 2023-2024		counselors/ teachers		Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57% Grit 40% Self Efficacy 57% Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	Helping students understand emotions	Set a time and be committed; more training	Gave inclusion to all, safe positive environment, have the knowledge and SEL skills	Revise- More training and schedule
Protective Factors	White Ribbon Week (PV secondary)	November 2023	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.			This event usually is ran by the secondary counselor and it did not happen.	Now counselor changes and communication	It would have given the same knowledge and skills to all students.	Creates a new plan- More communication and a plan at the beginning of the school year.
Protective Factors	3 strands (Safe Touch & Human Trafficking) Lessons	School year 2023-2024		counselor		Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57% Grit 40% Self Efficacy 57% Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	Lesson given, Task completed; students comfortable to ask questions; goes with second steps; positives from parents	tummy hurt- nightmares; a couple parent concerns with k-2 curriculum	students being given the knowledge in case they need them in a life situation, Awareness of what is NOT ok.	revise the plan- use second steps and 3 strands in conjunction. Also possible different wording.
Positive Behavior Support	College & Career Days	School year 2023-2024	Guest Speakers/ TBD	Principal/ counselors	Communication will be provided as needed	Panorama Data Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings 57% Grit 40% Self Efficacy 57% Growth Mindset 41%	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, positive feelings, challenging feelings) (94%, 80%, 80%, 82%, 63%)	This event has not happened yet	Counselor and who is over this task	TBD	Revise the plan to assign to a staff member who works with counselor. Show students a video about careers.

School Prevention Plan (Due by September 18th, 2023)											
Western Schools	Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Executive Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps)
Positive Behavior Support	Integration of PBIS Schoolwide System	School year 2023-2024	Training, program curriculum, rewards, Expectation posters/matrix, Google forms for referrals	Whole school	Communication will be provided as needed	Educator's Handbook incidents 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educator's Handbook incidents 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Consistency between staff and schools. Know expectations.	Not everyone is on board and following through with expectations and consequences.	Everyone is treated the same. Repetition is GREAT to help students learn the expectations.	Continue but add more personalized training/followup.
School Prevention Plan:											
Prevention Team Members: Melissa Morris, Joylene Ritchie, Samantha Sproul, Jill Dallon, Rachael Barker, Lydia Harris, Chanelle Johnson, Bobbi Jones											
Date approved by School Comm 9/18/23											
Prevention Plan Learning Targets (Address each of the 7 components): See each component											
Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.											
Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.											
Data that will be collected to determine the effect of plan: Panorama Survey results (twice a year), PBIS data, Educator Handbook, Teacher input, community involvement, and feedback.											

School Prevention Plan (Due by September 18th, 2023)											
Willard Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category of goal has 3-5 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Descriptor of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Kindness Activities	Planning of doing Kindness activities each Trimester.	TBD	School Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Educator Handbook: First Trimester 27 total incidents, Second Trimester 42 total incidents	Educator Handbook: Third Trimester 45 total incidents	Feb 12-15 Daily themes with an activity, story and action that went along with the theme. Kindness week plan	Not all the teachers passed out the hand outs to the students, lack of follow through.	Kindness week helped all students learn how to be kind to each other. We specifically talked about being kind to everyone no matter the race, color, or differences.	Office referrals and minor incidents for being disrespectful were down during kindness week and the following weeks.
Suicide Prevention	Second Steps Monthly Lessons	School Year 23-24	Second Step Lessons, and week supplies for lessons	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Growth Mindset Teacher Survey Results: Kindergarten: likes to try things that are hard 74%, believes he or she can learn something if he or she works hard at it 82%, gets embarrassed if he or she makes a mistake 14%, quits when something gets difficult or hard 13%, thinks there are things he or she will never be good at 3%, is bothered when he or she make a mistake 6% First Grade: likes to try things that are hard 55%, believes he or she can learn something if he or she works hard at it 64%, gets embarrassed if he or she makes a mistake 22%, quits when something gets difficult or hard 20%, thinks there are things he or she will never be good at 14%, is bothered when he or she makes a mistake 20%	Growth Mindset Teacher Survey Results: Kindergarten: likes to try things that are hard 78% , believes he or she can learn something if he or she works hard at it 83% , gets embarrassed if he or she make a mistake 22% First Grade: likes to try things that are hard 52% , believes he or she can learn something if he or she works hard at it 69% , gets embarrassed if he or she makes a mistake 16% , quits when something gets difficult or hard 17% , thinks there are things he or she will never be good at 8%, is bothered when he or she makes a mistake 13%	Weekly lessons- Growth mindset, empathy and kindness, problem solving, emotion management, and bully prevention. second step weekly lessons	Teacher need to follow through, especially where Mrs. Barker is teaching the main portion of the lesson. We need teachers to use the vocabulary, and follow up with the skills.	Without these lessons, students would not learn the social skills they need. We also teach conflict resolution which is new to many kindergarten and first grade students. These classes impact every student, and gives them the social skills they need to get along with others.	We will continue weekly lessons, but will include teachers in teaching and instructing students. Will pair up counselor and teacher to do the lesson.
Bullying Prevention	Kindness Activities	Planning of doing Kindness activities each Trimester.	TBD	School Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Educator Handbook: First Trimester 27 total incidents, Second Trimester 42 total incidents	Educator Handbook: Third Trimester 45 total incidents	It is in the second step lessons it was in the kindness lessons. The PTA did a week campaign of "Sprinkling Kindness."	Students implementing the skills and giving the students the practice of the skills. Putting it all into action is hard.	It did give students the skills needed to be kind and learn how to interact with other students. It will take time for students to understand and be able to use the skills more regularly.	We will continue to teach kindness, and reinforce when the skills are being implemented.
Bullying Prevention	Second Steps-Bully Prevention Lessons	February	Second Step 4 Lesson Curriculum	Counselor/Teachers	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator Handbook: First Trimester 27 total incidents, Second Trimester 42 total incidents	Educator Handbook: Third Trimester 45 total incidents	Bully prevention is taught every week in March through the Second Step Program. See second step lessons plans document linked previously.	When we talk about bullying we get more reports from students. We then have to teach them the difference from someone just being mean, and what bullying really is. It brings awareness which is good, but it also brings misunderstanding of what bullying is.	It helps students who are more prone to bullying because they learn how to advocate for themselves, and become more aware of what bullying is. It also makes staff and faculty more aware of the issue.	We will continue to teach bully prevention and monitor the bullying reports in Ed Handbook.
Substance Abuse Prevention	Counselor Lesson-Healthy Lifestyle	Last week in October	Lesson	Counselor	Communicated to students throughout the week, by the counselor and teacher, and communicated to parents through newsletter, and website			Lessons were given to the students about making healthy choices, and what good things we should eat and put into our bodies.	It was incorporated with Red Ribbon week, so a lot of information was given to students.	It helped all students learn how to eat healthy and take care of their bodies through exercise, and good health practices.	We will continue with this program next year, and do it in conjunction with Red Ribbon Week. We want to show them the positive side of not doing drugs.

School Prevention Plan (Due by September 18th, 2023)											
Willard Elementary											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 3-5 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Substance Abuse Prevention	Red Ribbon Week	Last week in October	Our PTA plans this event and provides the supplies needed	PTA	Communicated to students throughout the week, by the counselor and teacher, and communicated to parents through newsletter, and website			This was run by our PTA with daily themes, activities and handouts for the students. Students had fun with all the activities and learned the importance of not doing drugs.	There were alot of activities for teachers to keep up with. Some handouts did not get sent home.	It helped all students learn the importance of not doing drugs.	The PTA will continue to do Red Ribbon Week next year, and will continue to help support students learning about the hazards of doing drugs.
Mental Health	Community Events -	School Year 23-24	schedule of events	PTA Committee	Information will be communicated to families through emails, website, teacher class texts, and notes.			PTA Movie Night in April, this event will bring families together and give families a place to socialize and have community unity.	The event is scheduled outside, and it is forecasted to rain. Alternative location needs to be planned.	It give the students and families the opportunity to meet each other, interact, see and celebrate differences.	We will continue to have events that will encourage and support community engagement and involvement in the school.
Mental Health	Second Steps Monthly Lessons	School Year 23-24	Second Step Lessons, and week supplies for lessons	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator Handbook: First Trimester 27 total incidents, Second Trimester 42 total incidents	Educator Handbook: Third Trimester 45 total incidents	Weekly lessons- growth mindset, empathy and kindness, problem solving, emotional management, and bully prevention, and social skills. second step weekly lesson plans	Teachers need to follow through, especially where Mrs. Barker is teaching the main portion of the lesson. We need teachers to use the vocabulary, and follow up with the skills.	Without these lessons, students would not learn the social skills they need. We also teach conflict resolution which is new to many kindergarten and first grade students. These classes impact every students, and gives them the social skills they need to get along with others.	We will continue weekly lessons, but will include teachers in teaching and instructing students. Will pair up counselor and teacher to do the lesson.
Attendance	Attendance Intervention	School Year 23-24	TBD	Counselor, Receptionist, Principal	Students, families, and teachers who are assigned to this intervention	Aspire: 93.96 % attendance	Aspire: 93.44 % attendance	We looked at attendance weekly. At first trimester and PTC, we sent letters to parents of students who had poor attendance. Since our students are in kindergarten and first grade many parents are unaware of the importance of regular attendance. We educate parents with the data on attendance and how academic success is related. We help parents find solutions to get students to school regularly.	Helping parents understand the importance of attendance, and how it affects academics even in kindergarten and first grade.	It helps all students, and by being at school regularly, it gives them the best chance to be successful.	We will continue to monitor attendance weekly, and follow up with letters, phone calls, and interventions.
Attendance	Check-in intervention program	School Year 23-24	attendance data, check-in procedure, prizes for incentives	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Aspire: 93.96 % attendance	Aspire: 93.44 % attendance	Through our letters and positive interactions with parents, no students needed a check in plan. Attendance Letter	We looked at attendance weekly. At first trimester and PTC, we sent letters to parents of students who had poor attendance. Since our students are in kindergarten and first grade many parents are unaware of the importance of regular attendance. We educate parents with the data on attendance and how academic success is related. We help parent find solutions to get students to school regularly.	Helping parents understand the importance of attendance, and how it affects academics even in kindergarten and first grade.	It helps all students, by being at school regularly, it gives them the best chance to be successful.

School Prevention Plan (Due by September 18th, 2023)											
Please make sure that you address Suicidal Thoughts, Bullying/Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention										End of Year Reflection (Due April 15, 2024)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges come up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need			The Kind Fund was amazing and we were able to support many students with new, clean, clothes. We also used the food pantry to supply students with weekly food packets if needed.	Connecting the student to the need, and having parents letting us know they were in need.	This impacted one of our homeless students, and gave her many new clothes, and food for the year, and made a positive impact on her.	We will continue working with the Kind Fund and the food pantry to support students in need.
Protective Factors	District Program/Lessons	School Year 23-24	District Program/Lesson, and week supplies for lessons	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator Handbook: First Trimester 27 total incidents, Second Trimester 42 total incidents	Educator Handbook: Third Trimester 45 total incidents	We presented to all students the district Kindness and Harassment lesson, as well as the 3 strand safe touch lessons.	Getting the correct information out to teachers, and making them aware of the district programs, and changes.	It helped all students learn the appropriate way to act, and how to be kind to others.	We will continue to follow and implement district programs.
Protective Factors	BESD Elementary Harassment Presentation	September 24	District Presentation	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator Handbook: First Trimester 27 total incidents, Second Trimester 42 total incidents	Educator Handbook: Third Trimester 45 total incidents	We presented to all students the district Kindness and Harassment lesson, as well as the 3 strand safe touch.	Getting the correct information out to teachers, and making them aware of the district programs, and changes.	It helped all students learn the appropriate way to act, and how to be kind to others.	We will continue to follow and implement district programs.
Positive Behavior Support	College & Career Days	School Year 23-24	guest speakers	Principal & Counselor	Communication will be provided as needed			We have this planned for May 17. Students look forward to this yearly event. career day letter home	Planning, and coordinating presenters	It shows all students the many jobs and career options. It encourages them to learn, and work hard to achieve their dream.	This is a yearly event that we will continue to do. The students love it, and it involves the community.
Positive Behavior Support	Integration of PBIS School Wide System	School Year 23-24	training, program curriculum and rewards	Whole School	Information will be communicated to families through emails, teacher class texts, and notes.	Educator Handbook: First Trimester 27 total incidents, Second Trimester 42 total incidents	Educator Handbook: Third Trimester 45 total incidents	We incorporated our PBIS plan, and it has been a success. Students know our school rules, procedures and expectations. Our weekly coin incentive and monthly school wide activity incentive has been very positive, students have responded well and behavior was improved.	Faculty and Staff following through. The more consistent we were on following our plan, the better results we saw.	It helped all students, and gave them all an equal chance to earn rewards. It also helped us be more respectful, responsible, and safe. It also helped with consistent consequences, so all were treated fairly when disciplined.	We will review our current PBIS plan, and adjust anything needed for next school year.

School Prevention Plan:

Prevention Team Members: Heather Godfrey, Raehoel Barker, Cheryl Faerber, Natasha Morgan, Lori Jacobson, Kori Burgraff
 Date approved by School Community Council: November 27, 2023
 Prevention Plan Learning Targets (Address each of the 7 components): Yes
 Prevention Plan Description: Help all students to be able to build solid relationships, and feel connected to the school, limiting their risk factors for substance abuse, suicide and other major issues.
 Prevention Plan Success Criteria: I know we are successful when we have completed the plan we have put above.
 Data that will be collected to determine the effect of plan: April 1, 2024

School Prevention Plan (Due by September 18th, 2023)

ACHH											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Restorative Practices, and Positive Behavior Supports. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year date (cite source)	End of the year date (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new
Suicide Prevention	Hope Squad prevention activities each month	Hope Squad will meet monthly or as needed to plan activities.	Hope Squad advisors, training, meeting with admin to review expectations, plan events.	Hope Squad Leaders	Hope Squad will communicate with the entire school through Advisory and through the presentations they give at our school.			The activities were held, the HOPE squad was involved in planning and carryin gout the activities, and developing leadership.	Not every student was interested in participating in all activities. It did not reach all at risk kids as we had hoped.	Our Hope squad was able to reach out to several students with Disabilities, and students who struggle with behavior on their IEP and could be mentors. The stuents were not told of the IEP status.	We would like to extend next year and intentially find ways to reach some of our ELL students to strengthen school-wide connections, as well as some of our at-risk student population. This would happen by looking for ways on a needs assessment with certain populations of students in their needs assesment.
Suicide Prevention	Healthy Habits unit for all 7th graders Harris SEL Student Resources Guideline...			Admin team, Teachers, ESP, all school employees are teachers.				Counselors were able to visit every 7th grade classroom and teach the curriculum	It was challenging to have counselors be busy during the regular school day. Some students might have needed to wait to visit with the counselors	All student groups were impacted equally (all students were visited)	Counselors will reflect on this instruction and make changes accordingly.
Bullying Prevention	Bullying and Harassment Prevention Counselor presentations regularly in each classroom; monthly faculty restorative justice skill practice in faculty meeting; 4 times per week advisory with presentations, slides, videos and practice with their advisory teacher. Counselors, Admin and LCSW teach regularly as part of counseling and discipline ISS teacher teaches with modules and accountability projects. Communicating with parents what they can support and reinforce at home.	Counselor presentations regularly in each classroom; monthly faculty restorative justice skill practice in faculty meeting; 4 times per week advisory with presentations, slides, videos and practice with their advisory teacher.	Restorative justice training, Respect agreements established in each classroom, with posters on each wall. Advisory scope and sequence.	Admin team, Teachers, ESP, all school employees are teachers.	Admin team, Teachers, ESP, all school employees are teachers.	Panorama category of student supports and environment, showed we have an area of need in students Panorama SEL data	We will look for our data to improve in those areas	Restorative justice trainings occurred; Respect agreements established in each classroom, with posters on each wall. Advisory scope and sequence developed. On our end of year data, we had an increase in Equity and Diversity, and in Grit.	Advisory felt too short sometimes to be able to go deeper into discussion topics.	Our diversity and Equity sometimes to be able to go deeper into students experiences.	The next steps for us based on our data is to continue to promote strategies for Self-Management.
Substance Abuse Prevention	Red Ribbon week, with advisory lessons that focus on drug prevention, JJS liaison visits and teaches smoking cessation class as needed. Healthy habits class, skills for success class with 7 habits training.	Each Tuesday based on referal	Skills for success Teacher, JJS rep, Healthy Habits teacher	Admin as needed	Red Ribbon week on October, Advisory	Panorama SEL data	Panorama, Educators Handbook	Red ribbon week was successful. We also received more district support from the school nurses who helped with vaping cessation classes and one on one support for students.	Minor planning challenges	All student groups participated and learned about drug prevention	Counselors will reflect on red ribbon week with administration and make changes accordingly.
Mental Health	Healthy Habits unit for all 7th graders; Counselors teach coping strategies Harris SEL Student Resources Guideline...	Counselors teach in each class monthly	Teacher teams, counselors, Administration	Admin team, Teachers, ESP, all school employees are teachers.	Consistoly, in teaching sessions, in advisory, Hope Squad messages.	Panorama SEL data	Counselor data educators handbook.	Counselors were able to visit every 7th grade classrom and teach the curriculum	It was challenging to have counselors be busy during the regular school day. Some students might have needed to wait to visit with the counselors.	All student groups were impacted equally (all students were visited)	Counselors will reflect on this instruction and make changes accordingly.
Attendance	Building relationships with students the Love and Logic Way. Develop engoging instruction that students want to attend for. We work in conjunction with the Boys and Girls club of Tremonton. Our teachers run some of the clubs. These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and ongoing activities for students within their school and community.	On and ongoing basis	Attendance contracts, attendance incentives	Admin team, Teachers, ESP, all school employees are teachers.	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.	86% attendance rate last year	88.9% attendance rate so for this year (4/24/2024) as reported on Panorama	Working to build relationships with students	It is a struggle to work with things that are outside of our control (parents, sickness, vacations)	We didn't have data breaking down for each protected classes. ELL coordinator, attendance was discussed.	Continue plan. Collect attendance data for specific subgroups. Have each team set a goal to help support our sub group students.
Protective Factors	Healthy Habits unit for all 7th graders Harris SEL Student Resources Guideline... Kindness focus, kindness week, positive staff relationships	Each 7th grader takes this class. All staff will be familiar with and know school-wide focusses and will reinforce them.	Guiding coalition, PBIS team, Admin team, SEL student resources.	Admin team, Teachers, ESP, all school employees are teachers.	As a school, we have also planned to have three external presenters come and share messages about kindness, bullying prevention and goal setting strategies. 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 Shara, 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.	Panorama SEL data	Panorama, Educators Handbook	Respect agreements were established in all classrooms to define what the behavior expectations are for each class reinforcing our school-wide behavioral expectations. The curriculum for our Healthy Habits class was established. Admin worked hard this year to build staff culture and to promote positive interactions. When asked by district representatives, Harris students and staff were all in the proficient area about PBIS indicators.	Our Healthy Habits teacher was gone on extended leave and the class was impacted because of her absence.	All students benefited from additional strategies, improved focus on PBIS strategies, and school-wide expectations.	The data show 90% supportive relationships, and an increase in the area of students belief that they could influence their own learning and grow by 6% increase.

School Prevention Plan (Due by September 18th, 2023)

ACH1 Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Structural Factors, and Positive Behavior Supports. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.

Tasks for Prevention								End of Year Reflection (Due April 15, 2024)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new
Positive Behavior Support	School rules systematically taught via advisory. 3 rules.	Advisory 4 times per week/ 1st trimester	District code of conduct, Tights and lose district document	PBIS team	Intro faculty meeting, advisory weekly		Educators handbook	Teaching school rules systematically helped make sure that everyone was using the same language to describe behaviors. Almost all of students knew the 3 school rules.	Figuring out who was posting were and when in canvas. Initially there were some struggles, but all of the kinks were worked out.	All students were taught in advisory. All student groups were impacted.	Continue and add in more time for the teaching of school rules. Give counselors more time for bigger topics.
Positive Behavior Support	School-wide Behavioral flow chart Behavior Flow Chart 23/24	Ongoing, started at beginning faculty meeting	Chart, practice time in faculty meetings with scenarios	Guiding coalition, admin team	Faculty meeting and tier 2 and 3 staff meetings	Educators handbook	Educators handbook	All staff trained on the flow chart, so all staff would know what areas to classify level 2 and 3 behaviors. We were able to train teachers explicitly on how to enter incidences, and how to be accurate in what we say objectively.	Some teachers would try to jump to sending us info without entering it into EH at the start of the year. But admin trained consistently on its use and that we support all behavior entered into educators Handbook. The incidences of teachers entering in become consistent and accurate.	All students were supported in behavior supports as well as accountability projects as we were able to help students individually as we worked on their behavioral infractions.	Continue plan with revisions. Make adjustments for how we are using educators handbook, provide additional training to all staff using the flow chart, and district code of conduct expectations for student behavior.
Positive Behavior Support	School-wide Behavioral levels Harris Intermediates Behavioral Levels	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

School Prevention Plan:
 Prevention Team Members: David Lee, Jonathan Coll, Kim Miller, Karen Christiansen, (PBIS team), Chanelle Johnson
 Date approved by School Community Council: Our C.C. will not meet until after Oct 1st.
 Prevention Plan Learning Targets (Address each of the 7 components):
 Prevention Plan Description:
 Prevention Plan Success Criteria:
 Data that will be collected to determine the effect of plan: Educators handbook, Panorama, surveys Counselors give pre and post

School Prevention Plan (Due by September 15th, 2024)											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behaviors .											
Goal: Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff!											
Title: See Prevention											
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task, and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including...)	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New)
Attendance	Attendance month, held in the month of September to make students aware of the importance of being in school and the benefits associated including building strong connections with peers and adults in the building, higher graduation likelihood, increased learning, all of which help students decrease the chance of succumbing to peer pressure.	September 2023	Videos to be shown in classrooms during Homeroom	Counselors	Website, social media, flipbooks, in school announcements	Panorama	90% attendance year to date	We did an attendance survey, we also held an attendance activity every month that students were invested in attending.	The school has no power to enforce attendance requirements due to state legislation.	Because there is no legal expectation for students to be in school, our most at-risk students were often the ones with absenteeism problem.	We will continue to encourage attendance by using incentives and reward activities. We will also continue to send letters home and schedule parent and student meetings with administration.
Attendance	School Rewards RISK rewards: Perfect Punctuality Positive behavior rewards Student of the month, Attendance HERO Citizenship These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities within the 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).	Throughout the year	Funding for rewards and input from faculty, staff and students	PBIS Team	Emails, website, text messages		90% Attendance to date	We encouraged students to be in school, teachers made phone calls and sent emails to encourage students to be in school if a student missed more than 3 days in a row. While this did not mitigate all attendance issues, it helped to communicate with our students and parents that their teachers were noticing them and cared for their wellbeing.	Not all teachers sent emails, and so sometimes students fell through the cracks.	Although there was an increase in attendance from several at-risk students, it did not always work for all students.	We will continue to encourage attendance by using incentives and reward activities. We will also continue to send letters home and schedule parent and student meetings with administration. We will also expect ALL teachers to be checking their class rosters and sending emails more consistently.
Attendance	Boys and Girls Clubs Morning Gym After-school Programs We work in conjunction with the Boys and Girls club of Brigham City. Our teachers run some of the clubs. These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community.	Starting in September and continuing the whole year	Collaboration from volunteers as well as teachers to run some of the programs	Boys and Girls club coordinator Peer sports advisors	liers at school, announcement over intercom		100 students enrolled, 100 consistently attending	Our coordinator was able to recruit and retain a large pool of students, which meant that approximately 10% of our student body was regularly receiving additional educational and social support.	Decrease in funding from Boys and Girls club.	All students were encouraged and invited to participate, many of our underrepresented students chose not to participate in the programs.	We will provide additional advertisement and send information to parents through several different means, including greater visibility during back-to-school night and FITCs.
Bullying Prevention	Bullying and Harassment Prevention, Counselor presentations regularly in each classroom Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behaviors. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online.	Throughout the year in individual classrooms	time within the classroom for counselors to provide presentations and lesson throughout the year	Counselors present and administration coordinates as needed	mass emails to parents regarding dates of activities		Counselor lessons were done consistently throughout the year, including in the CCA classrooms as well as DLI classrooms to ensure all students received the material	Counselors were able to go into all planned classes and schedules were adjusted in situations where a counselor was not available on a specific date. Counselors were more visible to students, and therefore more approachable.	This approach takes away from class time, and having counselors teaching in classrooms sometimes resulted in them not being available to help students who may have been in crisis	Because ALL students received these lessons, it provided with a baseline for the counselors on school as well as student specific needs. By having taught the lesson to the whole student body, it created a jump off point for counselor/student and student/admin jump off point	Data will continue to be gathered and analyzed, but will also need to be shared with administration so that they can better see it when talking to students.
Bullying Prevention	ACVISEL resources by having these resources available, students can make connections with adults in their school that can help guide them to make good choices and for the most part resources available at school. Counselor services can help students with social skills.	Ongoing	Supplies in the counseling office, empowerment	Counseling secretary, LCSW, guidance counselors	permission slips, call slips		Panorama reported an increase in understanding and tools to deal with bullying	Lunch time activities were carried out every month with a different focus, we had our Hope Squad help with all of the activities which also provided them with visibility and opportunities to make connections the whole student body	lunch activities take away from class time for the students who are participating with the Counselors	Students had access to different activities which they may not normally have and provided an avenue for increasing understanding	We need to increase education for both students and parents so they understand the distinction between bullying and unkind behavior.
Mental Health	Students meet with counselors and as needed are referred to multi LCSW who then can refer to BRMH for continued and additional services	Ongoing		Counselors, LCSW	as needed to those families that could benefit from the service		LCSW had a case load of approximately 30 students in our school and more were added either as a triage	Counselors, administrators and parents communicated amongst themselves as well as with external entities to bring resources to the school and provide those resources to parents as needed	Sometimes parents did not understand the purpose or limitations of counselors and were not available to bring students about topics that are not allowed by the law to be discussed within a school setting. In addition, parents sometimes requested services and did not follow through with encouraging their students to take advantage of said services.	Many of our students were able to access services that they would not access if they were not available at the school level. Because ALL students could access the resources, it allowed also for parents to better understand what was available to them at the school level and also at the community level.	We need to increase education for both students and parents so they understand what is available to them and how to best use it to improve their situation
Mental Health	Individual and group counseling services. Supports 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).	As needed		Counselors, LCSW, BRMH providers, JIS	Guidance Counselors to coordinate with all parties and entities involved		JYS and BRMH ran groups to help students with different skills throughout the year.	There was consistency throughout the year and small groups (5 students) were carried out as expected	Standing lessons as well as administrative lessons, caused some changes to the way things were done at different times.	Students were given a forum to discuss concerns and learn skills in a small group setting away from unsafe groups	Increase participation of students at risk so that they can learn skills to improve their wellbeing
Mental Health	Character Ed and Social and Emotional Learning School Videos Counselor Presentations in classroom SEL lunchtime activities Study Skills Class Each Week, we show the whole school a video to teach different social and emotional learning as per the counseling department in our school. Teachers have a discussion with their homeroom students on the topic. Our counselors also go into all 6th grade student skills classes and present social and emotional learning targets.	Ongoing	Videos, funding for lunchtime activities, referrals for Study Skills students	Administrations and counselors as well as Teachers	Permission slips, call slips, emails, website		Counselor lessons were done consistently throughout the year, including in the CCA classrooms as well as DLI classrooms to ensure all students received the material	Counselors were able to go into all planned classes and schedules were adjusted in situations where a counselor was not available on a specific date. Counselors were more visible to students, and therefore more approachable.	This approach takes away from class time, and having counselors teaching in classrooms sometimes resulted in them not being available to help students who may have been in crisis	Because ALL students received these lessons, it provided with a baseline for the counselors on school as well as student specific needs. By having taught the lesson to the whole student body, it created a jump off point for counselor/student and student/admin jump off point	Data will continue to be gathered and analyzed, but will also need to be shared with administration so that they can better see it when talking to students.

School Prevention Plan (Due by September 30th, 2023)											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginsing of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including...)	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New)
Positive Behavior Support	Encourage students to participate in clubs and activities including Student government, peer sports advisors, after school clubs, etc	School year 20-23-24	Fliers, reminders, invitations	administration, counselors, advisors, teachers	Communication and advertising will happen through the school website as well as emails and text messages		5 activities have been carried out this year, the average participation was 700 students	Faculty planned and decided what the reward activities would be. The PBES committee met and decided how students would earn the right to participate in the activities. Students who could not participate in a specific activity were given the opportunity to return the skills necessary to make it into the next activity. Students received reminders from student council on what the qualifiers were.	Insufficient funding for specific activities, some activities had to be reworked to account for the increase in costs.	The concern has been that generally our underrepresented groups are also the groups who often do not qualify to participate in some activities because of grades or behavior. This is an ongoing concern	We will increase our education push as well as support for our students so that they can all access participation in reward activities
Positive Behavior Support	Tier 1 Schoolwide behavior videos Videos shown school wide for PBES extension We have been using videos to teach and reinforce our schoolwide expectations.	ongoing	Videos.	Administration, student council, HOPE Squad	students, parents and staff as videos are created		Compared to last year, our office referrals have been going down by approximately 50%. Based on this trend, we anticipate that the final decrease should be approximately 40%.	Whenever students did not follow rules, teachers entered the behavior either as minor or major and administration were able to follow up with individual students to either retrain or provide consequences to the behavior	Repeated teaching with some students	students were able to learn skills and expectations and through retraining they were able to be held accountable in the learning and execution of the rules.	We will need to be more proactive and timely in our teaching of behavior so students understand not only expectations but also consequences from day 1
Positive Behavior Support	We use the Second Step 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.	as needed within the SWS classroom	Selection of second step	SWS teachers	As students are enrolled in the class, counselors will communicate with the parents and students.		Teachers had classes who had no more than 5 students in each section (5 sections per tri). These classes were taught all three trimesters.	Teachers attended Behavior clubs and were able to give input regarding plans and in some situations consequences for the students participating in the SWS. Portions of Second step were taught in the class as needed.	Not all students needed the same skills at the given times.	Students in protected classes were able to access lessons that would be beneficial for them	Increase understanding of the program and use it not only as an after behavior situation but also as a preventative curricula when appropriate.
Protective Factors	3 Strands Human trafficking lessons	Throughout the year	Lesson plans	Counselors	Website, social media, newsletters, in school announcements		Not yet available	Task will be taught during May	Only 6th graders will receive the lesson this year.	Still to be determined	We will need to do this lesson at the beginning of the year so that it can open opportunities for discussion early on
Protective Factors	Second Step We use the Second Step 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.	Throughout the year in the Study Skills class	Time and lesson plans	SWS teachers	communications with parents as students are identified as needing study skills.		Teachers had classes who had no more than 5 students in each section (5 sections per tri). 7 here classes were taught all three trimesters.	Teachers attended Behavior clubs and were able to give input regarding plans and in some situations consequences for the students participating in the SWS. Portions of Second step were taught in the class as needed.	Not all students needed the same skills at the given times.	Students in protected classes were able to access lessons that would be beneficial for them	Increase understanding of the program and use it not only as an after behavior situation but also as a preventative curricula when appropriate.
Protective Factors	Peer Leadership Student Council Peer Sports Advisors Intra-sport Sports programs Lunch League Diner, library and counselors' aide Peer Tutor These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Students are using daily check in every classroom through Closeapp and monthly through Bloomlight to help counselors and teachers understand how they are doing on a given day and it provides feedback to teachers on how to best help students, particularly those at risk.	throughout the year	Advisors and participants	individual advisors for each group			Paranorm results show an increase in all areas involving prosocial behaviors	Students as well as advisors worked hard to create meaningful activities for students. Students were given opportunities to join clubs, intrasport activities as well as before and after activities.	More interest than places to accommodate students	All students could participate if they chose to do so. Many do not participate due to problems related to attendance.	We would like to create some additional groups to address the needs of some of our minority students who often segregate and create an environment that is unsafe for them and others.
Protective Factors	Students are using daily check in every classroom through Closeapp and monthly through Bloomlight to help counselors and teachers understand how they are doing on a given day and it provides feedback to teachers on how to best help students, particularly those at risk.	every day and monthly	through schools, time within the classroom	Students and teachers	teachers on a daily basis, counselors as needed		62% usage at least once during the school year	Students had a way to put their feelings on paper	Not all teachers provided training or encouragement for students to use this tool.	Some of the at risk students did check in with directed the counselors on who to bring first.	If the program subscription is renewed, we will need to train all staff on the importance of using this tool
Substance Abuse Prevention	Tobacco cessation programs Our district has several programs that students who have been identified as having tobacco issues can participate in. Some of the programs include MyLife MyQuit and Truth Initiative. The district interventionist also follows up with students for 6 weeks after a vaping referral has been made.	As needed throughout the year	Access to district personnel including nurses to check in with students needing the support	Administration to refer and nurse to follow up	Communication and referral will happen during safe school hearings or as identified based on school incidents.		5 students were reported and found to have been vaping so far this year, neither has repeated the offense	Training in the classroom seems to be working, students are either being careful or not bringing these things to school	Underreporting of students possibly vaping at school	All students have gained a better understanding of the risks and dangers of using nicotine and tobacco products.	Proactive teaching early on in the year regarding the problems with use of tobacco and nicotine
Substance Abuse Prevention	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 one-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Hernandez & Chen, 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 (Fay, 2009). Similarly, as outlined by (Kline & Han, 2011) students with positive views of school and their community served as protective factors for all levels of students.	October	funding for activities and incentives	Counselors and Student Council	Fliers, emails, website publishing		16 students involved in vaping 2023-2023 school year	5 students to April 22, 2024	Students are continuing to gain understanding about the risks of using or overusing certain substances	All students could participate if they chose to do so. Many do not participate due to problems related to attendance.	Increase the value/draw of red ribbon week to make it more meaningful for students.
Substance Abuse Prevention	Restorative Practices JIS Adapt, Smoking Cessation Strengthening Families Program 10-14	ongoing	Community including JIS	1 counseling office coordinators dates and resources	As needed to parents and participants through website and direct email		5 students were reported and found to have been vaping so far this year, neither has repeated the offense	Training in the classroom seems to be working, students are either being careful or not bringing these things to school	Underreporting of students possibly vaping at school	All students have gained a better understanding of the risks and dangers of using nicotine and tobacco products.	Proactive teaching early on in the year regarding the problems with use of tobacco and nicotine

School Prevention Plan (Due by September 18th, 2023)											
ACYI											
Please make sure that you address <u>Suicide Prevention, Bullying Prevention, Substance Abuse Prevention</u> (including vaping), Mental Health (knowing how to ask for help), Attendance, <u>Protective Factors</u> , and <u>Positive Behavior</u> . Subtopics: Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Yearly for Prevention:										End of Year Reflection (Due April 15, 2024)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including	Based on data, what is the next step? (Conduct Plan, Revise Plan, Create New
Suicide Prevention	HOPE Week. Lunchtime activities, classroom videos and HOPE squad becoming more visible to the student body. Three days of activities to promote suicide prevention & awareness. All students participate in lunchtime activities that are implemented and focused on advocating for others. This provides students with skills to advocate for themselves and others to prevent bullying & suicidal behavior within the context of school and online.	End of October 2023	Student participation, F-shirts, time to plan activities.	School Counselors and advisory committee	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signs, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy)	We saw an increase when compared to last year and even the previous offering of the panorama survey in all the following categories: "Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy)	Lunch time activities were carried out every month with a different focus, we had our Hope Squad help with all of the activities which also provided them with visibility and opportunities to make connections the whole student body	Lunch activities take away from class time for the students who are participating with the Counselors	Students had access to different activities which they may not normally have and provided an avenue for increasing understanding	We need to increase education for both students and parents so they understand the distinction between bullying and suicidal behavior as well as mental health signs
Suicide Prevention	Counselors provide lesson within the classrooms teaches students coping skills as well as ways to make positive choices, increase and improve interpersonal relations	Throughout the year	time in the classrooms for presentations	Counselors, administration	classroom teacher will communicate to students of upcoming lesson carried out by counselors		Increase in the students who say they have a trusted adult in the building according to the panorama survey results	Counselors were able to go into all planned classes and schedules were adjusted in situations where a counselor was not available on a specific date. Counselors were more visible to students, and therefore more approachable.	Time constraints to address a lengthy and difficult topic	Students were given skills to seek help and to increase their understanding of mental health	Continue to do lessons in the classroom and possibly increase the number of them so that students are receiving follow up lessons on the topic
School Prevention Plan:											
Prevention Team Members: Randy Hassmann, Gloria Dabb, Holly Reeves, Maria Mastrovicki, Brandon Nelson, Myra Garza											
Date approved by School Community Council meeting:											
Prevention Plan Learning Targets (Address each of the 7 components):											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by September 16th, 2023)											
Please make sure that you address <u>Self-Management, Social Awareness, Growth Mindset, Self-Efficacy, Relationships, and Resilience</u> (including vaping), Mental Health (knowing how to ask for help), Attendance, <u>Protective Factors</u> , and <u>Positive Behavior Support</u> . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention											End of Year Reflection (Due April 15, 2024)
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new step(s).
Attendance	School Clubs	Club Rush Week will take place the first week of school. School clubs will meet on their various days and participate in various club activities.	Trained Club advisors	Club advisors	Club advisors will communicate with club members. Each club has a disclosure addressing this information.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	This was a fun club activity and it was sponsored by our student government. It was fun to watch our students join up and get involved.	It is a lot of organization. So it is important that our clubs follow through.	It is important for all students to feel connected to school. This is an important activity for all of our students.	Continue to have students get involved because all these areas will go up.
Attendance	Career Week/Job Fair	April 2024	Invite businesses from the area to come in a private session students can attend	CTE Job Intern Teacher	CTE Intern Teacher will work with other CTE teachers. They will link up business to come in and participate. They will also work with the Box Elder Chamber of Commerce.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	We had a lot of community support. There were a lot of companies who came to talk to our students. This gave our students a lot of options.	Not all kids went to the classes. Some of the kids needed did not show up on time so it made it so kids became less engaged.	Provides them opportunities and exposure to companies and careers in our community that they may otherwise not have.	Continue having the Career Fair and reaching out to community partners. Include how attendance can help you in your future.
Bullying Prevention	Character Education (HIVE)	Each Trimester	Lessons for teachers to teach the students	Team leaders will work with administration. Team leaders and admin will train teachers. The teachers will teach the lessons to the students.	Communicated to teachers in PD meetings. Lessons and training developed by team leaders and admin.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	This was a great activity for all of our students to be reminded of the HIVE characteristics. All of our classes participated and our teachers were amazing at presenting the information.	All of the team leaders had to create lessons for this. It took some extra work on their part. It is always challenging when teachers have to plan more.	All students participated in this activity. It was good for all them to learn about HIVE characteristics and how we do things at BEHS.	Begin a diversity and inclusion group with parents, students and community partners. Help address as students feeling like they are stereotyped.
Bullying Prevention	Schoolwide Behavior Plan	All year	Schoolwide behavior plan	Administration	Students will work through different tiers depending on the type of behavior they are experiencing. Reports made by students, parents or teachers.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	We revised our plan and put some more things in place with our student support services. We noticed a lot more good this year to students in need.	This is hard to focus on. There is a lot we need to do in this area. So we have a lot of plans we can do more. It feels like we never meet the needs of all of our students.	This impacted a lot of our at-risk students. We did a lot of restorative justice process and tried to meet the basic needs of our students.	Continue to improve SSC services and help meet the basic needs of students. Continue with restorative justice to allow students to self-reflect and correct.
Mental Health	SELFIE Program	1. Train Staff 2. Staff train Students	Qualified staff - Pay for trainee to come and train staff. Purchase posters for classrooms	Counselors	Counselors will communicate with staff	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	This was a fun training. A lot of our staff benefited from this as well.	Our guest speaker was not able to present to our students so our teachers had to step in and teach lessons to our students.	This helps all of our students to stay focused and stay in school and in class.	Try to have the assembly with the help for next year to help train the students.
Mental Health	Individual Group Counseling	LCSW will meet with students who are referred to them	Trained LCSW	LCSW	Counselors and Admin will receive referrals and communicate with LCSW	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	This gives us another valuable level when it comes to working with students and mental health it makes it so we can keep students at school while they are going through hard things.	Ensuring that we have funding for our LCSW each year.	It is an important service that is available to all students.	We really need more. Continue working on ways to maximize his time.
Positive Behavior Support	MTSS	As needed as students are referred to Administration and counseling	Training for students. This will be taught by teachers. One on one training will be given as needed to students in tier 2 and tier 3	Admin/MTSS	Administration will work with team leaders. Information will also be discussed in at risk meetings.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	This helps us ensure equity while working with our students.	Share with staff this accountability to help all students. Each staff member plays an important role in this.	Helps us ensure equity to all students and being able to be happy that they may not be aware of. This process helps us ensure we are not targeting individuals. It helps us focus on the behaviors.	Solidify and go over with the faculty.
Protective Factors	HIVE Lesson	Second Trimester	Training for teachers to present to students	Team Leaders and Admin	Teachers will teach protective factor lesson to students.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	When all of our teachers buy in our side buy in as well. Teachers were very supportive of this.	Ensuring all students attended the HIVE lessons.	All students have access to these lessons.	Continue implementing the HIVE lessons.
Protective Factors	Student Support Center	Every school day throughout the year	Trained SSS para and LCSW. For	Administration, SSS para and LCSW	Students will be referred to SSS. Paras will work one on one with students. There will also be CR nodes around the school students can refer themselves.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Having a place for all students to feel comfortable. Staff members build relationships and do well there. Students can decompress.	Making sure all students are aware we have it.	It is a place all students can go to for support. All students are included in these relationships.	Improving resources. Not have the same para as ISS and Support Center.
Substance Abuse Prevention	Botvin Life Skills	Health classes	Health teachers attend Botvin trainings	Health teachers	Every student during health classes	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVq1RqFw7xbVtphCLH5jcrpEOKT7Zv6AJLj_xgmI/edit	Every student gets it. Taught properly by teachers who have been trained.	Making sure teachers are trained.	Everyone receives this and has access to it during the sophomore year.	Continue using this and training teachers.

