



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

Wednesday, October 9, 2024

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

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

- A. **Work Session - 5:30 p.m.**
 - 1. **Bond Discussion**
- B. **Administrative - 6:30 p.m.**
 - 1. **Call to Order**
Wade Hyde, Board President
 - 2. **Reverence**
Karen Cronin, Board Member
 - 3. **Flag Salute/Pledge of Allegiance**
Easton Johnson, Student Board Member
 - 4. **Recognitions**
Julie Taylor, Board Member
 - a. Jimi Pitts, Pastor at Washington Heights Church - for large donation to Western Schools and Ann Bowen, Author - for donation of signed copies of her books to the Western Schools
- C. **Approval of Agenda - 6:45 p.m.**
- D. **Public Comment - 6:50 p.m.**
Those individuals who would like to speak to the Board should read the guidelines and complete the sign-up document located at the door. At the discretion of the Board President, public comment may be permitted at any point during the Board meeting.
- E. **Public Meeting for the Presentation of Arguments in Favor and Against the Ballot Proposition** **4**
Relating to the Board's Proposed \$220,000,000 of General Obligation Bonds - 7:00 p.m.
- F. **Action Items - 7:30 p.m.**
 - 1. **Approval of Positive Behavior Support (PBS) Plans** **6**
Megan Bushnell, Student Services Director
 - 2. **Approval of Construction Management General Contractor for Two Middle School Tied to the Bond Election** **49**
Corey Thompson, Facilities Director
 - 3. **Approval of Real Estate Agent**
David Roberts, Business Administrator
 - 4. **Approval of 2024-25 LEA Specific Licenses and LEA Specific Endorsements** **50**
Emily Williams, Executive Director of Personnel and Title IX
- G. **Information Items - 7:55 p.m.**
 - 1. **RISE and Utah Aspire Plus Data** **55**
Jeff Morris - Assessment Director
 - 2. **October 1 Enrollment Report** **68**
Emily Williams, Executive Director of Personnel and Title IX
 - 3. **Conflict of Interest Form** **69**
 - 4. **Monthly Financial Report** **73**
David Roberts, Business Administrator
 - 5. **Board Committee Reports**
 - a. **Student Board Member Report**
- H. **Policy Review - 8:25 p.m.**
 - 1. **Policy to Delete (information moved to 3047)**

a. Policy 3110 Certificated: Educator Evaluation	81
2. Policy Change from Negotiations (not for vote - for review only)	
a. Policy 3124 Certificated: Retirement	92
b. Policy 3208 ESP: Fringe Benefits and Leave of Absence	95
c. Policy 3210 ESP: Retirement	107
3. First Reading	
a. Policy 1071 Electronic Meetings	110
b. Policy 1160 Superintendent Termination	114
c. Policy 1185 Business Administrator Termination	117
d. Policy 2070 Cash Receipts, Expenditures, and Purchasing	120
e. Policy 2090 Contracts for School Resource Officer Services	124
f. Policy 2181 District Emergency Response Plan	127
g. Policy 2224 Transportation: Drug Testing of Bus Drivers	133
h. Policy 3047 Educator Evaluation	137
i. Policy 3200 ESP: General Statement	146
j. Policy 5005 Safe Schools: Student Discipline/Behavior	149
k. Policy 5291 Drug & Alcohol Testing of Students Participating in Extracurricular Activities	165
l. Policy 5310 Fundraising	171
m. Policy 5320 Student Travel	176
4. Second Reading	
a. Policy 1036 Board Member Conflict of Interest	181
b. Policy 1040 Board Member Elections and Redistricting	187
c. Policy 1070 Board Meeting Procedures	189
d. Policy 1072 Board Meetings: Notice Requirements	194
e. Policy 2001 Fiscal Management Goals	200
f. Policy 2182 School Safety	203
g. Policy 3006 Employee Conflict of Interest	212
h. Policy 3007 Employment - Staff Code of Conduct	215
i. Policy 3047 Reemployment of Retirees	222
j. Policy 4040 Grade Level Acceleration/Retention of Students	225
k. Policy 4062 Curriculum: College Course Work	227
l. Policy 4100 Elementary Homework	230
m. Policy 4190 Driver Training	232
n. Policy 5090 Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting	234
I. Consent Items - 8:35 p.m.	
1. Minutes	237
2. Claims	248
3. Personnel	262
4. Exemption from Compulsory Attendance (Home School)	
Steve Carlsen, Superintendent	
5. Out of State Travel Requests	263
J. Suggestions for Future Board Meetings - 8:40 p.m.	264
K. Upcoming Events	
1. Bond Town Hall Meeting - Thursday, October 10, 2024, at the Brigham City Women's Club Meeting 3:00-3:30 at the Fine Arts Center	
2. Bond Town Hall Meeting - Thursday, October 17, 2024 for all patrons of Box Elder County at the Tremonton Senior Center 10:00 -11:00 am 510 W 1000 N, Tremonton, UT	
3. Bond Town Hall Meeting - Thursday, October 17, 2024 for all patrons of Box Elder County at the Tremonton Fairgrounds 1:00 - 2:00 pm 320 N 1000 W, Tremonton, UT	

4. Virtual Bond Town Hall Meeting - Thursday, October 17, 2024, for all patrons of Box Elder County. Link will be posted on website and social media and sent out to parents via email.
5. Master Board Award - Complete by November 30, 2024
6. Meet with Legislators - School Board Work Session - Wednesday, December 11, 2024 at 5:00 p.m.
7. USBA Conference - January 9-11, 2025

L. **Board Handbook**

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1. **Closed Session to Discuss the Character, Professional Competence, or Physical or Mental Health of an Individual - 8:45 p.m.**

M. **Adjournment - 9:30 p.m.**

The next meeting of the Board of Education will be held on Wednesday, November 13, 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.

PUBLIC NOTICE:

BOX ELDER SCHOOL DISTRICT ARGUMENTS IN FAVOR AND AGAINST THE PROPOSED \$220,000,000 OF GENERAL OBLIGATION BOND:

IN FAVOR	AGAINST
<p>The Box Elder School District Board of Education has approved a \$220 million-dollar bond resolution to be placed on the November 5, 2024 Ballot to address building safety, utility, and overcrowding in the Box Elder School District.</p> <p>Bear River and Box Elder Middle Schools were built in 1965. Lake View and North Park Elementary Schools were built in 1962. These schools have unreinforced masonry. In the event of an earthquake, these schools are at an increased risk of injury to staff and students, including, but not limited to, a total collapse of walls and roofs.</p> <p>Currently, 7 elementary schools, both middle schools, and both high schools are operating above capacity. Within the last 5 years students who require special education services have doubled and the State has mandated the addition of all-day kindergarten. Due to overcrowding demands the District is utilizing 34 portable classrooms and is struggling to provide adequate facilities for special education programs and courses such as art, music, and computers.</p> <p>Fifty percent of schools lack air conditioning. The impact of the heat has shortened school days, required curriculum adjustments, increased burdens on families and the transportation department, and resulted in uncomfortable conditions for students and staff. The BOND would provide air conditioning in all schools.</p> <p>Not only does this BOND proposal alleviate the current and future safety and overcrowding needs for most of our schools, it allows the district to reconfigure the grade bands across the district to PK-5th, 6th-8th, and 9th-12th. This adjustment will better align core instruction with current curriculum standards, graduation requirements, and transportation needs in relation to school start and end times.</p> <p>In July 2022, the Box Elder School Board of Education began discussions to address the building needs of the District. Over the course of two years, they sought input from architects, construction managers, teachers, principals, and potential voters regarding recommendations and solutions. In the course of those discussions the following solutions were identified:</p> <ul style="list-style-type: none">• Eliminate the need for 26 portables at the 6 priority schools.• Construction of new middle schools to replace Box Elder and Bear River Middle Schools.<ul style="list-style-type: none">○ Building footprint would significantly limit interaction between grade levels 6-8.	<p>No arguments against the proposed bond were officially submitted.</p>

- Construction of 9th grade instructional spaces at Box Elder and Bear River High Schools.
- Career Technology Education classrooms at Box Elder and Bear River High Schools.
- Conversion of both intermediate schools into elementary schools.
 - Move Lake View and North Park Elementary into the current intermediate schools.
 - If funding permits, possible additions at Fielding, Discovery, and Century to reduce boundary realignments.

The Box Elder Board of Education is mindful of the BOND's impact on taxpayers. The cost to homeowners on a home valued at \$450,000 is estimated to be \$19.86 a month. This proposal allows the Board to prioritize District needs while minimizing the financial impact on taxpayers. We encourage all citizens to vote by November 5th.

The Board of Education of Box Elder School District, Utah will hold a public meeting during the meeting of the Board that begins at 6:30 pm on October 9, 2024, in the regular meeting place of the Board located in the ILSC Building at 960 South Main, Brigham City, Utah, for the presentation of the arguments in favor or and against the ballot proposition.

Recommendation to approve

Submitted by: Megan Bushnell

Recommendation:

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

Recommended Motion:

I move that the Board approves the PBS Plans.

Background:

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

Policy Implications:

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

Financial Implications:

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

Staff Implications:

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

School Prevention Plan (Due by September 30)

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!

School Prevention Plan:

Prevention Team Members:

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)											
Century 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 SEL Bullying Prevention Human Trafficking	Weekly in classrooms (SEL), Hope squad will meet weekly to plan.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	All staff. Teachers teach SEL in classrooms Justin supports	Justin will push in during a community council meeting to discuss second steps, bullying prevention, Hope Squad, peer support etc.	Panorama data coming soon					
Bullying Prevention	Bullying prevention lessons in Second Steps taught by teachers and Justin	Weekly	Bullying Prevention Lessons (Second-Steps)	Teachers and Justin	Justin has informed teachers of the expectations and follows through to support. Justin will be able to support and train new teachers as needed.	Panorama data coming soon					
Substance Abuse Prevention	DARE	10 weeks, starting January 7	None	Sherrif's office	5th grade team met and decided schedule to follow. The deputy will come starting in January.	Panorama data coming soon					
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers	Principal has set expectations for teaching second steps	0 lessons taught 24-25 year so far	Counselor will check lesson completion with teachers.				
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25	Parent permission	Conselor, LCSW	Counselor/LCSW will communicate with parents to ensure permission						
Mental Health	Community Events - including Grade-Level nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTA	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement					
Attendance	Check-in intervention program	School Year 24-25	Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 16% at-Risk 0% On Track for Graduation 79% On-Track for College and Career	EOY 2025				
Bullying Prevention	Kindness Week	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama data coming soon	Panorama Data (EOY 2025)				
Substance Abuse Prevention	Red Ribbon Week	Oct 28-31	PTA Planning	PTA	Students & Families						
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor							
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards	Whole School	Communication will be provided as needed						
School Prevention Plan:											

School Prevention Plan (Due by)											
Century 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!
Prevention Team Members:											
Date approved by School Community Council:											
Prevention Plan Learning Targets (Address each of the 7 components); see each component											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by)