School Prevention Plan (Due by September 18th, 2023)											
Please make sure that you address <u>Suicide Prevention</u> , <u>Bullying Prevention</u> , <u>Substance Abuse Prevention</u> (including vaping), <u>Mental Health</u> (knowing how to ask for help), <u>Attendance</u> , <u>Protective Factors</u> , and <u>Positive Behavior Support</u> . <u>Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.</u>											
Tasks for Prevention							End of Year Reflection (Due April 15, 2024)				
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad (Unite & De-Stress Week)	Hope Squad will meet monthly or as needed to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Hope Squad Leaders	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVqIRqEw7xbVipHCLH5jcrbpEQKTT27v&AJL...v&AJL...xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVqIRqEw7xbVipHCLH5jcrbpEQKTT27v&AJL...v&AJL...xgml/edit	It is fun and promoted by students. The timing is strategically planned for stressful times of the school year.	Getting all to participate. Some leave and don't participate.	This can help with student attendance. This can help them see value in school.	Continue improving these weeks.
Suicide Prevention	SafeUT App	Available 24-7	Train students to download the app	Hope Squad Leaders and Advisors Admin and Counselors respond to the SafeUTs	During Unite Week Hope Squad will reach this to students	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVqIRqEw7xbVipHCLH5jcrbpEQKTT27v&AJL...v&AJL...xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1QVqIRqEw7xbVipHCLH5jcrbpEQKTT27v&AJL...v&AJL...xgml/edit	Prevented multiple situations. Multiple people get notified and are able to help timely.	It is anonymous and there is some false reporting.	Equal access to all	Continue using this and promoting it so students continue to use it.
School Prevention Plan:											
Prevention Team Members: Jamie Kent, Jesse Roberts, Robbie Gunter, Clark Funk, Tom Davidson											
Date approved by School Community Council: September 18, 2023											
Prevention Plan Learning Targets (Address each of the 7 components)											
Prevention Plan Description:											
Prevention Plan Success Criteria: Panorama Data Increasing											
Data that will be collected to determine the effect of plan: Panorama Data https://docs.google.com/document/d/1QVqIRqEw7xbVipHCLH5jcrbpEQKTT27v&AJL...v&AJL...xgml/edit											

School Prevention Plan (Due by September 18th, 2023)											
Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:										End of Year Reflection (Due April 15, 2024)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges come up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data
HOPE SQUAD	HOPE Squad meetings weekly to plan activities September 25-29 HOPE WEEK	HOPE Squad and Advisors (counseling department)	Counseling Department	HOPE Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data Supportive Relationships 87% Self-Management 75% Social Awareness 67% Grit 59% Growth Mindset 55% Self-Efficacy 52%	Panorama Data Supportive Relationships 87% Self-Management 75% Social Awareness 67% Grit 59% Growth Mindset 55% Self-Efficacy 52%	Students respond well to their peers. Panorama data supports that many of the projects we implemented made a difference.	no specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data	
Substance Abuse Prevention	Bullying Prevention Lesson	Day 2 of Counselors teaching in 8th Grade Classrooms	Counselors, SRO	Counselors, SRO	All students receive direct instruction about Bullying and bullying prevention.	Panorama School Safety (Diversity/Inclusion) 41% (Spring 22-23) 65% (Fall 23-24)	Panorama School Safety (Diversity/Inclusion) 67%	489 students receive direct instruction focused on bullying prevention	Even teaching this topic within a class period, it only reaches the 8th grade students and it is only once a year.	This part of the counselors curriculum is intended to help students avoid bullying, but specifically targeted at diminishing any bullying that is directed toward students in protected classes.	Continue with added opportunities to address bullying prevention.
Bullying Prevention	Spread the Love Week	February 2024	Activities through the week to encourage kindness and positive student to student interaction	Student Government and advisors	Students will communicate the activities for the week to students through notes, announcements, social media	No beginning of year data.	Panorama School Safety (Diversity/Inclusion) 67%	Students enjoyed the opportunity to share kindness with others. We were able to assemble 200 hygiene kits and donate them to the Acts Six Soup Kitchen in Brigham City. We had about 100 students participate in assembling the kits.	Actual tracking of student participation in the Spread The Love activities was a challenge. It appeared the some students participated over multiple events. It is a challenge to really reach students that could use the opportunity to share kindness with others. I	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Revise. We want to continue the traditions of spread the love week, but focus on incorporating more students.
Bullying Prevention	BEMS Behavior intervention plan (We are Safe, Respectful, & Responsible)	Continuous through the year.	Behavior Intervention plan communicated with staff, students and parents,	faculty, admin, counselors	Information will be communicated to families through emails, social media, school texts and notes.	No data to report with this new implementation. Student referrals and completion of behavior modules will be the collected data.	37 students completed Behavior Modules	Students completed modules that reinforced and reinforced appropriate behavior based on individual need.	Challenges included who would track and follow up on these modules.	One of the modules specifically addresses the use of language and words that are targeted at students in protected classes.	Continue
Substance Abuse Prevention	Substance Abuse Prevention Lesson	Day 2 of Counselors teaching in 8th Grade Classrooms	Counselors, SRO	Counselors SRO	All students receive direct instruction about mental health and mental health services	This is a new program and	489 students received these lessons	Direct instruction with student participation was a successful way to teach and talk about Substance abuse. Our school resource officer helped with the teaching.	There still is a portion of kids that miss this because they are absent. It is a short amount of time. More time could be more effective.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue, add more time if possible
Substance Abuse Prevention	School Nurses/Bobbie Jeppsen	Continuous through the year	School nurses and their programs	Admin and school nurses	Phone calls and emails will be made to parents when a student has been found with a vape.	This is a new program and	36 Students have been referred to the school nurses	Individual support and connections with students seem to have a powerful impact.	no specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Substance Abuse Prevention	Teacher mentors	Continuous through the year	Teacher mentors	Admin, school nurse	Students will communicate with one of four teacher mentors after completing the Vape cessation program with Bobbi Jeppsen.	This is a new program and data will be collected through the year on the number of Teacher Mentor contacts made.	8 students have been referred to the Check and Connect mentor teachers.	The students that were assigned built stronger relationships and connections with an adult in the building.	knowing who to refer and how the actual referral process works.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue with more awareness and clarity.
Mental Health	Mental Health	Day 2 of Counselors teaching in 8th Grade Classrooms	Counselors	Counselors	All students receive direct instruction about mental health and mental health services	0 students have received this instruction this year.	489 students received these lessons	Direct instruction with student participation was a successful way to teach and talk about Substance abuse. Our school resource officer helped with the teaching.	There still is a portion of kids that miss this because they are absent. It is a short amount of time. More time could be more effective.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue, add more time if possible
Mental Health	Group and individual counseling from BRMH	Continuous through the year	BRMH, School Counselors	BRMH, Counselors, Admin	Information communicated to individuals as needed through mail, email and phone.	No beginning of year data.	BRMH Groups=40 students BEMS Groups=4 LCSW=34	Students received the positive support needed.	no specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Attendance	Teacher contact at 3 unexcused absences	Continuous through the year	Attendance data, time	Teachers, attendance secretary,	Contact will be made by teachers to parents and individual students who are showing a trend of missing classes.	New initiative this school year	Panorama Data Supportive Relationships 87%	Some students/families that received emails and notifications about attendance left supported.	Tracking and following up the emails.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Revise. While we want to continue using this protocol, we need to revise the follow up and tracking of data
Attendance	attendance letter, attendance contract	Continuous through the year	Attendance data, time	Teachers, attendance secretary, ISS para, admin	Contact will be made by teachers to parents and individual students who are showing a trend of missing classes.	Number of attendance letters and contracts completed.	620 attendance letters have been sent to student/families Panorama Data Supportive Relationships 87%	Notification to families about student attendance and who to contact regarding question creates support from the school to the family.	Keeping pace with the high number of non attenders. What the actual follow up is.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue

School Prevention Plan (Due by September 18th, 2023)											
BEMS Please make sure that you address <u>Suicide Prevention</u> , <u>Bullying Prevention</u> , <u>Substance Abuse Prevention</u> (including vaping), <u>Mental Health</u> (knowing how to ask for help), <u>Attendance</u> , <u>Executive Orders</u> , and <u>Positive Behavior Support</u> . (Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff)											
Tasks for Prevention:										End of Year Reflection (Due April 15, 2024)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data
Protective Factors	Mostow's Closet	Continuous through the year	Community donations, grants to fill the closet	Counselors, main office	Information will be communicated from the main office and counseling center to students that might benefit from this. Mail, email and phone message.	No beginning of year data.	12 Students	The availability of items for students to access as needed.	Overcoming the stigma of asking for help. Making sure everyone knows it is available.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Protective Factors	Backpack Program	Continuous through the year	Community donations, grants to purchase items for the backpacks	Counselors, main office	Information will be communicated from the main office and counseling center to students that might benefit from this. Mail, email and phone message.	No beginning of year data.	35 Students	The availability of items for students to access as needed.	Overcoming the stigma of asking for help. Making sure everyone knows it is available.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	Continue
Protective Factors	Clothing drive	August 2023	Community donations	Counselors	Information sent via email, text and social media		100s of community members donated and received items from this drive. Exact number of students from BEMS that it benefitted is unknown.	The number of community members served and the positive connections made between the school and the community.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Positive Behavior Support	PBIS including token economy	Continuous through the year	Stinger Store prizes, SUPER STINGER reward	Guiding Coalition, faculty, admin, counselors	Students recognized for their behavior will be notified by teacher/staff	No data to report. The number of Stinger Cards and Super Stinger cards redeemed will be reported.	146 Super Stinger Cards 9819 individual Stinger cards redeemed for prizes in token economy Panorama Data Supportive Relationships 87%	Individual recognition of students for going above and beyond.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Positive Behavior Support	Stinger of the Day/Stinger of the Month	Continuous through the year	Reward	Faculty, Staff, office	Students will be notified by teachers/staff they have been nominated and why.	No beginning of the year data	<175 Different Students were nominated and recognized as Stinger of the Day. Panorama Data Supportive Relationships 87%	Individual recognition of students for going above and beyond.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
Positive Behavior Support	School Postcards and emails	Continuous through the year	Postcards, stamps	Faculty, staff	Students and parents will receive positive emails, postcards and calls from teachers.	No beginning of the year data	Teacher reported data: 200+ postcards, 500+ emails to parents about positive events Panorama Data Supportive Relationships 87%	Teachers reported positive results in student behavior and positive contact/relationships with parents.	Teacher time and ownership of making the positive contact.	There was no specific identification for the topics or the data/results that targeted a specific group of students or students targeted in the TSI class.	continue
School Prevention Plan: Prevention Team Members: Date approved by School Community Council: Prevention Plan Learning Targets (Address each of the 7 components): Prevention Plan Description: Prevention Plan Success Criteria: Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by September 18th, 2023)											
BRHS Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:											End of Year Reflection (Due April 15, 2024)
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges come up when implementing this task?	How did the implementation of this protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan), Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
HOPE Squad	HOPE Squad	Hope Squad will meet weekly and as needed to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	School Counselors	Hope Squad with advisors will communicate via email, social media, in-person activities, email announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	This year Hope Squad's focus was being seen each month. The leadership team planned an activity for each month. Our two most successful months were October (red ribbon week) and February. In October we went to the elementary schools and did a 45 minute assembly. We got a lot of positive feedback from principals, teachers and people in the community how awesome this was. In February we gave out roses and chocolate kisses for everyone in the school. This year we had more engagement with members of Hope Squad and peers. Overall a much better year than last year.	Some challenges we faced were time/commitment issues. We had a handful of students sign up for Hope Squad but never attended or came to one thing. In the second trimester, which is so busy we had a lot of students who were involved in various other activities put Hope Squad on the back end. Our involvement did fluctuate during that trimester.	Next year the plan is to do some reinvestment. I have talked to Kade and Ruth about working more together to get involvement with student co and LIA. I also plan to talk with Clay about having a SALT member be on Hope Squad and I would also like someone from FFA Leadership has talked about maybe doing an application but I don't love that idea. Leadership is trying to figure out how we can get students who will commit. I am in the process of picking leadership for next year and once that is done we will have a meeting to go over next year's goals. I will keep two current leadership members on for next year and then I will pick two new ones. These are a few ideas we have discussed.	
Suicide Prevention	SALT Team (Student Athlete Leadership Team)	SALT Team will meet monthly to plan activities and events.	Monthly training, summer conference, guest speakers, EAA support	Athletic Director, Coaching staffs from all teams, administration team	Whole school through athletic teams, social media, announcements, messages, administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Participation was outstanding!! We had about 48 kids commit to the program at the beginning of the year and we have consistently had between 35-40 of those students every meeting.	Keeping a consistent schedule with all of the extra things that we have at the school.	Hopefully the students involved with SALT were able to keep their eyes open for students who needed a friend or acknowledgement of some kind. We spent a lot of time discussing how we can impact our school in a positive way and intentionally acting on those ideas.	We will do an exit survey to see what the students felt were the most beneficial parts of the program and also what needs to be done in the future. We are also going to involve the students who will be returning in designing the next year schedule and curriculum.
Bullying Prevention	Botvin Life Skills	Health classes	Health teachers attend Botvin trainings	Health teachers	Every student during health classes	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Botvin program is easy to implement into class. It is very straightforward and easy for students to understand. It does have them disconnect from the screen and discuss hard topics that might be something they don't get a chance to do. With lessons that we already do have, it just builds on top of it.	The lessons can be a little dry by the time you get to 5-7, it is not differentiated to fit students of all levels of learning. That can mess with the pace of the class and the overall experience.	Allowed students to speak freely about hard topics and conversations.	How can we progress the booklet into a full fledge unit. How can we build the experience, especially towards the end of the booklet.
Substance Abuse Prevention	Adapt Class	Periodically/as needed throughout the school year.	Health Department/JIS to teach sessions	Asst. Principals, JIS, and BRHD	Contact with students and parents as needed.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	We helped a lot of students work off their U's. Students were advocating for themselves and coming to find Mrs. Jackson to get out into the class.	It is hard to get all the students to attend all of the days assigned to them, especially when many of these kids already struggle with attendance.	N/A - This is available to all students.	We are on a good path, however we would like to provide more ADAPT classes.
Positive Behavior Support	END (tobacco cessation class)	Periodically/as needed throughout the school year.	Health Department/JIS to teach sessions	Asst. Principals, JIS, and BRHD	Contact with students and parents as needed.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	We only had one class. We have not had many kids found with vapes this year.	We need a certain amount of kids to make the class worth the instructor's time. It takes us a while to find that many kids smoking/vaping.	N/A - Applies to any kids found vaping/smoking	Coordinate with the intervention specialists
Substance Abuse Prevention	School Athletics and Clubs	Red Rush Week will take place the first week of school. School clubs will meet on their various days and participate in various club activities.	Trained Coaches and Club advisors	Coaches and Club advisors	Coaches and club advisors will communicate with members. Each club and team has a disclaimer addressing this information.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Lots of students involved and participating.	Getting kids to show up, participate, and follow through on commitments.	Available to all students.	Keep motivating and encouraging students to be involved and find something to participate in while at BRHS.
Attendance	Career Week/Job Fair	April 2024	Invite businesses from the area to come in a provide sessions students can attend.	CTE Job Intern Teacher	CTE Intern Teacher will work with other CTE teachers. They will line up business to come in and participate. They will also work with the Elder Chamber of Commerce.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Over 400 students actively participated and got to go to five breakout sessions of their choosing to learn about different career paths. There were a variety of career options available, local to our area.	The timing after spring break wasn't ideal. We had faculty and staff escort their students to the auditorium but still had some students that chose to leave. Being at the beginning of the day made it so some students just came to school late and avoided the career fair all together.	I just wanted to reach out and tell you thank you for organizing the career fair. Our students (functional skills) and peer tutors really enjoyed it. We appreciate all your hard work! This came from our functional skills para.	Brainstorm more ways to get more students to attend. Try to get students to participate in YoScience and use that data to get more businesses that are aligned with their career goals and even create their schedule for the upcoming career fairs.
Protective Factors	SafeUT App	Available 24-7.	Train students to download the app	Hope Squad Leaders and Advisors. Admin and Counselors respond to the SafeUT.	During Unit Week Hope Squad will teach this to students.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Students have somebody to reach out to at any time.	The app don't always come with enough information to do anything. We get tips for kids that no longer or were never part of our student body.	This is open to all students and allows our impacted students an opportunity to seek help and support anonymously.	Keep using this service, reminding students to do it and following through on tips we receive.
Suicide Prevention	LCSW	Daily, as needed	Continued support to keep her in the building	Administration and District Administration	Counselors, Administration and District Administration as needed	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety) Link to Data	Having somebody available for some of our toughest kids.	Not enough time - there's more kids that need to visit with Tiffany than time available. Also, not all parents would allow their students to visit with her.	If opportunity is there, hopefully some of our most impacted students will take advantage of this free resource.	Keep prioritizing and getting students some additional help and support.
Mental Health											

School Prevention Plan (Due by September 18th, 2023)											
BRHS Please make sure that you address <u>Suicide Prevention</u> , <u>Bullying Prevention</u> , <u>Substance Abuse Prevention</u> (including vaping), <u>Mental Health</u> (knowing how to ask for help), <u>Attendance</u> , <u>Protective Factors</u> , and <u>Positive Behavior Support</u> . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:							End of Year Reflection (Due April 15, 2024)				
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Mental Health	Mental Health Teacher Committee	Monthly and as needed	Time for teachers to meet, make plans and schedule events and activities	Teachers (2 teacher chair this committee) with administration support	Staff, students, and community as necessary	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety)	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety)	We were able to create an assembly where Amberley Snyder came and talked about pushing yourself even when things get hard. We got a lot of great feedback on the event.	We ended up needing to split the committee into two categories: teacher and student mental health. This helped it be more manageable.	N/A - Should help students in all populations/classes.	The next also would be to provide more supports for new students who are coming to our school.
Protective Factors	School Spirit Teacher Committee	Monthly and as needed	Time for teachers to meet, make plans and schedule events and activities	Teachers (2 teacher chair this committee) with administration support	Staff, students, and community as necessary	Link to Data Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety)	Link to Data Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety)	Started off strong with good student support.	When the teachers stopped pushing, it slowed down and disappeared.	We need more student buy-in and passion for school pride. Having this be a bigger focal point can help all students feel better about being part of this great school.	Start strong again and keep doing regular things to keep it going and the School Spirit alive.
Attendance	Attendance School Committee	Monthly and as needed	Time for teachers to meet, make plans and schedule events and activities	Teachers (2 teacher chair this committee) with administration support	Staff, students, and community as necessary	Link to Data Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety)	Link to Data Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy, and School Safety)	Many students improved their attendance with incentives. Some students went from 20% attendance to the 90-95% range.	One challenge that came up when implementing this task is the time it took to track the data, find the students, and follow up with them. It is hard to get students into the office that already struggle with attendance.	We noticed a major attendance problem within our hispanic population. We provided incentives for the lowest attending students. Many within this population increased their attendance.	The attendance committee wants to start working on a new attendance policy that leans away from points and more towards accountability.

School Prevention Plan:

Prevention Team Members:

Date approved by School Community Council: Sep. 18, 2023

Prevention Plan Learning Targets (Address each of the 7 components):

Prevention Plan Description:

Prevention Plan Success Criteria:

Data that will be collected to determine the effect of plan:

School Prevention Plan (Due by September 18th, 2023)											
BRMS Please make sure that you address Suicide Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support. Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2024)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!	
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities, focused on suicide prevention.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Mr. Tesch, Advisor & School Counselor	Hope Squad with Mr. Tesch will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) (86%, 74%, 66%, 57%, 52%, 52%) Sharp Survey (Depression (19.5%), Isolated (32.8%), Hopeless (28.7%)) School Climate Survey (Students know how to report a safety concern, bullying, or dangerous situation (71%))	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) (88%, 77%, 68%, 60%, 58%, 52%) Sharp Survey (Depression (19.5%), Isolated (32.8%), Hopeless (28.7%)) School Climate Survey (Students know how to report a safety concern, bullying, or dangerous situation (71%))	Hope Squad activities monthly. School wide training on QPR and referring friends to get help.	All students received support on mental health. The predated classes were considered in the implementation of activities	Continue plan as outlined	
Suicide Prevention	Licensed Clinical Social Worker (LCSW)	2023-2024 School Year	Room for her to visit	Aaron Tesch	As school personnel meet with students to inform the student can be referred to a LCSW. Parent contact and permission form sent home.	Count of case load for LCSW. Panorama data (Supportive Relationships 60%, Grit 57%, self awareness 60%, Growth Mindset 52%)	27 students on the caseload. 1 part time LCSW and 2 interns. Panorama data (Supportive Relationships 88%, Grit 60%, self awareness 66%, Growth Mindset 52%)	Addressed a variety of concerns with students of diverse backgrounds	Building space	We addressed diverse students through one on one meetings, group work, and therapy	Continue looking for the LCSW
Bullying Prevention	8th Grade Health Presentations - Healthy Relationships Presentation	Each trimester during Health Class		Aaron Tesch/Shanna Nielson	Parent permission slips sent home each trimester.		349 - count of students attending health class	Drug task force presentation, mental health presentation	Discussion on mental health and abuse can be triggering for some students.	Health teachers will let the school counselors know the dates of present	
Bullying Prevention	Cyberbullying unit in Digital Literacy Class all 8th graders	Each trimester during Digital Literacy Class		Janette Tomkinson		0 students passed the pre teaching survey	All students in Mrs. Tomkinson's Digital Literacy class passed the cyberbullying unit. 177 students passed.	Rolling the unit into the digital literacy class.		All students in Mrs. Tomkinson's Digital Lit class were included on the issues of cyberbullying.	This year we had Mrs. Tomkinson pilot the unit. Next year we will have both Digital Literacy teachers implement the cyberbullying unit
Bullying Prevention	8th Grade Library Presentation on Respect all students in their Language Arts Classes	Each year during library orientation	none	Teresa Roberts	Each student is oriented on respecting property, self and others during library orientation within the first week of school.	0 students had been oriented	All students are oriented by Mrs. Roberts our librarian			All students were given instruction on respect, thereby increase respect of self, others and property	Maintain
Substance Abuse Prevention	Governor's Youth Council (GYC)	The GYC will meet to plan and implement activities targeted at substance abuse prevention. Main activities include "Kick Butts," poster pledge, and Red Ribbon Week.	GYC Application, conference room for weekly meetings	Kelli Rose/Aaron Tesch	GYC will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs	Number of GYC Students: 40 Number of Activities per Year: 4 Counts taken from Previous Year (2022-23)	Number of GYC Students: 26 Number of Activities per Year: 3 Counts taken End of Year (2023-24)		Could not meet during regular class day, only during lunch before or after school.	Students learned about the dangers of vaping and substance abuse in a fun and appealing way	Maintain
Substance Abuse Prevention	Health Class Presentation (Box Elder CO Strike Force Officers)	Each trimester during Health Class	Appointments, space, arranged with officers	Aaron Tesch/Shanna Nielson	Parent Permission slips sent home to parents, signed and returned	Number of students attending each presentation each trimester. 349 students attended the presentation	Number of students attending each presentation each trimester. 349 students attended the presentation	The officers are engaging and tell interesting stories		Students learned about the dangers of vaping and substance abuse in a fun and appealing way	
Mental Health	Hope Squad (QPR-Training on how students can refer their friends in crisis)	periodically throughout the year	Activities have not been started yet, resources pending	Aaron Tesch	Hope Squad with Mr. Tesch will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Count of case load for LCSW. Panorama data (Supportive Relationships 60%, Grit 57%, self awareness 60%, Growth Mindset 52%)	The Hope Squad did two school wide activities presenting QPR, a way to get students in mental health crises the support and help they need. Count of case load for LCSW. Panorama data (Supportive Relationships 88%, Grit 60%, self awareness 66%, Growth Mindset 52%)	It was planned and ran by the students in Hope Squad		Students of protected classes are often more susceptible to mental health crises and substance abuse. These activities focus on getting them additional help and support	
Mental Health	Counselor Presentations to 8th and 9th Grade	on the first day of counselor presentations	SELFIE Method; Student Council Video	Aaron Tesch/Kelli Rose	notice of topics and invitation for parent attendance to in-class presentations sent home by counseling center	Count of bookmarks handed out each trimester	presentation and SELFIE method book marks given to 815 students in 8th and 9th grades	Student council made an engaging video that was shown during every English class presentation and every U Matters project	Many students threw the book mark away	Keep showing the video with the student council, give the book mark out to those who come into the counseling center as a way to refocus and clam down	
Mental Health	Hope Week (Hope Squad)	Within the first month of school starting	none	Aaron Tesch/Kelli Rose	Hope Squad. GYC. Student Council will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.			Hope Squad students planned and implemented a Hope Week with a focus on looking out for your friend.		The focus on the Hope Week is to help each student find meaningful ways to cope with stressors and get help during mental health crises.	Continue to do Hope Week with a greater focus on QPR
Attendance	No Tardy Parties	End of Each Trimester		Ben Willey	Announcements	Count of how many students do not have tardies and qualify for no party celebrations	Tri 1-Popscicle 532 out of 833 Tri 1-Dance 523 out of 829 Tri 2-Early to lunch 853 out of 821	Reward students for good attendance and effort in their attendance.	A few students who did not qualify snuck into the reward	Continue incentivizing students for good behavior	Maintain

School Prevention Plan (Due by September 18th, 2023)											
Please make sure that you address <u>Self-Harm Prevention, Bullying Prevention, Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors, and Positive Behavior Support</u> . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention										End of Year Reflection (Due April 15, 2024)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Attendance	U Matter Citizenship Class	Each Mid-Trimester for Three Weeks		Aaron Tesch/Kelli Rose Mr. Jones Mrs. Christensen	Informed by Admin	Data will be collected at mid-term and compared to data at the end of each yr.	Gp 1 (Tr 1 mid) -20 U by 30 kids Gp 1 (Tr 1 end) -16 kids w/ 7 U Gp 1 (Tr 2 and 3 kids w/ 7 U Gp 2 (Tr 2 and 3 kids w/ 10 U Gp 2 (Tr 2 and 3 kids w/ 10 U Gp 2 (Tr 2 and 3 U by 12 kids	Consists with the all teachers did increases by the end of the yr. was a decrease in students who had to be removed.		The class was thought to help all students in various ways and provide skills to cope with stressors.	Maintain
Attendance	Citizenship Incentives	Each Trimester		Aaron Tesch	Informed by Admin	No data this year. Gathering baseline data on the project	Tr 1 -Food Truck Incentive 603 out of 633 (78.4%) Tr 2- Valentine's Dance Incentive 641 out 621 (78.0%) Tr 3-Food Truck (scheduled for May 20th)	Reward students for good attendance and effort in their attendance	Trainings by 4 strands	Provided all students with the opportunity to improve in citizenship and rewarded the proper and desired behaviors	Maintain
Protective Factors	Human Trafficking Presentations in the Health Class	Each Trimester during Health Class	Health Teacher Training (Sept. 26-30)	Aaron Tesch	Informed by Health teachers each trimester	New program so there was no base line data	241 out of 286 were trained in human trafficking by 4 Strands		Trainings by 4 strands; one teacher did not do the human trafficking module	Protected classes gained access to information about warning signs, causes and signs to avoid human trafficking	Maintain; have all teachers train their students on human trafficking
Protective Factors	Small Groups (Youth Services, Bear River Mental Health, School Counselor)	periodically throughout the year	Conference Room	Aaron Tesch	Communication will be provided by Youth Services, Bear River Mental Health, and School Counselors as needed	Number of students in each group: Youth Services: 2 BRMH: 6 Counselor: 0 Panorama data (Supportive Relationships 86%, Grit 57%, self awareness 66%, Growth Mindset 52%)	Number of students in each group: Youth Services: 23 BRMH: 10 Counselor: 6 Panorama data (Supportive Relationships 88%, Grit 60%, self awareness 58%, Growth Mindset 52%)		Need additional mental health resources	Students have access to mental health care workers	Maintain. Add an additional school counseling group
Protective Factors	Food, Clothing, and School Supplies Party and School Lunch Freezer Meals	As needed	donations	Morgan Christensen & Kelli Rose	Counselors, Mrs. Christensen			Students were identified and contact was made to determine need.	Finding the students who were in need	Economically disadvantaged students received timely support and aid	Maintain. Open up options for students to self identify need
Positive Behavior Support	Bear of the Month	Each month	Refreshments, spread sheet for tracking	Teresa Roberts	Communication will be sent home to every parent/guardian each month. Students will be identified as at risk		335 students were celebrated for the good work that they do	Making videos to celebrate students each month, parent recognition meeting, admin student recognition		Teachers are encouraged to nominate students who show exemplary effort despite hardship	Maintain
Positive Behavior Support	U Citizenship Make Up Class	Each Mid-Trimester for Three Weeks		Aaron Tesch/Kelli Rose Mr. Jones Mrs. Christensen	Informed by Admin	Data will be collected at mid-term and compared to data at the end of each yr.	Gp 1 (Tr 1 mid) -39 U by 36 kids Gp 1 (Tr 1 end) -16 kids w/ 7 U Gp 1 (Tr 2 and 3 kids w/ 7 U Gp 2 (Tr 2 mid)-43 kids w/ 3 U Gp 2 (Tr 2 and 3 kids w/ 16 U Gp 2 (Tr 3 mid) 15 U by 12 kids	Collaboration between Counselors, Morgan Christensen, and Jon Jones using Study Skills	Students didn't always take the class seriously and blamed teachers for their citizenship	Equity was addressed to ensure protected classes were not disproportionately represented with the citizenship needs.	Maintain
Positive Behavior Support	MTSS Process	As needed		Ben Wiley						This was implemented by the former administration. It struggled to gain the same footing in procedures.	Reimplement this in the next school year to address concerns.
Positive Behavior Support	Bear Bucks & Trading Post	ongoing	Bear Bucks Printed, Rewards for the Trading Post	Aaron Tesch/Aimee Stokes	Jan Wessard	Each Trimester the number of Bear Bucks will be counted by the front office aide.	Year to date total (March 31, 2024): 16,030 Bear Bucks handed out	A reward system designed to motivate and reward good behavior	Teachers forget to hand the bucks out	teachers are encouraged to reward all classes of students.	Maintain

School Prevention Plan:
 Prevention Team Members: Morgan Christensen, Ben Wiley, Sidney Ragby, Sandra Rumierk, Rochel Williams, Aaron Tesch, Jonette Tomkinson, Tyler Jones, Corine Udy, Marc Van Pelt
 Date approved by School Community Council: September 18, 2023
 Prevention Plan Learning Targets (Address each of the 7 components):
 Prevention Plan Description:
 Prevention Plan Success Criteria:
 Data that will be collected to determine the effect of plan: Panorama, activity counts, caseload counts

School Prevention Plan (Due by September 15th, 2023)										
Please make sure that you address each objective for each objective. Indicate when you have met the objective. Add or delete objectives as needed. Add or delete objectives as needed.										
Component	Description of Task	When will this happen?	Who are the resources needed?	Who is/are responsible for leading tasks and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	Based on data, what is the next step? How did the implementation of this task impact students in protected classes (including your TE students if applicable)? If you are revising or creating new plans, describe the new plan. Describe the new plan.
Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention
	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention
Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health
	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health	Mental Health
Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention
	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention	Suicide Prevention
Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors
	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors	Protective Factors
Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention
	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention	Substance Abuse Prevention
<p>School Prevention Plan</p> <p>Prevention Team Members: Corbin, Jackson, Maitland, McDermott, O'Connell, Dyer, Kelly, Sorenson</p> <p>Date approved by School Community Council: We do not have a community council</p> <p>Prevention Plan Learning Targets (Address each of the 7 components)</p> <p>Prevention Plan Description</p> <p>Prevention Plan Success Criteria</p> <p>Data that will be collected to determine the effect of plan:</p>										

CONNECTING CULTURES

*Box Elder School
District*

Title VI 2024-2025 Plan





Title VI Indian Education Programs Application Plan 2024-2025

This program is operated by the US Department of Education and is designed to address the unique cultural, language, and educational needs of American Indian and Alaska Native students, including preschool children. Grant funds supplement the regular school program to ensure all students meet the challenging Utah academic standards.



Connection to Native American Heritage

We will work closely with Special Education and English Language Learner programs, and School Counseling programs, to provide services that meet the needs of specific American Indian/Alaskan Native students. Students are served through mentoring, testing and placement for language and learning disabilities, and social/emotional counseling. If a Native student or family indicates a need for further academic support, clothing, or food insecurities they may qualify for Title I or Migrant programs. In that case, we contact the individual in school. We work with schools regarding referrals for testing and possible learning disabilities. We have created a state-wide online curriculum course that is used for our school personnel working with our students called Working with Native American/Indigenous Students - Cultural and Sensitivity Training.





*So What is the
Plan?*

Our 2024-2025 Plan

- Provide professional development on cultural awareness education and sensitivity.
- Work with our local tribe agencies and attend state Title VI meetings.
- Recruit more members for our Native Connections Parent Committee (NCPC), hold meetings at least quarterly to plan and execute engagement activities.
- Help students in the following areas:
 - College prep
 - Cultural enrichment
 - Culturally responsive academic and social support
 - Culturally responsive mentoring
- Culturally responsive professional development
- Parent involvement
- Student Advocacy





Funding

With the 90 506 forms we have collected, we will receive \$25,737.

We will utilize it in the following ways:

- Project Coordinator
- Liasons/Mentors
- Professional Development
- Technology to Deliver Content
- Student Activities
- Family Engagement



Questions?

Megan Bushnell
Director of Equity and Student Services
(435)515-5370
megan.bushnell@besd.net



Recommendation to approve

Submitted by: Megan Bushnell

Recommendation:

It is recommended that the Title VI Indian Education Programs Application Plan for the 2024-2025 School Year as written.

Recommended Motion:

I move that the Board approves the Title VI Indian Education Programs Application Plan.

Background:

This program is operated by the US Department of Education and is designed to address the unique cultural, language, and educational needs of American Indian and Alaska Native students, including preschool children. Grant funds supplement the regular school program to ensure all students meet the challenging Utah academic standards.

Policy Implications:**Financial Implications:**

Box Elder School District will be allocated \$25,737 to support the plan.

Staff Implications:

The funding will be utilized to hire a family engagement specialist, provide professional development to faculty and staff, for guest teaching professionals, and event supplies.

Recommendation for Elementary School Land Trust Plans for 2024-2025

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

Recommendation: It is recommended that the Box Elder School District Board of Education approve the 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 2024-2025 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

Recommendation for Secondary School LAND Trust Plans for 2024-2025

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

Recommendation: It is recommended that the Box Elder School District Board of Education approve the 2024-2025 School LAND Trust Plans for all 7 Secondary Schools in the district as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the School LAND Trust Plans for the Secondary Schools in the Box Elder School District for the 2024-2025 school year.

Background:

- Annual Submission
- [School LAND Trust Program Review](#)

Policy Implications:

- This action will have no policy implications

Financial Implications:

- There are no known negative consequences

Staff implications

- Employees hired at the school level under the School LAND Trust plans are subject to ongoing funding and approval by the school leadership
- N/A at the district level

Upcoming School Plan 2024-2025 - Century School

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

Goal #1

close

State Goal

close

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

Academic Area

close

- Reading

Measurements

close

We will use the BOY and EOY Acadience scores to determine if we have reached our goal.

Action Plan Steps and Expenditures

close

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction. (\$68,116.43)

2. Prioritize regular collaboration and data discussion to facilitate appropriate responses to

intervention, improve school climate, and improve behavior.

3. Conduct regular meetings with the leadership teams to determine the needs of the grade levels and school.
4. Use adopted tier 1 programs with fidelity (SuperKids and Wonders).
5. Use LETRS Instruction to improve literacy instruction.
6. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
7. Professional development for Teachers and paras. (\$2000)
8. Regular training for paraprofessionals by coaches on classroom management, program implementation, and LETRS instruction.
9. Increase the amount of reading time and opportunities to respond, with an intentional focus on students at risk.
10. Set Pathways of Progress goals by October 15th and monitor student progress regularly.
11. Resources and supplies needed to implement the plan and support student learning. (\$2000)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction. (\$68,000)	\$68,116.43
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	2. Professional Development for Teachers and paras. (\$2000)	\$2,000.00
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)	3. Resources and supplies needed to implement the plan and support student learning. (\$2000)	\$2,000.00
	Total:	\$72,116.43

Summary of Estimated Expenditures

	Estimated Cost
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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)	\$2,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$2,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$68,116.43
Total:	\$72,116.43

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$12,332.82
Distribution for 2023-2024	\$75,131.88
Total Available Funds for 2023-2024	\$87,464.70
Estimated Funds to be Spent in 2023-2024	\$ 87464.7
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$72,116.43
Total Available Funds for 2024-2025	\$72,116.43
Summary of Estimated Expenditures for 2024-2025	\$72,116.43
Estimated Carry-over to 2025-2026	\$0.00

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

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	0	2024-04-15

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	measurements to assess improvement: Under measurement change to- Acadience Reading Benchmarks-administered three times each year. evidence-based practices and consistent with the LEA's pedagogy, programs, and curriculum- this part is not addressed.

[BACK](#)

Upcoming School Plan 2024-2025 - Discovery School

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

Goal #1

close

State Goal

close

100% of students at Discovery will read at high levels. High levels will be defined as: - At benchmark or above on EOY Acadience Composite, or Utah RISE ELA assessments. - Or Above typical growth on EOY Acadience Pathways of Progress. - Or meeting students' IEP goals for Reading (if applicable).

Academic Area

close

- English/Language Arts
- Reading

Measurements

close

- Acadience Reading Composite (K-3rd) - Utah RISE Summative ELA (4-5) - Students' IEP goals.

Action Plan Steps and Expenditures

close

1. Paraprofessionals will be hired and trained to support tier 1 instruction using Superkids and Wonders. They will help progress monitor with Acadience, and provide small-group tier 2 and tier 3 instruction, using 95% Phonics, Heggerty, SIPPS, and Sound Partners.

(\$52,000).

2. We will purchase interactive whiteboards to replace outdated technology and better facilitate tier 1 instruction (Superkids and Wonders) in the classroom (\$12,000).

3. Professional development for staff (\$10,000).

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Salaries and benefits for instructional paras.	\$52,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	2. Interactive whiteboards	\$12,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	PD focusing improving tier 1 instruction	\$10,000.00
	Total:	\$74,000.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$10,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$12,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$52,000.00
Total:	\$74,000.00

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2022-2023	\$26,975.73
Distribution for 2023-2024	\$70,694.36
Total Available Funds for 2023-2024	\$97,670.09
Estimated Funds to be Spent in 2023-2024	\$ 97670.09
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$74,199.79
Total Available Funds for 2024-2025	\$74,199.79
Summary of Estimated Expenditures for 2024-2025	\$74,000.00
Estimated Carry-over to 2025-2026	\$199.79

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

Publicity

- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	0	2024-04-11
5	0	1	2024-04-11

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	Which grades for each assessment- Add cost for each action step in () evidence-based practices and consistent with the LEA's pedagogy, programs, and curriculum

BACK

Upcoming School Plan 2024-2025 - Fielding School

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

Goal #1

close

State Goal

close

Fielding Elementary School will increase the percentage of students at reading benchmark by 5% from BOY to EOY as measured by the ACADIENCE assessment in grades Kindergarten through Fifth for the 2024-2025 school year.

Academic Area

close

- Reading

Measurements

close

Fielding Elementary Acadience Reading Benchmark Composite Grades K-5 BOY-EOY

Action Plan Steps and Expenditures

close

1. We will hire paraprofessionals for tier 1 and 2 instruction. Paraprofessionals will be trained in classroom management, program implementation and LETRS instruction. (\$79,000)
2. Teachers and paraprofessionals will monitor student progress and provide reading support and instruction for reading skills. Coaching cycles and feedback for paraprofessionals and teachers . We will use our adopted tier 1 programs with fidelity (SuperKids and Wonders). Set Pathways of

Progress goals by October 15th and monitor student progress regularly.(\$2000.00)

3. Provide reading incentives to students. Provide additional reading time to improve students' reading abilities with a focus on our at-risk students.(\$1000)

4. Parent and Student Literacy night to encourage student reading at home. Provide parents with training on reading with students at home.(\$1000)

5. Teachers will have the opportunity to serve on school committees to look at student data and provide school-wide professional development to improve student success in reading. School-wide professional development will focus on LETRS review from our instructional coach and district coaches. Conduct regular meetings to discuss student progress and school needs to improve literacy instruction. (\$4500.00)

6. Substitutes will be provided when needed for teacher professional development. Teachers will meet with parents to discuss individual student needs. (\$1000.00)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Hire (6) paraprofessionals to provide small group reading instruction to students. \$79000.00 5. Teachers will serve on school committees to monitor school data and provide professional development to staff. 6.Substitutes will be provided for teachers when needed for professional development \$5500.00	\$84,500.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	2. Teachers and paraprofessionals will progress monitor and provide plans for struggling students. \$2000.00 3. We will hold a family literacy night and provide reading incentives to students. \$2000.00	\$4,000.00
	Total:	\$88,500.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$84,500.00
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)	\$4,000.00
Total:	\$88,500.00

Funding Estimates – Please Update

Estimates	Totals
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Estimates	Total
Carry-over from 2022-2023	\$34,907.52
Distribution for 2023-2024	\$82,323.73
Total Available Funds for 2023-2024	\$117,231.25
Estimated Funds to be Spent in 2023-2024	\$ 110000
Estimated Carry-over from 2023-2024	\$7,231.25
Estimated Distribution for 2024-2025	\$87,341.00
Total Available Funds for 2024-2025	\$94,572.25
Summary of Estimated Expenditures for 2024-2025	\$88,500.00
Estimated Carry-over to 2025-2026	\$6,072.25

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

Publicity

- Other: Please explain
- School newsletter or website
- Stickers that identify purchases made with School LAND Trust funds

Explanation for other publicity option:

I have created a pamphlet to hand out and distribute to stakeholders on what our School LAND Trust funds are used for.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2024-04-02

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	Change the assessment to Acadience Reading Benchmark Composite Academic area is reading, not ELA or writing Student incentive max is \$1100 Separate literacy night from student incentives Separate substitutes from stipends Add evidence-based practices and consistent with the LEA's pedagogy, programs, and curriculum
2024-04-19	Heidi Jo West	Measurement needs to just be the assessment, not the scores. Acadience Reading Benchmark Composite Grades K-5

BACK

Upcoming School Plan 2024-2025 - Garland School

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

Goal #1

close

State Goal

close

Our overarching goal is to increase proficiency of all Garland student's literacy to 95% on grade level by 2027. Our 2024-2025 goal will increase literacy performance across all grade levels, moving us toward the 95% mark. 81% of kindergartners will blend 10 or more Whole Words Read. 66% of first graders will read 47 WPM AND with 90% Accuracy. 80% of second graders will read 87 WPM AND with 97% Accuracy. 83% of third graders will read 100 WPM AND with 97% Accuracy. 85% of fourth graders will read 115 WPM AND with 98% Accuracy. 82% of fifth graders will read 130 WPM AND with 99% Accuracy.

Academic Area

close

- Reading

Measurements

close

We have used Acadience reading progress monitoring and EOY data to determine goals. We will continue to use Acadience BOY, MOY and EOY data to monitor our SLT goal.

Action Plan Steps and Expenditures

close

1. Paraprofessionals will be hired to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. Weekly training for paraprofessionals by coach on: classroom management, program implementation, and LETRS instruction. (\$94,823.04)
2. Teachers will use adopted tier 1 programs (SuperKids and Wonders) and LETRS Instruction to improve literacy instruction.
3. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation. .
4. Teams will align daily schedules to include the literacy block outlined in SB-127, prioritizing regular collaboration and data discussion to facilitate appropriate response to intervention. ((\$10,167)
5. Progress monitoring will be performed as required throughout the year. Pathways of Progress goals will be set and monitored.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Steps #1-#5	\$104,990.04
	Total:	\$104,990.04

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$104,990.04
Total:	\$104,990.04

Funding Estimates – Please Update

Estimates	Totals
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Estimates	Totals
Carry-over from 2022-2023	\$539.79
Distribution for 2023-2024	\$100,991.94
Total Available Funds for 2023-2024	\$101,531.73
Estimated Funds to be Spent in 2023-2024	\$ 100042.46
Estimated Carry-over from 2023-2024	\$1,489.27
Estimated Distribution for 2024-2025	\$105,450.24
Total Available Funds for 2024-2025	\$106,939.51
Summary of Estimated Expenditures for 2024-2025	\$104,990.04
Estimated Carry-over to 2025-2026	\$1,949.47

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	1	2024-04-12

Comments

Date	Name	Comment
2024-04-12	Vanica Crane	We are excited to be working toward the SB-127 goal of getting 95% of our students highly proficient in reading! This funding is such a blessing.

[BACK](#)

Upcoming School Plan 2024-2025 - Golden Spike Elementary

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

Goal #1

close

State Goal

close

-62% of kindergarten students will blend 10 or more Whole Words Read by the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. - 59% of first-grade students will read 47 WPM AND with 90% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -67% of second-grade students will read 87 WPM AND with 97% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -72% of third-grade students will read 100 WPM AND with 97% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -62% of fourth-grade students will read 115 WPM AND with 98% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -56% of fifth-grade students will read 130 WPM AND with 99% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment.

Academic Area

close

- Reading

Measurements

close

Acadience reading assessment

Action Plan Steps and Expenditures

close

1. Paraprofessionals will be hired to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. (\$111,828.61)
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention. Regular meetings with leadership team to determine the needs of the grade-levels and school. (\$5,000)
3. Use adopted tier 1 programs with fidelity (SuperKids and Wonders)
4. Use LETRS Instruction to improve literacy instruction
5. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
6. School-wide professional development will focus on LETRS review from instructional coaches.
7. Regular training for paraprofessionals by coaches on: classroom management, program implementation, and LETRS instruction.
8. Increase amount of reading time and opportunities to respond, with intentional focus on students at risk.
9. Set Pathways of Progress goals by October 15th and monitor student progress regularly.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Paraprofessional salaries to meet the goal 2. Leadership collaborative meetings to support the goal	\$116,828.59
	Total:	\$116,828.59

Summary of Estimated Expenditures

Estimated Cost

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$116,828.59
Total:	\$116,828.59

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$18,078.25
Distribution for 2023-2024	\$113,998.48
Total Available Funds for 2023-2024	\$132,076.73
Estimated Funds to be Spent in 2023-2024	\$ 132076.73
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$116,828.61
Total Available Funds for 2024-2025	\$116,828.61
Summary of Estimated Expenditures for 2024-2025	\$116,828.59
Estimated Carry-over to 2025-2026	\$0.02

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

Publicity

- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2024-04-11

[BACK](#)

Upcoming School Plan 2024-2025 - Grouse Creek Elementary

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

Goal #1

close

State Goal

close

K-5 students will have a 4% increase from BOY to EOY on the Reading Acadience Benchmark composite. 50% of students K-5 will be at Typical or higher on Pathways of Progress.

Academic Area

close

- Reading

Measurements

close

BOY, MOY and EOY Acadience Reading Benchmark composite and Acadience Reading Benchmark Pathways of Progress.

Action Plan Steps and Expenditures

close

- 1- Employ a paraprofessional to provide skill-based small group/ individualized interventions. (\$1507.62)
- 2- Provide professional development to our teachers and paraprofessionals to build skills in

researched-based practices.

3- Give students diagnostic assessments (PASI/ PSI screener) to identify specific reading skills needed.

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

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

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

7-Students performing below benchmark will be monitored regularly using Acadience Progress Monitoring.

8- Individual student goals will be set using the Acadience Pathways of Progress.

9- 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- Employ a paraprofessional to provide skill-based small group/ individualized interventions. (\$1507.62)	\$1,500.93
	Total:	\$1,500.93

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$1,500.93
Total:	\$1,500.93

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$309.37
Distribution for 2023-2024	\$918.11
Total Available Funds for 2023-2024	\$1,227.48
Estimated Funds to be Spent in 2023-2024	\$ 521.15
Estimated Carry-over from 2023-2024	\$706.33
Estimated Distribution for 2024-2025	\$801.29

Estimates	Totals
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Estimates	Total
Total Available Funds for 2024-2025	\$1,507.62
Summary of Estimated Expenditures for 2024-2025	\$1,500.93
Estimated Carry-over to 2025-2026	\$6.69

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

Publicity

- School assembly
- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2024-03-04

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	Measurement: Acadience Reading Benchmark BOY & MOY Academic Area: Reading.

[BACK](#)

Upcoming School Plan 2024-2025 - Lake View School

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

Goal #1

close

State Goal

close

Our goal is to reach grade level expectations on Acadience Reading Benchmark EOY: Kindergarten-68% of students on Whole Words Read. In 1st-5th grades the goal is based on meeting grade level in words per minute and accuracy: 1st Grade-69%, 2nd Grade-79%, 3rd Grade-79% , 4th Grade-75%, 5th Grade-64%

Academic Area

close

- Reading

Measurements

close

Acadience Reading Benchmark EOY K-WWR, 1st-5th Grades- Fluency and Accuracy.

Action Plan Steps and Expenditures

close

1. Use adopted tier 1 programs with fidelity (SuperKids and Wonders)
2. Use LETRS training knowledge to improve literacy instruction.
3. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction

- and program implementation.
- 4. Begin progress monitoring at the beginning of the year according to district PM expectations for all students.
- 5. Paraprofessionals will be hired and trained to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. (\$96,480)
- 6. Regular training for paraprofessionals by coaches on: classroom management, program implementation, and LETRS instruction.
- 7. Increasing amount of reading time and opportunities to respond, with intentional focus on students at risk.
- 8. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention.
- 9. Set Pathways of Progress goals by October 15th.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step #5.	\$96,480.00
	Total:	\$96,480.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$96,480.00
Total:	\$96,480.00

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2022-2023	\$8,495.23
Distribution for 2023-2024	\$93,035.00
Total Available Funds for 2023-2024	\$101,530.23
Estimated Funds to be Spent in 2023-2024	\$ 96480
Estimated Carry-over from 2023-2024	\$5,050.23
Estimated Distribution for 2024-2025	\$92,148.77
Total Available Funds for 2024-2025	\$97,199.00
Summary of Estimated Expenditures for 2024-2025	\$96,480.00
Estimated Carry-over to 2025-2026	\$719.00

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

Publicity

- School newsletter or website
- Social Media

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2024-03-25

[BACK](#)

Upcoming School Plan 2024-2025 - Mckinley School

The Plan has been submitted by the School and is waiting LEA 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 68% of students on or above grade level in accuracy proficiency.

Academic Area

close

- Reading

Measurements

close

Based off of Acadience Reading benchmark EOY 2025

Action Plan Steps and Expenditures

close

1. We will hire paraprofessionals for reading groups. (\$52,000)
2. We will purchase additional smart TV's to complement classroom literacy instructions. (\$17,610)
3. We will send teachers to a conference for professional learning opportunities to help guide

instructional practices. (\$10,000)

4. We will create planning sessions for each grade level and provide a substitute so they can create CFA's and get aligned as a team 3 times a year. (\$5400)

5. We will purchase classroom sets of books to help support our LEAP program to help challenge our students. (\$1400)

6. We will purchase calming kits for each classroom to help with student behavior and emotional regulation. (\$1380)

7. We will purchase the REWARDS curriculum for our special education department to help complement classroom literacy instructions. (\$275)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. We will hire paraprofessionals for reading groups. (\$52,000)	\$52,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	2. We will purchase additional smart TV's to complement classroom literacy instructions. (\$11,740)	\$17,610.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	3. We will send teachers to a conference for professional learning opportunities to help guide instructional practices. (\$10,000)	\$10,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	4. We will create planning sessions for each grade level and provide a substitute so they can create CFA's and get aligned as a team 3 times a year. (\$5400)	\$5,400.00
Books, Ebooks, online curriculum/subscriptions	5. We will purchase classroom sets of books to help support our LEAP program to help challenge our students. (\$1400) 10. We will purchase the REWARDS curriculum for our special education department to help complement classroom literacy instructions. (\$275)	\$1,675.00
Services, goods and fees not defined above	6. We will purchase calming kits for each classroom to help with student behavior and emotional regulation. (\$1380)	\$2,280.00
	Total:	\$88,965.00

Summary of Estimated Expenditures

	Estimated Cost
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Category	Estimated Cost (entered by the school)
Services, goods and fees not defined above	\$2,280.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$10,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$17,610.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$57,400.00
Books, Ebooks, online curriculum/subscriptions	\$1,675.00
Total:	\$88,965.00

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$0.00
Distribution for 2023-2024	\$83,853.91
Total Available Funds for 2023-2024	\$83,853.91
Estimated Funds to be Spent in 2023-2024	\$ 77160.01
Estimated Carry-over from 2023-2024	\$6,693.90
Estimated Distribution for 2024-2025	\$91,026.95
Total Available Funds for 2024-2025	\$97,720.85
Summary of Estimated Expenditures for 2024-2025	\$88,965.00
Estimated Carry-over to 2025-2026	\$8,755.85

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

Publicity

- Letters to policymakers and/or administrators of trust lands and trust funds
- School newsletter or website
- Social Media
- Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2024-04-15

Comments

Date	Name	Comment
2024-04-19	Heidi Jo West	Revise: Goal, Academic Area, Measurements, Action Plan Steps- remove items not associated with reaching the goal.

BACK

Upcoming School Plan 2024-2025 - North Park School

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

Goal #1

close

State Goal

close

We will increase the percentage of students that demonstrate benchmark on the Acadience Reading Benchmark from BOY to EOY by 28% in kindergarten and 5% in 1st through 5th grades.

Academic Area

close

- Reading

Measurements

close

Acadience reading assessment

Action Plan Steps and Expenditures

close

1. Paraprofessionals will be hired to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. (\$90,193)
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention. Regular meetings with leadership team to determine the needs of the grade-levels and school. (\$5,000)
3. Use adopted tier 1 programs with fidelity (SuperKids and Wonders)
4. Use LETRS Instruction to improve literacy instruction 5. Coaching cycles and feedback for

paraprofessionals and teachers to improve instruction and program implementation. 6. School-wide professional development will focus on LETRS review from instructional coaches. 7. Regular training for paraprofessionals by coaches on: classroom management, program implementation, and LETRS instruction. 8. Increase amount of reading time and opportunities to respond, with intentional focus on students at risk. 9. Set Pathways of Progress goals by October 15th and monitor student progress regularly.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Salaries and benefits for paraprofessionals to support the goal 2. Leadership collaborative meetings to support the goal.	\$95,193.00
	Total:	\$95,193.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$95,193.00
Total:	\$95,193.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2022-2023	\$0.00	
Distribution for 2023-2024	\$88,903.51	
Total Available Funds for 2023-2024	\$88,903.51	
Estimated Funds to be Spent in 2023-2024	\$	88903
Estimated Carry-over from 2023-2024	\$0.51	
Estimated Distribution for 2024-2025	\$95,193.68	
Total Available Funds for 2024-2025	\$95,194.19	
Summary of Estimated Expenditures for 2024-2025	\$95,193.00	
Estimated Carry-over to 2025-2026	\$1.19	

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

Publicity

- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	0	2024-04-09

Comments

Date	Name	Comment
2024-04-19	Heidi Jo West	Revise Goal, Academic Area and Action Plan Steps and Expenditures

[BACK](#)

Upcoming School Plan 2024-2025 - Park Valley Elementary

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

Goal #1

close

State Goal

close

K-6 students will increase by 4% composite on the Reading Acadience benchmark from BOY to EOY. 75% of students will have typical or above from BOY to EOY on Pathways of Progress.

Academic Area

close

- Reading

Measurements

close

BOY, MOY, EOY Acadience Reading benchmark BOY, MOY, EOY Pathways of Progress Reading Acadience Benchmark

Action Plan Steps and Expenditures

close

- 1- Give students diagnostic assessments (PSI; PASI) to identify specific reading skills needed.
- 2- All reading teachers will instruct using correct reading techniques and strategies.

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

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

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

6- Employ Paraprofessional to provide skill-based small group interventions, and Tier 1 and Tier 2 support. (\$2724)

7- Provide professional development to teachers and paraprofessionals to build skills in research-based practices.

8- Students performing below benchmark will be monitored regularly using Acadience progress monitoring

9- Individual student goals will be set using the Acadience Pathways of Progress goal setting tool.

10- 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)	6- Employ Paraprofessional to provide skill-based small group interventions, and Tier 1 and Tier 2 support. (\$2724)	\$2,724.00
	Total:	\$2,724.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$2,724.00
Total:	\$2,724.00

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$0.00
Distribution for 2023-2024	\$4,131.49
Total Available Funds for 2023-2024	\$4,131.49

Estimates	Totals
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Estimates	Total
Estimated Funds to be Spent in 2023-2024	\$ 4131.49
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$2,724.40
Total Available Funds for 2024-2025	\$2,724.40
Summary of Estimated Expenditures for 2024-2025	\$2,724.00
Estimated Carry-over to 2025-2026	\$0.40

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

Publicity

- School assembly
- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2024-04-09

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	Measurement: Acadience Reading Benchmark BOY & MOY Academic Area: Reading.

[BACK](#)

Upcoming School Plan 2024-2025 - Snowville School

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

Goal #1

close

State Goal

close

K-5 students will have a 4% increase from BOY to EOY on the Acadience Reading Benchmark composite. 70% of students K-5 will be at Typical or higher on Pathways of Progress.

Academic Area

close

- Reading

Measurements

close

BOY MOY and EOY Acadience Reading Benchmarks composite and Acadience Reading Pathways of Progress for MOY and EOY.

Action Plan Steps and Expenditures

close

1- Employ paraprofessionals to provide skill-based small group/ individualized interventions. (\$4968.02)

2- Provide professional development to our teachers and paraprofessionals to build skills in

researched-based practices.

3- Give students diagnostic assessments (PASI/ PSI screener) to identify specific reading skills needed.

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

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

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

7- Students performing below benchmark will be monitored regularly using Acadience Progress Monitoring.

8- Individual student goals will be set using the Acadience Pathways of Progress.

9- 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- Employ a paraprofessional to provide skill-based small group/ individualized interventions. (\$4968.02)	\$4,968.02
	Total:	\$4,968.02

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$4,968.02
Total:	\$4,968.02

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$1,139.13
Distribution for 2023-2024	\$4,131.49
Total Available Funds for 2023-2024	\$5,270.62
Estimated Funds to be Spent in 2023-2024	\$ 5270.62
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$4,968.02

Estimates	Totals
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Estimates	Total
Total Available Funds for 2024-2025	\$4,968.02
Summary of Estimated Expenditures for 2024-2025	\$4,968.02
Estimated Carry-over to 2025-2026	\$0.00

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

Publicity

- School assembly
- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2024-03-05

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	Measurement: Acadience Reading Benchmark BOY & MOY Academic Area: Reading.

[BACK](#)

Upcoming School Plan 2024-2025 - Three Mile Creek School

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

Goal #1

close

State Goal

close

Three Mile Creek will have a 5% increase of all students at or above benchmark from BOY to EOY according to Acadience Reading for the 2024-2025 school year.

Academic Area

close

- Reading

Measurements

close

We will use Acadience Reading Benchmarks - administered three times each year - to determine if we have reached our goal.

Action Plan Steps and Expenditures

close

Action Steps:

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-

group tier-2 and tier-3 instruction. (\$89,834.72)

2. Prioritize regular collaboration and data discussion to facilitate appropriate responses to intervention, improve school climate, and improve behavior.
3. Conduct regular meetings with the leadership teams to determine the needs of the grade levels and school.
4. Use adopted tier 1 programs with fidelity (SuperKids and Wonders).
5. Use LETRS Instruction to improve literacy instruction.
6. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
7. Professional development for Teachers and paras. (\$3000)
8. Regular training for paraprofessionals by coaches on classroom management, program implementation, and LETRS instruction.
9. Increase the amount of reading time and opportunities to respond, with an intentional focus on students at risk.
10. Set Pathways of Progress goals by October 15th and monitor student progress regularly.
11. Resources and supplies needed to implement the plan and support student learning. (\$3000)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	#1 Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction.	\$89,834.72
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)	#11 Resources and supplies needed to implement the plan and support student learning.	\$3,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	#7 Professional development for Teachers and paras.	\$3,000.00
	Total:	\$95,834.72

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)	\$3,000.00
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)	\$89,834.72
Total:	\$95,834.72

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$10,129.80
Distribution for 2023-2024	\$92,116.89
Total Available Funds for 2023-2024	\$102,246.69
Estimated Funds to be Spent in 2023-2024	\$ 102246.69
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$95,834.72
Total Available Funds for 2024-2025	\$95,834.72
Summary of Estimated Expenditures for 2024-2025	\$95,834.72
Estimated Carry-over to 2025-2026	\$0.00

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

Publicity

- School newsletter or website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	1	2024-03-27

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	Measurement: Acadience Reading Benchmark BOY, EOY Academic Area: Reading. (state only allows one) Action Plan Steps and Expenditures: Missing this: evidence-based practices and consistent with the LEA's pedagogy, programs, and curriculum. (you must tell the state how you will use approved programs and implement LETRS, AshLee and I put those ideas in the suggested goals sheet).
2024-04-19	Heidi Jo West	Remove ELA from the academic area. This is a reading test.

BACK

Upcoming School Plan 2024-2025 - Willard School

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

Goal #1

close

State Goal

close

85% of kindergarten students will blend 10 or more Whole Words Read by the EOY benchmark period as determined by the Acadience benchmark assessment. 78% of first grade students will read 47 WPM with 90% Accuracy based on the EOY Acadience benchmark period.

Academic Area

close

- Reading

Measurements

close

Reading Acadience EOY Benchmark.

Action Plan Steps and Expenditures

close

1. Paraprofessionals will be hired to work with students in small reading groups, Tier 2 and Tier 3 interventions. (\$31,000)
2. We will exit Kindergarten with accuracy through skill 3 on 95% phonics, and exit first grade with accuracy through skill 9 on 95% phonics, according to a district-adopted phonics interventions.

3. We will purchase 95% phonics materials for small phonics intervention groups. (\$2,000)
4. We will use the district approved curriculum SuperKids, with fidelity, including explicit phonics routine, phonemic awareness, assessment and interventions.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Paraprofessionals will be hired to work with students in small reading groups, Tier 2 and Tier 3 interventions. (\$31,000)	\$31,000.00
Books, Ebooks, online curriculum/subscriptions	We will purchase 95% phonics materials for small groups. (\$2,000)	\$2,000.00
	Total:	\$33,000.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$31,000.00
Books, Ebooks, online curriculum/subscriptions	\$2,000.00
Total:	\$33,000.00

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2022-2023	\$0.00
Distribution for 2023-2024	\$35,347.18
Total Available Funds for 2023-2024	\$35,347.18
Estimated Funds to be Spent in 2023-2024	\$ 35347.18
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$33,494.07
Total Available Funds for 2024-2025	\$33,494.07
Summary of Estimated Expenditures for 2024-2025	\$33,000.00
Estimated Carry-over to 2025-2026	\$494.07

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	0	2024-04-12

Comments

Date	Name	Comment
2024-04-18	Heidi Jo West	Academic Area: Reading Action Plan Steps and Expenditures Students will exit Kindergarten with accuracy through skill 3 on 95% phonics, and exit first grade with accuracy through skill 9 on 95% phonics, according to a district-adopted phonics intervention program 95%.

[BACK](#)

Upcoming School Plan 2024-2025 - 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 2024 to June 2025.

Academic Area

close

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

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 five 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

1. Hire Online Lab/Credit Recovery Teacher
2. Hire six 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).
6. Purchase Read 180 and Math 180 to help build student's prerequisite skills.

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	Read 180 (\$10,900), Math 180 (\$10,000)	\$20,900.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Math Instructional Para (\$5,000), Sped Instructional Para (\$19,000), Additional Summer Hours for Teachers (\$50,180), 4 Instructional Paras (\$106,000), Summer School/Credit Recovery Teacher (\$16,000).	\$196,180.00
	Total:	\$217,080.00

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 2024-25 school year. 85% of Box Elder High School teachers will have an average of 80% student engagement during classroom instruction. (This is focused engagement meaning the students are responding to the teachers)

Academic Area

close

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

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 2025, 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, Teacher Intervention Committee Members, and teachers schoolwide.
2. Ipad/ Foot Pedal, pen, software, Additional Reading Books, Sheet Music, Music Stands, VR Head Sets, and other technologies (Turnitin!, Kahootit!+, ACT Prep, Newslea, Screencast -O-Matic, 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 and travel expenses)
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)

Category	Description	Estimated Cost
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	NSTA Conference (\$4,508)	\$4,508.00
Books, Ebooks, online curriculum/subscriptions	Choir Music (\$10,000), Subscription Newslea (\$10,000), Kahootit! (\$390), Screencast-O-Matic (\$240), Turnitin! (\$4000), Atomic Quiz (\$3,070), ACT Prep Subscriptions (\$8,000), AAPPL Testing (\$2,000).	\$37,700.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Team Leaders (\$5,500), Subs for PLC Trainings (\$3,000), LIA Liaison (\$9,000), Instructional Coach (\$52,536).	\$70,036.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	New Teacher Observations (Annette Brinkman) (\$6,500), Teacher PD Conferences (\$4,921),	\$11,421.00
	Total:	\$140,505.00

Category	Description	Estimated Cost
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	VR Head Sets (\$10,000), Music Stands (\$1,500), Ipad/Foot Pedal, Pen (\$1340).	\$12,840.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	LIA Transportation to Elementary School (\$4,000)	\$4,000.00
	Total:	\$140,505.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$12,840.00
Books, Ebooks, online curriculum/subscriptions	\$58,600.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$4,508.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$4,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$11,421.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$266,216.00
Total:	\$357,585.00

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$147,056.27
Distribution for 2023-2024	\$242,992.72
Total Available Funds for 2023-2024	\$390,048.99
Estimated Funds to be Spent in 2023-2024	\$ 289999.62
Estimated Carry-over from 2023-2024	\$100,049.37
Estimated Distribution for 2024-2025	\$257,535.77
Total Available Funds for 2024-2025	\$357,585.14
Summary of Estimated Expenditures for 2024-2025	\$357,585.00
Estimated Carry-over to 2025-2026	\$0.14

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

Publicity

- School newsletter or website

- Social Media

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	0	2024-02-24

[BACK](#)

Upcoming School Plan 2024-2025 - Bear River High

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

Goal #1

close

State Goal

close

Bear River High will improve our graduation rate by 3% and increase the number of students who are college and career ready by increasing students completing any pathway by 3% and increasing the number of Concurrent Enrollment and AP sections by 3%.

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- CTE (Career and Technical Education)
- Graduation Rate Increase (*secondary schools only*)

Measurements

close

Graduation rate and number of students completing an AP course, CTE pathway or Concurrent Enrollment Course.

Action Plan Steps and Expenditures

close

1. Increase the number of students participating in a Healthy Habits class to teach and improve student skills, habits, and techniques to support learning for future graduation. (\$12,353)
2. Increase the number of students taking at least one Concurrent Enrollment or Advanced Placement classes or completing a CTE Pathway. Also, provide support for applications for post-secondary training opportunities. (\$700)
3. Hire an at-risk aide(s) to support students to recover credit and get back on track for graduation. (\$81,518)
4. Provide tutoring for math students before and after school to help eliminate lost credits. (\$12,610)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1, 2, 3, 4	\$107,080.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	2	\$100.00
	Total:	\$107,180.00

Goal #2

close

State Goal

close

Bear River High will increase the number of students meeting the ACT benchmark scores by 2%.

Academic Area

close

- English/Language Arts
- Mathematics
- Reading

- Science

Measurements

close

Student ACT scores and ACT benchmark scores.

Action Plan Steps and Expenditures

close

1. Give our senior students an opportunity to take the ACT a second time. (\$18,000)
2. Increase parents and student awareness of ACT options and testing tips through regular email communications. (no cost - increased focus for Admin and teachers)
3. Purchase a program to allow teachers in class and students at home to practice and prepare for the ACT test. (\$12,000)
4. Improve curriculum to support ACT preparation and practice. Also, purchase 72 replacement chromebooks for student access to curriculum and learning opportunities. (\$43,074)

Category	Description	Estimated Cost
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	4.	\$18,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	4	\$25,074.00
Services, goods and fees not defined above	1	\$18,000.00
Books, Ebooks, online curriculum/subscriptions	3	\$12,000.00
	Total:	\$73,074.00

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)	\$100.00
Services, goods and fees not defined above	\$18,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$18,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$132,154.00
Books, Ebooks, online curriculum/subscriptions	\$12,000.00
Total:	\$180,254.00

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$0.00
Distribution for 2023-2024	\$180,255.31
Total Available Funds for 2023-2024	\$180,255.31
Estimated Funds to be Spent in 2023-2024	\$ 180255
Estimated Carry-over from 2023-2024	\$0.31
Estimated Distribution for 2024-2025	\$193,272.02
Total Available Funds for 2024-2025	\$193,272.33
Summary of Estimated Expenditures for 2024-2025	\$180,254.00
Estimated Carry-over to 2025-2026	\$13,018.33

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

Publicity

- School assembly
- School newsletter or website
- Social Media

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	1	3	2024-03-13

BACK

Upcoming School Plan 2024-2025 - Sunrise High School

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

Goal #1

close

State Goal

close

Our goal is to continue to increase our graduation percentage to over 70% over the next two years. Thus helping Sunrise High to exit Comprehensive School Improvement. One step that has shown to be very valuable is to increasing student support. We will use these funds to pay for a full time student mentor to work with students. These funds will not be sufficient to pay the entire cost with benefits, but will cover the majority of the expense. 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

- Graduation Rate Increase (*secondary schools only*)

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. The most critical measurement will be the graduation rate put out by the state. We will also continue to use

weekly attendance percentages, and term failing rates to indicate success and gauge our progress throughout the year.

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. This will exhaust our trust land funds for the year. *\$24679.84*

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)	We hired a full time para 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. This will exhaust our trust land funds for the year.	\$24,679.84
	Total:	\$24,679.84

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$24,679.84
Total:	\$24,679.84

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$735.31
Distribution for 2023-2024	\$23,105.73
Total Available Funds for 2023-2024	\$23,841.04
Estimated Funds to be Spent in 2023-2024	\$ 23841.04
Estimated Carry-over from 2023-2024	\$0.00

Estimates	Totals	
Estimated Distribution for 2024-2025		\$24,679.84
Total Available Funds for 2024-2025		\$24,679.84
Summary of Estimated Expenditures for 2024-2025		\$24,679.84
Estimated Carry-over to 2025-2026		\$0.00

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

Publicity

- School newsletter or website
- Social Media

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
1	0	0	2024-04-11

Comments

Date	Name	Comment
2024-04-11	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 2024-2025 - 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: 2023-2024 results: 8th grade: 31% proficient 9th grade: 44% proficient 2024-2025 goal: 8th grade: 33% proficient 9th grade: 46% proficient Math: 2023-2024 results: 8th grade: 44% proficient 9th grade: 48% proficient 2023-2024 goal: 8th grade: 46% proficient 9th grade: 50% proficient

Academic Area

close

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

- Technology
- World Languages
- Writing

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 reading remediation. 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. We will pay for our teachers to collaborate inside their academic teams to drive instruction forward using data from student assessments. We will pay part of the salary of a licensed clinical social worker (LCSW) to aid in meeting the needs of our students so they can focus on academics. We will hire teachers during their lunch time to help supervise students and keep the school safe, helping all students to focus on academics. We will pay for two student government advisors to help with promoting our PBIS plan.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	STEPS 3,4, and 5	\$190,875.00
	Total:	\$190,875.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$190,875.00
Total:	\$190,875.00

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2022-2023	\$36,889.11
Distribution for 2023-2024	\$176,735.89
Total Available Funds for 2023-2024	\$213,625.00
Estimated Funds to be Spent in 2023-2024	\$ 208000
Estimated Carry-over from 2023-2024	\$5,625.00
Estimated Distribution for 2024-2025	\$187,502.71
Total Available Funds for 2024-2025	\$193,127.71
Summary of Estimated Expenditures for 2024-2025	\$190,875.00

Estimates	Totals	
Estimated Carry-over to 2025-2026		\$2,252.71

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	6	2024-03-18

BACK

Upcoming School Plan 2024-2025 - Bear River Middle

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

Goal #1

close

State Goal

close

Sixty percent of BRMS students will make one year's growth on the MAP assessment during the 2024/2025 school year.