Discovery 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	Start w/ Hello	Sept 9th Week	School wide SEL lesson (kindness and harassment) taught by the counselor. School wide lunch station activities	School Counselor	School wide SEL lesson (kindness and harassment) taught by the counselor.						
Bullying Prevention	Second Steps Bullying Prevention Lessons	October Weekly in Oct Except Fall break									
Substance Abuse Prevention	Red Ribbon Week	Last week of October	PTA	PTA							
Protective Factors	See Below										
Mental Health	Find the Counselor- Ask for Help - The counselor goes into classrooms and explains what counselors do and different ways to ask for help—talking to parents, teachers, staff, and counselor. Can you find my office-challenge. Students write their names on a premade slip for the challenge and drop it in the metal box outside my office. We draw 5 winners from the names in the box after 10 days and hype it up. Be present in the lunchroom on a few popsicle days so students get used to asking for help with something simple. It is contagious. Easy trust-building and smiles.	24-25 School Year	Help Box	Counselor	Beginning of the year.						
Attendance	Attendance Initiative- Students will be made aware of our school goal of 95% or more via video as we are setting a school-wide challenge. Students will learn the song, "Dolphin Way" as a fun way to remind students of the importance of attending school.	Sept Kick Off	Incentives and recognition	Counselor and Teachers	Parents will be notified of the attendance challenge via website, students, social media.						
Protective Factors	SEL classroom lessons Tier 1	24-25 School Year	SEL Curriculum Peekapak, Second Step	Teachers							
Positive Behavior Support	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 wear lanyards with expectation cards to review with students at any time. Expectations will be reviewed and retought after vacations/breaks and any time the expectations are not being met. Students will be recognized for following these expectations with POD Cards which will be put into a fish tank by the office. When the fish tank is full, we will have a fun school-wide activity.	All year	POD Cards, fish tank, lanyards, expectation cards and posters	All Staff	Opening Faculty Meeting, First 2 weeks of school, after breaks, throughout the year						
Suicide Prevention	Hope Squad	Monthly	Hope Squad funds, training, voting, meeting with admin to plan events and review expectations	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.						
Positive Behavior Support	Guiding Coalition	Monthly		Todd Barrow							
Substance Abuse Prevention	Botvin	24-25 School Year	Botvin manuals, teacher preparedness	Teachers							
Attendance	Daily Attendance Phone Calls-	Daily when a student is marked tardy or absent	Done with Principals	Principal, attendance secretary	Parent receive an automated call. Checking percentage of parents picking up the phone for automated calls.						
Suicide Prevention	HOPE Week	Feb									
Protective Factors	Food Pantry and Clothing Assitance	24-25 School Year	Food and Clothing Donations	Counselor							
Mental Health	Small groups										
Positive Behavior Support	CHoT	Weekly	Weekly meetings, teachers are invited to talk about a student concern	Todd, Eva, Suzanne Reeder							
Protective Factors	3 Strands Human trafficking	24-25 School Year									
Positive Behavior Support	College and Career Week	March	TBD	Counselor and Principal							

School Prevention Plan:

Prevention Team Members: Todd Barrow, Mario Mazeroski, Danielle Scothern, Todd Barrow, Eva Tyger, Wendy Rupper, Rebecca Wilding, Madelyn Handley, Sadie Hyde

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: Panorama Data, Attendance Data, Educators Handbook office referrals and minor incidents,

School Prevention Plan (Due by)

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.											
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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!

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)

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 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 at least monthly 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 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%					
Suicide Prevention	Start With Hello Week	Sept. 16-20, 2024	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.sandyhookpromise.org/our-programs/start-with-hello/ bullying reduced, connections increased, 11M+ individuals participate nationwide		Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them. It was good to have an activity led by our new counselor that students remember from last year. Great connection!			
Suicide Prevention	Second Steps	School Year 24-25	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.					
Suicide Prevention	Suicide & Bully Prevention Plan (see attached) Garland Suicide Prevention Program	Various weeks throughout the year		Character Ed teacher & Sch	Counselor, Admin, Teachers	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed	Panorama Data (EOY 2025)				
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.					
Bullying Prevention	PBIS schoolwide implementation: We are SAFE, We are RESPECTFUL, We are RESPONSIBLE (Bear Pride Tickets and Store)	24-25 school year	Bear Pride tickets, Data trackers, Training for teachers, supplies for monthly parties, rewards for daily drawings, monthly prizes for bigger rewards	Principal, Secretaries, Behavior paras	Back to School faculty meeting, follow up throughout year in faculty meetings, morning announcements, school wide assemblies, parent emails	Educator Handbook incidents 23-24 vs. 24-25, Counting the tickets submitted					
Bullying Prevention	Start With Hello Week	Sept. 16-20, 2024	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.sandyhookpromise.org/our-programs/start-with-hello/ bullying reduced, connections increased, 11M+ individuals participate nationwide		Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them.			

School Prevention Plan (Due by)

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 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)				
Bullying Prevention	Second Steps/Second Step Bully Prevention lessons. Bully Prevention lesson in Character Ed classroom, and Harassment lesson	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 and character ed para will supplement lessons in the character ed classroom to reinforce what is taught from Second Steps.	Counselor will collaborate with teachers to ensure lessons are happening	All teachers have access to the lessons needed to complete second steps.					
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.					
Substance Abuse Prevention	Red Ribbon Week	Oct 28-31, 2024	PTA Planning Character Ed lesson planned to every class	PTA Counselor	Thrillshare reminders, facebook, weekly email						
Substance Abuse Prevention	Botvin	Spring Trimester	Botvin manuals, teacher preparedness	Character Ed teacher and School Counselor	Email notification to parents	https://www.lifeskillstraining.com/fact-sheet/					
Mental Health	Second Steps Monthly Lessons	School Year 24-25	digital 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.					
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselors, LCSW and Community MH resources	Counselors/LCSW will communicate with parents to ensure permission						
Mental Health	Community Events - including Famyary January, Turkey Trot, Fall Carnival, Community Involvement Activities, Halloween parade, etc.	School Year 24-25	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!					
Attendance	Daily Attendance Phone calls	Daily when student is tardy or absent	Thrillshare set up correctly (done 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.					
Attendance	Home Visits/Personal calls	After a student reaches 10 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 & Counselor	Counselor and Principal will collaborate on tracking data and then parents will be contacted	Aspire					
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)	Apx. 42 food bags are given out each week					
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.	All teachers have access to the lessons needed to complete second steps.	Educator Handbook incidents 23-24 vs. 24-25, Counting the tickets submitted				
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons. (or other similar program)	School Year 24-25	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.					

School Prevention Plan (Due by)

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 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)				
Protective Factors	Character Education Class	School year 24-25	research based curriculum 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.					
Positive Behavior Support	PBIS schoolwide implementation: We are SAFE, We are RESPECTFUL, We are RESPONSIBLE (Bear Pride Tickets and Store)	24-25 school year	Bear Pride tickets, Data trackers, Training for teachers, supplies for monthly parties, rewards for daily drawings, monthly prizes for bigger rewards	Principal, Secretaries, Behavior paras	Back to School faculty meeting, follow up throughout year in faculty meetings, morning announcements, school wide assemblies, parent emails	Educator Handbook incidents 23-24 vs. 24-25, Counting the tickets submitted					
Positive Behavior Support	College & Career Days (Bear University)	Spring 2025	Guest presenters from community and BRHS	PTA & Counselor	Social media and Thrillshare texts/emails. In class	This is a school favorite!! Every student cant wait to fill out their preference form and participate. We also have a great turnout from the community to come present on their careers.					

School Prevention Plan:

Prevention Team Members: Vanica Crane, Chelsea Montgomery

Date approved by School Community Council:

Prevention Plan Learning Targets (Address each of the 7 components): See each component above.

Prevention Plan Description:

Prevention Plan Success Criteria:

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

School Prevention Plan (Due by)											
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 (BOY 2023)- Will update as soon as 2024 BOY surveys are completed Supportive Relationships 91%, Self-Management 75%, Social Awareness 73%, Positive Feelings 68%, Challenging Feelings 56%	Panorama Data (EOY 2025)				
Suicide Prevention	Suicide Prevention Plan. (See Attached) Kindness Week Second-Steps Monthly Lessons Red Ribbon Week Lessons	Various weeks throughout the year		Counselor	Counselor, Admin, Teachers	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed	Panorama Data (EOY 2025)				
Bullying Prevention	Kindness Week	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed Supportive Relationships 91%, Self-Management 75%, Social Awareness 73%, Positive Feelings 68%, Challenging Feelings 56%	Panorama Data (EOY 2025)				
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers			Admin will complete fidelity checks for Second Steps lesson completion.				
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission						
Mental Health	Community Events - including Grade-Level nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement					
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 6% at-Risk 16% On Track for Graduation 72% On-Track for College and Career	EOY 2025				
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 31 food bags are given out each week					
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor			Admin will complete fidelity checks for Second Steps lesson completion.				
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor							
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed						
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards (Brag Tags)	Whole School	Communication will be provided as needed						
School Prevention Plan:											

Prevention Team Members: Shaylyn Ekins, Tawnie Bowcutt, Dianna Serfustini, Amanda Morris	
Date approved by School Community Council:	
Prevention Plan Learning Targets (Address each of the 7 components): Improve connectedness to the school, provide supports for those needing additional help, which will limit substance abuse and other negative responses.	
Prevention Plan Description:	
Prevention Plan Success Criteria:	
Data that will be collected to determine the effect of plan: Panorama Student survey, attendance data, Educator's Handbook referrals	

School Prevention Plan (Due by)

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 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 monthly for lessons and to plan activities. They will also do hope week and some monthly 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 (BOY 2024)- Will update as soon as 2024 BOY surveys are completed Supportive Relationships 91% Self-Management 75% Social Awareness 73% Positive Feelings 68% Challenging Feelings 56%	Panorama Data (EOY 2025)				
Suicide Prevention	Suicide Prevention Plan. (See Attached) Kindness Week and Fundraiser Second-Steps Monthly Lessons Red Ribbon Week Lessons	Various weeks throughout the year		Counselor	Counselor, Admin, Teachers	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed	Panorama Data (EOY 2025)				
Bullying Prevention	Kindness Week 4 Bullying Prevention Lessons using Second Step Curriculum.	Various activities focused on kindness and connection	Teachers are teaching the 4 lessons. counselor Supporting the lessons. Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed Supportive Relationships 91% Self-Management 75% Social Awareness 73% Positive Feelings 68% Challenging Feelings 56%	Panorama Data (EOY 2025)				
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers			Admin will complete fidelity checks for Second Steps lesson completion.				
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission						
Mental Health	Community Events - including Grade-Level nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement					
Substance Abuse Prevention	Botvin	Spring of 24-25 school year	Botvin Curriculum	4th and 5th grade teachers							
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 6% at-Risk 16% On Track for Graduation 72% On-Track for College and Career	EOY 2025				
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 50 food bags are given out each week					
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor			Admin will complete fidelity checks for Second Steps lesson completion.				
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor							
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed						
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	Blue slips, training, program curriculum and rewards (Brog Tags)	Whole School	Communication will be provided as needed						

School Prevention Plan:													
Prevention Team Members: Shaylyn Ekins, Tawnie Bowcutt, Dianna Serfustini, Amanda Morris													
Date approved by School Community Council:													
Prevention Plan Learning Targets (Address each of the 7 components): Improve connectedness to the school, provide supports for those needing additional help, which will limit substance abuse and other negative responses.													
Prevention Plan Description:													
Prevention Plan Success Criteria:													
Data that will be collected to determine the effect of plan: Panorama Student survey, attendance data, Educator's Handbook referrals													

School Prevention Plan (Due by)

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 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	Second Steps Monthly Lessons	School Year 24-25	2nd steps program	Counselor	Teachers teach lessons to all classroom students						
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.					
Bullying 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.						
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.						
Bullying Prevention	Kindness 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 acts of kindness					
Substance Abuse Prevention	Red Ribbon Week	Oct 23-Oct. 31	PTA Planning	PTA	Students & Families						
Substance Abuse Prevention	Tough club assembly	Oct. 24	Tough club from the high school puts on an assembly	Principal, cougar leaders	Students and families through email						
Suicide Prevention	Second Steps Weekly Lessons	School Year 24-25	2nd steps materials	Teachers	Lessons weekly teacher led discussions						
Protective Factors	Community Events - including Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	PTA Committee	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.						
Positive Behavior Support	Moving Up themed year	School Year 24-25	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...						