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Reading

Measurements

close

The Measures of Academic Progress (MAP) assessment is given to all students at BRMS once each trimester. This assessment monitors growth and achievement in math and reading. Every content area will use the data from the assessment to differentiate instruction, determine interventions,

and provide extensions. We will use the MAP assessment data from Fall, Winter, and Spring to assess the effectiveness of this goal.

Action Plan Steps and Expenditures

close

1. We will provide teachers with collaboration time through their Professional Learning Communities to plan, pace, and prepare common formative assessments, evaluate data, share best practices based on data, and develop methods for interventions and extensions. Teachers will be compensated to work a day in the summer with their collaborative teams 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 PLC teams and additional days will be granted as needed, provided funds are available.
2. We will employ three instructional aides to support interventions and extensions and assist in our regular classrooms so our teachers can differentiate instruction for small groups of students.
3. We will pay for 60% of the salary for an ELA teacher to lower the pupil to teacher ratio in our language arts courses. The district will fund the additional 40% of the salary.
4. We will continue funding digital citizenship and tools addressing interventions and extensions. Digital citizenship will be addressed during study hall, and stickers to adhere to the student Chromebooks will be purchased as reminders.
5. Pay a portion of the Guiding Coalition Stipends \$500 each per member (10 members).

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step 1 (12000) Action Step 2, (55000) Action Step 3 (50000) Action Step 5 (5000)	\$122,000.00
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)	Action Step 4	\$495.00
	Total:	\$122,495.00

State Goal

close

Student engagement will improve with the use of SIOP strategies from first trimester's baseline data to third trimester by 10% during the 2024/2025 school year.

Academic Area

close

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

Measurements

close

Administration, Instructional Coaches, and Peer Teams will perform cyclical observations to measure student engagement, SIOP, and Big 8 strategy effectiveness.

Action Plan Steps and Expenditures

close

1. We will fund a portion of the Instructional Coaches' salary in conjunction with the Box Elder School District. Instructional coaches will teach all teachers PD on SIOP strategies.
2. Create an observation form and a data tracking sheet to record student engagement.
3. We will provide time for teams to meet, determine observation schedules, and perform observations on peers by covering the costs of substitutes.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step 1 (10,000) Action Step 3 (1,000)	\$11,000.00
	Total:	\$11,000.00

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)	\$495.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$133,000.00
Total:	\$133,495.00

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2022-2023	\$780.09
Distribution for 2023-2024	\$129,300.28
Total Available Funds for 2023-2024	\$130,080.37
Estimated Funds to be Spent in 2023-2024	\$ 130080.37
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$133,495.52
Total Available Funds for 2024-2025	\$133,495.52
Summary of Estimated Expenditures for 2024-2025	\$133,495.00
Estimated Carry-over to 2025-2026	\$0.52

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

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	0	2024-03-05

[BACK](#)

Upcoming School Plan 2024-2025 - Harris Intermediate

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

Goal #1

close

State Goal

close

75% of our 6th & 7th-grade students will be at the 50th percentile for achievement, or make one year's growth as measured by MAP Reading assessment. From the BOY to the EOY in May 2025.

Academic Area

close

- Reading

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 MAP growth over time to determine our area of most critical academic need. The MAP proficiency and growth reports 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 ATSI percentages for ELL and SWD's were below the state average for 2024.

1. Students will be screened using the BOY MAP benchmark in September 2024, so that we will know exactly which differentiated interventions/ extensions to put them in for the start of the 24-25 school year in reading.
2. \$146,457.07 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.
3. Each student in our school will also take 2 MAP benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal.
4. PLC teams will use our 6th-grade flex time block and & the 7th will use weekly interventions as well as grade-level established class time to help provide interventions and extensions based on the CFA grade-level data.
5. We will work to participate in district and sister school efforts to increase the PLC process in both schools as we collaborate together.
6. The administration will work with each team once per trimester to conduct a data review of the Reading 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.
7. We will use the reports generated by the MAP assessment to determine yearly growth.
8. We will spend \$12,000 for our instructional coach who helps with instructional strategies and student achievement.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step # 2 = Intervention para's = \$146,457.07 Action step # 8 = Instructional coach = \$12,000	\$158,457.07
	Total:	\$158,457.07

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$158,457.07
Total:	\$158,457.07

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2022-2023		\$21,475.55
Distribution for 2023-2024		\$124,556.72
Total Available Funds for 2023-2024		\$146,032.27
Estimated Funds to be Spent in 2023-2024		\$
		122000
Estimated Carry-over from 2023-2024		\$24,032.27
Estimated Distribution for 2024-2025		\$134,457.07
Total Available Funds for 2024-2025		\$158,489.34
Summary of Estimated Expenditures for 2024-2025		\$158,457.07
Estimated Carry-over to 2025-2026		\$32.27

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

Publicity

- School newsletter or website
- Social Media

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	2	2024-03-25

Comments

Date	Name	Comment
2024-03-25	David Lee	WE had a carry over of about \$24,000 due to the inability to hire additional intervention para hours. This carry over will help to pay for our increased instructional coach costs that were covered by ESSER funding.

[BACK](#)

Upcoming School Plan 2024-2025 - Young Intermediate

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

Goal #1

close

State Goal

close

At the end of the 2024-2025 school year, students at Adele C. Young Intermediate School will demonstrate grade-level proficiency in English Language Arts at a rate of 10% higher than in 2023-2024 as measured by end of level RISE assessments. All students will show growth as measure by MAP assessments. At the end of the 2024-2025 school year, ACYI will reduce the number of students reading below grade level by 50% as measured by MAP testing results. All students will show gains in lexile scores as measured by MAP testing.

Academic Area

close

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

Measurements

close

Data use will be score reports from RISE assessments and score reports from MAP assessments.

1. Accommodations/Literacy Aides: Aides will be hired (100 hours per week) 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. (\$70,350.59)
2. 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 school year, and review literacy strategies. (\$10,835.55)
3. ACYI will use trustlands funds to purchase reading intervention programs to supplement Tier 1 instruction in the English Language Arts Classrooms and to provide Tier 2 and Tier 3 interventions for students. Programs to be purchased include Phonics for Reading, Rewards, PAST, and High Noon Text. (\$10,000)
4. Funding will be provided to the sixth grade English Language Arts department for a field trip as a capstone to their literacy projects. (\$2,600)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action steps 1 and 2	\$81,186.14
Books, Ebooks, online curriculum/subscriptions	Action Step 3	\$10,000.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Action step 4	\$2,600.00
	Total:	\$93,786.14

By the end of the 2024-2025 school year, students at ACYI will demonstrate grade-level proficiency in Mathematics at a rate 10% higher than in 2023-2024 as measured by RISE assessments. All students will show growth as measured by MAPS testing.

Academic Area

close

- Fine Arts
- Mathematics
- World Languages

Measurements

close

Data used will be score reports from RISE assessments and score reports from MAP assessments.

Action Plan Steps and Expenditures

close

1. **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. (\$2,000).
2. **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. (\$4,000)
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. (\$12,880)

4. Smartboards will be purchased to install in rooms to facilitate curriculum deliver in classrooms. (\$8,000)

Category	Description	Estimated Cost
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Action step 1	\$2,000.00
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)	Action step 2	\$4,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action step 3	\$12,880.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Action step 4	\$8,000.00
	Total:	\$26,880.00

Goal #3

close

State Goal

close

By the end of the 2024-2025 school year, students at ACYI will demonstrate grade-level proficiency in Science at a rate 10% higher than in 2023-2024 as measured by RISE assessments.

Academic Area

close

- CTE (Career and Technical Education)
- Physical Education
- Science

Data used will be score reports from RISE assessments.

Action Plan Steps and Expenditures

1. **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. (\$14,071.72)
2. **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. (\$18,092.21)
3. **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. (\$6,737.50)
4. **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. (\$500)
5. The seventh grade science will have a field trip to the Box Elder Museum of Natural History. (\$1,500)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action steps 1 and 2	\$32,163.93
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)	Action Step 3	\$6,373.50
Books, Ebooks, online curriculum/subscriptions	Action 4	\$500.00
	Total:	\$40,537.43

Category	Description	Estimated Cost
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Action step 5	\$1,500.00
	Total:	\$40,537.43

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$2,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$8,000.00
Books, Ebooks, online curriculum/subscriptions	\$10,500.00
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)	\$10,373.50
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$4,100.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$126,230.07
	Total: \$161,203.57

Funding Estimates - Please Update

Estimates	Totals
Carry-over from 2022-2023	\$30,553.49
Distribution for 2023-2024	\$165,412.55
Total Available Funds for 2023-2024	\$195,966.04
Estimated Funds to be Spent in 2023-2024	\$
Estimated Carry-over from 2023-2024	\$0.00
Estimated Distribution for 2024-2025	\$161,701.05
Total Available Funds for 2024-2025	\$161,701.05
Summary of Estimated Expenditures for 2024-2025	\$161,203.57
Estimated Carry-over to 2025-2026	\$497.48

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

Please submit comments below.

Comments are only seen by those involved in submitting or reviewing plans and cannot be edited or removed.

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

Character Count:

0

School LAND Trust Plan Review Instructions

1. Read the Plan and any attached documents.
2. ENTER AND SAVE any comments for the Principal/Director to read. *Comments are not public, but are a permanent part of the report.*
3. Make a review decision to approve the report or send the report back for edits:
APPROVE: Select APPROVE, and then FINALIZE.
NEEDS EDITS: To send back for edits, select NEEDS EDITS and FINALIZE. Notify the principal to complete the edits, resubmit, and notify you when the report is ready for review again.

LEA Review Assurance

Approving the Plan is the LEA Reviewer's assurance that the plan is consistent with the law and contains:

- student-centered, measurable, academic goals
- **specific** steps and expenditures to implement the academic goals
- measurements to assess improvement
- evidence-based practices and consistent with the LEA's pedagogy, programs, and curriculum
- no more than \$2 per student budgeted for student incentives in an academic school year
- an appropriate plan for any carry-over greater than 10%

APPROVE

NEEDS EDITS

School Plan Review Status:

FINISH REVIEW

BACK

Recommendation for Box Elder Schools' Teacher and Student Success Plans 2024-2025

Submitted by:

Heidi Jo West *Assistant Superintendent Elementary Teaching and Learning*

Keith Mecham *Assistant Superintendent Secondary Teaching and Learning*

Recommendation: It is recommended that the Box Elder School District Board of Education approve the Teacher and Student Success Plans and Final Reports for all schools in the district as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the Teacher and Student Success Plans for the schools in Box Elder School District for the 2024-2025 school year.

Background:

Annual submission

Policy Implications:

This action will have no policy implications.

Financial Implications:

There are no known negative consequences.

Staff Implications

Employees hired at the school level under the TSSA plans are subject to ongoing funding and approval by the school leadership.

Recommendation for Box Elder Secondary Schools' Teacher and Student Success Plans (TSSA) for 2024-2025

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

Recommendation: It is recommended that the Box Elder School District Board of Education approve the Teacher and Student Success Plans (TSSA) and Final Reports for all secondary schools in the district as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the Teacher and Student Success Plans for the secondary schools in Box Elder school District for the 2024-2025 school year.

Background:

- Annual Submission
- [R277-927 TSSA](#)
- [TSSA District Framework - updated September 2023](#)

Policy Implications:

- This action will have no policy implications

Financial Implications:

- There are no known negative consequences

Staff implications

- Employees hired at the school level under the TSSA plans are subject to ongoing funding and approval by the school leadership
- N/A at the district level

Century TSSA	Total Allocated	\$63,450.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 1 & Goal 2 Step 2	Instructional Paras	\$40,643.46	\$37,896.00	\$2,747.46					Not allowed	Not allowed
Goal 1 Step 6 & Goal 2 Step 6	Professional Development				\$1,395.10				Not allowed	Not allowed
Goal 1 Step 3 & Goal 2 Step 5	Supplies & Materials							\$1,500.00	Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 4	5% Teacher Incentives & Recognition							\$3,174.00	Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 4	BTS Music Teacher	\$8,329.45	\$6,341.90	\$1,987.55					Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 4	Team Leader Stipends	\$5,256.00	\$4,001.83	\$1,254.17					Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 4	Student Council Advisor Stipends	\$393.99	\$299.98	\$94.01					Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 4	Behavior Team Stipends	\$1,969.99	\$1,499.92	\$470.07					Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 4	Drama Club Advisor Stipends	\$788.00	\$599.97	\$188.03					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$63,450.00	\$50,639.60	\$6,741.30	\$1,395.10	\$0.00	\$0.00	\$4,674.00		

Goal 1- ACTION PLAN

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

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction.
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention, improve school climate, and improve behavior. Regular meetings with the leadership teams to determine the needs of the grade levels and school.
3. Use adopted tier 1 programs with fidelity (SuperKids and Wonders) with the necessary supplies & materials.
4. Use LETRS Instruction to improve literacy instruction.
5. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
6. Professional development for teachers and paras.
7. Regular training for paraprofessionals by coaches on classroom management, program implementation, and LETRS instruction.
8. Increase the amount of reading time and opportunities to respond, with an intentional focus on students at risk.
9. Set Pathways of Progress goals by October 15th and monitor student progress regularly.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

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.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 2- ACTION PLAN

Century grades 1-3 students will increase their proficiency by 5% from BOY to EOY according to Acadience Math Benchmark Assessments.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Use EOY 2023-2024 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.
2. Create groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students.
3. Consistently track and monitor student progress.
4. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention and improve school climate. Regular meetings with the leadership teams to determine the needs of the grade levels and school.
5. Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed. Use State & District approved materials and curriculum to provide high-quality, targeted instruction with
6. Provide ongoing PD to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

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.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN

- 100% of students at Discovery will read at high levels. High levels will be defined as:**
- At benchmark or above on EOY Acadience Composite, or Utah RISE ELA assessments.
 - Or Above typical growth on EOY Acadience Pathways of Progress.
 - Or meeting students' IEP goals for Reading (if applicable).

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

- 1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders); purchase necessary supplies and materials to meet the needs of students.
- 2 Use LETRS Instruction to improve literacy instruction, provide coaching and PD on Science of Reading and LETRS Strategies
- 3 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
- 4 Begin progress monitoring at the beginning of the year according to district PM expectations for all students, set Pathways goals by October 15 and monitor regularly.
- 5 Hire Paraprofessionals and BTS teacher to support tier 1 instruction and provide reteaching and small-group tier 2 and tier 3 instruction as well as to support students who's behavior may impede the learning of others.
- 6 Focus on regular and targeted collaboration (through collaboration and weekly PLC), focusing on tier 1 instruction, response to intervention, student learning, and school climate. Hold regular meetings with the leadership teams to determine the needs of the grade levels and school where both academic and school climate needs are addressed.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Discovery grades 1-3 students will increase their proficiency by 5% from BOY to EOY according to Acadience Math Benchmark Assessments.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Use EOY 2023-2024 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.
2. Create groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students.
3. Consistently track and monitor student progress.
4. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention and improve school climate. Regular meetings with the leadership teams to determine the needs of the grade levels and school.
5. Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed with the support of paraprofessionals. Use State & District approved materials and curriculum to provide high-quality, targeted instruction with the needed supplies and materials.
6. Provide ongoing PD to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?
 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 final assessment of the school year will be used to determine whether we have reached our goal.

Final Report- Complete after January 15 of the following year. What were the results?

Fielding TSSA	Total Allocated	\$80,325								
Goal # Action Step #	List Expense Here	Total	Salaries 100	<small>*1.0725 NonCont *1.3134 Cont Employee Benefits 200</small>	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 1	Para Professionals	\$50,508.00	\$46,846.17	\$3,661.83					Not allowed	Not allowed
Goal 1 Step 4	Substitutes/Staff PD/IEP	\$1,100.00				\$1,100.00			Not allowed	Not allowed
Goal 2 Step 2	Para Professionals	\$17,760.00	\$16,472.40	\$1,287.60					Not allowed	Not allowed
Goal 2 Step 3	Supplies	\$1,700.00						\$1,700.00	Not allowed	Not allowed
Goal 2 Step 4	Committee	\$5,253.60	\$4,000.00	\$1,253.60					Not allowed	Not allowed
Goal 2 Step 5	Student Incentives	\$2,000.00						\$2,000.00	Not allowed	Not allowed
Goal 2 Step 5	School Culture	\$2,000.00						\$2,000.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$80,321.60	\$67,318.57	\$6,203.03	\$0.00	\$1,100.00	\$0.00	\$5,700.00	Not allowed	Not allowed

Goal 1- ACTION PLAN

Goal 1- Fielding Elementary will increase our students reaching at or above benchmark by 28% on our 2024-25 EOY Acadience Math Assessment.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Hire paraprofessionals to provide small group instruction for math. (\$49966.30 Salary) (\$3661.83 Benefits)

2 Progress monitor on math skills

3 Identify students needing intensive tier 3 math instruction.

4 Substitutes for Staff Professional Development IEP (\$1,100.00)

5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Fielding Elementary Math Data

First Grade Acadience Math Composite 2023-24 - BOY 45% MOY 70%

Second Grade Acadience Math Composite 2023-24 - BOY 57% MOY 70%

Third Grade Acadience MathComposite 2023-24 - BOY 30% MOY 68%

School-Wide Average Percentage of first-third grade students at Math benchmark BOY - 44% MOY - 69%

25% increase from BOY to MOY 2023-24. Our goal for next year will be a 28% increase at the EOY 2024-25.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 2- ACTION PLAN

Goal 2- Fielding Elementary will decrease classroom disruptions and mild physical contacts by 10% from the EOY2023-24 to the EOY 2024-25

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

- 1 Teachers will teach Second Step SEL lessons to all grade levels.
- 2 Hire paraprofessionals to help track behavior, run small groups and provide tier 3 behavioral interventions. (\$17569.50 Salary) (\$1,287.60 Benefits)
- 3 Provide recess school for students to refocus behavior and learn positive behavior strategies.
- 4 Teachers will form a behavior committee (CHAT) (\$4000.00 Salary) (\$1,253.60 Benefits)
- 5 Purchase incentives for improvement for students and staff to ensure a positive school culture and climate. (\$5,000.00)
- 6 Supplies (\$1,000.00)

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

This year we are at 101 office referrals and 126 minor incidents. 65 of them mild physical contact and 34 were classroom disruptions We hope to reduce these by 10% using a positive reinforcement system. We are doing a k-2 system along with a 3-5 system to improve motivation with all students. 50% of our incidents are committed by two students. We are individualizing behavior plans to remedy this. We will utilize our behavior committee to help this. We will also pay for substitutes for teachers to attend meetings during the school day.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN: Our goal is to increase proficiency of all Garland student's literacy to 95% on grade level by 2027. Our 2024-2025 action plan will increase literacy performance across all grade levels, moving us toward the 95% mark. 81% of kindergartners will blend 10 or more Whole Words Read. 66% of first graders will read 47 WPM AND with 90% Accuracy. 80% of second graders will read 87 WPM AND with 97% Accuracy. 83% of third graders will read 100 WPM AND with 97% Accuracy. 85% of fourth graders will read 115 WPM AND with 98% Accuracy. 82% of fifth graders will read 130 WPM AND with 99% Accuracy.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Paraprofessionals will be hired to support behavior and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. Weekly training for paraprofessionals by coach on: classroom management, program implementation, and LETRS instruction.

2. Use adopted tier 1 programs (SuperKids and Wonders) and LETRS Instruction to improve literacy instruction.

3. Coaching cycles, training and feedback for paraprofessionals and teachers to improve instruction and program implementation.

4. Teams will align daily schedules to include the literacy block outlined in SB-127, prioritizing regular collaboration and data discussion to facilitate appropriate response to intervention.

5. Progress monitoring will be performed as required throughout the year. Pathways of Progress goals will be set and monitored.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Individual student progress as well as whole class projections will be reviewed in weekly collaboration meeting. Areas of concern will be targeted at MOY to ensure para support is being used where it is most needed. Acadience MOY and EOY data will be used as evidence for achieving our goal.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Goal 2: We will increase proficiency of Acadience math scores in K-3 from EOY 2024 to EOY 2025 by 5%. We will reduce Office Referrals and Minor Incidents in Educator's Handbook from EOY 2023 to EOY 2024.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Paraprofessionals will be hired to support behavior and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. Weekly training for paraprofessionals by coach on: classroom management and program implementation.

2. Use adopted tier 1 math program, HMH, with regular progress monitoring throughout the year.

3. Coaching cycles, training and feedback for paraprofessionals and teachers to improve instruction and program implementation.

4. Behavior paras will help manage the PBIS Bear Pride program, report to staff on results and support teacher with student behaviors as needed.

5. 5th grade Students will be given multiple leadership opportunities to help motivate them to use appropriate behavior.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Individual student progress as well as whole class projections will be reviewed in weekly collaboration meeting. Areas of concern will be targeted at MOY to ensure para support is being used where it is most needed. Acadience MOY and EOY data will be used as evidence for achieving our goal in reading and math.

Final Report- Complete after January 15 of the following year. What were the results of your

[1] Half from
SLT

[2] Move to TSSA

[3] Move to TSSA

Grouse Creek TSSA	Total Allocated	\$945.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
	PLC Team Lead- Jill Dallon K-2	\$657.00	\$500.00	\$157.00					Not allowed	Not allowed
	NetSmartz- Digital Internet safety program	\$100.00			\$100.00				Not allowed	Not allowed
	Professional Development stipends	\$188.00	\$143.14	\$44.86					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$945.00	\$643.14	\$201.86	\$100.00	\$0.00	\$0.00	\$0.00		

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN K-6 students will increase by 4% composite on the benchmark from BOY to EOY.
75% of students will have typical or above from BOY to EOY on Pathways of Progress.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Employ a Paraprofessional to provide skill-based small group/ individualized interventions.

2 Provide Professional development to teachers and paraprofessionals to build skills in research-based practices.

3 Give students diagnostic assessments (PASI/PSI screener) to identify specific reading skills needed and will be regularly monitored using Acadience Progress Monitoring.

4 All reading teachers will instruct using correct reading techniques and strategies. Teachers will spend more time and focus on providing quality tier 1 instruction.

5 Individual student goals will be set using Acadience Pathways of Progress.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Acadience Data-Benchmarks and Progress Monitoring

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN			
<p>Goal 1- ACTION PLAN -62% of kindergarten students will blend 10 or more Whole Words Read by the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -59% of first-grade students will read 47 WPM AND with 90% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -67% of second-grade students will read 87 WPM AND with 97% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -72% of third-grade students will read 100 WPM AND with 97% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -62% of fourth-grade students will read 115 WPM AND with 98% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -56% of fifth-grade students will read 130 WPM AND with 99% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment.</p>			
<p>Tasks/Activities What specific tasks/activities will need to be done to help reach your goal?</p>			
1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders); purchase necessary supplies and materials to meet the needs of students.			
2 Use LETRS Instruction to improve literacy instruction, provide coaching and PD on Science of Reading and LETRS Strategies			
3 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.			
4 Begin progress monitoring at the beginning of the year according to district PM expectations for all students, set Pathways goals by October 15 and monitor regularly.			
5 Hire Paraprofessionals to support tier 1 instruction and provide reteaching and small-group tier 2 and tier 3 instruction as well as to support students who's behavior may impede the learning of others.			
6 Focus on regular and targeted collaboration (through collaboration and weekly PLC), focusing on tier 1 instruction, response to intervention, student learning, and school climate. Hold regular meetings with the leadership teams to determine the needs of the grade levels and school where both academic and school climate needs are addressed.			
<p>Review your progress with your leadership team once each trimester.</p>			
Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			
<p>Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?</p> <p>Kindergarten Exit kinder with accuracy through skill 3 on 95% Phonics (extend through skill 5) Letter names and sounds mastery by December 15 Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.</p> <p>First GradeBegin Acadience Progress Monitoring on Oral Reading Fluency by October 15. Exit first grade with accuracy through skill 9 on 95% Phonics (extend through skill 15); assess students on the 95% fluency passage prior to advancing to the next skill. (SKILL ACCURACY THROUGH 9) Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.</p> <p>Second Grade Exit second grade with accuracy through skill 9 on 95% Phonics (extend through skill 15). (SKILL ACCURACY/FLUENCY THROUGH SKILL 12) Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.</p> <p>Third Grade Exit third grade with accuracy through skill 15 on 95% Phonics Use Bridge the Gap daily for phonemic awareness</p> <p>Fourth Grade Exit fourth grade with accuracy through skill 15 on 95% Phonics (SKILL ACCURACY AND FLUENCY THROUGH 15) Utilize REWARDS and Vocabulary Surge A</p> <p>Fifth Grade Provide interventions for students who have not shown accuracy through skill 15 on 95% Phonics. Utilize REWARDS and Vocabulary Surge B</p>			
<p>Final Report- Complete after January 15 of the following year. What were the results?</p>			

Goal 2- ACTION PLAN			
Goal 1- ACTION PLAN			
Students in grades 1-3 will increase their proficiency by 15% from BOY to EOY according to Acadience Math Benchmark Assessments. This is based off of 22-23 BOY-EOY data and 23-24 BOY-EOY Projections			
Tasks/Activities			
<i>What specific tasks/activities will need to be done to help reach your goal?</i>			
1. Use EOY 2023-2024 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.			
2. Create groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students.			
3. Consistently track and monitor student progress.			
4. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention and improve school climate. Regular meetings with the leadership teams to determine the needs of the grade levels and school.			
5. Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed with the support of paraprofessionals. Use State & District approved materials and curriculum to provide high-quality, targeted instruction with the needed supplies and materials.			
6. Provide ongoing PD to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.			
Review your progress with your leadership team once each trimester.			
Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			
Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?			
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 final assessment of the school year will be used to determine whether we have reached our goal.			
Final Report- Complete after January 15 of the following year. What were the results?			

Lake View TSSA	Total Allocated	\$79,380.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professiona I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 2	Teacher Retention	\$2,000.00						\$2,000.00	Not allowed	Not allowed
Goal 1 Step 2	Student Recognition	\$1,900.00						\$1,900.00	Not allowed	Not allowed
Goal 1 Step 5	Para Professionals	\$75,274.00	\$68,000.80	\$7,273.20					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$79,174.00	\$68,000.80	\$7,273.20	\$0.00	\$0.00	\$0.00	\$3,900.00	Not allowed	Not allowed

Goal 1- ACTION PLAN

Goal 1-

Kindergarten:

68% of students will blend 10 or more Whole Words Read by the EOY benchmark period as determined by the Acadience benchmark assessment.

1st Grade-69% of students will read 47 WPM AND with 90% Accuracy based on the EOY benchmark period.

2nd Grade-79% of students will read 87 WPM AND with 97% Accuracy based on the EOY benchmark period.

3rd Grade-79% of students will read 100 WPM AND with 97% Accuracy based on the EOY benchmark period.

4th Grade-75% of students will read 115 WPM AND with 98% Accuracy based on the EOY benchmark period.

5th Grade-64% of students will read 130 WPM AND with 99% Accuracy based on the EOY benchmark period.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders)

2 Recognition of students and teachers for doing great things with Tier 1 Instruction and Behavior (\$3,900)

3 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.

4 Begin progress monitoring at the beginning of the year according to district PM expectations for all students.

5 Paraprofessionals will be hired and trained to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. (\$75,274)

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Kindergarten

Exit kinder with accuracy through skill 3 on 95% Phonics (extend through skill 5)

Letter names and sounds mastery by December 15

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

First GradeBegin Acadience Progress Monitoring on Oral Reading Fluency by October 15.

Exit first grade with accuracy through skill 9 on 95% Phonics (extend through skill 15); assess students on the 95% fluency passage prior to advancing to the next skill. (SKILL ACCURACY THROUGH 9)

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

Second Grade

Exit second grade with accuracy through skill 9 on 95% Phonics (extend through skill 15). (SKILL ACCURACY/FLUENCY THROUGH SKILL 12?)

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

Third Grade

Exit third grade with accuracy through skill 15 on 95% Phonics

Use Bridge the Gap daily for phonemic awareness

Fourth Grade

Exit fourth grade with accuracy through skill 15 on 95% Phonics (SKILL ACCURACY AND FLUENCY THROUGH 15)

Utilize REWARDS and Vocabulary Surge A

Fifth Grade

Provide interventions for students who have not shown accuracy through skill 15 on 95% Phonics.

Utilize REWARDS and Vocabulary Surge B

Final Report- Complete after January 15 of the following year. What were the results of your

McKinley TSSA	Total Allocated	\$8,290.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Culture Committee	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	TV's 4 @ \$2935	\$11,740.00			\$11,740.00				Not allowed	Not allowed
Goal 1	Instructional Para	\$20,200.00	\$18,600.00	\$1,348.50					Not allowed	Not allowed
Goal 1	Instructional Para	\$20,200.00	\$18,600.00	\$1,348.50					Not allowed	Not allowed
Goal 1	Instructional Para	\$20,200.00	\$18,600.00	\$1,348.50					Not allowed	Not allowed
Goal 2	School safety supplies	\$1,000.00						\$1,000.00	Not allowed	Not allowed
Goal 2	Student incentives	\$4,000.00							Not allowed	Not allowed
Goal 1	Math and Literacy Night	\$1,000.00						\$1,000.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$75,055.50	\$56,800.00	\$4,515.50	\$11,740.00	\$0.00	\$0.00	\$2,000.00	Not allowed	Not allowed

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN-Our goal is that in grade levels 1st-5th we will have 68% of students on or above grade level in accuracy proficiency on the EOY acadience assessment.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

- 1 Set pathways of progress goals for all students using the Acadience goal progress setting tool.
- 2 Progress monitor based on the state and district expectations (reds=weekly, yellows=bi-weekly, greens=monthly, blues=every 6 weeks)
- 3 Analyze progress monitoring weekly 1-3 and bi-weekly k, 4, 5 in collaboration using the Acadience projection sheets.
- 4 Provide training for teachers and paras, as necessary.
- 5 Technology that would increase students' access to the curriculum.
- 6 Increased paraprofessional time for reading instruction and intervention.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Goal 2- ACTION PLAN-McKinley will decrease the number of office referrals by 5% from EOY 2024 to EOY 2025.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

- 1 Implementation of School-Wide PBIS plan with expectations and ongoing teaching
- 2 Increasing opportunities for positive student recognition (student of the month, etc. City council meeting)
- 3 Increase student connections to the school through positive interactions and activities
- 4 Utilizing Second-Steps and other SEL teaching opportunities with fidelity in all tiers
- 5 Supporting students through the CHAT Team process for tier 2 and 3.
- 6 Providing structured recess para training as necessary

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Final Report- Complete after January 15 of the following year. What were the results of your

North Park TSSA	Total Allocated	\$90,045.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professiona I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1, Step 6	Staff Recognition/Appreciation							\$4,500.00	Not allowed	Not allowed
Goal 1 & 2, Step	Paraprofessionals		\$64,610.00	\$4,685.00					Not allowed	Not allowed
Goal 1, Step 6	Leadership Stpends		\$7,804.00	\$2,446.00					Not allowed	Not allowed
Goal 1, Step 6	IEP, Teacher Observation Subs				\$3,000.00				Not allowed	Not allowed
Goal 1, Step 1	Supplies and Materials							\$3,000.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$90,045.00	\$72,414.00	\$7,131.00	\$3,000.00	\$0.00	\$0.00	\$7,500.00		

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN

We will increase the percentage of kindergarten students that demonstrate benchmark (move from red/yellow to green/blue) based on grade level standards by 28% from the BOY to EOY benchmark periods.

We will increase the percentage of 1-5 students, in each grade level, that demonstrate benchmark (move from red/yellow to green/blue) based on grade level standards by 5% from the BOY to EOY benchmark periods.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders); purchase necessary supplies and materials to meet the needs of students.

2 Use LETRS Instruction to improve literacy instruction, provide coaching and PD on Science of Reading and LETRS Strategies

3 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.

4 Begin progress monitoring at the beginning of the year according to district PM expectations for all students, set Pathways goals by October 15 and monitor regularly.

5 Hire Paraprofessionals to support tier 1 instruction and provide reteaching and small-group tier 2 and tier 3 instruction as well as to support students who's behavior may impede the learning of others.

6 Focus on regular and targeted collaboration (through collaboration and weekly PLC), focusing on tier 1 instruction, response to intervention, student learning, and school climate. Hold regular meetings with the leadership teams to determine the needs of the grade levels and school where both academic and school climate needs are addressed.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Kindergarten

Exit kinder with accuracy through skill 3 on 95% Phonics (extend through skill 5)

Letter names and sounds mastery by December 15

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

First Grade Begin Acadience Progress Monitoring on Oral Reading Fluency by October 15.

Exit first grade with accuracy through skill 9 on 95% Phonics (extend through skill 15); assess students on the 95% fluency passage prior to advancing to the next skill. (SKILL ACCURACY THROUGH 9)

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

Second Grade

Exit second grade with accuracy through skill 9 on 95% Phonics (extend through skill 15). (SKILL ACCURACY/FLUENCY THROUGH SKILL 12)

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

Third Grade

Exit third grade with accuracy through skill 15 on 95% Phonics

Use Bridge the Gap daily for phonemic awareness

Fourth Grade

Exit fourth grade with accuracy through skill 15 on 95% Phonics (SKILL ACCURACY AND FLUENCY THROUGH 15)

Utilize REWARDS and Vocabulary Surge A

Fifth Grade

Provide interventions for students who have not shown accuracy through skill 15 on 95% Phonics.

Utilize REWARDS and Vocabulary Surge B

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 2- ACTION PLAN

Goal 2- ACTION PLAN

Students in grades 1-3 will increase their proficiency by 15% from BOY to EOY according to Acadience Math Benchmark Assessments. This is based off of 22-23 BOY-EOY data and 23-24 BOY-EOY Projections.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Use EOY 2023-2024 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.
2. Create groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students.
3. Consistently track and monitor student progress.
4. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention and improve school climate. Regular meetings with the leadership teams to determine the needs of the grade levels and school.
5. Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed with the support of paraprofessionals. Use State & District approved materials and curriculum to provide high-quality, targeted instruction with the needed supplies and materials.
6. Provide ongoing PD to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

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 final assessment of the school year will be used to determine whether we have reached our goal.

Final Report- Complete after January 15 of the following year. What were the results?

Park Valley TSSA	Total Allocated	\$3,645.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professiona I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
	Jean Morris- Library 1 hr week	\$583.74	\$522.30	\$61.44					Not allowed	Not allowed
	Sally Pugsley- Intervention Aide use funds after Trustlands	\$135.57	\$103.22	\$32.35					Not allowed	Not allowed
	Net Smartz Internet Safety Program	\$100.00			\$100.00				Not allowed	Not allowed
	Professional Development for Teachers and ESP- Class Observations/ trainings	\$2,825.69	\$2,151.43	\$674.26					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$3,645.00	\$2,776.95	\$768.05	\$100.00	\$0.00	\$0.00	\$0.00		

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN K-6 students will increase by 4% composite on the benchmark from BOY to EOY.
 75% of students will have typical or above from BOY to EOY on Pathways of Progress.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Employ a Paraprofessional to provide skill-based small group/ individualized interventions.

2 Provide Professional development to teachers and paraprofessionals to build skills in research-based practices.

3 Give students diagnostic assessments (PASI/PSI screener) to identify specific reading skills needed and will be regularly monitored using Acadience Progress Monitoring.

4 All reading teachers will instruct using correct reading techniques and strategies. Teachers will spend more time and focus on providing quality tier 1 instruction.

5 Individual student goals will be set using Acadience Pathways of Progress.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Final Report- Complete after January 15 of the following year. What were the results of your

Snowville TSSA	Total Allocated	\$4,185.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
	Team Lead- Jennifer Webb 3-5th	\$657.00	\$500.00	\$157.00					Not allowed	Not allowed
	Professional Development for teachers/ Paras throughout the year	\$3,000.00	\$2,284.15	\$715.85					Not allowed	Not allowed
	Student Incentives	\$428.00						\$428.00	Not allowed	Not allowed
	NetSmartz Internet Safety Program	\$100.00			\$100.00				Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$4,185.00	\$2,784.15	\$872.85	\$100.00	\$0.00	\$0.00	\$428.00		

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN K-5 students will have a 4% increase from BOY to EOY on the Acadience composite. 70%of students K-5 will be at Typical or higher on Pathways of Progress.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Employ a Paraprofessional to provide skill-based small group/ individualized interventions.

2 Provide Professional development to teachers and paraprofessionals to build skills in research-based practices.

3 Give students diagnostic assessments (PASI/PSI screener) to identify specific reading skills needed and will be regularly monitored using Acadience Progress Monitoring.

4 All reading teachers will instruct using correct reading techniques and strategies. Teachers will spend more time and focus on providing quality tier 1 instruction.

5 Individual student goals will be set using Acadience Pathways of Progress.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 2- ACTION PLAN

Goal 2- ACTION PLAN Snowville will hold specific Professional Development sessions based on the needs of our staff and students- specifically ; behavioral (CHAMPS), reading(Wonders, SuperKids, Wilson Reading Fluency), writing (Super kids, Utah Compose, Wonders) and technology (RISE, benchmark, Canvas, Google, NearPod, Adobe Spark, Netsmartz) ; Math(HMH), Project based learning- PCBL. This instruction will result in an improved school climate and understanding of the curriculum being taught to our students, and staff members. These funds will also pay for the PLC team leader and ESP to attend training throughout the year.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Personal interviews will be held to find out specific PD needs for staff.