School Prevention Plan (Due by)

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 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	Community events for students and families	School Year 24-25	Schedule of events	PTA,	Fall festival, Turkey Trot,						
Attendance	Perfect attendance (almost perfect) bike give away	End of School year	Student attendance records	Attendance commitee	Bikes will be given to students who have almost perfect attendance. this will happen at the end of the school year.						
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need						
Protective Factors	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed						
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards	Whole School/ Behavior coach, counselor	Communication will be provided as needed						
Positive Behavior Support	Cool Cougars	School Year 24-25	Cool Cougar sheets and treats	Whole school, Principal	Communication to each student who recieves a cool cougar sheet.	Baseline year					

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)

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	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.	Fall Panorama (BOY 2024) will be collected in October, will update as soon as we get results. Supportive Relationships TBD Self-Management TBD Social Awareness TBD Positive Feelings TBD Challenging Feelings TBD	Panorama Data (EOY 2025)				
Suicide Prevention	Kindness Week Second-Steps Monthly Lessons 24-25 Suicide Prevention Program	Various weeks throughout the year		Counselor	Counselor, Admin, Teachers		Panorama Data (EOY 2025)				
Bullying Prevention	Kindness Week 24-25 Bullying Prevention	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Fall Panorama (BOY 2024) will be collected in October, will update as soon as we get results. Supportive Relationships TBD Self-Management TBD Social Awareness TBD Positive Feelings TBD Challenging Feelings TBD	Panorama Data (EOY 2025)				
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Teachers			Admin will complete fidelity checks for Second Steps lesson completion.				
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission						
Mental Health	Community Events - Light the Hill, Carnival, Parent/Child Relationship Night, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement					
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 6% at-Risk 16% On Track for Graduation 72% On-Track for College and Career	EOY 2025				
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 48 food bags are given out each week					
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Teachers	Teachers will deliver lessons to students and any information be relayed to parents if needed.		Admin will complete fidelity checks for Second Steps lesson completion.				
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor							

School Prevention Plan (Due by)

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!
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed						
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards (OWL tickets)	Whole School	Communication will be provided as needed						
Attendance	Grade Level Attendance Races	School Year 24-25	Bulletin Board, Aspire and Panorama for Attendance reports	Counselor and Counselor Aide	Monthly Newsletter updates, grade level announcements						
Attendance	Attendance H.E.R.O week	September 23-27, 2024	Budget for prizes, powerpoint, and time to plan and deliver	Counselor	Flyer printed around school, posted on social media and website and teacher sent out to parents. Emails to teachers and a slideshow and video to students.						
Bullying Prevention	SEL Monthly Lessons	School Year 24-25	Curriculum based on ASCA requirements, schedule and time for 30 minutes in 31 classes each month	Counselor	Counselor will deliver lessons to students and send home resources with students/teachers, updates will also be added to counselor's monthly newsletters.						
Substance Abuse Prevention	Red Ribbon Week	Oct 21- 31	PTA planning	PTA, Counselor helps provide a slideshow for education	Counselor will send out the slideshow to teachers to have daily education about substance abuse and prevention. PTA will deliver activities throughout the week.						

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 30)

TMC 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	Second Steps Monthly Lessons	24-25 School Year		Counselor							
Bullying Prevention	Kindness Week		TBD	Counselor/Admin	Information will be communicated to families through emails, teacher class texts, and notes.						
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.						
Bullying Prevention	Student Council	monthly meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.						
Substance Abuse Prevention	Red Ribbon Week	Oct 28-31	PTA Planning	PTA	Students & Families						
Mental Health	Community Events - including Turkey Trot, Community Involvement Activities, PTC, etc.	24-25 School Year	schedule of events	PTA Committee	Information will be communicated to families through emails, Teacher class texts, and notes.						
Attendance	Check-in intervention program	24-25 School Year		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention						
Protective Factors	Food & Clothing Assistance Program	24-25 School Year	clothing & food donations	Principal & Counselor	Those identified as having a need						
Protective Factors	Second Steps Monthly Lessons	24-25 School Year		Counselor							
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	24-25 School Year		Counselor							
Positive Behavior Support	College & Career Days	24-25 School Year	guest speakers	Principal & Counselor	Communication will be provided as needed						
Positive Behavior Support	Integration of PBIS Schoolwide System	24-25 School Year	training, program curriculum and rewards	Whole School	Communication will be provided as needed						
Substance Abuse Prevention	Botvin Life Skills Training	24-25 School Year	TBD	Teachers	Teachers will communicate to families before starting.						
Substance Abuse Prevention	Vaping Course	24-25 School Year		Jessica Braegger	5th Grade Teachers						

School Prevention Plan:

School Prevention Plan (Due by September 30)

TMC 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!
Prevention Team Members: Teryl Jeffs, Tia Paxton, Bradi Holder											
Date approved by School Community Council: 9/23/24											
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)

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!
Suicide Prevention	Kindness Week	January 2025	TBD	School Counselors/ Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Suicide Prevention	Second Step lessons	School Year 2024-2025	Curriculum	Couselors/ teachers	Counselor, Admin, Teachers	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Bullying Prevention	Kindness week	January 2025	TBD	Counselors/ Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Bullying Prevention	Student Leadership	Monthly Meetings	TBD	SBO advior/ Student council Advisor/ Principal	Information will be communicated to families through emails, teacher class texts, and notes.	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				

School Prevention Plan (Due by)

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!
Substance Abuse Prevention	DARE	10 weeks starting January 8, 2025.	none	Sherrifs office	3-5th grade team met and decided schedule to follow. The deputy will come starting in January.	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Substance Abuse Prevention	Red Ribbon Week	Oct 28- Oct 31, 2024	TBD/ Planning Time/ Prizes	SBO/ Teachers/ Principal/ PTO	Information will be communicated to families through emails, Teacher class texts, and notes.	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Substance Abuse Prevention	Botvin Life Skills Training	School year 2024-2025	TBD	Teachers	Teachers will communicate to families before starting.	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission	Educator's Handbook incidents (2023-2024 data) 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educators handbook data at EOY				
Mental Health	Second Steps Monthly Lessons	As needed, School Year 24-25		Counselors/ teachers		Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				

School Prevention Plan (Due by)

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.	As needed, School Year 24-25	Schedule of Events/ TBD	PTO/ Staff	Information will be communicated to families through emails, teacher class texts, and notes.	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Attendance	HERO club	As needed, School Year 24-25	TBD	Teachers/ counselors/ secretary/ principal	Notifcations and Students will be invited to join when they have a pattern of absences.	Attendance data taken from Apire 1st Tri- 95.96% (BOY 2023) BOY 2024 will be used once it is obtained.	Attendance data will be used from Aspire.				
Attendance	Attendance Phone calls	As needed, School Year 24-25	Thrillshare	Principal	Parents recieve automated coll/ email to notify them of an attendance issue.	Attendance data taken from Apire 1st Tri- 95.96% (BOY 2023) BOY 2024 will be used once it is obtained.	Attendance data will be used from Aspire.				
Protective Factors	Food & Clothing Assistance Program	As needed, School Year 24-25	clothing & food donations	Principal/ counselors	Those identified as having a need	Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Protective Factors	Second Steps Monthly Lessons	As needed, School Year 24-25		counselors/ teachers		Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				
Protective Factors	3 strands (Safe Touch & Human Taffiking) Lessons	As needed, School Year 24-25		counselor		Panaorama Data (BOY 2023) Will update as soon as 2024 BOY data is available Supportive Relationships 95%, Self-Management 85%, Social Awareness 81%, Positive Feelings 80%, Challenging Feelings57% Grit 60% Self Efficacy 57% Growth Mindset 41%	Panorama Data (EOY 2025)				

School Prevention Plan (Due by)

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!
Positive Behavior Support	College & Career Days	As needed, School Year 24-25	Guest Speakers/ TBD	Principal/ counselors	Communication will be provided as needed	Panorama Data (BOY 2023) Will update as soon as 2024 BOY data is available 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 (EOY 2025)				
Positive Behavior Support	Integration of PBIS Schoolwide System	As needed, School Year 24-25	Training, program curriculum, rewards, Expectation posters/ matrix, Google forms for referrals	Whole school	Communication will be provided as needed	Educator's Handbook incidents (2023-2024 data) 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Attendance data will be used from Aspire.				

School Prevention Plan:

Prevention Team Members: Melissa Morris, Joylene Ritchie, Samantha Sproul, Tiffany Burnhope, Lawrence Macdonald, Bobbi Jones

Date approved by School Community Council:

Prevention Plan Learning Targets (Address each of the 7 components): Improve connectedness to the school, provide supports for those needing additional help, which will limit substance abuse and other negative responses.

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 30)

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 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 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's Handbook First Trimester Incidents					
Suicide Prevention	Second Steps Weekly Lessons	School Year 24-25	Second Step Lessons, and week supplies for lessons	Counselor 24-25 Willard Suicide Prevention Program	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Second Step Lessons taught First Trimester					
Bullying Prevention	Kindness Activities, Donut Bully Day Oct 9, 2024	Planning of doing Kindness activities each Trimester.	TBD	School Counselor, PTA	Information will be communicated to families through emails, teacher class texts, and notes.	Educator's Handbook First Trimester Incidents					
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's Handbook First Trimester Incidents					
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 taught					
Substance Abuse Prevention	Red Ribbon Week	October 28- November 1	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	Lessons taught					
Mental Health	Community Events -	School Year 24-25	schedule of events	PTA Committee	Information will be communicated to families through emails, website, teacher class texts, and notes.	Community Involvement					
Mental Health	Second Steps Monthly Lessons	School Year 24-25	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	Second Step Lessons taught first trimester					
Attendance	Attendance Intervention	School Year 23-24	TBD	Counselor, Receptionist, Principal	Students, families, and teachers who are assigned to this intervention	Panorama					

School Prevention Plan (Due by September 30)

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 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	Check-in intervention program	School Year 24-25	attendance data, check-in procedure, prizes for incentives	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Panorama					
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Number of Pantry Packs 2024					
Protective Factors	District Program/Lessons 3 strands	School Year 24-25	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's Handbook First trimester incidents					
Protective Factors	BESD Elementary Harassment Presentation	September 13	District Presentation	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator's Handbook First trimester incidents					
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed	Community Volunteers 2024					
Positive Behavior Support	Integration of PBIS School Wide System	School Year 24-25	training, program curriculum and rewards	Whole School	Information will be communicated to families through emails, teacher class texts, and notes.	First Trimester Behavior Cards					

School Prevention Plan:
 Prevention Team Members: Rachael Barker, Heather Godfrey, Ally Staggs, Krisha Obroy, Javier Garzaron
 Date approved by School Community Council: Will present to the SCC on November 18, 2024
 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 outlined above.
 Data that will be collected to determine the effect of plan: April 14, 2025

School Prevention Plan (Due by)											
ACYI	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 TSL students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be
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 2024	Videos to be shown in classrooms during Homeroom	Counselors	Website, social media, thrillshare, in school announcements	Panorama					
Attendance	School Rewards RISE rewards: Perfect Punctuality Positive behavior rewards Student of the month, Attendance 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	Behavior/Rewards Team	Emails, website, text messages	Previous year Panorama					
Attendance	Boys and Girls Clubs Morning Gym Afterschool 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	flers at school, announcement over intercom						
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 behavior. 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 classrooms 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						
Bullying Prevention	ACYI SEL resources by having these resources available, students can make connections with adults in their school, lives that can help guide them to make good choices and feel safe from peer pressure while at school. Counselor services can help students with social skills.	Ongoing	Supplies in the counseling office, manpower	Counseling secretary, LCSW, guidance counselors	permission slips, call slips						
Mental Health	Students meet with counselors and as needed are referred to onsite 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 services						
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, JJS	Guidance Counselors to coordinate with all parties and entities involved	Permission slips, call slips						
Mental Health	Character Ed and Social and Emotional Learning School Videos Counselor Presentations in classrooms SEL lunchtime activities Study Skills Class Our counselors 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, calls home, emails, website						