2 Dates and PD presenters will be contacted to set up specific learning opportunities.

3 Professional Development will be held and roll taken

4 Attendees will be paid

5 Knowledge will be implemented into classroom or other role

6- Conversations will be held on the implementation process and additional support.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Final Report- Complete after January 15 of the following year. What were the results of your

Three Mile TSSA	Total Allocated	\$81,270								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
#1 & #2	Teacher Incentive	\$4,063.50						\$4,063.50	Not allowed	Not allowed
#1, 10	BTS Teacher (Contracted)		\$6,129.50	\$1,718.83					Not allowed	Not allowed
#1-1 & #2-6	Paraprofessionals	\$66,495.00	\$54,500.00	\$3,951.25					Not allowed	Not allowed
#1-6, #2-5	Teacher and Para PD	\$10,711.50	\$5,000.00	\$1,567.00		\$4,339.50			Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$81,269.58	\$65,629.50	\$7,237.08	\$0.00	\$4,339.50	\$0.00	\$4,063.50	Not allowed	Not allowed

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN: Three Mile Creek students will increase their proficiency by 5% from BOY to EOY according to Acadience Reading Benchmark Assessments.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction.
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention. Regular meetings with the leadership team to determine the needs of the grade levels and school.
3. Use adopted tier 1 programs with fidelity (SuperKids and Wonders)
4. Use LETRS Instruction to improve literacy instruction
5. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
6. Professional development for teachers and paras.
7. Regular training for paraprofessionals by coaches on classroom management, program implementation, and LETRS instruction.
8. Increase the amount of reading time and opportunities to respond, with an intentional focus on students at risk.
9. Set Pathways of Progress goals by October 15th and monitor student progress regularly.
10. BTS music teacher will support literacy skills through reading music, speaking parts in shows, and listening through music.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? 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.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Three Mile Creek grades 2-3 students will increase their proficiency by 5% from BOY to EOY according to Acadience Math Benchmark Assessments.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Use EOY 2023-2024 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.
2. Create groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students.
3. Consistently track and monitor student progress.
4. Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed. Use State & District approved materials and curriculum to provide high-quality, targeted instruction.
5. Provide ongoing PD to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.
6. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? 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.

Final Report- Complete after January 15 of the following year. What were the results of your

Willard TSSA	Total Allocated	\$45,090.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	<small>*1.0725 NonCont *1.3134 Cont Employee Benefits 200</small>	Purchased Professiona I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 1 & Goal 2 Step 1	Instructional Paras	\$39,052.00	\$36,412.12	\$2,639.88					Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 2	5% Teacher Incentives & Recognition	\$2,254.50						\$2,254.50	Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 3	Team Leader Stipends	\$3,283.50	\$2,500.00	\$783.50					Not allowed	Not allowed
Goal 1 Step 3 & Goal 2 Step 2	Supplies & Materials	\$500.00						\$500.00	Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$45,090.00	\$38,912.12	\$3,423.38	\$0.00	\$0.00	\$0.00	\$2,754.50	Not allowed	Not allowed

Goal 1- ACTION PLAN

**Goal 1- 85% of kindergarten students will blend 10 or more Whole Words Read by the EOY benchmark period as determined by the Acadience benchmark assessment.
78% of first grade students will read 47 WPM AND with 90% Accuracy based on the EOY benchmark period.**

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction.
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention, improve school climate, and improve behavior. Regular meetings with the leadership teams to determine the needs of the grade levels and school.
3. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
4. Exit kinder with accuracy through skill 3 on 95% Phonics (extend through skill 5) and exit first grade with accuracy through skill 9 on 95% Phonics (extend through skill 15); assess students on the 95% fluency passage prior to advancing to the next skill.
5. Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.
6. Kindergarten-Letter names and sounds mastery by December 15
7. First Grade-Begin Acadience Progress Monitoring on Oral Reading Fluency by October 15
8. First Grade-Students will blend 25 or more Whole Words Read by the MOY bench period as determined by the Acadience benchmark assessment.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

**Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?
Reading Acadience EOY Benchmark**

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Goal 1- The percentage of students demonstrating proficiency on the Acadience Math benchmark composite score will increase 10% from BOY to EOY.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

- 1 Hire paraprofessionals to help with small interventions groups and progress monitoring..
- 2 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction, grouping of students, and benchmark implementation.
- 3 Use our HMH program with fidelity.

4
5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

**Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?
Math Acadience EOY Benchmark**

Final Report- Complete after January 15 of the following year. What were the results of your

Total Allocated \$225,450									
List Expense Here	Total	Salaries 100	Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Marquee Monitor (Tom Davidson)	\$656.70	\$500.00	\$156.70						
ACT Accomodations Coordinator (Travis Mumford)	\$656.70	\$500.00	\$156.70						
Credit Recovery Teacher Salary/Teacher Productivity	\$78,304.00	\$59,619.31	\$18,684.69						
LCSW 3 Days a Week (Jason Jones)	\$55,162.80	\$42,000.00	\$13,162.80						
Academic Olympiad (Shannon Cheney)	\$656.70	\$500.00	\$156.70						
Academic Olympiad (Peter Gerlach)	\$656.70	\$500.00	\$156.70						
Graduation Chair (Shannon Cheney)	\$394.02	\$300.00	\$94.02						
Sterling Scholar Coordinator (Sarah Bliesner)	\$1,182.06	\$900.00	\$282.06						
Aspire Testing Coordinator (Patrick Parker)	\$1,182.06	\$900.00	\$282.06						
ACT Coordinator (Patrick Parker)	\$1,313.40	\$1,000.00	\$313.40						
ACT 504 Accomodations Coordinator (Bonnie Mortensen)	\$656.70	\$500.00	\$156.70						
Assistant Student Government Advisor (Journey Grenwell)	\$1,182.06	\$900.00	\$282.06						
AP Testing Coordinator (Caden Burrell)	\$1,313.40	\$1,000.00	\$313.40						
STEM (Gregg Cefalo)	\$1,313.40	\$1,000.00	\$313.40						
Student of the Month (Sarah Bliesner)	\$1,182.06	\$900.00	\$282.06						
Summer School Credit Recovery Teachers (Caden Burrell)	\$6,567.00	\$5,000.00	\$1,567.00						
Summer School Credit Recovery Teachers (Shizhong Zhang)	\$6,567.00	\$5,000.00	\$1,567.00						
Summer School Edgenuity Prep/ All Year Maintenance (Jamie Kent)	\$2,626.80	\$2,000.00	\$626.80						
Dance Company Teachers (Becca Ammons) NonContracted	\$8,580.00	\$8,000.00	\$580.00						
MAP Testing Coordinator (Patrick Parker)	\$1,313.40	\$1,000.00	\$313.40						
Spirit Squad Assistant Advisors (?)	\$1,313.40	\$1,000.00	\$313.40						
Video Board Technology (Patrick Parker)	\$2,626.80	\$2,000.00	\$626.80						
Master Schedule Builder (Kristin Udy)	\$1,313.40	\$1,000.00	\$313.40						
Summer School Counselor (?)	\$1,313.40	\$1,000.00	\$313.40						
Purchase Items for Unite, Hope, and Destress Week	\$3,000.00						\$3,000.00		
Teacher PD/ Travel/ Subs	\$26,398.92					\$26,398.92			
Display Boards/ Chrome Books/ Other Technology as needed	\$18,017.12						\$18,017.12		
	\$0.00								
Total Subcategories	\$225,450.00	\$137,019.31	\$41,014.65	\$0.00	\$0.00	\$26,398.92	\$21,017.12	\$0.00	\$0.00

Goal 1- ACTION PLAN

Goal 1- Box Elder High School will increase our graduation rate by 1% from the 2023-24 graduation rate. To do this we will need to keep 92% of our students on track for graduation by building connections and relationships with students. We will also reduce the number of students who are credit deficit by 1% from August 2024 to June 2025.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Salary for the Online Lab Teacher who will run the credit recovery class during the school year. Additional productivity as needed to make master schedule work. Summer school/ Credit recovery teachers
2. Pay teachers to help with projects that will help students stay engaged and connected to school such as testing, graduation, Video Board Design, Dance Company, Academic Olympiad, Student of the Month, Spirit Squad Advisors, and Hope Squad. These activities will help students connect with our school and feel a sense of belonging.
3. Pay for an LCSW 3 days a week. This will help keep students at school and engaged in learning.
4. Purchase digital display boards to replace outdated ones. Purchase other classroom technology as needed.
5. Send teachers to PD conferences/ Travel and Expenses related to the PD.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? The number of students credit deficient will decrease throughout the year. We will track the number of students off track each trimester. Between August and May would like to see a 1% decrease in students off track for graduation. We will also track our graduation rate each year. Here is a link to the data we have been tracking: https://docs.google.com/spreadsheets/d/1g15D1necxz566-5I6MG7_cN6TN9MaAgTmfAvFL-c7z8/edit#gid=865167652

Final Report- Complete after January 15 of the following year. What were the results of your

Goal # Action Step #	2024-25 BRHS TSSA List Expense Here	Total	Salaries 100	Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
G1A1	LCSW - 3 days a week	\$42,000.00							Not allowed	Not allowed
G1A1	Instructional Coach Salary	\$40,000.00							Not allowed	Not allowed
G1A1	Aide - remainder from SLT	\$11,474.00							Not allowed	Not allowed
G1A2	Lunch and Learn/Breakfast Brush-ups	\$5,000.00						\$5,000.00	Not allowed	Not allowed
G1A2	PD opportunities	\$10,000.00				\$10,000.00			Not allowed	Not allowed
G1A3	Asst. Student Government Advisor	\$4,500.00	\$3,089.70	\$1,410.30					Not allowed	Not allowed
G1A3	Student Ambassador Advisor	\$4,500.00	\$3,089.70	\$1,410.30					Not allowed	Not allowed
G1A3	PLC Team Leadership Stipend - 9 total (take home \$500)	\$5,910.00	\$4,499.70	\$1,410.30					Not allowed	Not allowed
G1A1	Edgenuity Manager Stipend	\$2,500.00							Not allowed	Not allowed
G1A3	Sterling Scholar stipend and supplies	\$750.00	\$343.30	\$156.70					Not allowed	Not allowed
G1A2	Robert Proffitt coaching and training	\$1,200.00				\$1,200.00			Not allowed	Not allowed
G1A3	Robotics	\$3,500.00						\$3,500.00	Not allowed	Not allowed
G1A1	Summer School	\$3,400.81	\$2,626.00	\$774.81 [1]					Not allowed	Not allowed
G1A5	School Pride/Unity Swag	\$10,000.00						\$10,000.00	Not allowed	Not allowed
G1A4	Computer Lab	\$23,745.19						\$24,946.00	Not allowed	Not allowed
	Total Allocated	\$168,480.00							Not allowed	Not allowed
	\$168,480.00	\$0.00							Not allowed	Not allowed
	Total Subcategories		\$13,648.40	\$5,162.41	\$0.00	\$11,200.00	\$0.00	\$43,446.00	Not allowed	Not allowed

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN

BRHS will provide people and opportunities for students and staff members to lead, grow, and get better at whatever capacity they currently reside. Giving students and staff members support to lead, be lead, and give service to others will grow and enhance our entire school community.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 - Keep our LCSW three days a week, pay partial salaries of our Instructional Coach and support our At-risk Aides to support our students and teachers.

2 - Provide learning and professional development opportunities for our staff, including coaching.

3 - Provide leadership opportunities for students through Student Government, Ambassadors, Robotics, and Sterling Scholars

4 - Update student computer lab

5 - Building school Pride and unity through providing school swag.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

- 1 - By reviewing our Panorama data, failing grades, attendance data, any other data that we feel gives us additional insights and informal surveys with our students and staff, we will determine if having the additional support staff and aides is beneficial and helpful.
- 2 - We will survey the staff to make sure our PD and outside opportunities are beneficial and targeted to what the teachers believe they need.
- 3 - We will survey our student leaders and advisors to give us feedback on what's working and areas of growth.
- 4 - We will ensure the computers get ordered and installed.
- 5 - Using the insight of our student leaders and staff members, we will target items that will help build unity, improve and promote unity.

Final Report- Complete after January 15 of the following year. What were the results of your

[1] Dixon - \$1,313 (taxes 363.31) = \$1,676.31
Heidi - \$1,313 (taxes \$411.50) = \$1,724.50

	Total Allocated									
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1, Step 1	Full-Time Instructional Para	\$22,005.00	\$15,404.00	\$6,601.00					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
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									Not allowed	Not allowed
	Total Subcategories	\$22,005.00	\$15,404.00	\$6,601.00	\$0.00	\$0.00	\$0.00	\$0.00		

Goal 1- ACTION PLAN

Goal 1- Our goal is to decrease the number of failing grades in the class by 2%. We will do this by hiring a full time instructional para / mentor to work in our junior pod. By providing all incoming students a mentor to communicate with home and track overall student progress, we will in turn improve credits earned and increase our overall graduation rate.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1. Hire a full time instructional para
- 2
- 3
- 4
- 5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Success will be determined by the weekly failing report, and graduation rate.

Final Report- Complete after January 15 of the following year. What were the results of your

	Total Allocated									
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
#2	Team Leader	\$16,000.00	\$10,985.60	\$5,014.40					Not allowed	Not allowed
#2	Webmaster	\$1,500.00	\$1,029.90	\$470.10					Not allowed	Not allowed
#2	Guiding Coalition	\$18,000.00	\$12,358.80	\$5,641.20					Not allowed	Not allowed
#2	Reading Interventionist	\$8,000.00	\$5,492.80	\$2,507.20					Not allowed	Not allowed
#2	Reading Lab Para	\$23,125.00	\$15,877.63	\$7,247.38					Not allowed	Not allowed
#2	Summer SPED parent meeting	\$3,360.00	\$2,306.97	\$1,053.02					Not allowed	Not allowed
#2	Check and Connect Mentor	\$15,000.00	\$10,299.00	\$4,701.00					Not allowed	Not allowed
#2	Substitutes for trainings/trips	\$6,000.00	\$5,565.00	\$435.00					Not allowed	Not allowed
#2	Online/class curriculum work	\$12,950.00	\$8,891.47	\$4,058.53					Not allowed	Not allowed
#2	Music clinician	\$1,000.00			\$1,000.00				Not allowed	Not allowed
#2	Busses for field trips	\$1,500.00			\$1,500.00				Not allowed	Not allowed
#2	Software for math and science	\$4,911.00			\$4,911.00				Not allowed	Not allowed
#2	Replacement calculators	\$5,282.00						\$5,282.00	Not allowed	Not allowed
#2	Music conferences	\$4,500.00					\$4,500.00		Not allowed	Not allowed
#2	PE experiences pickleball/bowling	\$4,500.00				\$4,500.00			Not allowed	Not allowed
#2	Spanish novels	\$1,680.00						\$1,680.00	Not allowed	Not allowed
#2	Intramurals	\$6,000.00	\$4,119.60	\$1,880.40					Not allowed	Not allowed
#2	Paper products FACS	\$429.00						\$429.00	Not allowed	Not allowed
#2	2 servers	\$2,000.00						\$2,000.00	Not allowed	Not allowed
#2	Food demonstration cart	\$3,500.00						\$3,500.00	Not allowed	Not allowed
#2	cooking aprons	\$500.00						\$500.00	Not allowed	Not allowed
#2	Happy atoms classroom set	\$8,450.00						\$8,450.00	Not allowed	Not allowed
#2	headphones for 4 classes	\$3,198.00						\$3,198.00	Not allowed	Not allowed
#2	Rolling map sets	\$4,000.00						\$4,000.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$155,385.00	\$76,926.77	\$33,008.23	\$7,411.00	\$4,500.00	\$4,500.00	\$29,039.00		

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN: 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: 2023-2024 results: 8th grade: 31% proficient 9th grade: 44% proficient 2024-2025 goal: 8th grade: 33% proficient 9th grade: 46% proficient Math: 2023-2024 results: 8th grade: 44% proficient 9th grade: 48% proficient 2023-2024 goal: 8th grade: 46% proficient 9th grade: 50% proficient

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

Step 1. Administer MAP tests and analyze results

Step 2. We will pay team leaders to lead teams in the work of professional learning communities. We will pay a webmaster to post each class's guaranteed and viable curriculum and communicate with parents. Our guiding coalition will work on helping the school improve on becoming a model PLC with consistent academic growth in all areas. A reading specialist will assist in training other teachers in reading remediation programs and help us divide students into different grouping for reading assistance. A reading lab paraeducator will work with students specified by the reading interventionist to improve academic skills. We will offer summer school to help students gain skills to progress toward graduation. Our SPED department will meet with parents during the summer to help transition students to the new school year. We will pay for teacher substitutes and buses so students and teachers can go on field trips and so teachers can attend professional development. WE will hire a check and connect mentor to work with students to help them pass more classes, gaining more academic skills for the future. Our teachers will modify and align their in class and online curriculum to better meet the needs of all our students. Our music teacher will bring in a clinician to help our band improve. We will replace calculators so our students will have the tools they need to succeed. We will add digital tools such as Maneuvering the Middle, Emulator, InfiniD, and Splashtop so our students can more easily get instruction from teachers. We will add a demonstration cart so our students can better see what is happening in their CTE classrooms. We will take our students to the pickleball courts and bowling alley so they can have a broad range of experiences in PE. Our teachers will have access to various professional development opportunities to increase their skill to the benefit of our students. We will get needed supplies such as sergers, aprons, and paper products to help our students increase their learning. We will purchase needed electronic equipment such as headphones. We will bring in rolling map sets to help our students better visualize things in the world around them as they relate to history and geography.

Step 3 reanalyze MAP data to see if what we are doing is helping.

4

5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? We will look at the Winter MAP assessment scores to determine progress toward the goal.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Sixty percent of BRMS students will make one year's growth on the MAP assessment during the 2024/2025 school year.

Tasks/Activities:

What specific tasks/activities will need to be done to help reach your goal?

1 - Review processes for effective interventions for all students

2 - Provide an instructional coach to build capacity in instructional staff.

3 - Provide professional learning opportunities that align with school goals and overarching goal of becoming a model PLC school

4 - Continue positive behavior plan with student and teacher incentives

5 - Review, adapt, and modify PLC process to ensure high levels of learning for all students

6 - Work with the Guiding Coaliton to develop and ongoing 90 Day plan

7 - Provide an LCSW one day a week for students who are struggling socially and emotionally.

8 - Work with student groups to determine incentives, process changes, etc. to give students a voice.

9 - Provide acadmeic fieldtrips and incentives for students.

Review your progress with your leadership team once each trimester.

Trimester Updates:

Date of Review

Comments

Trimester 1:

Trimester 2:

Trimester 3:

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? We will examine the data from our MAP assessment that is delivered each trimester to determine our success in reaching this goal.

Goal 2- ACTION PLAN

Student engagement will improve with the use of SIOP strategies from first trimester's baseline data to third trimester by 10%.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 - Review processes for effective interventions for all students

2 - Instructional coach will hold breakfast bunch PD opportunities for teachers on SIOP and Strategies

3 - Continue to build capacity of instructional staff with professional learning opportunities that align with school goals and overarching goal of becoming a model PLC school

4 - Continue positive behavior plan with student and teacher incentives

5 - Review, adapt, and modify PLC process to ensure high levels of learning for all students

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Comments
Trimester 1:		
Trimester 2:		
Trimester 3:		

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Administration, Instructional Coaches, and Peer Teams will perform cyclical observations to measure student engagement and SIOP and Big 8 strategy effectiveness.

Goal 1- ACTION PLAN

Goal 1- Additional Counseling/Mental Health Support - ACYI will increase student access to counseling support and mental health support by paying a portion of the salary of an LCSW (Licensed Clinical Social Worker). The LCSW will provide students with mental health crises intervention, social-emotional support, and on going therapy, etc. The ultimate goal is to increase the number of students that receive support and resources by 30% during the 2024-2025 school year when compared to data from the 2023-2024 school year.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 - Contribute \$42,000 to the salary and benefits of the LCSW (10,021.93 benefits)

2

3

4

5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Data will be collected on the number of students accessing support and resources from the Counseling Department and it will be compared with data from the 2019-2020, 2021-2022, and 2022-2023 school years. Strong data already exists showing an increase in academic achievement as well as experiential reporting when students are provided support and resources from a school counselor. The purpose of this goal is to expand on the number of students receiving those resources and support.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Goal 1- ACYI will begin a focus on improving literacy with our students. We will pay a portion of the salary of an Instructional/Literacy coach who will spearhead this movement. The coach will focus on acquiring resources and organizing Tier 1 instruction and Tier 2 and 3 interventions. The goal is to decrease by 30% the number of students reading below grade level.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

- 1 - Contribute \$40,000 to the salary and benefits of Instructional/Literacy Coach
- 2 - Purchase scope magazine as a supplemental text for English Language Arts classrooms. - \$5,494.50
- 3
- 4
- 5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Data from assessments at the end of the 23/24 (Acadience and MAP) school year will be compared with data collected from assessments at the end of 24/25 (MAP) school year.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 1- ACTION PLAN

Goal 1- ACYI will continue with the implementation of a school wide behavior program that was started in the 2019-2020 school year. With the implementation, teachers will receive ongoing coaching and professional development for addressing student behavior in various settings as well as procedures for referral of students to receive additional behavioral support. There will be consistency throughout the school based on a schedule of skills to be taught. ACYI will continue with the PBIS model of RISE (Respect, Safety, Engagement) where students will learn and understand how each of those look and sound. ACYI will implement a schedule of adequate supervision in the common areas and hallways and address concerns with consistency. Staff members will have opportunities for classroom management and restorative discipline professional development and training in the Big 8 with classroom model teachers. Through the implementation of this type of behavioral support program, ACYI will reduce the number of negative office referrals by 20% through the 2023-2024 school year when compared to data from the 2012-2023 school year.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 - Salary of behavior Aides - \$33,768.28

2 - Stipends of PBIS Committee - \$5,500

4 - Student Rewards - \$9300

5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Use the Tiered Fidelity Inventory for tier 1 and tier 2 to determine effectiveness of school-wide teams. Use the TFI walk-through tool three times a year to determine student and adult knowledge of school-wide rules and effective use of reward system. (80% of students know 66% of rules)

Final Report- Complete after January 15 of the following year. What were the results of your

	Total Allocated									
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal #1 Action # 2	Sub charges PD, Data dives etc.	\$4,820.00			\$4,820.00				Not allowed	Not allowed
Goal # 1 Action step # 3	P.D. Conferences	\$3,500.00			\$3,500.00				Not allowed	Not allowed
Goal # 1 Action step # 3	Lunch & Learn, Faculty Appreciaion.	\$6,000.00						\$6,000.00	Not allowed	Not allowed
Goal # 1 Action step # 3	Para lunch and learn salary	\$500.00	\$500.00						Not allowed	Not allowed
Goal # 1 Action step # 6		\$500.00						\$500.00	Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
Goal #2 Action # 3	Faculty SEL books for Lunch and Learn	\$2,500.00						\$2,500.00	Not allowed	Not allowed
Goal # 2 Action step # 4	PBIS student incentives	\$6,000.00						\$6,000.00	Not allowed	Not allowed
Goal #2 Step # 5	Motivational speakers	\$2,000.00			\$2,000.00				Not allowed	Not allowed
Goal #2 Step # 5	Building project stipends	\$49,900.00	\$49,900.00						Not allowed	Not allowed
Goal #2 Step # 1	LCSW	\$42,000.00	\$42,000.00						Not allowed	Not allowed
	Total Subcategories	\$117,720.00	\$92,400.00	\$0.00	\$10,320.00	\$0.00	\$0.00	\$15,000.00		

Goal 1- ACTION PLAN

Goal- 85% of our 6th and 7th grade students will be at the 50th percentile for achievement, or make one year's growth as measured by MAP assessment from teh BOY of the EOY in May 2025.

Tasks/Activities

What specific tasks/activites will need to be done to help reach your goal?

- 1- Teams will refine scope and sequence based on the essential GVC skills
- 2- Teachers will participate in 2 data dives to analyze their MAP results and determine TIER 1 and Tier 2 adjustments
- 3- Teachers and staff will participate in training to improve their teaching strategies, including PD and professional conferences.
- 4- Teams will participate in team coaching led by our instructional coach
- 5- Guiding coalition will analyze school wide data and will contribute to school wide instructional decisions
- 6- Fluency and Theatre resources and materials to promote student growth.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?MAPS growth measure will be used from BOY to the EOY. Benchmark will also be carried out three times per year and analyzed by data teams.

Final Report- Complete after January 15 of the following year. What were the results of your

Goal 2- ACTION PLAN

Goal 90% of all students will be able to name 3 coping strategies when stressed or anxious measured by the end of year survey.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

- 1- Fund our portion of a licensed clinical Social Work
- 2- Team Leader stipends
- 3- Books, Professional Development and subs
- 4- Student Incentives/ student motivational speakers
- 5- Building level projects in support of SEL learning and student support

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Students will be given a pre and post survey on the coping strategies they use. They will self report favorite strategies. After students have been taughts strategies, they will be able to use them and communicate effectively the level of effectiveness in specific situations. They will also be able to advocate for themselves in a clear and calm manner when talking to adults and other students.

Final Report- Complete after January 15 of the following year. What were the results of your

Memo to: Keith Mecham

Date: 22 April 2024

From: Preston Richey

Subject: Robotics Club Dues

Copy: Clay Chournos

For the past two years Bear River Robotics has charged \$75.00 per year for student dues. This money is used to provide a team T-shirt as well as lunch at our competitions. We can do the T-shirt for about \$10, and we generally go to ten competitions where we provide lunch. So we are not making a profit on dues—just trying to break even.

We also go to two competitions that require an overnight stay. At an overnight competition, we have to rent hotel rooms and provide two additional meals. Hotel rooms run from \$135 to \$200/night, depending on the season. We can put up to four students in a room, but we don't always go in neat groups of four, and we always have some girls along who object to rooming with the boys, so we generally average about 3 students per room. We normalize costs, so we just figure \$55/night/student. Meals are more expensive when we are on the road. When we're closer to home, we can prepare food at home, and we've been successful in getting food donations from West Liberty Food. But on the road, we have to stop for a fast-food meal going and coming, and we figure these end up averaging about \$15 apiece.

Last year we asked parents for \$85 for each overnight trip. We had almost 100% turnout for these trips, so each parent had to pony up a total of \$245 for their student, in three installments.

During the upcoming year, we'd like to build these trips into the dues. It will reduce the amount of bookkeeping, and we will be able to address any special financing needs that a family may have up front. To give ourselves a little bit of room for increasing costs, **we'd like raise dues to \$250/year**. We feel that will be adequate for next year.

When we present our plans for the year at the annual parents meeting in September, we always encourage anyone who has a financial concern to speak with me directly. In the past, I have been able to arrange scholarships for students who had special financial needs. We also run three fundraising projects. We're going to do a booth at the Garland City Fair, we work in the Cook Shack at the County Fair, and we recently sold flowers and did a raffle to help raise money for Worlds. There are students who raised enough money in these fund raisers to cover not only their dues, but the cost to go to Worlds as well. We do not want anyone to be excluded from robotics for financial reasons.

We feel that parents of our robotics team members are getting a good deal. Registration for events is largely paid through the school district, and parts are largely paid for by our corporate donors. Overall, it probably costs us \$3500 to finance a single robotics team for a season. We expect to have eight competition teams next year. In that context, dues are a relatively small part of our budget.

If you need more detail on our cost structure, I will be happy to provide it. Thanks for your help in this matter.

F7 Approval of the 2024-205 Board Meeting Calendar

May 8, 2024

Recommendation: F7 Approval of the 2024-2025 Board meeting Calendar

It is recommended that the Board of Education approve proceeding forward with a voted leeway election on November 5, 2019.

Submitted by: Steve Carlsen, Superintendent

Recommended Motion: I move we approve the Board Meeting Calendar for the 2024-2025 school year.

Background: Each year this calendar is evaluated and approved. In the past we have overlapped the October Board Meeting on the Wednesday prior to the Thursday and Friday Fall Break. This year the Fall Break is on Friday and Monday of that week. Staff felt like we could keep the October Board Meeting on the second Wednesday as usual.

Policy Implications: None

Financial Implications: None

Staff Implications: None



Box Elder School District
School Board & Municipal Building Authority
Meeting Schedule
2024-2025 School Year

2024

Place

July 10	6:30 p.m.	ILSC Building
Work Session.....	2:00 p.m.	ILSC Building
August 14	6:30 p.m.	ILSC Building
September 11	6:30 p.m.	ILSC Building
October 9	6:30 p.m.	ILSC Building
November 13	6:30 p.m.	ILSC Building
December 11	6:30 p.m.	ILSC Building

2025

January 8	6:30 p.m.	ILSC Building
February 12	6:30 p.m.	ILSC Building
March 12	6:30 p.m.	ILSC Building
April 9	6:30 p.m.	ILSC Building
May 14	6:30 p.m.	Alice C. Harris Int. <i>(Retirees)</i>
June 11	6:30 p.m.	ILSC Building



2023-2024 ACT Results

BESD School Board

May 2024

ACT Reminders

- Administered to all students in Grade 11
- Used as a Federal Accountability Measure
- Math, Science, English, & Reading subtests
- College Readiness Benchmark:
 - English = 18
 - Reading = 22
 - Math = 22
 - Science = 23

ACT Mean Composite - Spring 2024

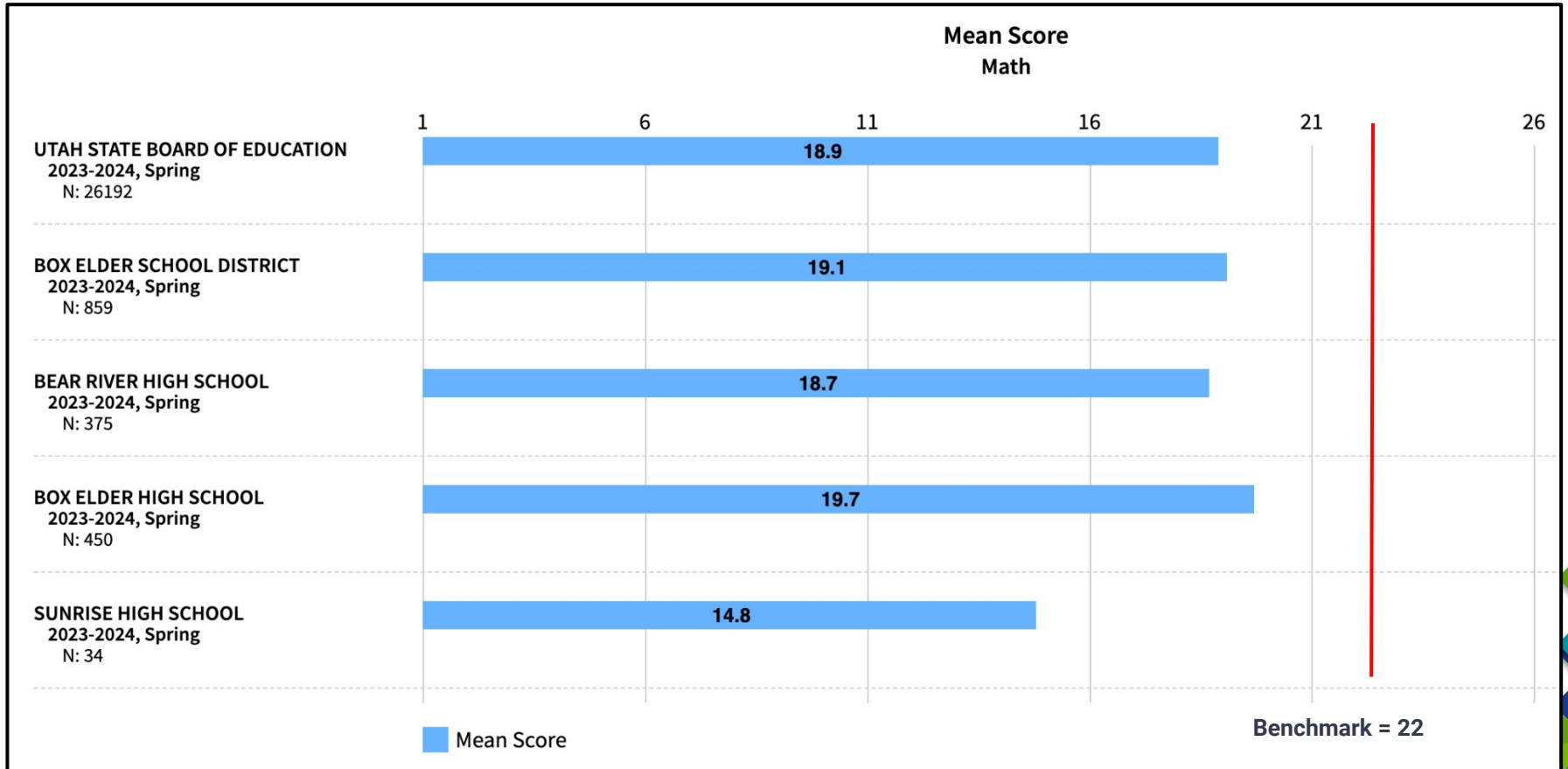




ACT Benchmark Scores by Subject

The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

ACT Mean Math - Spring 2024



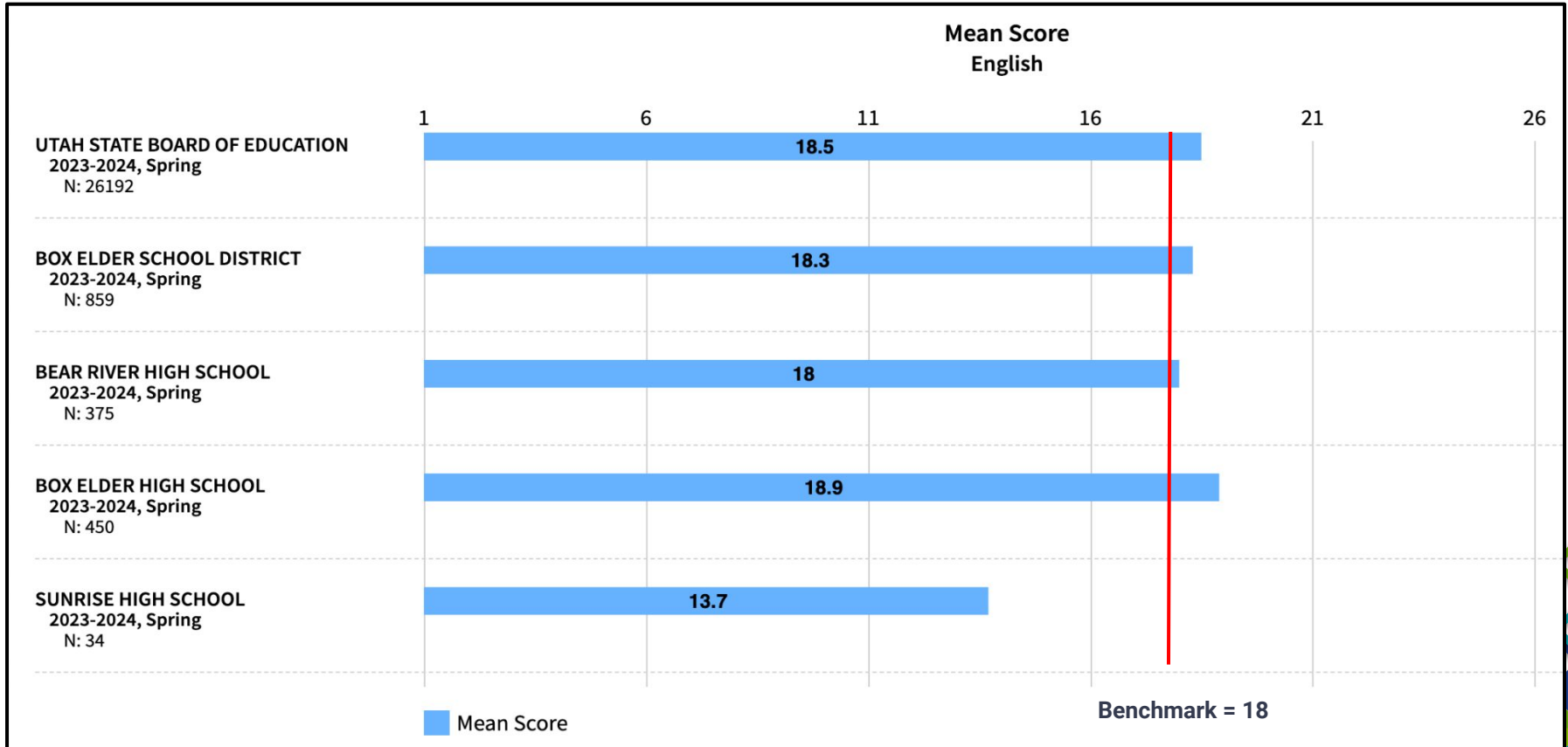
ACT Mean Science - Spring 2024



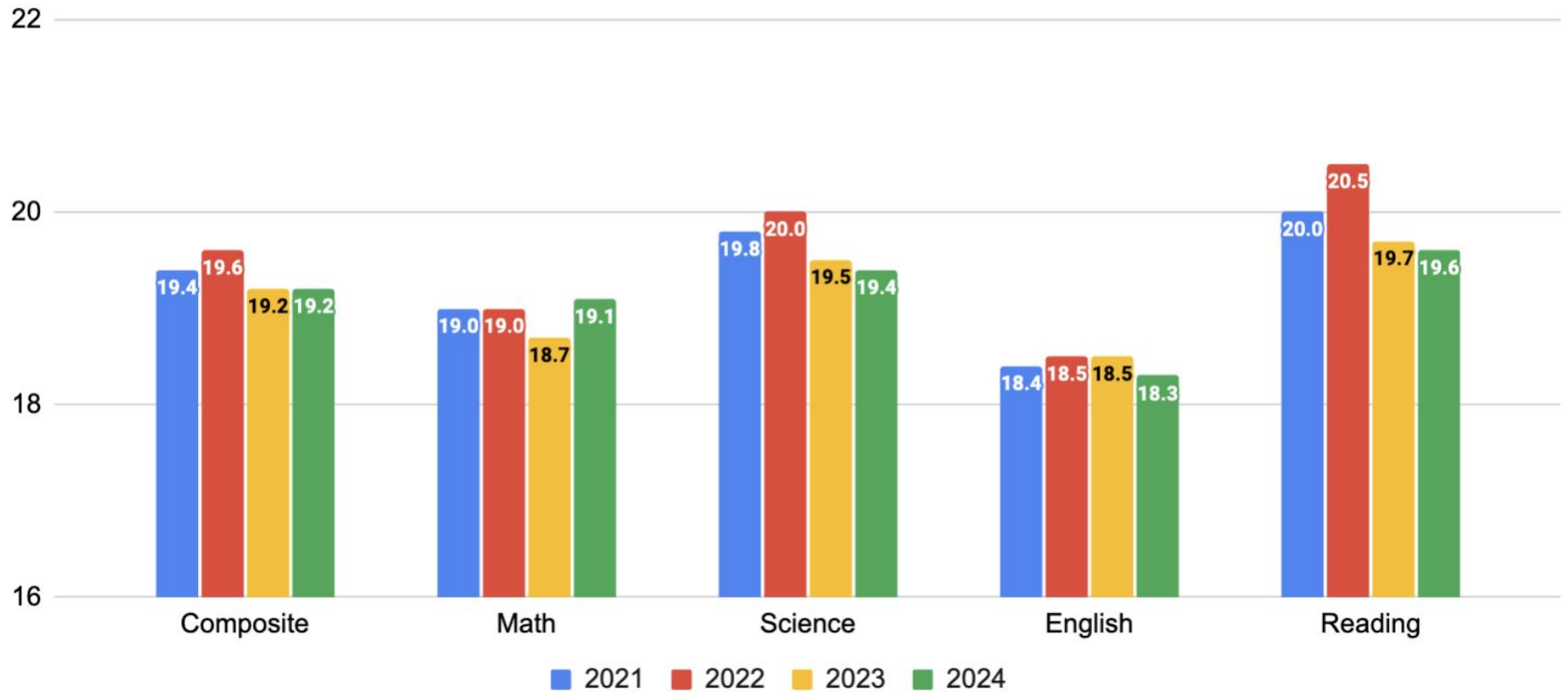
ACT Mean Reading - Spring 2024



ACT Mean English - Spring 2024



District Average ACT Scores



Participation Rates

Year	Percent
2021	90.1%
2022	87.0%
2023	91.7%
2024	88.6%





Actions & Plans

- Free Shmoop Accounts - ACT Prep for all Students
- Providing Free ACT Test prior to State Test
- Focus & Messaging - Build a Culture
- Incorporating Test Prep Questions into 11th Grade Core Class Formative Assessments
- Online ACT Prep during HIVE Extensions
- Trustland Goals focused on ACT
- Use Aspire Plus predictor to provide support
- In Person ACT Bootcamp



Questions?