School Prevention Plan (Due by)											
ACYI	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). <i>Continue plan can only be</i>
Positive Behavior Support	Encourage students to participate in clubs and activities including Student government, peer sports advisors, after school clubs, etc	School year 20-3-24	Fliers, reminders, invitations	administration, counselors, advisors, teachers	Communication and advertising will happen through the school website as well as emails and text messages						
Positive Behavior Support	Tier 1 Schoolwide behavior expectations Lessons taught school wide for behavior remediation We will be using videos to teach and reinforce our schoolwide expectations.	ongoing	Videos,	Administration, student council, HOPE Squad	students, parents and staff as videos are created						
Positive Behavior Support	We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being.	as needed within the SWS classroom	Selections of second step	SWS teachers	As students are enrolled in the class, counselors will communicate with the parents and students.						
Protective Factors	3 Strands Human trafficking lessons	Throughout the year	Lesson plans	Counselors	Website, social media, thirlshare, in school announcements						
Protective Factors	Second Step We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being.	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.						
Protective Factors	Peer Leadership Student Council Peer Sports Advisors Intramural Sports programs Lunch League Office, 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.	throughout the year	Advisors and participants	individual advisors for each group							
Protective Factors	Students are using check ins in the classroom through Closegap 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	chromebooks, time within the classroom	Students and teachers	teachers on a daily basis, counselors as needed						
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.						
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 non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.	October	funding for activities and incentives	Counselors and Student Council	Fliers, emails, website publishing	16 students involved in vaping 2023-2023 school year					
Substance Abuse Prevention	Restorative Practices JJS - Adapt, Smoking Cessation Strengthening Families Program 10-14	ongoing	Community including JJS	Counseling office coordinates dates and resources	As needed to parents and participants through website and direct emails						

School Prevention Plan (Due by)											
ACYI	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 TSL students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). <i>Continue plan can only be</i>
Suicide Prevention	HOPE Week. Lunchtime activities, homeroom videos and HOPE squad becoming more visible to the student body. Three days of activities to promote suicide preventions & awareness. All students participate in lunchtime activities that are implemented and focused on advocating for others. This provides students with skills to advocate for themselves and others to prevent bullying & suicidal behavior within the context of school and online.	End of October 2023	Student participation, t-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 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)					
Suicide Prevention	Counselors provide lesson within the classrooms teachign 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						
Suicide Prevention	ACYI has recently opened "The Nest", an additional layer within the SEL program to allow students to take a moment to deal with anxiety and daily stressors and we will be using as triage for students who may be at risk of dangerous behaviors. The nest is opoen to all student while school is in session.	throughout the year	funding for supplies and an aide	Admin and counselors	Communication will go out to parents and teachers so they understand how this can help struggling students						
School Prevention Plan:											
Prevention Team Members: Gloria Dabb, Holly Reeves, Mayra Garza, Tamra Larsen											
Date approved by School Community Council:	Upcoming meeting October										
Prevention Plan Learning Targets (Address each of the 7 components): increase attendance, decrease repeated office referrals, increase student selfawareness and advocacy											
Prevention Plan Description:											
Prevention Plan Success Criteria: Increase in student satisfaction as measured by Panorama.											
Data that will be collected to determine the effect of plan: Educators Handbook referrals, attendance, visits to the nest, referrals to LCSW, counselors, BRMH, participation in BRMH groups, participation in boys and girls club											

School Prevention Plan (September 30)

Box Elder High School 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!
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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
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 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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
Bullying Prevention	School 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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
Mental Health	SELFIE Program	1. Train Staff 2. Staff train Students	Qualified staff - Pay for trainer 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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
Positive Behavior Support	MTSS	As needed as students are referred to administration and counselors	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.	Administration	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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				
Protective Factors	Student Support Center	Every school day throughout the year.	Trained SSS paras and LCSW. Food	Administration, SSS paras and LCSW	Students will be referred to SSS. Paras will work one on one with students. There will also be QR codes 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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AlJi_-xgml/edit				

School Prevention Plan (September 30)

Box Elder High School 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!
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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AJi_-xgml/edit				
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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AJi_-xgml/edit				
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 teach 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/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AJi_-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKITZ7v6AJi_-xgml/edit				

School Prevention Plan:

Prevention Team Members: Jamie Kent, Jesse Roberts, Robbie Gunter, Clark Funk, Tom Davidson, Clay Welch, Jessi Howard, Victoria Dance, Catherine Hanson, Amber Clark

Date approved by School Community Council: October

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

Prevention Plan Description: Helping students build connections at school

Prevention Plan Success Criteria: Panorama data increasing

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

School Prevention Plan (Due by)

BEMS											
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
Suicide Prevention	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 85% Self Management 75% Social Awareness 67% Grit 56% Growth Mindset 48% Self Efficacy 51%	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.	
Bullying 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 same 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 retaught 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 Substance Abuse Prevention	This is a new program and data will be collected through the 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.
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 data will be collected through the year	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 Jeppesen.	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 & 9th 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

School Prevention Plan (Due by)

BEMS 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
Attendance	Invention Specialists/team contact at 3 unexcused absences	Continuous through the year	Attendance data, time	Int. Specialists, attendance secretary, admin	Contact will be made by Int. Team to parents and individual students who are showing a trend of missing classes.	New initiative this school year	Panorama Data Supportive Relationships 87%				
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
Protective Factors	Maslow's Closet	Continuous through the year	Community donations, grants to fill the closet	Counselors, main office	Information will be communicate 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 communicate 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 2024	Community donations	Counselors and secretaries	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 unknow.	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 9,819 individual Stinger cards redeemed for prizes in token economy Panorama Data Supportive Relationships 87%	Individual recogniton 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 nominateed and recognized as Stinger of the Day. Panorama Data Supportive Relationships 87%	Individual recogniton of students for going above and beyond.	No specific challenges were ide	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
Mental Health	LCSW	Continuous through the year	Continued support from school district to share the cost	Counselors and district personale	Students and prarents will be informed as we learn or discover the need for this support	No beginning of the year data	Get data and feedback from LCSW				
Mental Health	Nurse Practitioner - Rachel Lott	Continuous through the year	Access to Rachel	Counselors, school nurse	Counselors and nurse working with parents as needed.	No beginning of the year data	Get data and feedback from Rachel, school nurse, and counselors				
Positive Behavior Support	Advisory	Continuous through the year	Lessons and supports for teachers to use in their classrooms to teach these lessons	Counselors and Admin	Weekly with teachers to share with students. Some lessons will be shared to parents and families.	No beginning of the year data	Survey to teachers, parents, and students				

School Prevention Plan:

School Prevention Plan (Due by)

BEMS 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
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Prevention Team Members: A.J. Gilmore, Brandon Nelson, Jace McKee, Marcia Wilson, Nicole Fry, Promise Larsen

Date approved by School Community Council:

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

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: Making changes and helping student feel welcome, supported through emotional challenges, and finding success.