Box Elder School District 2024-2025

July 2024						
S	Mon	Tues	Wed	Thurs	Fri	S
	1	2	3	4 <i>4th of July</i>	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 <i>Pioneer Day</i>	25	26	27
28	29	30	31			0/21

August 2024						
S	Mon	Tues	Wed	Thurs	Fri	S
				1	2	3
4	5	6	7 Health Fair (BEHS)	8	9	10
		Kindergarten Testing				
11	12	13 PD Day	14 PD Day	15 PD Day/ Elem. Back to School Night	16	17
18	19 Teacher Prep Day	20 Teacher Prep Day	21 Teacher Prep Day	County Fair		24
25	26 First Day of School Min. Day	27 Minimum School Day	28 Minimum School Day	29 Minimum School Day	30 Minimum	5/22

September 2024						
S	Mon	Tues	Wed	Thurs	Fri	S
1	2 <i>Labor Day</i>	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 HS P/T Conf					20/20

October 2024						
S	Mon	Tues	Wed	Thurs	Fri	S
		1 MS P/T Conf	2 Int P/T Conf	3	4	5
6	7	8	9	10	11 <i>Fall Break</i>	12
13	14 <i>Fall Break</i>	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Sunrise P/T Conf	29	30	31		21/21

November 2024						
S	Mon	Tues	Wed	Thurs	Fri	S
					1 <i>No School (PD Day)</i>	2
3	4	5	6	7	8	9
10	11	12	13 K-5 P/T Conf - Min Day for Elem	14 K-5 P/T Conf - Min Day for Elem	15	16
17	18	19	20 End of Tri 1 (60 days) Minimum Day	21	22	23
					19/19	
24	25	26	27 PTC Comp Day	28 Thanksgiving Break	29 Thanksgiving Break	30

December 2024						
S	Mon	Tues	Wed	Thurs	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20 Minimum School Day	21
22	23 <i>Winter Break</i>	24 <i>Winter Break</i>	25 <i>Winter Break</i>	26 <i>Winter Break</i>	27 <i>Winter Break</i>	28
29	30 <i>Winter Break</i>	31 <i>Winter Break</i>				15/17

January 2025						
S	Mon	Tues	Wed	Thurs	Fri	S
			1 <i>New Year's Day</i>	2 School Resumes	3	4
5	6	7	8	9	10	11
12	13 HS P/T Conf	14 MS P/T Conf	15 Int P/T Conf	16	17	18
19	20 <i>Martin-Luther King Jr Day</i>	21	22	23	24	25
26	27	28	29	30	31	1
						21/21

February 2025						
S	Mon	Tues	Wed	Thurs	Fri	S
						1
2	3	4	5	6	7	8
9	10 Sunrise P/T Conf	11	12	13	14	15
16	17 <i>President's Day</i>	18	19	20	21	22
23	24	25	26 K-5 P/T Conf - Min Day for Elem	27 K-5 P/T Conf - Min Day for Elem	28 End of Tri 2 (60 days) Minimum Day	1
		19/19				

March 2025						
S	Mon	Tues	Wed	Thurs	Fri	S
2	3	4	5	6	7	8
9	10	11	12	13	14 <i>No School (PD Day)</i>	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 <i>** PTC Comp Day</i>					21/21

April 2025						
S	Mon	Tues	Wed	Thurs	Fri	S
		1 Spring Break	2 Spring Break	3 <i>Spring Break</i>	4 <i>Spring Break</i>	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			18/20

May 2025						
S	Mon	Tues	Wed	Thurs	Fri	S
				1	2 <i>No School (PD Day)</i>	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 <i>Memorial Day</i>	27	28	29	30 Last Day of School/ End of Tri 3 (60 days) Min.	31
				21/21		

June 2025						
S	Mon	Tues	Wed	Thurs	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 <i>Juneteenth</i>	20	21
22	23	24	25	26	27	28
29	30					0/20

No School for Students/Work day for all employees
 Beginning and End of School
 ** March 31, 2025 - Designated Snow Day

Kindergarten Testing by appt at each school
 Parent Teacher Conferences
 *For 12-month & ESP employees, holidays are marked in bold and italicized throughout the year

End of Trimester - MINIMUM DAY FOR STUDENTS/FULL DAY FOR TEACHERS
 Approved Amended by School Board: February 14, 2024

It is time to register for *Kindergarten*

Please call your local school and let them know which option you would like before May 20th!

- **All Day Class-** student will attend all day.
- **Partial day-** student in a full-day class.
 - This option allows parents to flexibly increase the length of their students' day.
- **Half-Day Class-** made available when enrollment reaches 19.
 - May include opportunity to drive to another school to participate.

Must designate preference by



**May
20**

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	28,900,000	27,754,704	96.0%	89.1%	26,098,321	29,305,305
6	Tuitions	450,000	201,044	44.7%	190.5%	896,840	470,779
7	Investment Earnings	250,000	1,614,109	645.6%	14.3%	189,007	1,319,767
8	Indirect Costs	325,000		0.0%	0.0%		969,682
9	Rental Fees/Building/Ft	90,000	103,976	115.5%	30.5%	25,892	84,848
10	Other	1,090,000	1,246,195	114.3%	135.8%	1,077,703	793,712
11	State	90,355,626	82,547,945	91.4%	91.4%	72,535,367	79,395,835
12	Federal	5,750,000	4,700,633	81.8%	22.0%	2,092,832	9,512,564
13	Misc./ Fund Bal	250,000		0.0%	0.0%		0
14	TOTAL M & O						
15	REVENUE	127,460,626	118,168,604	92.7%	84.5%	102,915,961	121,852,492
16	Beg Balance		4%	88.9%			1,642,130
17	Less:						
18	Ending Balance						
19	TOTAL M & O FUNDS						
20	available	127,460,626	118,168,604	92.7%	83.3%	102,915,961	123,494,622
21	EXPENDITURES:						
22	Instruction (1000)						
23	Salaries	62,083,815	44,066,111	71.0%	80.7%	38,712,378	47,974,248
24	Benefits	21,205,976	15,278,686	72.0%	79.9%	15,013,084	18,781,014
25	Purchased Serv.	3,824,104	1,924,392	50.3%	76.9%	2,174,086	2,826,365
26	Supplies/Texbooks	5,385,400	2,333,856	43.3%	76.3%	5,243,201	6,872,811
27	Equipment	1,600,000	214,280	13.4%	40.0%	157,664	393,818
28	Other	715,000	794,956	111.2%	86.2%	546,171	633,919
29	Total	94,814,295	64,612,280	68.1%	79.8%	61,846,584	77,482,175
30							
31	Student Services (2100)						
32	Salaries	4,103,024	3,422,461	83.4%	82.3%	3,069,956	3,730,022
33	Benefits	1,500,511	1,306,350	87.1%	82.4%	1,199,793	1,456,806
34	Other	410,000	242,702	59.2%	80.3%	391,127	486,996
35	Total	6,013,535	4,971,513	82.7%	82.1%	4,660,875	5,673,824
36							
37	Instructional Staff (2200)						
38	Salaries	1,929,567	1,416,489	73.4%	83.0%	1,304,932	1,572,334
39	Benefits	645,466	552,217	85.6%	83.3%	507,136	608,931
40	Other	662,972	560,464	84.5%	81.2%	522,548	643,662
41	Total	3,238,005	2,529,170	78.1%	82.6%	2,334,616	2,824,927

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Currt Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
42	District Administration (2300)						
43	Salaries	408,979	367,519	89.9%	83.3%	309,832	371,799
44	Benefits	209,100	148,980	71.2%	84.5%	128,300	151,856
45	Purch Services	370,000	182,035	49.2%	87.5%	195,436	223,319
46	Liability Insurance	181,715	182,427	100.4%	100.0%	173,062	173,062
47	Supplies	49,000	38,435	78.4%	79.5%	42,498	53,428
48	Other	50,000	31,519	63.0%	97.0%	48,359	49,848
49	Total	1,268,794	950,914	74.9%	87.7%	897,487	1,023,312
50	School Administration (2400)						
51	Salaries	5,678,870	4,208,956	74.1%	83.5%	3,931,941	4,708,064
52	Benefits	2,187,422	1,623,530	74.2%	83.5%	1,569,988	1,880,992
53	Prof Serv/Travel	98,800	60,728	61.5%	72.7%	46,583	64,103
54	Other	16,500	14,169	85.9%	100.0%	12,745	12,745
55	Total	7,981,592	5,907,383	74.0%	83.4%	5,561,256	6,665,904
56							
57	Business & Support (2500)						
58	Salaries	845,411	586,247	69.3%	83.5%	643,188	770,339
59	Benefits	316,780	218,977	69.1%	82.8%	238,548	287,982
60	Purchased Services	244,060	74,684	30.6%	54.9%	104,098	189,625
61	Other	35,000	1,372	3.9%	15.5%	8,534	55,108
62	Total	1,441,251	881,279	61.1%	76.3%	994,368	1,303,053
63							
64	Operation & Maintenance (2600)						
65	Salaries	6,264,165	5,131,895	81.9%	83.4%	4,748,458	5,694,695
66	Benefits	2,350,968	1,914,252	81.4%	83.8%	1,839,778	2,196,585
67	Electricity	1,129,683	871,400	77.1%	81.1%	798,174	984,716
68	Purchased Service	802,000	488,273	60.9%	80.7%	491,733	609,313
69	Telephone	362,130	147,611	40.8%	76.4%	240,130	314,327
70	Natural Gas	958,304	702,843	73.3%	86.0%	735,464	855,629
71	Prop Insurance	345,000	313,870	91.0%	100.0%	317,730	317,730
72	Repair	387,000	578,340	149.4%	89.0%	190,837	214,375
73	Supplies	798,570	845,790	105.9%	94.1%	683,489	725,973
74	Other	2,500	350	14.0%	100.0%	323	323
75	ESSER III A/C	4,000,000	2,195,943	54.9%	55.5%	1,257,869	2,268,341
76							
77	Total	17,400,320	13,190,567	75.8%	79.7%	11,303,984	14,182,008
78							

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Currt Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
79	Transportation (2700)						
80	Salaries	3,800,436	2,990,166	78.7%	80.6%	2,674,837	3,319,224
81	Benefits	1,008,265	963,621	95.6%	82.3%	753,975	916,070
82	Purch Serv	255,000	299,514	117.5%	85.5%	195,756	228,853
83	Fuel	1,013,018	673,102	66.4%	80.0%	605,018	755,801
84	Supplies	858,036	447,820	52.2%	58.3%	470,875	807,944
85	Other/Property	142,010	2,689	1.9%	96.5%	4,228	4,382
86	Total	7,076,765	5,376,911	76.0%	78.0%	4,704,690	6,032,274
87	Community Services (3300)						
88	Salary	721,479	589,647	81.7%	81.7%	535,871	655,890
89	Benefits	213,685	163,272	76.4%	82.6%	155,161	187,913
90	Purchased Serv	30,000	11,744	39.1%	73.1%	9,530	13,030
91	Supplies/Util	110,500	68,416	61.9%	77.4%	54,888	70,938
92	Property	8,500	11,754	138.3%	100.0%	4,767	4,767
93	Other Objects	15,550	6,732	43.3%	82.6%	4,358	5,277
94	Desig. Fund Bal						
95	Total	1,099,714	851,565	77.4%	81.5%	764,575	937,816
96	Total Expenditures	140,334,271	99,271,584	70.7%	80.1%	93,068,435	116,125,293
97	Interfund Trans		2,127				
98	Change Desig Fund Bal						
99	Other/Budget Cuts						
100	TOTAL EXPENDITURERS						
101	M & O	140,334,271	99,273,711	70.74%	80.1%	93,068,435	116,125,293

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Currnt Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
102	School Activity Fund (21)						
103							
104	REVENUE:						
105	School Deposits	4,500,000	3,211,883	71.4%	82.7%	3,525,566	4,264,562
106							
107	Other					0	
108	Total Revenue	4,500,000	3,713,627	82.5%	82.7%	3,525,566	4,264,562
109	EXPENDITURES:						
110	Purchased Services	860,200	488,180	56.8%	65.2%	380,281	583,560
111	Supplies	3,064,800	2,919,537	95.3%	69.4%	2,289,597	3,299,016
112	Equipment/Property	290,000	450	0.2%	77.7%	30,936	39,796
113	Desig/Other/Adm	285,000	160,000	56.1%	68.5%	135,484	197,681
114	Total Expenditures						
115	School Activity	4,500,000	3,568,167	79.3%	68.8%	2,836,297	4,120,052
116	DEBT SERVICE FUND (31)						
117							
118	REVENUE:						
119	Property Tax	3,351,027	3,275,043	97.7%	85.7%	3,156,289	3,682,041
120	Interest	106,200	286,249	269.5%	62.5%	91,122	145,766
121	Other						
122	Total	3,457,227	3,561,292	103.0%	84.8%	3,247,411	3,827,807
123	Beginning Bal	4,412,508		0.0%	79.3%	5,524,003	6,963,672
124	LESS:						
125	Ending Balance			0.0%	125.0%	5,516,414	4,412,508
126	Funds Available	4,298,485		0.0%	73.2%	5,519,414	7,536,479
127	EXPENDITURE:						
128	Bond Debt	3,521,250	3,250,398	75.6%	100.0%	3,252,000	3,252,000
129	Fees	50,000	3,000	6.0%	100.0%	3,000	3,000
130	Other Uses					0	0
131	Total	3,571,250	3,253,398	91.1%	100.0%	3,255,000	3,255,000

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
132	CAPITAL OUTLAY FUND (32)						
133							
134	REVENUE:						
135	Property Tax	11,640,438	11,120,592	95.5%	94.1%	10,336,679	10,988,589
136	Interest	170,500	732,514	429.6%	67.9%	522,180	768,832
137	Other	52,000	45,277	87.1%	32.3%	37,486	116,016
138	State	1,835,469	42,127	2.3%	45.7%	1,714,306	3,754,299
139	Federal /MBA	250,000	15,084	6.0%	0.0%	0	20,112
140	Ins./Prop.Recry	220,000	921,176	418.7%	74.9%	18,723	24,991
141	Total Revenue	14,168,407	12,876,770	90.9%	80.6%	12,629,374	15,672,839
142	Lease Revenue MBA						
143	Other Sources(F50)	345,580					
144	Desig. Fund Bal						
145	TOTAL REVENUE CAPITAL						
146	OUTLAY	14,513,987	12,876,770	88.7%	80.6%	12,629,374	15,672,839
147	Beg. Balance	2,638,711					17,523,561
148	Less:						
149	Ending Balance	3,505,600					2,638,711
150	Capital Outlay Funds						
151	available	13,647,098	12,876,770			12,629,374	30,557,688

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Curr Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
152	EXPENDITURES:						
153	Oper/Maint		3,168	0.0%	0.0%	0	
154	Other Equipment			0.0%	0.0%	0	
155	Purchased Services	5,000	2,500	50.0%	65.2%	4,688	7,188
156	Technology/Software	2,500,000	1,015,814	40.6%	70.7%	1,007,559	1,425,789
157	Improvement					29,844	
158	Buildings Maint	2,200,000	1,072,230	48.7%	95.2%	967,095	1,016,206
159	Vehicles/Buses	1,100,000	240,261	21.8%	98.4%	1,647,625	1,674,969
160	Furniture/Equip	1,600,500	1,486,354	92.9%	82.5%	1,301,327	1,576,492
161	Other Objects			0.0%	0.0%		
162	Vehicle charges						
163	Total Capital	7,405,500	3,820,328	51.6%	87.0%	4,958,138	5,700,646
164	Other/Portables	1,000,000	296,532	29.7%	0.0%	0	
165	Grouse Creek	850,000	68,080	8.0%	99.3%	1,509,457	1,520,734
166	Golden Spike	2,100,000	514,263	24.5%	70.4%	4,190,776	5,956,980
167	HS Athletic Facilities	1,285,000	1,067,292	83.1%	0.0%	0	0
168	Property/Other	1,500,000	27,911	1.9%	99.2%	329,071	331,633
169	Total Construction	5,735,000	1,974,077	34.4%	77.2%	6,029,305	7,809,347
170	Desig. F Bal						
171	MBA/Bond Fee/Fund 50	1,990,500	1,906,771	95.8%	87.5%	1,661,278	1,897,580
172	Other		426			1,061	1,061
173	TOTAL EXPENDITURES C *						
174	OUTLAY	15,131,000	7,701,601	50.9%	82.1%	12,649,782	15,408,634

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Currt Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
175	SCHOOL FOOD SERVICE FUND (49)						
176							
177	REVENUE:						
178	Lunch Sales	1,371,500	1,151,974	84.0%	77.6%	1,066,256	1,374,329
179	State	782,400	991,362	126.7%	77.0%	594,631	772,140
180	Federal	2,545,000	2,090,070	82.1%	60.7%	2,184,137	3,596,580
181	Other/Inventory Adj	3,500	0	0.0%	0.0%	0	
182	TOTAL REVENUE SCHOOL						
183	FOODS	4,702,400	4,233,406	90.0%	67.0%	3,845,023	5,743,050
184	Beg. Balance	5,371,320					5,604,342
185	Less:						
186	Ending Balance	5,210,025					5,371,320
187	School Food Service Funds						
188	available	4,863,695	4,233,406	87.0%	64.3%	3,845,023	5,976,071
189	EXPENDITURES:						
190	Salaries	1,925,494	1,549,918	80.5%	90.2%	1,509,761	1,674,343
191	Benefits	739,977	433,441	58.6%	90.6%	432,542	477,229
192	Food/Supplies	3,198,000	2,146,229	67.1%	89.4%	2,190,324	2,449,145
193	Equipment	55,000	67,330	122.4%	100.0%	38,994	38,994
194	Other Costs	25,000	71,753	287.0%	92.2%	33,544	36,382
195	Dir/Indirect Costs	325,000	-85,512	-26.3%	0.0%	0	0
196	TOTAL EXPENDITURES SCHOOL						
197	FOODS	6,268,471	4,183,159	66.7%	89.9%	4,205,165	4,676,093

MONTHLY FINANCIAL REPORT
APRIL 30, 2024

	ENDING APR 2024	2023-24	2023-24	Currt Bud vs Actual	Prev Bud vs Actual	2022-23	2022-23
	Description	Revised	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			83%	83%		
	Percent of 9 month contract completed			89%	89%		
198	Foundation Fund (75)						
199							
200	REVENUE:						
201	Total Revenue	350,000	480,845	137.4%	97.3%	342,855	352,508
202	Available Revenue	350,000	480,845	137.4%	97.3%	342,855	352,508
203	EXPENDITURE:						
204	Expenses	292,000	258,538	88.5%	96.7%	250,055	258,570
205	Changes/Desg Fund Bal						0
206	TOTAL EXPENDITURE	292,000	258,538	88.5%	96.7%	250,055	258,570
207	Agency Fund (76)						
208							
209	REVENUE:						
210	Agent Services	39,500	22,000	55.7%	79.5%	22,150	27,861
211	State	5,000	4,241	84.8%	0.0%	4,580	4,500
212	Federal	0	0	0.0%	0.0%		0
213	Other	7,000	0	0.0%	0.0%	0	0
214	TOTAL REVENUE/BB						
215	AGENCY FUND	51,500	26,241	51.0%	82.6%	26,730	32,361
216	EXPENDITURE:						
217	Instruction	7,000	105	1.5%	1.7%	186	10,865
218	NUCC	25,000	33,371	133.5%	81.8%	14,829	18,121
219	Other	5,000	2,498	50.0%	100.2%	2,335	2,330
220	Changes/Desg Fund Bal			0.0%	0.0%	0	
221	TOTAL EXPENDITURES						
222	AGENCY FUND	37,000	35,974	97.2%	55.4%	17,350	31,316
223							
224							
225			SUMMARY			SUMMARY	
226							
227	GRAND TOTAL FUNDS AVAILABLE						
228	ALL FUNDS	155,876,998	143,060,786	91.8%	83.4%	126,532,919	151,745,619
229	GRAND TOTAL EXPENDITURE			41.7%			
230	ALL FUNDS	170,133,992	118,274,548	69.5%	80.8%	116,282,084	143,874,960

Policy 3130

Certificated: Redress of Grievances

A. See [Policy 3043 Redress of Grievances](#).

POLICY 3040

Employment: Experience on Salary Schedule

- A. Credit on the salary schedule for prior experience will be granted on the following basis:
1. Certificated Employees
 - a. Full credit will be granted up to ~~nineteen (19)~~ 28 years based on verifiable job-related experience. (Beginning ~~2018-2019-2024-2025~~)
 2. Educational Support Professionals
 - a. For contracted (~~25 30~~ plus hours a week) positions, full credit will be granted up to ~~ten (10)~~ 19 years based on verifiable job-related experience. (Beginning ~~2018-2019-2024-2025~~)
- B. The superintendent and/or a designee will determine approved experience.

TENTATIVE MINUTES OF A WORK MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
APRIL 10, 2024

Work Session of the Board of Education, Box Elder School District, held Wednesday evening April 10, 2024 at 5:30 p.m. at Independent Life Skills Center.

Those in attendance at the meeting included Board President Wade Hyde, Board Vice President Connie Archibald, Tiffani Summers, Julie Taylor, Nancy Kennedy, Karen Cronin, and Danielle Wright. Also, present were Superintendent Steve Carlsen, Assistant Superintendents Keith Mecham and Heidi Jo West, Sped Ed Director Catherine Allen, and Business Administrator David Roberts.

Preparation Time/Collaboration Time

Heidi Jo West, Asst Superintendent of Elementary Teaching & Learning and Keith Mecham, Asst Superintendent of Secondary Teaching & Learning – issues of prep time, contract time, PLC collaboration, and start and end times associated with changes in bell time changes were the focal points in the presentation and conversations.

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
April 10, 2024

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening April 10, 2024 at 6:30 p.m. at Independent Life Skills Center.

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

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

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

Recognitions

Julie Taylor, Board Member, presented the recognitions.

Technology Student Association (TSA) State Winners 2024 – placing in the top 3 of 16 different competitions was declared as absolutely amazing.

Nicole Nelson, Garland Elementary - USBE Science of Reading Award – received the USBE award for advancing the reading at her school. This award is difficult to earn and only 2-3 in the whole state with this recognition.

Introduction of new BESD Administrators by Superintendent Steve Carlsen – introduced Austin Storey as the new Principal at Lake View Elementary. Tawnee Bowcutt was introduced as the intern at Golden Spike Elementary. Jace McKee was introduced as the new vice principal at Box Elder Middle and Young Intermediate. Dawn Richards was introduced as the new intern at Bear River High School and Bear River Middle School. All will begin the 2024-2025 school year.

Approval of Agenda:

Nancy Kennedy made the motion to approve the agenda, second by Connie Archibald. The motion passed unanimously.

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

ESP Employee Recognitions

Keith Mecham, Asst. Superintendent of Secondary Teaching & Learning

Paras

Linda Burns, McKinley Elementary - brings people up and has a kind heart.

Daleine Allen, Box Elder Middle School - works with difficult kids, never ruffled or frustrated, has a difficult job and a big heart.

Facilities/IT

Paul Quilter, Custodian at Alice C. Harris Intermediate School - does whatever is needed, goes out of his way to acknowledge everyone, and always serves with a big smile.

J. David Cook, IT at District Office - always helpful in maintaining our systems with kindness and helpfulness.

Nutrition

Kathleen Hess, Unit Manager at Bear River Middle School - always willing to accommodate schedules, friendly welcoming demeanor. Has activities and contests for students. Loves her job.

Lacey Smith, Unit Manager at Adele C. Young Intermediate School - exceptional people skills, adds her personal touch, encourages good work ethic in her employees, and knows her students by name.

Secretarial

Maegan Heiner, Personnel Administrative Assistant at District Office - works hard and is so good at her job. Works in a myriad of ways to help the District run amazingly.

TeriAnn Hanks, Principal Secretary at North Park Elementary - she keeps our school running never missing a beat, exceptional qualities, creates a warm and efficient environment at our school, contributes significantly to the positive environment.

Transportation

R. Mark Nelson, Bus Driver - not only cares about the kids, but cares about being kind to the community.

Shaila McClure, Bus Driver - always positive and goes out her way to make everyone feel welcomed.

Public Comment:

Laura Wheatley - spoke about Garland winning some membership awards at the State PTA meeting and the Leadership Convention next month.

Laura Calder - speaking on behalf on School Community Council at Fielding Elementary. Wanted to address school schedules with regards to keeping things on the same day, late start, evaluate problems from all the proposals. Presented the idea of a 4-day school week.

Chandra Porter - spoke on the change of schedules at the schools. Having closed campus on Friday versus going back to a late start Wednesday.

Action Items:

Approval of College and Career Readiness Counseling Program (CCRCP)

Alison Williams, CTE Director – USBE requires approval for this course, counseling departments have received exemplary status. In BESD 98% CTE completers graduate, a 9% difference than without. Courses expose students to other curriculum and learning.

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

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

Information Items:

Mental Health and Substance Use

Rachel Lott, Nursing Supervisor – this was presented at the annual USBA conference. The presentation focused on fostering resilient learners, encouraging self-care, and introductions to better interventions.

Child Nutrition Report

David Roberts, Business Administrator - presented on the participation numbers for lunch and breakfast meals. Spoke on some of the activities and opportunities provided, including farm to table, professional development, national breakfast and national lunch. Also, the upticks, projects, and changes for the next school year.

Energy Report

Mike Clark, Energy Specialist - mentioned to date we have saved 2.78 million dollars in energy costs. All schools are showing to be energy star eligible, minus Grouse Creek School. He presented on utility cost avoidance trends and credits by utilities.

Artificial Intelligence

Robert Gordon, IT Director and David Blake, Educational Tech Coordinator - spoke on AI in classrooms for students and for teachers. Discussion on the different AI platforms and programs. Conversations about student abuse/cheating, more of collaborative use, and more cohesive processes.

Monthly Financial Report

David Roberts, Business Administrator - everything looks good and in line with the budget. Explained the extra spending in the repairs budget line for Operations and Maintenance, because it contains expenses for IT which sporadically requires big hardware and software upgrades/replacements.

Reported on the appraisal received for Foothill Elementary. The school sits on 8.42 acres and 42,379 sq. feet, appraised at \$4,220,000.

Board Committee Reports

Karen Cronin reported that Juenelle Jeffries, Boys and Girls Club Director, will be recognized at the Chamber Annual Awards banquet as the Business Person of the Year. The Boys and Girls Club fundraiser dinner will be June 21, 2024.

Nancy Kennedy reported that Applied Technology Colleges in the State are not increasing tuition.

Alyssa Lyman, Student Board Member Report - both high schools are participating in spring sports, clubs are competing and placing high, school dances are well attended, and both schools are getting ready for graduations.

Policy Review:

Second Reading

Policy 3084 Educational Appropriate Postings

Policy 4060 High School Graduation Requirements

Policy 4177 Responsible Computer Use

Policy 4178 Internet Use

Policy 5030 Attendance - Compulsory

Policy 5224 Non-enrolled District Student's Participation in Extracurricular Activities

Policy 5305 Student Use of Electronic Devices

Policy 6011 Outside Agency Observer Access

Policy 6019 LEA and School Parent and Family Engagement

Karen Cronin spoke concerning Policy 4060 as she is in favor of the policy remaining such that a student earning 24 or more credits could graduate from the high school the student attended within the District and completed the majority of the classes needed for graduation. Assistant Superintendent Keith Mecham explained the complications of the differences between the credits required and efforts expended.

Tiffani Summers made the motion to approve, second by Nancy Kennedy. Karen Cronin opposed specifically because of the credit requirement in Policy 4060, all others voted in favor. Motion passed 7-1.

Karen Cronin – no

Tiffani Summers – yes

Julie Taylor – yes

Wade Hyde – yes

Connie Archibald – yes

Danielle Wright – yes

Bryan Smith – yes

Nancy Kennedy – yes

Board Discussion Items:

Board Graduation Assignments

Wade Hyde, Board President, made assignments which were accepted by the following Board Members:

Box Elder High School – Julie Taylor
Bear River High School – Connie Archibald
Sunrise High School – Karen Cronin

Superintendent Steve Carlsen asked to be excused from the Bear River High School graduation to attend his grandchildren’s graduations.

Board Article Reading

Full day kindergarten - discussion was held concerning this article and the data that was presented.

Consent Items:

Nancy Kennedy made the motion to approve consent items, seconded by Bryan Smith. The motion passed unanimously.

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

The consent items included the following items:

Approval of the minutes of the work and regular meetings held on March 13, 2024.

Approval of claim 00047226, 00047230 – 00047530, 02031124, 05031124, 07032924, 08032924, 09032024, 09032924.

Personnel Actions

See attachment to agenda.

Suggestions for Future Board Meetings:

- Change of the July 2024 Board Meeting from Wednesday, July 10th to Tuesday, July 9th.

Upcoming Events:

- BEHS Graduation - Tuesday, May 28, 2024 at 6:00 at Dee Events Center
- BRHS Graduation - Wednesday, May 29, 2024 at 8:00 at BRHS Field
- Sunrise Graduation - Thursday, June 13, 2024 at 6:00 at BEHS Auditorium

Closed Session to Discuss Real Property

David Roberts, Business Administrator

Bryan Smith made the motion to go into closed session at 9:08 p.m., second by Danielle Wright to talk about real property.

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

Motion by Connie Archibald to leave closed session at 9:25 p.m., second by Karen Cronin. The motion passed unanimously. Row call as follows:

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

Adjournment:

Julie Taylor made the motion to adjourn, second by Karen Cronin. The motion passed.

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

With the announcement that the next meeting will be held on Wednesday, May 8, 2024 with a Retirement Reception at 6:00 and a Regular Session at 6:30 p.m., at the Adele C Young Intermediate (ACYI), 830 Law Drive Brigham City, Utah, President Wade Hyde adjourned the meeting at 9:26 p.m.

APPROVED: _____

ATTESTED: _____
School Business Administrator

President, Board of Education

Check Register Summary

Batch Year: 24 Bank: All Date Range: 04/01/2024 - 04/30/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00047531	C	04/01/2024	85526	BEAR RIVER CANAL COMPANY	1,650.29
01	00047532	C	04/01/2024	104338	BOX ELDER HIGH SCHOOL	401.28
01	00047533	C	04/01/2024	110259	KONE INC	929.49
01	00047534	C	04/01/2024	55913	SCHINDLER ELEVATOR CORPORATION	5,699.03
01	00047535	C	04/11/2024	4611	ABS/ARCHITECT BUILDING SUPPLY	975.88
01	00047536	C	04/11/2024	112046	ACE HARDWARE - BRIGHAM	13.99
01	00047537	C	04/11/2024	6617	ACME WATER CO	120.00
01	00047538	C	04/11/2024	14010	AED EVERYWHERE	1,830.15
01	00047539	C	04/11/2024	109111	GLADYS AGUILERA	435.00
01	00047540	C	04/11/2024	14575	AIRMOTIVE SERVICE	354.20
01	00047541	C	04/11/2024	812477	ALSCO/AMERICAN LINEN	727.04
01	00047542	C	04/11/2024	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	997.50
01	00047543	C	04/11/2024	85556	BEAR RIVER HEALTH DEPARTMENT	50.00
01	00047544	C	04/11/2024	102956	BEAR RIVER MENTAL HEALTH	99.88
01	00047545	C	04/11/2024	85768	BEAR RIVER SEWER DEPT	255.50
01	00047546	C	04/11/2024	87120	BEEHIVE TELEPHONE CO	267.29
01	00047547	C	04/11/2024	69434	COURTNEY BERGMAN	750.00
01	00047548	C	04/11/2024	95835	JASON V BINGHAM	235.00
01	00047549	C	04/11/2024	109752	DAVID BLAKE	60.00
01	00047550	C	04/11/2024	101891	BMI ASSOCIATES INC	149.95
01	00047551	C	04/11/2024	104338	BOX ELDER HIGH SCHOOL	2,812.54
01	00047552	C	04/11/2024	113116	BRYSON SALES & SERVICE	11,250.05
01	00047553	C	04/11/2024	57991	EMILEE BURNHAM	568.25
01	00047554	C	04/11/2024	104843	WAYNE BURRELL	200.00
01	00047555	C	04/11/2024	111190	PETER BURT	355.50
01	00047556	C	04/11/2024	68586	STACY BUTTS	21.33
01	00047557	C	04/11/2024	69086	CATE INDUSTRIAL SOLUTIONS	860.64
01	00047558	C	04/11/2024	111754	GREGG CEFALO	60.00
01	00047559	C	04/11/2024	64017	COPPER CANYON APPAREL	38.21
01	00047560	C	04/11/2024	6220	SHANNON CHENEY	355.50
01	00047561	C	04/11/2024	158220	COVER UP	1,947.28
01	00047562	C	04/11/2024	162470	CRUS OIL INC	5,389.97
01	00047563	C	04/11/2024	14958	CULLIGAN	101.50
01	00047564	C	04/11/2024	35750	V KASEY CULLIMORE	74.00
01	00047565	C	04/11/2024	62626	ANN DAVIS	65.17
01	00047566	C	04/11/2024	62235	DEX IMAGING LLC	245.84
01	00047567	C	04/11/2024	62804	DH GROUP, LLC	2,850.00
01	00047568	C	04/11/2024	186330	DISCOVERY SCHOOL	445.60
01	00047569	C	04/11/2024	18813	AARON DOOLEY	355.50
01	00047570	C	04/11/2024	729332	ECONO WASTE INC	6,032.91
01	00047571	C	04/11/2024	32263	TIFFANY EDDINGTON	757.48
01	00047572	C	04/11/2024	64084	ALDER EDUCATION LAW	2,500.00
01	00047573	C	04/11/2024	107136	ERS HEATING & COOLING	13,451.98
01	00047574	C	04/11/2024	58955	BECKY EZOLA	179.55
01	00047575	C	04/11/2024	67440	MELISSA FRANCIS	60.00
01	00047576	C	04/11/2024	67407	MALISSA FREEZE	27.80
01	00047577	C	04/11/2024	8699	CLARK FUNK	381.50
01	00047578	C	04/11/2024	8702	LESLIE GARBANATI	60.00
01	00047579	C	04/11/2024	304217	GARLAND CITY	525.04
01	00047580	C	04/11/2024	109665	A J GILMORE	131.00
01	00047581	C	04/11/2024	69353	ALEX GLEN GILMORE	80.00
01	00047582	C	04/11/2024	56782	GOLDEN SPIKE ELEMENTARY	260.00
01	00047583	C	04/11/2024	324430	GRAYBAR ELECTRIC COMPANY INC	2,144.15
01	00047584	C	04/11/2024	59374	JOURNEY GREENWELL	355.50
01	00047585	C	04/11/2024	111417	ROBBIE GUNTER	355.50
01	00047586	C	04/11/2024	69345	MADELYN HANDLEY	80.00
01	00047587	C	04/11/2024	110559	HARMONY HOME HEALTH LLC	6,858.50
01	00047588	C	04/11/2024	34380	KRISTA HOLDEMAN	76.73
01	00047589	C	04/11/2024	26760	NICHOLE HOWARD	400.12
01	00047590	C	04/11/2024	61530	INTELEPEER CLOUD COMMUNICATIONS, LLC	4,811.39
01	00047591	C	04/11/2024	361	INTERMOUNTAIN HEALTHCARE	10,754.11
01	00047592	C	04/11/2024	111125	IML SECURITY SUPPLY	244.74

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00047593	C	04/11/2024	49026	IVY LANE PEDATRICS	46,178.18
01	00047594	C	04/11/2024	1821	IXL LEARNING	8,100.00
01	00047595	C	04/11/2024	7757	GERALD JACKMAN	332.50
01	00047596	C	04/11/2024	67644	MICHELLE JENSEN	997.88
01	00047597	C	04/11/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	11,083.39
01	00047598	C	04/11/2024	467700	JOHNSON ELECTRIC MOTORS	1,666.00
01	00047599	C	04/11/2024	67350	JILLIAN JOHNSON	856.17
01	00047600	C	04/11/2024	111807	JAMIE KENT	1,752.74
01	00047601	C	04/11/2024	69272	SARAH ANNE KING	2,325.00
01	00047602	C	04/11/2024	68675	KAILEE KIRBY	39.75
01	00047603	C	04/11/2024	69361	KONA ICE	900.00
01	00047604	C	04/11/2024	9970	COLLEEN LAMBRIGHT	371.20
01	00047605	C	04/11/2024	57568	LANGUAGE ACCESS NETWORK LLC	76.80
01	00047606	C	04/11/2024	55875	LANGUAGE TESTING INTERNATIONAL	145.00
01	00047607	C	04/11/2024	530755	LOGAN SCHOOL DISTRICT	26,039.85
01	00047608	C	04/11/2024	543168	MADDOX RANCH HOUSE	50.00
01	00047609	C	04/11/2024	42064	JENNIE MONSEN-HANSEN	478.80
01	00047610	C	04/11/2024	57622	DAVID MORRIS	742.36
01	00047611	C	04/11/2024	29858	MOUNTAINLAND SUPPLY COMPANY	6,429.66
01	00047612	C	04/11/2024	37915	DEANNA MOWER	750.00
01	00047613	C	04/11/2024	106088	TAMI MUNNS	60.00
01	00047614	C	04/11/2024	57860	BAILEY NESSEN	387.04
01	00047615	C	04/11/2024	111273	NUCO2 LLC	3,893.32
01	00047616	C	04/11/2024	66435	OBSERVETAB, LLC	4,162.43
01	00047617	C	04/11/2024	21687	PARK CITY HIGH SCHOOL	150.00
01	00047618	C	04/11/2024	111189	PATRICK PARKER	355.50
01	00047619	C	04/11/2024	700077	PERRY CITY	290.19
01	00047620	C	04/11/2024	35955	PROMO PLUS	849.00
01	00047621	C	04/11/2024	109484	PUBLIC CONSULTING GROUPS INC	4,636.20
01	00047622	C	04/11/2024	69027	JOSIE PUGSLEY	89.10
01	00047623	C	04/11/2024	732367	RAFT RIVER RURAL	1,882.93
01	00047624	C	04/11/2024	110378	JESSE THOMAS ROBERTS	355.50
01	00047625	C	04/11/2024	110789	CORE BUSINESS TECHNOLOGIES (SIP)	39.95
01	00047626	C	04/11/2024	111209	EMMA SMITH	750.00
01	00047627	C	04/11/2024	802087	SNOWVILLE WATERWORKS INC	37.00
01	00047628	C	04/11/2024	49395	REBEKAH SPENCER	189.28
01	00047629	C	04/11/2024	112080	SQUIRE & COMPANY	1,300.00
01	00047630	C	04/11/2024	110914	SUPERIOR WATER AND AIR INC	35.95
01	00047631	C	04/11/2024	21628	MARGO TACKETT	60.00
01	00047632	C	04/11/2024	4448	MARK TAYLOR	416.88
01	00047633	C	04/11/2024	25836	KRIS THOMPSON	199.00
01	00047634	C	04/11/2024	10251	SUSAN THOMPSON	77.00
01	00047635	C	04/11/2024	111109	TOM RANDALL DIST	4,384.95
01	00047636	C	04/11/2024	111383	CONNIE TOONE	60.00
01	00047637	C	04/11/2024	109356	TRANSPORT DIESEL	2,088.62
01	00047638	C	04/11/2024	55034	UTAH PARENT CENTER, INC	4,261.63
01	00047639	C	04/11/2024	892916	DGO FUEL NETWORK TEAM	89,488.51
01	00047640	C	04/11/2024	891181	UTAH STATE UNIVERSITY-PBL	190.00
01	00047641	C	04/11/2024	62510	JESSICA WAITE	190.89
01	00047642	C	04/11/2024	102864	WALKER CINEMAS	350.00
01	00047643	C	04/11/2024	924155	WASTE MGMT OF UTAH INC	6,983.66
01	00047644	C	04/11/2024	100471	WEBER STATE UNIVERSITY	900.00
01	00047645	C	04/11/2024	941217	WILLARD CITY CORP	196.05
01	00047646	C	04/11/2024	107096	AARIKA ZERKLE	180.00
01	00047647	C	04/11/2024	102931	ZIONS BANK NATIONAL BANK	215,885.51
01	00047648	C	04/11/2024	39420	EMILY ZITO	60.00
01	00047649	C	04/11/2024	38032	AMAZON CAPITAL SERVICES INC	6,929.64
01	00047650	C	04/11/2024	68497	BLINDS.COM	881.20
01	00047651	C	04/11/2024	47937	BOYLE APPLIANCE LLC	1,299.00
01	00047652	C	04/11/2024	51055	BULK BOOKSTORE	545.44
01	00047653	C	04/11/2024	3271	CANON SOLUTIONS AMERICA	10,070.00
01	00047654	C	04/11/2024	230	CAROLINA BIOLOGICAL	1,494.25

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00047655	C	04/11/2024	158220	COVER UP	3,865.38
01	00047656	C	04/11/2024	68799	DARRELL'S APPLIANCE SERVICE & SALES	5,320.49
01	00047657	C	04/11/2024	64270	DIRECT MOP SALES, INC	36.60
01	00047658	C	04/11/2024	31623	DRIVER ED MARTKETPLACE, LLC	1,510.95
01	00047659	C	04/11/2024	2941	EASY WAY SAFETY SERVICES INC	220.00
01	00047660	C	04/11/2024	286060	FLINN SCIENTIFIC	351.12
01	00047661	C	04/11/2024	109704	FOLLETT SCHOOL SOLUTIONS	185.53
01	00047662	C	04/11/2024	106378	GOLDEN SPIKE POWERSPORTS	214.77
01	00047663	C	04/11/2024	386370	HYKO SUPPLY CO	644.32
01	00047664	C	04/11/2024	422180	INDUSTRIAL TOOL & SUPPLY	2,313.99
01	00047665	C	04/11/2024	102697	INTERCONNECT SERVICES INC	5,860.40
01	00047666	C	04/11/2024	100550	JOSTENS INC	56.70
01	00047667	C	04/11/2024	21296	LINCOLN ELECTRIC CO	225.00
01	00047668	C	04/11/2024	58505	MAGOOSH INC.	2,625.00
01	00047669	C	04/11/2024	633340	OFFICE DEPOT	3,372.54
01	00047670	C	04/11/2024	590	PACIFIC WATER	5,200.00
01	00047671	C	04/11/2024	54313	SCHOOL SPECIALTY, LLC	4,532.98
01	00047672	C	04/11/2024	110873	SOLUTION TREE	2,307.00
01	00047673	C	04/11/2024	157371	STAPLES	5,027.85
01	00047674	C	04/11/2024	861085	TVS PRO	11,405.10
01	00047675	C	04/11/2024	68926	UPSIDE INNOVATIONS LLC	5,150.00
01	00047676	C	04/11/2024	69078	USA CLEAN BY JON-DON	323.45
01	00047677	C	04/11/2024	66915	VENTRIS LEARNING	1,881.25
01	00047678	C	04/11/2024	109355	VOYAGER SOPRIS LEARNING	46,455.60
01	00047679	C	04/11/2024	111629	WEST MUSIC COMPANY	520.99
01	00047680	C	04/11/2024	36501	WILKINSON SUPPLY INC	2,972.92
01	00047681	C	04/11/2024	109463	WOODWIND AND BRASSWIND	41.50
01	00047682	C	04/11/2024	69337	Y2 ANALYTICS	23,200.00
01	00047687	C	04/11/2024	38032	AMAZON CAPITAL SERVICES INC	1,046.63
01	00047687	CV	04/18/2024	38032	AMAZON CAPITAL SERVICES INC	-1,046.63
01	00047688	C	04/11/2024	106497	APPLE STORE	1,279.00
01	00047688	CV	04/18/2024	106497	APPLE STORE	-1,279.00
01	00047722	C	04/11/2024	57207	FILTERBUY INC.	1,435.32
01	00047722	CV	04/18/2024	57207	FILTERBUY INC.	-1,435.32
01	00047738	C	04/11/2024	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	355.85
01	00047738	CV	04/18/2024	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	-355.85
01	00050113	C	04/18/2024	1	KYLEE CRANER	103.40
01	00050114	C	04/18/2024	69574	ALLISON ADAMS	60.00
01	00050115	C	04/18/2024	25909	AMERIGAS PROPANE	2,936.60
01	00050116	C	04/18/2024	110066	NANCY ANDERSON	103.32
01	00050117	C	04/18/2024	85738	BEAR RIVER HIGH SCHOOL	1,680.00
01	00050118	C	04/18/2024	85748	BEAR RIVER MIDDLE SCHOOL	388.07
01	00050119	C	04/18/2024	12033	BOB'S BODY SHOP	1,000.00
01	00050120	C	04/18/2024	65129	LEONARDO BOHORQUEZ	60.00
01	00050121	C	04/18/2024	35521	MATTHEW BRAUN BOWDEN	532.00
01	00050122	C	04/18/2024	104338	BOX ELDER HIGH SCHOOL	2,088.00
01	00050123	C	04/18/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	90.00
01	00050124	C	04/18/2024	108217	BRIGHAM CITY CORPORATION	59,770.20
01	00050125	C	04/18/2024	111190	PETER BURT	83.00
01	00050126	C	04/18/2024	123130	CACHE COUNTY SCHOOL DISTRICT	59,554.13
01	00050127	C	04/18/2024	3271	CANON SOLUTIONS AMERICA	12,348.87
01	00050128	C	04/18/2024	107994	CERTIFIED SHRED	141.00
01	00050129	C	04/18/2024	40363	CIO MEDICAL SERVICES	780.00
01	00050130	C	04/18/2024	44504	CROWN EQUIPMENT CORP	118.75
01	00050131	C	04/18/2024	110851	CAPRI DANA	120.48
01	00050132	C	04/18/2024	67318	DANIELLE BARFUSS	130.00
01	00050133	C	04/18/2024	203737	EAST GROUSE CREEK WATER	675.00
01	00050134	C	04/18/2024	55557	ELIZABETH FERTIG	400.78
01	00050135	C	04/18/2024	143160	FRONTIER COMMUNICATION	5,867.38
01	00050136	C	04/18/2024	69582	BRIANNA GARDNER	60.00
01	00050137	C	04/18/2024	331790	TRENT D GUNN	132.84
01	00050138	C	04/18/2024	63428	CATHERINE HANSON	304.68

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00050139	C	04/18/2024	110559	HARMONY HOME HEALTH LLC	1,236.25
01	00050140	C	04/18/2024	34380	KRISTA HOLDEMAN	135.49
01	00050141	C	04/18/2024	35653	KELBIE JACKSON	60.00
01	00050142	C	04/18/2024	62006	JENSON REFRIGERATION INC	1,883.82
01	00050143	C	04/18/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	37,835.98
01	00050144	C	04/18/2024	474162	JOSTENS	1,661.00
01	00050145	C	04/18/2024	94170	KELLY J KUNZLER	98.39
01	00050146	C	04/18/2024	68667	LOGAN LARSEN	578.50
01	00050147	C	04/18/2024	58246	LINDE GAS & EQUIPMENT INC	1,890.14
01	00050148	C	04/18/2024	7870	STEVEN LITTLEFIELD	60.00
01	00050149	C	04/18/2024	60941	NATALIE MCGUIRE	214.74
01	00050150	C	04/18/2024	111284	ANDREW MILLER	83.00
01	00050151	C	04/18/2024	49859	JACKSON GROUP LOCKBOX	5,141.24
01	00050152	C	04/18/2024	690789	PARK VALLEY SCHOOL	117.97
01	00050153	C	04/18/2024	69590	TASHINA PEBLEY	79.92
01	00050154	C	04/18/2024	69604	DION POLSON	39.96
01	00050155	C	04/18/2024	109474	RC TOWING	555.00
01	00050156	C	04/18/2024	65137	REBECCA REEDER	60.00
01	00050157	C	04/18/2024	892645	ROCKY MOUNTAIN POWER	14,019.50
01	00050158	C	04/18/2024	110840	RUSH TRUCK CENTER OF UTAH	155.00
01	00050159	C	04/18/2024	55336	S & D CARWASH MANAGEMENT, LLC	191.92
01	00050160	C	04/18/2024	852617	TREMONTON CITY CORP	238.21
01	00050161	C	04/18/2024	892964	UTAH STATE TAX COMMISSION	1,694.83
01	00050162	C	04/18/2024	110931	WEESE GLASS LLC	821.88
01	00050163	C	04/18/2024	31364	95 PERCENT GROUP LLC	14,012.90
01	00050164	C	04/18/2024	112046	ACE HARDWARE - BRIGHAM	399.99
01	00050165	C	04/18/2024	38032	AMAZON CAPITAL SERVICES INC	23,639.08
01	00050166	C	04/18/2024	62235	DEX IMAGING LLC	3,919.40
01	00050167	C	04/18/2024	57207	FILTERBUY INC.	2,021.44
01	00050168	C	04/18/2024	109704	FOLLETT SCHOOL SOLUTIONS	528.80
01	00050169	C	04/18/2024	50059	FRANK MAY SKI-DOO	337.12
01	00050170	C	04/18/2024	778870	GOPHER SPORT	168.75
01	00050171	C	04/18/2024	45616	GRIZZLY INDUSTRIAL, INC.	7,564.50
01	00050172	C	04/18/2024	33790	HENRY SCHEIN INC	3,999.00
01	00050173	C	04/18/2024	386370	HYKO SUPPLY CO	3,360.72
01	00050174	C	04/18/2024	3026	INTERMOUNTAIN HYDRONIC SPECIALTIES	69,820.00
01	00050175	C	04/18/2024	1791	INTERSTATE ALL BATTERIES CENTER	171.40
01	00050176	C	04/18/2024	51969	JAMF SOFTWARE, LLC	20,925.00
01	00050177	C	04/18/2024	64831	KESSLER & SONS MUSIC, INC	2,499.00
01	00050178	C	04/18/2024	633340	OFFICE DEPOT	1,501.11
01	00050179	C	04/18/2024	699420	PERMA BOUND BOOKS	369.35
01	00050180	C	04/18/2024	4987	PICTURELINE INC	9,542.97
01	00050181	C	04/18/2024	60291	RENEGADE RENTALS LLC	499.99
01	00050182	C	04/18/2024	110873	SOLUTION TREE	4,614.00
01	00050183	C	04/18/2024	157371	STAPLES	3,247.14
01	00050184	C	04/18/2024	861085	TVS PRO	5,050.10
01	00050185	C	04/18/2024	69078	USA CLEAN BY JON-DON	140.88
01	00050186	C	04/18/2024	29947	WILSON LANE SERVICE	11,670.00
01	00050187	C	04/19/2024	38032	AMAZON CAPITAL SERVICES INC	1,046.63
01	00050188	C	04/19/2024	106497	APPLE STORE	1,279.00
01	00050189	C	04/19/2024	57207	FILTERBUY INC.	1,435.32
01	00050190	C	04/19/2024	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	355.85
01	00050191	C	04/25/2024	24236	BRODY CHEMICAL	175.81
01	00050192	C	04/25/2024	890740	CENTURYLINK	972.20
01	00050193	C	04/25/2024	158220	COVER UP	2,293.35
01	00050194	C	04/25/2024	62235	DEX IMAGING LLC	195.00
01	00050195	C	04/25/2024	60313	DUO GROUP LLC	3,555.00
01	00050196	C	04/25/2024	304218	GARLAND SCHOOL	29.47
01	00050197	C	04/25/2024	106568	IRON GATE CATERING	1,728.00
01	00050198	C	04/25/2024	57568	LANGUAGE ACCESS NETWORK LLC	222.40
01	00050199	C	04/25/2024	62081	NICOLE HESS VINYL	34.00
01	00050200	C	04/25/2024	892645	ROCKY MOUNTAIN POWER	25,169.48

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00050201	C	04/25/2024	60020	RON KELLER TIRE INC	4,765.97
01	00050202	C	04/25/2024	110840	RUSH TRUCK CENTER OF UTAH	172.50
01	00050203	C	04/25/2024	852617	TREMONTON CITY CORP	659.93
01	00050204	C	04/25/2024	511570	UTAH LABOR COMMISSION DIVISION OF	90.00
01	00050205	C	04/25/2024	63177	VALANT MEDICAL SOLUTIONS, INC	157.50
01	00050206	C	04/25/2024	24580	VERIZON WIRELESS	6,531.91
01	00050207	C	04/25/2024	4611	ABS/ARCHITECT BUILDING SUPPLY	9,614.49
01	00050208	C	04/25/2024	38032	AMAZON CAPITAL SERVICES INC	26,220.05
01	00050209	C	04/25/2024	108543	B & H PHOTO VIDEO	1,177.29
01	00050210	C	04/25/2024	103155	EAI EDUCATION	101.75
01	00050211	C	04/25/2024	5460	EDMENTUM INC	1,500.00
01	00050212	C	04/25/2024	57207	FILTERBUY INC.	1,512.56
01	00050213	C	04/25/2024	110220	GLOBAL EQUIPMENT CO	160.99
01	00050214	C	04/25/2024	100148	HIGH NOON BOOKS	528.00
01	00050215	C	04/25/2024	69566	HOJ FORKLIFT, LLC	825.00
01	00050216	C	04/25/2024	386370	HYKO SUPPLY CO	4,372.17
01	00050217	C	04/25/2024	109248	J W PEPPER MUSIC	2,988.60
01	00050218	C	04/25/2024	69558	KENDORE LEARNING	252.10
01	00050219	C	04/25/2024	45560	LAKESHORE LEARNING MATERIALS	85.08
01	00050220	C	04/25/2024	545971	MARC / MID AMERICAN RESEARCH	512.00
01	00050221	C	04/25/2024	100359	NASCO MODESTO	788.68
01	00050222	C	04/25/2024	633340	OFFICE DEPOT	4,919.35
01	00050223	C	04/25/2024	664141	OTC BRANDS	55.85
01	00050224	C	04/25/2024	4987	PICTURELINE INC	2,299.00
01	00050225	C	04/25/2024	54313	SCHOOL SPECIALTY, LLC	24,905.92
01	00050226	C	04/25/2024	157371	STAPLES	1,238.28
01	00050227	C	04/25/2024	51837	SWEETWATER	1,119.00
01	00050228	C	04/25/2024	21210	SPIRALEDGE INC	209.50
01	00050229	C	04/25/2024	111788	THE LIFEGUARD STORE	1,696.79
01	00050230	C	04/25/2024	861085	TVS PRO	2,842.10
01	00050231	C	04/25/2024	69078	USA CLEAN BY JON-DON	77.55
01	00050232	C	04/25/2024	69051	VINYL INDUSTRIES	2,528.70
01	00050233	C	04/25/2024	109463	WOODWIND AND BRASSWIND	5,065.75
01	00050234	C	04/25/2024	102737	YOUNG CHEVROLET CO	277,297.00
01	00050235	C	04/26/2024	999014	AFLAC / AMERICAN FAMILY LIFE ASSURANCE	858.76
01	00050236	C	04/26/2024	999014	AMERICAN FAMILY LIFE COMP	3,779.06
01	00050237	C	04/26/2024	999027	B E SCHOOL BOARD FUND	80.00
01	00050238	C	04/26/2024	999024	BOSTON MUTUAL LIFE INS CO - W	527.34
01	00050239	C	04/26/2024	999055	BOX ELDER FOUNDATION	234.00
01	00050240	C	04/26/2024	999023	BOX ELDER SCHOOL DISTRICT	100.00
01	00050241	C	04/26/2024	999033	BUREAU CHILD SUPPORT SERV	2,139.00
01	00050242	C	04/26/2024	65781	DELTA DENTAL INSURANCE COMPANY	32,548.03
01	00050243	C	04/26/2024	999021	ELEVATE CREDIT UNION	7,500.00
01	00050244	C	04/26/2024	999019	EMI HEALTH	609.30
01	00050245	C	04/26/2024	999017	GLOBE LIFE INSURANCE CO	69.12
01	00050246	C	04/26/2024	999035	HORACE MANN INSURANCE COMPANY	31,809.08
01	00050247	C	04/26/2024	51080	IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	605.00
01	00050248	C	04/26/2024	12270	MCKENZIE AND MCKENZIE	395.66
01	00050249	C	04/26/2024	999111	MEADE RECOVERY SERVICES LLC	545.96
01	00050250	C	04/26/2024	999084	NATIONAL BENEFITS SERVICES LLC	10,829.00
01	00050251	C	04/26/2024	999081	NATIONAL BENEFITS SERVICES LLC	9,592.64
01	00050252	C	04/26/2024	999008	OPTICARE	3,691.54
01	00050253	C	04/26/2024	999079	PUBLIC EMPLOYEES HEALTH P	759,945.26
01	00050254	C	04/26/2024	999032	PRE-PAID LEGAL SERVICES	1,294.95
01	00050255	C	04/26/2024	68560	PRIMUS LAW PC	750.20
01	00050256	C	04/26/2024	999018	THE HARTFORD	21,739.21
01	00050257	C	04/26/2024	999012	UESP	290.00
01	00050258	C	04/26/2024	999007	UTAH EDUCATION ASSOCIATION	16,717.58
01	00050259	C	04/26/2024	999025	UTAH SCHOOL EMPLOYEES ASSOCIATION	7,378.24
01	00050260	C	04/26/2024	999003	UTAH STATE TAX COMMISSION	249,507.97
01	05041024	M	04/09/2024	888540	US BANK	352,183.29
01	07043024	M	04/26/2024	999070	HEALTH EQUITY INC	148,920.11

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01	08043024	M	04/26/2024	999005	UTAH STATE RETIREMENT FUND	1,530,419.16
01	09040124	M	04/26/2024	999140	BANK OF UTAH	3,019.71
01	09041624	M	04/26/2024	999140	BANK OF UTAH	220.02
01	09041924	M	04/26/2024	999140	BANK OF UTAH	190,866.50
01	09043024	M	04/26/2024	999140	BANK OF UTAH	1,301,535.06
Total Bank: 01						\$6,231,166.18
02	00101316	C	04/11/2024	14575	AIRMOTIVE SERVICE	140.00
02	00101317	C	04/11/2024	58211	ARTS PEOPLE	169.29
02	00101318	C	04/11/2024	699420	PERMA BOUND BOOKS	30.54
02	00101319	C	04/18/2024	109355	VOYAGER SOPRIS LEARNING	3,007.40
02	00101320	C	04/25/2024	69710	OLIVIA CRANE	100.00
02	00101321	C	04/25/2024	69698	ALIZE CRUZ	200.00
02	00101322	C	04/25/2024	69701	KATIE HOKANSON	100.00
Total Bank: 02						\$3,747.23
11	01105494	A	04/11/2024	54828	MCKENZIE ANDERSON	46.00
11	01105495	A	04/11/2024	109024	ARBITERPAY TRUST ACCOUNT	6,000.00
11	01105496	A	04/11/2024	101520	BELL JANITORIAL	164.10
11	01105497	A	04/11/2024	48011	GAILE BINGHAM	288.60
11	01105498	A	04/11/2024	107376	KAYLENE BOND	57.20
11	01105499	A	04/11/2024	18384	CRISTINA BRADSHAW	34.20
11	01105500	A	04/11/2024	102177	BRADY INDUSTRIES LLC	127.58
11	01105501	A	04/11/2024	105301	CACHE VALLEY ELECTRIC INC	64,035.00
11	01105502	A	04/11/2024	69426	AMANDA CAMMACK	23.00
11	01105503	A	04/11/2024	106437	CARSON ELEVATOR CO INC	342.20
11	01105504	A	04/11/2024	66958	CDW GOVERNMENT, LLC	14,675.00
11	01105505	A	04/11/2024	31380	JOSE M CEDILLO	294.00
11	01105506	A	04/11/2024	134250	CEM SALES & SERVICE	1,702.00
11	01105507	A	04/11/2024	53473	CHARLIE'S PRODUCE	7,419.86
11	01105508	A	04/11/2024	103095	KISHA C COLLOM	34.20
11	01105509	A	04/11/2024	60500	DOABLE WELLNESS	7,750.00
11	01105510	A	04/11/2024	728870	DOMINION ENERGY UTAH	66,260.60
11	01105511	A	04/11/2024	66265	CURTIS EGBERT	37.00
11	01105512	A	04/11/2024	46116	ROBERT GORDON	80.00
11	01105513	A	04/11/2024	322776	GRAINGERS INC	474.26
11	01105514	A	04/11/2024	36706	MONICA GROVER	281.20
11	01105515	A	04/11/2024	56480	ANDRIA HANSEN	50.00
11	01105516	A	04/11/2024	64866	JACOB HANSEN	70.00
11	01105517	A	04/11/2024	40320	JACINDA HEYDER	235.20
11	01105518	A	04/11/2024	110864	JEFF HUNT	78.40
11	01105519	A	04/11/2024	56669	SHEA L JENSEN	27.00
11	01105520	A	04/11/2024	43346	JOHN JOHNSON	34.20
11	01105521	A	04/11/2024	110088	MICHAEL JOHNSON	34.20
11	01105522	A	04/11/2024	68640	BRIANNA JONES	57.20
11	01105523	A	04/11/2024	35289	NELDON KAPP	34.20
11	01105524	A	04/11/2024	27243	KELLY SERVICES INC	88,345.60
11	01105525	A	04/11/2024	52493	ROBERT KENNER	155.20
11	01105526	A	04/11/2024	493170	STEVEN G KIMBER	47.20
11	01105527	A	04/11/2024	66699	CHET KUNZLZER	614.20
11	01105528	A	04/11/2024	59129	DESI LARSEN	579.60
11	01105529	A	04/11/2024	21610	STEVE LEGGETT	57.00
11	01105530	A	04/11/2024	29777	JAMES O MAY	103.20
11	01105531	A	04/11/2024	67075	RACHEL MCCULLOUGH	37.00
11	01105532	A	04/11/2024	111457	KEITH MECHAM	355.50
11	01105533	A	04/11/2024	10936	JONI MITCHELL	219.80
11	01105534	A	04/11/2024	43982	MIKE MOORE	604.80
11	01105535	A	04/11/2024	25640	RAMONA MORA	34.20
11	01105536	A	04/11/2024	56103	KARA MORRIS	204.00
11	01105537	A	04/11/2024	67032	GARY MORTENSEN	121.00
11	01105538	A	04/11/2024	54356	MARISSA NELSON	70.20
11	01105539	A	04/11/2024	21962	MARK NELSON	116.20
11	01105540	A	04/11/2024	23817	CYNTHIA A PAGE	34.20
11	01105541	A	04/11/2024	69418	SHANE PAGE	34.20

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11	01105542	A	04/11/2024	69043	KENNETH PHILLIPS	34.20
11	01105543	A	04/11/2024	112077	BOB PROFAIZER	34.20
11	01105544	A	04/11/2024	45349	LADAWN RICHINS	59.00
11	01105545	A	04/11/2024	21130	AMBER ROSE	772.60
11	01105546	A	04/11/2024	58858	ANNA SHERMAN	271.00
11	01105547	A	04/11/2024	63304	KAYLEE SILVESTER	70.20
11	01105548	A	04/11/2024	12793	SONYA SPACKMAN	741.52
11	01105549	A	04/11/2024	852290	SANDIE TRAPP	57.20
11	01105550	A	04/11/2024	107454	MARIETTA VEEDER	258.12
11	01105551	A	04/11/2024	919010	MARY R WALKER	25.20
11	01105552	A	04/11/2024	922060	CALVIN K WARD	55.80
11	01105553	A	04/11/2024	34509	SHARA LEE WARD	34.20
11	01105554	A	04/11/2024	100590	WAXIE SANITARY SUPPLY	2,030.66
11	01105555	A	04/11/2024	28150	KARIE WEAVER	57.20
11	01105556	A	04/11/2024	40002	MAURY WHEATLEY	57.20
11	01105557	A	04/11/2024	69442	TRINA WINNINGHAM	190.00
11	01105558	A	04/18/2024	101520	BELL JANITORIAL	979.30
11	01105559	A	04/18/2024	102177	BRADY INDUSTRIES LLC	1,206.59
11	01105560	A	04/18/2024	53473	CHARLIE'S PRODUCE	15,133.11
11	01105561	A	04/18/2024	728870	DOMINION ENERGY UTAH	28,360.72
11	01105562	A	04/18/2024	107656	DWA CONSTRUCTION INC	124,297.61
11	01105563	A	04/18/2024	322776	GRAINGERS INC	762.85
11	01105564	A	04/18/2024	27243	KELLY SERVICES INC	4,539.00
11	01105565	A	04/18/2024	32816	KLEO INC / CLASS WALLET	180.00
11	01105566	A	04/18/2024	12688	SYSCO	209,792.28
11	01105567	A	04/18/2024	100590	WAXIE SANITARY SUPPLY	1,074.02
11	01105568	A	04/25/2024	101520	BELL JANITORIAL	275.12
11	01105569	A	04/25/2024	66958	CDW GOVERNMENT, LLC	2,545.00
11	01105570	A	04/25/2024	134250	CEM SALES & SERVICE	452.95
11	01105571	A	04/25/2024	154950	RODNEY L COOK	7,602.00
11	01105572	A	04/25/2024	322776	GRAINGERS INC	444.07
11	01105573	A	04/25/2024	43214	SHERRI HARPER	158.32
11	01105574	A	04/25/2024	60348	DAVID ROBERTS	1,059.56
11	01105575	A	04/25/2024	47686	TNT ENGRAVING	980.00
11	01105576	A	04/25/2024	100590	WAXIE SANITARY SUPPLY	6,396.99
Total Bank: 11						\$673,467.29
20	10400531	C	04/10/2024	45500	BOX ELDER SCHOOL DISTRICT	130.00
20	10400532	C	04/11/2024	45500	BOX ELDER SCHOOL DISTRICT	238.92
20	10400533	C	04/12/2024	45500	BOX ELDER SCHOOL DISTRICT	455.16
Total Bank: 20						\$824.08
21	12500846	C	04/17/2024	104321	BOX ELDER SCHOOL DISTRICT	313.97
21	12500847	C	04/17/2024	489250	KENTS MARKET PL/BRIGHAM	41.55
Total Bank: 21						\$355.52
22	13200780	C	04/09/2024	38032	AMAZON CAPITAL SERVICES INC	251.11
22	13200781	C	04/09/2024	105981	KRISTI N CAPENER	19.36
22	13200782	C	04/09/2024	489240	KENTS MARKET PL/TREMONTON	45.93
22	13200783	C	04/12/2024	104321	BOX ELDER SCHOOL DISTRICT	307.35
22	13200784	C	04/16/2024	38032	AMAZON CAPITAL SERVICES INC	108.67
22	13200785	C	04/16/2024	32824	YES PRINT COPY N MORE, LLC	146.30
22	13200786	C	04/30/2024	38032	AMAZON CAPITAL SERVICES INC	123.11
22	13200787	C	04/30/2024	45500	BOX ELDER SCHOOL DISTRICT	1,490.84
22	13200788	C	04/30/2024	105981	KRISTI N CAPENER	47.16
Total Bank: 22						\$2,539.83
24	13601131	C	04/12/2024	45500	BOX ELDER SCHOOL DISTRICT	822.80
24	13601132	C	04/12/2024	104321	BOX ELDER SCHOOL DISTRICT	128.88
24	13601133	C	04/12/2024	281678	FIELDING SCHOOL	109.50
24	13601134	C	04/12/2024	17493	FINE ARTS CENTER	305.00
24	13601135	C	04/12/2024	489240	KENTS MARKET PL/TREMONTON	215.60
24	13601136	C	04/23/2024	38032	AMAZON CAPITAL SERVICES	940.09
Total Bank: 24						\$2,521.87

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25	15000758	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	1,401.24
25	15000759	C	04/25/2024	45500	BOX ELDER SCHOOL DISTRICT	70.00
Total Bank: 25						\$1,471.24
26	16401146	C	04/16/2024	1724	ACE HARDWARE TREMONTON	2.95
26	16401147	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	1,336.72
26	16401148	C	04/16/2024	46965	LITTLE REDS LLC	455.81
26	16401149	C	04/16/2024	66834	MOUNTAIN VALLEY PRINTING	36.00
26	16401150	C	04/16/2024	110914	SUPERIOR WATER AND AIR INC	60.00
26	16401151	C	04/16/2024	17680	WORLD'S FINEST CHOCOLATE	10,602.00
26	16401152	C	04/23/2024	13161	AMERICAN WEST HERITAGE CENTER	409.50
Total Bank: 26						\$12,902.98
28	16701246	C	04/12/2024	104321	BOX ELDER SCHOOL DISTRICT	149.61
28	16701247	C	04/12/2024	14958	CULLIGAN	279.90
28	16701248	C	04/12/2024	489240	KENTS MARKET PL/TREMONTON	1,208.59
28	16701249	C	04/12/2024	55905	MD SECURE STORAGE	160.00
Total Bank: 28						\$1,798.10
29	16800550	C	04/23/2024	698980	PEPSI COLA OF OGDEN	3,648.00
29	16800551	C	04/23/2024	158220	COVER UP	592.00
29	16800552	C	04/23/2024	999140	BANK OF UTAH	200.00
29	16800553	C	04/23/2024	1	Kelly B Kunzler	244.02
29	16800554	C	04/25/2024	5223	SWIRE COCA-COLA	4,420.33
Total Bank: 29						\$9,104.35
30	17200664	C	04/18/2024	104321	BOX ELDER SCHOOL DISTRICT	132.66
30	17200665	C	04/18/2024	633340	OFFICE DEPOT	2,096.48
30	17200666	C	04/30/2024	104321	BOX ELDER SCHOOL DISTRICT	724.48
30	17200667	C	04/30/2024	102177	BRADY INDUSTRIES LLC	1,444.16
Total Bank: 30						\$4,397.78
31	18800387	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	420.11
Total Bank: 31						\$420.11
32	20000310	C	04/22/2024	104321	BOX ELDER SCHOOL DISTRICT	343.57
32	20000311	C	04/30/2024	104321	BOX ELDER SCHOOL DISTRICT	738.00
32	20000312	C	04/30/2024	64017	CHEAPER THAN SHIRT	120.00
Total Bank: 32						\$1,201.57
33	30402929	CV	04/17/2024	1	JONATHAN MENDEZ	-29.00
33	30403021	C	04/15/2024	38032	AMAZON CAPITAL SERVICES INC	1,843.05
33	30403022	C	04/15/2024	104321	BOX ELDER SCHOOL DISTRICT	529.17
33	30403023	C	04/15/2024	489240	KENTS MARKET PL/TREMONTON	1,816.55
33	30403024	C	04/23/2024	38032	AMAZON CAPITAL SERVICES INC	646.93
33	30403025	C	04/23/2024	45500	BOX ELDER SCHOOL DISTRICT	23.21
33	30403026	C	04/23/2024	104321	BOX ELDER SCHOOL DISTRICT	275.75
33	30403027	C	04/23/2024	109248	J W PEPPER MUSIC	63.30
33	30403028	C	04/23/2024	69655	WIRED WELL	700.00
Total Bank: 33						\$5,868.96
34	30803545	C	04/16/2024	38032	AMAZON CAPITAL SERVICES INC	745.13
34	30803546	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	898.25
34	30803547	C	04/16/2024	64017	COPPER CANYON APPAREL	511.94
34	30803548	C	04/16/2024	633340	OFFICE DEPOT	258.88
Total Bank: 34						\$2,414.20
35	40403290	C	04/16/2024	999023	BOX ELDER SCHOOL DISTRICT	905.08
35	40403291	C	04/19/2024	1724	ACE HARDWARE TREMONTON	77.05
35	40403292	C	04/19/2024	38032	AMAZON CAPITAL SERVICES INC	1,157.84
35	40403293	C	04/19/2024	103961	INTERMOUNTAIN WOOD PRODUCTS	2,003.52
35	40403294	C	04/19/2024	109248	J W PEPPER MUSIC	31.99
35	40403295	C	04/19/2024	489240	KENTS MARKET PL/TREMONTON	522.27
35	40403296	C	04/19/2024	11894	LIBRARY STORE	441.61
35	40403297	C	04/19/2024	729276	QUILL CORPORATION	351.93
35	40403298	C	04/19/2024	110914	SUPERIOR WATER AND AIR INC	79.90
Total Bank: 35						\$5,571.19

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36	40804464	C	04/16/2024	1	CHRISTOPHER OLSEN	34.35
36	40804465	C	04/16/2024	1	TALEAH TORRES	23.50
36	40804466	C	04/16/2024	112046	ACE HARDWARE - BRIGHAM	241.34
36	40804467	C	04/16/2024	38032	AMAZON CAPITAL SERVICES INC	1,014.23
36	40804468	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	10,438.80
36	40804469	C	04/16/2024	103961	INTERMOUNTAIN WOOD PRODUCTS	830.09
36	40804470	C	04/16/2024	489250	KENTS MARKET PL/BRIGHAM	335.86
36	40804471	C	04/16/2024	10731	SMITH'S CUSTOMER CHARGES	94.64
36	40804472	C	04/16/2024	820521	STYLISH FABRICS/BERNINA	237.25
36	40804473	C	04/16/2024	40193	WHEELWRIGHT LUMBER COMPANY INC	1,965.70
36	40804474	C	04/24/2024	1	JoeEllen Walters	22.14
36	40804475	C	04/24/2024	1	TIM JONES	23.59
36	40804476	C	04/24/2024	38032	AMAZON CAPITAL SERVICES INC	3,965.23
36	40804477	C	04/24/2024	104338	BOX ELDER HIGH SCHOOL	1,939.00
36	40804478	C	04/24/2024	64017	COPPER CANYON APPAREL	12.70
Total Bank: 36						\$21,178.42
37	70414050	CV	04/12/2024	16209	CAST IRON CATERING COMPANY	-5,475.00
37	70414170	C	04/09/2024	1724	ACE HARDWARE TREMONTON	192.10
37	70414171	C	04/09/2024	107102	BEAR RIVER BOWLING CENTER / THE GRILL	318.00
37	70414172	C	04/09/2024	45500	BOX ELDER SCHOOL DISTRICT	599.80
37	70414173	C	04/09/2024	104321	BOX ELDER SCHOOL DISTRICT	4,007.00
37	70414174	C	04/09/2024	49808	ESPECIALLY FOR ATHLETES	300.00
37	70414175	C	04/09/2024	322776	GRAINGERS INC	683.00
37	70414176	C	04/09/2024	38644	GREEN CANYON HIGH SCHOOL	350.00
37	70414177	C	04/09/2024	327480	GREER'S HARDWARE	415.34
37	70414178	C	04/09/2024	31267	HAMPTON INN LAYTON	1,044.12
37	70414179	C	04/09/2024	51977	HONEYBUCKET	535.00
37	70414180	C	04/09/2024	489240	KENTS MARKET PL/TREMONTON	3,972.03
37	70414181	C	04/09/2024	4871	LOGAN HIGH SCHOOL	350.00
37	70414182	C	04/09/2024	111030	LOWE'S	234.32
37	70414183	C	04/09/2024	51187	METALMART INC.	569.69
37	70414184	C	04/09/2024	45551	DELTA HIGH SCHOOL	230.00
37	70414185	C	04/09/2024	7161	MILLER GAS CO, INC	12.03
37	70414186	C	04/09/2024	44172	NORCO INC	550.19
37	70414187	C	04/09/2024	4960	OLD GRIST MILL BREAD	137.32
37	70414188	C	04/09/2024	769715	SAM'S CLUB BUSINESS PAYMENTS	5,859.48
37	70414189	C	04/09/2024	58084	SAUNDERS TOURS	23,800.00
37	70414190	C	04/09/2024	69035	TITAN SPORTING GOODS	525.00
37	70414191	C	04/09/2024	7480	TOOELE HIGH SCHOOL	200.00
37	70414192	C	04/09/2024	54941	UINTAH HIGH SCHOOL	350.00
37	70414193	C	04/09/2024	27383	UTAH RESTAURANT ASSOCIATION	20.00
37	70414194	C	04/09/2024	16535	VEX ROBOTICS	409.00
37	70414195	C	04/09/2024	4316	PINE VIEW HIGH SCHOOL	240.00
37	70414196	C	04/11/2024	65048	AKTIVATE	315.00
37	70414197	C	04/11/2024	38032	AMAZON CAPITAL SERVICES INC	3,202.99
37	70414198	C	04/11/2024	106055	BLICK ART MATERIALS	66.03
37	70414199	C	04/11/2024	69493	COLLIN BURTON	1,730.77
37	70414200	C	04/11/2024	158220	COVER UP	573.20
37	70414201	C	04/11/2024	102017	DAVIS HIGH SCHOOL	10,384.62
37	70414202	C	04/11/2024	69540	ANGEANA ERICKSON	5,192.31
37	70414203	C	04/11/2024	28991	FAMILY CAREER AND COMMUNITY LEADERS OF	620.00
37	70414204	C	04/11/2024	361	INTERMOUNTAIN HEALTHCARE	6,250.00
37	70414205	C	04/11/2024	69523	TRISTIN JENSEN	1,730.77
37	70414206	C	04/11/2024	69515	TIMOTHY MICHAEL JOHNSON	1,730.77
37	70414207	C	04/11/2024	157371	STAPLES	1,976.42
37	70414208	C	04/11/2024	23531	STG TRAVEL	300.00
37	70414209	C	04/11/2024	60453	VISTA AT ENTRADA SCHOOL	3,461.54
37	70414210	C	04/11/2024	69531	WEBER COUNTY SCHOOL DISTRICT FOUNDATION	5,192.31
37	70414211	C	04/11/2024	69485	JENICA WILCOX	1,730.77
37	70414212	C	04/11/2024	69507	DAVID YUNG	1,730.77
37	70414213	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	7,616.71
37	70414214	C	04/16/2024	6742	CLARION SUITES	2,030.76

Check Register Summary

Batch Year: 24 Bank: All Date Range: 04/01/2024 - 04/30/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70414215	C	04/16/2024	304217	GARLAND CITY	3,000.00
37	70414216	C	04/16/2024	69612	RICHARD STEWART	1,730.77
37	70414217	C	04/16/2024	110914	SUPERIOR WATER AND AIR INC	35.00
37	70414218	C	04/18/2024	38032	AMAZON CAPITAL SERVICES INC	1,066.91
37	70414219	C	04/18/2024	68764	BEARDED LUMBERJACK, LLC	271.00
37	70414220	C	04/18/2024	45500	BOX ELDER SCHOOL DISTRICT	1,258.36
37	70414221	C	04/18/2024	31658	BSN SPORTS	20,359.43
37	70414222	C	04/18/2024	12408	COSTA VIDA	614.50
37	70414223	C	04/18/2024	38644	GREEN CANYON HIGH SCHOOL	280.00
37	70414224	C	04/18/2024	47317	HOFFMAN AL BREEDERS, INC.	75.00
37	70414225	C	04/18/2024	4960	OLD GRIST MILL BREAD	102.09
37	70414226	C	04/18/2024	66354	JOSIE LYNNE RICHARDS	1,120.00
37	70414227	C	04/18/2024	36510	RIDGELINE HIGH SCHOOL	370.00
37	70414228	C	04/18/2024	11835	STANSBURY HIGH SCHOOL	100.00
37	70414229	C	04/18/2024	34568	X-GRAIN SPORTS	1,360.00
37	70414230	C	04/23/2024	40363	CIO MEDICAL SERVICES	941.00
37	70414231	C	04/23/2024	69671	RICHARD EGGETT	1,730.77
37	70414232	C	04/23/2024	60240	HAMPTON INN AND SUITES FARMERS BRANCH	12,500.10
37	70414233	C	04/23/2024	51977	HONEYBUCKET	435.00
37	70414234	C	04/23/2024	69663	JOSI JENSEN	100.00
37	70414235	C	04/23/2024	51187	METALMART INC.	106.06
37	70414236	C	04/23/2024	11320	PORTA PHONE	2,349.00
37	70414237	C	04/23/2024	25453	PRIDE EMBROIDERY & SCREEN PRINTING	788.13
37	70414238	C	04/23/2024	110975	RIDDELL ALL AMERICAN SPORTS	5,574.32
37	70414239	C	04/23/2024	69680	SHANNAS CREATIONS	100.10
37	70414240	C	04/23/2024	157371	STAPLES	327.80
37	70414241	C	04/25/2024	1	ISABELLA HOADLEY	5.00
37	70414242	C	04/25/2024	38032	AMAZON CAPITAL SERVICES INC	1,563.11
37	70414243	C	04/25/2024	51764	JONES SHIRTS & SIGNS	541.43
37	70414244	C	04/25/2024	66834	MOUNTAIN VALLEY PRINTING	11,377.00
37	70414245	C	04/25/2024	22950	OGDEN HIGH SCHOOL	180.00
37	70414246	C	04/25/2024	68837	TEAM UP ATHLETICS	6,733.09
37	70414247	C	04/25/2024	17760	NCA/NDA REGISTRATION	11,934.00
37	70414248	C	04/30/2024	104321	BOX ELDER SCHOOL DISTRICT	539.29
37	70414249	C	04/30/2024	37672	EWELL EDUCATIONAL SERVICES INC	666.00
37	70414250	C	04/30/2024	46965	LITTLE REDS LLC	192.50
37	70414251	C	04/30/2024	58084	SAUNDERS TOURS	33,930.00
37	70414252	C	04/30/2024	5908	WALMART COMMUNITY	206.94
Total Bank: 37						\$220,827.86
38	70814153	C	04/09/2024	1	PAIGE UDY	100.00
38	70814154	C	04/09/2024	45500	BOX ELDER SCHOOL DISTRICT	910.80
38	70814155	C	04/09/2024	31658	BSN SPORTS	192.51
38	70814156	C	04/09/2024	61646	BUTTERFLY NETWORK INC	49.09
38	70814157	C	04/09/2024	230	CAROLINA BIOLOGICAL	40.95
38	70814158	C	04/09/2024	64017	COPPER CANYON APPAREL	675.00
38	70814159	C	04/09/2024	4618	COLEMAN KNITTING MILL	1,710.00
38	70814160	C	04/09/2024	65080	CROMPTON, KATELYN	463.32
38	70814161	C	04/09/2024	69388	CROWN TROPHY & AWARDS, LLC	212.50
38	70814162	C	04/09/2024	15660	DAKTRONICS	465.00
38	70814163	C	04/09/2024	31267	HAMPTON INN LAYTON	3,224.44
38	70814164	C	04/09/2024	109248	J W PEPPER MUSIC	32.99
38	70814165	C	04/09/2024	100550	JOSTENS INC	365.00
38	70814166	C	04/09/2024	16845	MFAC LLC	2,505.00
38	70814167	C	04/09/2024	543168	MADDOX RANCH HOUSE	93.80
38	70814168	C	04/09/2024	4960	OLD GRIST MILL BREAD	50.89
38	70814169	C	04/09/2024	35955	PROMO PLUS	413.51
38	70814170	C	04/09/2024	60836	QWIKCUT, LLC	350.00
38	70814171	C	04/09/2024	157371	STAPLES	39.80
38	70814172	C	04/09/2024	6149	THE LOGO SHOP	1,069.40
38	70814173	C	04/09/2024	7692	WASATCH HIGH SCHOOL	5,150.00
38	70814174	C	04/09/2024	40193	WHEELWRIGHT LUMBER COMPANY INC	194.64
38	70814175	C	04/16/2024	1	COURTNEY YEATES	105.00

Check Register Summary

Box Elder School District

Batch Year: 24 Bank: All Date Range: 04/01/2024 - 04/30/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70814176	C	04/16/2024	112046	ACE HARDWARE - BRIGHAM	81.51
38	70814177	C	04/16/2024	10260	ADELE C YOUNG INTERM SCH	35.00
38	70814178	C	04/16/2024	65048	AKTIVATE	450.00
38	70814179	C	04/16/2024	104348	BOX ELDER MIDDLE SCHOOL	20.00
38	70814180	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	6,945.58
38	70814181	C	04/16/2024	104321	BOX ELDER SCHOOL DISTRICT	39.00
38	70814182	C	04/16/2024	31658	BSN SPORTS	768.74
38	70814183	C	04/16/2024	230	CAROLINA BIOLOGICAL	629.20
38	70814184	C	04/16/2024	64017	COPPER CANYON APPAREL	280.00
38	70814185	C	04/16/2024	37672	EWELL EDUCATIONAL SERVICES INC	110.00
38	70814186	C	04/16/2024	103987	EWING IRRIGATION	605.23
38	70814187	C	04/16/2024	28991	FAMILY CAREER AND COMMUNITY LEADERS OF	1,295.00
38	70814188	C	04/16/2024	33790	HENRY SCHEIN INC	261.90
38	70814189	C	04/16/2024	69396	IMPACT CANOPIES USA	1,539.72
38	70814190	C	04/16/2024	103961	INTERMOUNTAIN WOOD PRODUCTS	373.30
38	70814191	C	04/16/2024	489250	KENTS MARKET PL/BRIGHAM	1,111.90
38	70814192	C	04/16/2024	25119	SIZZLING PLATTER	642.11
38	70814193	C	04/16/2024	4871	LOGAN HIGH SCHOOL	170.00
38	70814194	C	04/16/2024	543168	MADDOX RANCH HOUSE	1,014.58
38	70814195	C	04/16/2024	4910	NATIONAL FFA ORGANIZATION	406.25
38	70814196	C	04/16/2024	698980	PEPSI-COLA OF OGDEN	134.80
38	70814197	C	04/16/2024	5045	RSM FOOD SERVICE	1,203.33
38	70814198	C	04/16/2024	43265	RUDIS	1,705.00
38	70814199	C	04/16/2024	10731	SMITH'S CUSTOMER CHARGES	471.23
38	70814200	C	04/16/2024	804825	SUNRISE HIGH SCHOOL	130.00
38	70814201	C	04/16/2024	19488	T SHIRT CHOP SHOP	3,847.00
38	70814202	C	04/16/2024	5290	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	250.00
38	70814203	C	04/16/2024	5908	WALMART COMMUNITY	4,753.03
38	70814204	C	04/22/2024	104321	BOX ELDER SCHOOL DISTRICT	16,618.46
38	70814205	C	04/23/2024	1	ELIZABETH BROMLEY	195.00
38	70814206	C	04/23/2024	1	RINI QUINLAN	105.00
38	70814207	C	04/23/2024	1	SCOT STACEY	60.00
38	70814208	C	04/23/2024	112046	ACE HARDWARE - BRIGHAM	92.04
38	70814209	C	04/23/2024	38032	AMAZON CAPITAL SERVICES INC	4,235.18
38	70814210	C	04/23/2024	36366	STACIE ASHLIMAN	100.00
38	70814211	C	04/23/2024	45500	BOX ELDER SCHOOL DISTRICT	455.00
38	70814212	C	04/23/2024	104321	BOX ELDER SCHOOL DISTRICT	478.08
38	70814213	C	04/23/2024	31658	BSN SPORTS	1,310.80
38	70814214	C	04/23/2024	40363	CIO MEDICAL SERVICES	1,464.00
38	70814215	C	04/23/2024	57789	DO GOOD DESIGNS UTAH	592.00
38	70814216	C	04/23/2024	107267	DOMINO'S PIZZA / BRIGHAM	68.49
38	70814217	C	04/23/2024	109652	DREWES FLORAL & GIFTS	111.90
38	70814218	C	04/23/2024	37672	EWELL EDUCATIONAL SERVICES INC	192.00
38	70814219	C	04/23/2024	59773	FINLAYSON, CLINTON KINGI	700.00
38	70814220	C	04/23/2024	24074	MCKELL HARDY	100.00
38	70814221	C	04/23/2024	4790	HOME DEPOT CREDIT SERVICE	1,258.52
38	70814222	C	04/23/2024	51977	HONEYBUCKET	290.00
38	70814223	C	04/23/2024	103961	INTERMOUNTAIN WOOD PRODUCTS	625.10
38	70814224	C	04/23/2024	100550	JOSTENS INC	1,053.45
38	70814225	C	04/23/2024	30180	MARCH OF DIMES, INC	700.00
38	70814226	C	04/23/2024	4987	PICTURELINE INC	177.65
38	70814227	C	04/23/2024	8303	SKY VIEW HIGH SCHOOL	500.00
38	70814228	C	04/23/2024	23531	STG TRAVEL	1,191.00
38	70814229	C	04/23/2024	804825	SUNRISE HIGH SCHOOL	80.00
38	70814230	C	04/23/2024	5223	SWIRE COCA-COLA	187.20
38	70814231	C	04/23/2024	47686	TNT ENGRAVING	710.00
38	70814232	C	04/23/2024	60127	TRINITY CURTIS	400.00
38	70814233	C	04/23/2024	7536	GAME ONE	774.06
38	70814234	C	04/23/2024	69620	UTAH ENGINEERING	485.50
38	70814235	C	04/23/2024	7609	UTAH FBLA-PBL	4,360.00
38	70814236	C	04/23/2024	14273	VIEWMONT HIGH SCHOOL	800.00

Total Bank: 38 \$88,157.48

Check Register Summary

Batch Year: 24 Bank: All Date Range: 04/01/2024 - 04/30/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
39	77800591	C	04/15/2024	104321	BOX ELDER SCHOOL DISTRICT	124.22
39	77800592	C	04/25/2024	45500	BOX ELDER SCHOOL DISTRICT	260.00
Total Bank: 39						\$384.22
40	11500053	C	04/17/2024	104321	BOX ELDER SCHOOL DISTRICT	583.50
Total Bank: 40						\$583.50

Total Computer Checks:	\$3,099,893.62
Total Manual Checks:	\$3,527,163.85
Total ACH Checks:	\$673,467.29
Total Other Checks:	\$0.00
Total Electronic Checks:	\$0.00
Total Computer Voids:	-\$9,620.80
Total Manual Voids:	\$0.00
Total ACH Voids:	\$0.00
Total Other Voids:	\$0.00
Total Electronic Voids:	\$0.00
Grand Total:	\$7,290,903.96
Number of Checks:	659

Batch Year	Batch	Amount
24	000493	-29.00
24	002050	-5,475.00
24	002142	75.49
24	002222	16,487.57
24	002300	12,414.26
24	002356	8,680.09
24	002359	577,528.11
24	002360	77,574.40
24	002361	69,514.32
24	002362	323,904.17
24	002363	3,007.40
24	002364	339.83
24	002376	45,903.42
24	002379	18,308.64
24	002381	316.40
24	002393	130.00
24	002396	238.92
24	002400	46,188.27
24	002412	455.16
24	002413	135,199.33
24	002414	318,048.29
24	002415	23,138.73
24	002416	119,632.90
24	002417	124,606.08
24	002418	307.35
24	002420	215.60
24	002421	305.00
24	002422	822.80
24	002423	109.50
24	002424	128.88
24	002426	1,798.10
24	002435	2,229.14
24	002438	4,188.77
24	002443	124.22
24	002449	15,215.76
24	002452	420.11
24	002455	12,493.48
24	002456	14,413.24
24	002458	1,401.24
24	002459	254.97
24	002461	29,378.41

Check Register Summary

Box Elder School District

Batch Year: 24 Bank: All Date Range: 04/01/2024 - 04/30/2024

Batch Year	Batch	Amount
24	002463	2,414.20
24	002465	905.08
24	002467	355.52
24	002471	583.50
24	002474	26,977.29
24	002475	4,666.11
24	002482	4,116.80
24	002492	17,878.01
24	002493	33,333.52
24	002494	5,340.87
24	002495	344,168.63
24	002496	2,291.15
24	002497	400.00
24	002498	343.57
24	002501	16,618.46
24	002504	940.09
24	002509	409.50
24	002510	3,648.00
24	002511	23,851.97
24	002512	24,952.28
24	002514	592.00
24	002515	200.00
24	002517	244.02
24	002519	1,709.19
24	002526	5,962.66
24	002528	4,338,517.46
24	002529	352,183.29
24	002530	260.00
24	002538	70.00
24	002539	32,333.63
24	002542	4,420.33
24	002552	35,534.73
24	002566	858.00
24	002568	1,661.11
24	002569	2,168.64

Batch Year: 24 Bank: All Date Range: 04/01/2024 - 04/30/2024

FPREG01A (build 24.4.1.1)

Selection Criteria

Batch Year	24
Begin Date	04/01/2024
End Date	04/30/2024
Include Voids Voided After End Date	Yes
Bank	All
Begin Check	00000000
End Check	99999999
Begin Batch 1	All
End Batch 1	
Begin Batch 2	
End Batch 2	
Begin Batch 3	
End Batch 3	
Begin Batch 4	
End Batch 4	
Begin Batch 5	
End Batch 5	
Role ID	AP

For May 8, 2024 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
Golden Spike	Sadie Anderson	Kindergarten Teacher	Resigned
BEMS	Savana Atkinson	8th Grade Language Arts Teacher	Resigned
Century	Douglas Ayotte	5th Grade Teacher	Temporary
Discovery	Kortnee Balls	Cook	Resigned
BRMS	Marckee Belliston	SpEd Language Arts Teacher	Resigned
BEHS	Hailee Braegger	ED para	End of Contract
BRHS	Braquel Brinkerhoff	CTE Business Teacher	Resigned
BRHS	Ashley Brown	Attendance Secretary	Resigned
BEHS	Kortney Bruner	ED para	End of Contract
McKinley	Linda Burns	Para	Retired
BEHS	Sharee Chapman	Cook	Resigned
BEHS	Stacy Church	SpEd Math Teacher	Retired
DO	Teresa Cornwall	Speech Pathologist	Retired
BEMS	David Dickey	Custodian	Retired
BEHS	David Fairbanks	Custodian	Resigned
Garland	Emily Griffiths	Teacher	End of Contract
ACYI	Maureen Grover	Teacher	Resigned
ACHI	A'lura Hamilton	Science Teacher	Resigned
BRHS	Thad Hansen	Head Custodian	Retired
Golden Spike	Kristina Harris	Teacher	Resigned
Three Mile Creek	Mary Heslop	Principal	Resigned
BEMS	Alvin Hunsaker	Custodian	Retired
Golden Spike	Ann Jenkins	Teacher	Retired
BEHS	Sarah Larsen	SpEd Language Arts Teacher	Other
North Park	Natalie Levi	Teacher	Other
Lake View	Brenda Link	Teacher	Resigned
ACHI	Bethany Lundgreen	Teacher	Resigned
ACHI	Phil Lundgreen	Teacher	Resigned
BRHS	Keely Major	Functional Skills Para	Resigned
ACHI	Richard Miller	CTE Teacher	Retired
Lake View	Beverly Morrell	Teacher	Retired
Three Mile Creek	Dana Mortensen	SpEd	Resigned
BRMS	Kathleen Mortimer	Functional Skills Para	Retired
ACYI	Monica Mund	Custodian	Resigned
BEHS	Sadie Nielsen	Teacher	Resigned
DO	Marvin Nielson	Systems Programmer	Retired
BEHS	Isabel Olsen	DLI Teacher	Other
Garland	Sasha Omelchenko	DLI Teacher	Resigned
	Teresa Pali	Cook	Resigned
Lake View	Jenessa Paullin	Kindergarten Teacher	Resigned
McKinley	Rebecca Peterson	Teacher	Resigned
Fielding	Hannah Pugmire	5th Grade Teacher	Resigned
Garland	Marly Ramirez	Custodian	Resigned
BEHS	Cindi Redd	Teacher	Retired
BRMS	Shaylyn Ruiz	Science Teacher	Resigned
BRMS	Sandra Rumiark	DLI Teacher	Resigned
North Park	Dax Sederholm	Principal	Resigned
North Park	Mikayla Sepulveda	Teacher	Other
BEHS	Amanda Shogren	Functional Skills Para	End of Contract
BEHS	David Smith	Counselor	Retired
BEHS	Michelle Smith	Teacher	Retired
Fielding	Robyn Smith	Teacher	Retired
BEHS	Mitzi Stewart	PE/Health Teacher	Resigned

PERSONNEL ACTION

DO	Mark Taylor	HR & Title IX Exec. Director	Resigned
Fielding	Savannah Taylor	1st Grade Teacher	Resigned
ACYI	Eryn Thunell	Teacher	Resigned
ACHI	Connie Toone	Instructional Coach	Retired
BRMS	Marc Van Pelt	Teacher	End of Contract
ACYI	Penny Wallace	Teacher	Resigned
ACYI	J. Paul Ward	Band Teacher	Retired
BEHS	Annette Whitaker	Counselor	Retired
DO	Alison Williams	CTE Director	Retired
BRHS	Emmalee Williams	Math Teacher	Resigned
Golden Spike	Lian (Sola) Wu	DLI Chinese	Resigned
DO	Jeremy Young	Assessment Director	Resigned

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>
BRMS	Lyndsi Crowell	Attendance Secretary
Transportation	Martin Soholt	Bus Driver
Lake View	Christopher White	Custodian
District Office	Kimberly Contreras	Roaming Custodian
District Office	Seth Nielson	Field Tech
BEHS	Chad Christensen	Custodian

**Box Elder School District
150 Plus Mile Travel Request**

School Bear River High

Organization/Team/Club/Etc. Cheerleaders & Drill Crossnets

Purpose of Trip (Educational Value)

Compete Nationally as a team.

Miles to be traveled (one way) ~~750~~ 692 from SLC Airport

Number of Students Traveling	<u>45-50</u>	Sophomore	<u>1</u>
		Junior	<u>10</u>
		Senior	<u>8</u>
		Coaches	<u>4</u>

Drill (not set on final #, but up to 23)

Number of Adults (Chaperones) Traveling

Departure Date: Feb. 13th 2025 Time: A.M.

Return Date: Feb. 18th 2025 Time: Midnight

Means of Travel Bus Van Other (please list) plane

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
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

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?
Teacher contact will need to be made prior (4 total days out of class)
2. What plans have been made to reduce liability to the District during this trip?
Licensed professional (pilot, bus transportation, hotel near event for walking, waivers to compete, & certified coaches)
3. Anticipated Actual Cost of the Trip per Individual Student 1000.00 - 1200.00
4. Anticipated Direct Cost to Each Student 0.00 for competing. Optional Disney ticket
(cost for participants. Drill - \$1000 - 1200.00 - cheer fund doesn't cover drill.)

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 required parent survey.

1. List all methods of transportation that will be used and when they are being used.
 - a. Vehicle to SLC International (bus was used in 2022)
 - b. Plane
 - c. Chartered bus to hotel
 - 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.	<u>Las Vegas</u>	<u>800</u>	<u>March 25</u>	<u>420 1 way</u>
b.	<u>Florida</u>	<u>1500</u>	<u>Feb 25</u>	<u>2313 1 way</u>
	<u>Texas</u>	<u>1200</u>	<u>Jan 25</u>	<u>1243 1 way</u>

 - c. What will be missed if you take a shorter trip?
may not qualify in TX or FL. Vegas lesser company/experience.
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? Jury or other if wanted.
4. Does the trip involve some type of performance or competition? Yes
 - a. Did students have to qualify for this performance/competition? Yes
 - b. How? Regional competition held in Dec. 2024.

Signatures

Organization/Team Leader/Coach
Principal

J. Robinson
4/19/24

Date: 4/18/24
Date: 4/19/24

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans

[Signature]

Date: 4/24/24

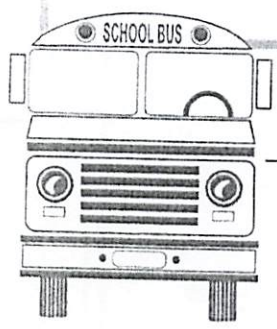
UHSAA 150 MILE Contest Approval Form

All practice games over 150 miles one way in any sport must be approved by the local board of education. This form must be completed and attached with the eligibility list of that particular sport and include data for each trip.

School Box Elder High Sport Tennis ^{Boys} female male

Date of contest Number miles
(one way) Destination Level of play
(var., j.v., soph. fresh.)

Date of contest	Number miles (one way)	Destination	Level of play (var., j.v., soph. fresh.)
3/10/25	350	St. George	JV, Varsity



A. Carr
Signature of Superintendent



3-1-24
Date

Please duplicate this form for use in each sport

UHSAA 150 MILE Contest Approval Form

All practice games over 150 miles one way in any sport must be approved by the local board of education. This form must be completed and attached with the eligibility list of that particular sport and include data for each trip.

School BEHS Sport Tennis - Girls female male

Date of
contest

Number miles
(one way)

Destination

Level of play
(var., j.v., soph. fresh.)

Date of contest	Number miles (one way)	Destination	Level of play (var., j.v., soph. fresh.)
Approx 8/18/24	360	Saint George, UT	JV/Varsity



[Handwritten Signature]
Signature of Superintendent



5-1-24
Date

Please duplicate this form for use in each sport

UHSAA 150 MILE Contest Approval Form

All practice games over 150 miles one way in any sport must be approved by the local board of education. This form must be completed and attached with the eligibility list of that particular sport and include data for each trip.

School Box Elder High School Sport Baseball female male

Date of contest	Number miles (one way)	Destination	Level of play (var., j.v., soph. fresh.)
<u>March 13-16</u> <u>or</u> <u>March 6-9-25</u>	<u>360</u>	<u>Dixie High School</u> <u>St George</u>	<u>Varsity</u>



[Signature]
Signature of Superintendent



5-1-24
Date

Please duplicate this form for use in each sport

UHSAA 150 MILE Contest Approval Form

All practice games over 150 miles one way in any sport must be approved by the local board of education. This form must be completed and attached with the eligibility list of that particular sport and include data for each trip.

School Box Elder H.S. Sport Track + Field female male

Date of contest

Number miles
(one way)

Destination

Level of play
(var., j.v., soph. fresh.)

Date of contest	Number miles (one way)	Destination	Level of play (var., j.v., soph. fresh.)
March 28 29 78	362	Snow Canyon H.S.	Varsity



[Signature]
Signature of Superintendent



5-1-25
Date

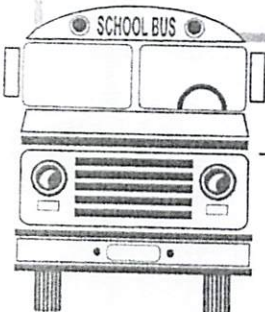
UHSAA 150 MILE Contest Approval Form

All practice games over 150 miles one way in any sport must be approved by the local board of education. This form must be completed and attached with the eligibility list of that particular sport and include data for each trip.

School Box Elder Sport SOFTBALL female male

Date of contest Number miles (one way) Destination Level of play (var., j.v., soph. fresh.)

Date of contest	Number miles (one way)	Destination	Level of play (var., j.v., soph. fresh.)
2nd week in March 2025	360	ST GEORGE	VARSITY



[Handwritten Signature]
Signature of Superintendent



[Handwritten Date]
Date

Please duplicate this form for use in each sport

Box Elder School District
Out of State Travel Request

School BRHS
Organization/Team/Club/Etc. Boys Basketball
Purpose of Trip (Educational Value) Team Basketball camp at Colorado Mesa University
Destination _____ Miles to be traveled (one way) 355
Number of Students Traveling 45
Freshmen 20
Sophomore 10
Junior 8
Senior 7
Number of Adults (Chaperones) Traveling 6
Departure Date June 24 Time 10:00am
Return Date June 27 Time 7:00 pm
Means of Travel Bus Van _____ Other (please list) _____
Anticipated Actual Cost of the Trip per Individual Student \$395
Anticipated Direct Cost to Each Student \$395

THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.

List all methods of transportation that will be used and when they are being used

Bus to and from camp
Suburban for extra shift

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? Google Forms

How will surveys be collected? Google forms

Who will tabulate survey results? AD / AD secretary

Does the trip involve some type of performance or competition? NO

Did the students have to qualify for this performance/competition? NO

How? _____

Signatures:

Organization/Team Leader/Coach _____ Date 5/1/24

Principal _____ Date 5/1/24

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans

Date 5-2-24

Box Elder School District
Out of State Travel Request

School Bear River High School

Organization/Team/Club/Etc. Bear River Football

Purpose of Trip (Educational Value) Football camp. High quality competition against teams we don't usually see. Leadership classes to build leaders in our school

Destination Montana State Miles to be traveled (one way) 336

Number of Students Traveling 52

Freshmen	<u>0</u>
Sophomore	<u>21</u>
Junior	<u>17</u>
Senior	<u>14</u>
Number of Adults (Chaperones) Traveling	<u>10</u>

Departure Date June 17th Time 5:30 AM

Return Date June 19th Time 12:00 PM

Means of Travel Bus Van Other (please list) Charter

Anticipated Actual Cost of the Trip per Individual Student \$300

Anticipated Direct Cost to Each Student \$300

THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.

List all methods of transportation that will be used and when they are being used
Charter bus to and from. All other travel will be by foot on campus.

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? Team App, Senior Communication, paperwork

How will surveys be collected? Submitted paperwork.

Who will tabulate survey results? Coach

Does the trip involve some type of performance or competition? yes

Did the students have to qualify for this performance/competition? yes

How? Tri-3 grades, "Core Values draft"

Signatures:
Organization/Team Leader/Coach [Signature] Date 5/31/24

Principal [Signature] Date 5/3/24

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans
Date _____

Suggestions for Future Board Meetings

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
- Policy Review
- Sunrise High School Schedule Discussion

July 9, 2025 – *(tentative)*

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

August 14, 2024 – *(tentative)*

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

September 11, 2024 – *(tentative)*

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

October 9, 2024 – *(tentative)*

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

November 13, 2024 – *(tentative)*

- Policy Review
- Report on BESD Foundation – Colleen Shaffer

- Complete MBA

December 11, 2024 – (tentative)

- Meeting with Legislators
- Approval of New Courses – Keith Mecham
- Audit Report – David Roberts
- Policy Review
- Busing Protocol for Courtesy Riders – David Roberts
- Building and Ground Rental and Supervision Policies – David Roberts

January 8, 2025 – (tentative)

- Approval of 2-year contract for Business Administrator
- First Public Comment on School Fees
- School Fees – Keith Mecham (Information Item)
- BESD Foundation Presentation – Colleen Shaffer
- 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 12, 2025 – (tentative)

- Approval of Human Sexuality Curriculum – Keith Mecham
- Second Public Comment on School Fees
- Approval of School Fees – Keith Mecham
- FY 2026 Capital Improvement Plan – Corey Thompson
- Legislative Update – Steve Carlsen
- Policy Review

March 12, 2025 – (tentative)

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

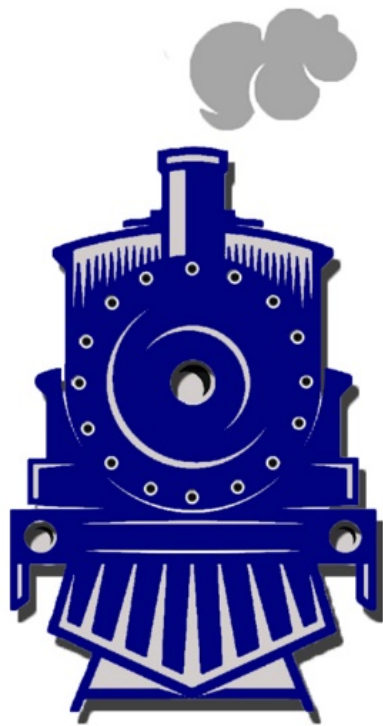
April 9, 2025 – (tentative)

- ESP Recognitions – Mark Taylor
- College and Career Readiness Counseling Program (CCRCP) Approval – Alison Williams
- ACT Data – Jeremy Young
- Child Nutrition Report – David Roberts
- Energy Report – Mike Clark
- Policy Review
- Board Graduation Assignments

May 14, 2025 – (tentative)

- Retirement Recognitions – Mark Taylor
- Administrative Association Recognitions - BEAA
- Approval of School Land Trust Plans –Keith Mecham and Heidi Jo West
- Approval of TSSA 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

BOX ELDER SCHOOL DISTRICT BOARD OF EDUCATION HANDBOOK



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

REVISED
OCTOBER 9, 2019
BOX ELDER SCHOOL DISTRICT

Box Elder School District Board of Education Handbook Table of Contents

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BOARD OF EDUCATION HANDBOOK INTRODUCTION

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

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

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

Authority and Responsibilities of the Board

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

Principles of Board Leadership

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

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

[Utah Code § 53G-4](#)

Making School Board Decisions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Holding Closed Meetings

A closed meeting may be held if:

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

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

Minutes of the closed meeting shall contain:

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

Purpose of a closed meeting:

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

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

Record of closed meetings:

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

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

Collaborative Relationships: Shared Governance

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

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

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

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

Essentials of A Professional Learning Community

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

3. Collaborative teacher teams will focus on the following four questions:
 - a. What is it that our students are expected to know and do?
 - b. How will we know if they know and can do what is expected?
 - c. How will we respond if they don't know and can't do what is expected?
 - d. How will we respond if they already know and can do it?

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

Authority of Individual Board Members

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

Nominations and Elections for Board Leadership

Nominations

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

Elections

- A. Elections and nominations must conform to the procedure prescribed by the Utah State Law and Board Policy.

- B. In case of a tie vote, the election is decided by lot unless the organization adopts a motion to do otherwise.
- C. Elections are decided by a roll call vote, not by secret ballot. Election to the office is determined by a simple majority.

Board Leadership Responsibilities

The board president will:

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

The board vice president will:

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

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

New Board Member Orientation

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

Board of Education Code of Conduct

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

Board members shall:

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

Board Member Commitments and Ethics

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

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

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

A. Board of Education Code of Ethics

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

violation of [Utah Code, § 67-16-4](#).

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

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

Disciplining Board Members

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

Policies Governing the Board

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

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

Guidelines and Parliamentary Motions

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

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

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

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

Simplified Chart of Parliamentary Motions

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

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

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

Policy 1010 School Board's Legal Status

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371387/1010-School_Board_Legal_Status.pdf

Policy 1020 Board Power and Duties

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371388/1020-Board_Powers__Duties.pdf

Policy 1025 Administration Relations

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371389/1025-Administration_Relations.pdf

Policy 1034 Board of Education Code of Conduct

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371392/1034-Board_of_Education_Code_of_Conduct.pdf

Policy 1035 Board Member Commitments and Ethics

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371393/1035-Board_Member_Commitments_and_Ethics.pdf

Policy 1036 Conflict of Interest: Board Member and Employee

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371394/1036-Board_Member_Employee_Conflict_of_Interest.pdf

Policy 1037 Employment/Assignment of Relatives (Nepotism) (Reference - [Utah Code 52-3](#))

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371395/1037-Employee_Assignment_of_Relatives.pdf

Board Policies Relevant to School Board Meetings

Policy 1070 Board Meeting Procedures

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371399/1070-Board_Meeting_Procedures.pdf

Policy 1072 Board Meetings: Notice Requirements

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371400/1072-Board_Meetings_Notice_Requirements.pdf

Policy 1074 Board Meetings: Closed Meetings

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371401/1074-Board_Meetings_Closed_Meetings.pdf

Policy 1080 Board Committees

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371402/1080-Board_Committees.pdf

Policy 1090 Rules of Order

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371403/1090-Rules_of_Order.pdf

Policy 1100 Minutes

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371404/1100-Minutes.pdf

Policy 1110 Public Participation in Board Meeting

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371405/1110_Public_Participation_in_Board_Meeting.pdf