Data that will be collected to determine the effect of plan: May 30, 2024

School Prevention Plan (Due by September 30)

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 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	GCN Trainings	Due by October 7th. Sent out in the summer.	The link sent by the district	District	District - Kim Bott	N/A - Kim Bott keeps track of who has completed					
Suicide Prevention	Gaggle	As needed	Gaggle system. People who respond	Counselors, LCSW, Admin, SRO	Gaggle communicates with the group and 1 person addresses the situation. Action will be taken depending on the situation	Gaggle referrals					
Suicide Prevention	Safe UT App	Available 24/7	Train students how to download the app	Hope squad leaders/advisors. Admin and counselors will respond to the Safe UTs	During Unite Week, Hope Squad will teach this to students	Panorama Data					
Suicide Prevention	Faculty Trainings	Faculty Meetings	Counselors and LCSW	Counselors and LCSW	Communication will be provided as needed	Panorama Data					
Suicide Prevention	HOPE Squad	Hope Squad will meet monthly and as needed to plan activities	Hope squad membership, meeting with admin to review expectations, plan events	School counselor and HOPE Squad leadership	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					
Substance Abuse Prevention	Athletic drug testing	School year 24-25	Drug testing kits	Hayley Chournos, Darci Stark, and Clay Chournos	As needed	BRHS School Prevention Data - 2024/2025					
Substance Abuse Prevention	Cessation courses	As needed - Weekly	We just need to be able to refer them. Currently, we do this through email.	Jessica Braegger	Admin will assign this as needed. We will communicate with parents and Jessica Braegger.	Panorama Data					
Mental Health	LCSW	Daily/As needed	Continued support to keep her in the building	Administration & District Administration	Counselors, administration, and district administration	Panorama Data					
Mental Health	Advisor Committee	Bi-weekly/Monthly	Training on how to support students through a mentor program, time to complete check-ins	Lead teachers and administration	Lead teachers and administration	Panorama Data					
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Admin & Counselors	Those identified as having a need	1 pair of shoes given out. 2 backpacks given as of 09/30					
Protective Factors	Human Trafficking Presentations in the health Class	Each Trimester during Health Class	Health Teacher Training	Health teachers	Informed by Health teachers each trimester						
Positive Behavior Support	PBIS Teacher Committee	Monthly	Time to meet and resources for student incentives	Clay Chournos is over the PBIS committee	Clay and teachers will communicate with						
Positive Behavior Support	ADAPT Class	As needed throughout the year	JJS/Health Department - They come and teach sessions	Assistant Principal, JJS, BRHD	Contact with students and parents as needed	Panorama Data BRHS Citizenship Data - Currently has 3,619 U's					
Bullying Prevention	No contact agreements/behavior contracts	As needed school year 24-25	Behavior contract template	Administration	Administration will set up the contracts. These will be communicated with all students involved, parents, and teachers when necessary.	BRHS School Prevention Data - 2024/2025 As of 09/30, we have 3 no contact agreements in place and 1 behavior contract.					
Bullying Prevention	SALT Team (Student Athlete Leadership Team)	SALT Team will meet monthly to plan activities and events.	Monthly training, summer conference, guest speakers, E4A support	Athletic Director, Coaching staffs from all teams, administration team	Whole school through athletic teams, social media, announcements, messages, administration.	Panorama Data					
Attendance	Attendance letters	As needed throughout the school year	Attendance letters	Attendance secretary sends the letters. Admin holds the meetings.	Attendance secretary will send the letters. Admin will meet with students and parents to discuss how the attendance can be improved.	Educator's Handbook Referrals					

School Prevention Plan (Due by September 30)

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 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	School Athletics and Clubs	Red Rush Week happens the week of Sept. 9th. School clubs will meet on various days and participate in various club activities. There are attendance expectations for those who participate	Trained coaches and club advisors	Coaches and club advisors	Coaches and club advisors will communicate with members. Each club and team has a disclosure addressing this information	Panorama Data					
Attendance	Citizenship incentives	Throughout the year, but specifically at the end of trimesters	Rewards/PBIS incentives	Attendance committee and BRHS Admin	Admin will set this up and communicate it to all students and parents	Currently have 3,619 U's.					

School Prevention Plan:

Prevention Team Members: Taylor Jackson, David Lee, Clay Chournos, Dawn Richards, Bobbi Jones, Sidni Munns, Donald Hawes

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: May 30, 2024

School Prevention Plan (Due by)

School Prevention Plan (Due by)											
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?	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, 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.						
Suicide Prevention	Liscenced Clinical Social Worker (LCSW)	2023-2024 School Year	Room for her to visit	Aaron Tesch	As school personnel meet with students in crisis the student can be referred to a LCSW. Parent contact and permission form sent home.						
Bullying Prevention	8th Grade Health Presentations - Healthy Relationships Presentation	Each trimester during Health Class		Aaron Tesch/Shamra Nielson	Parent permission slips sent home each trimester						
Bullying Prevention	Cyberbullying unit in Digital Literacy Class all 8th graders	Each trimester during Digital Literacy Class		Janette Tomkinson							
Bullying Prevention	8th Grade Library Presentation on Respect all students in thier 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						
Substance Abuse Prevention	Governor's Youth Council (GYC)	The GYC will meet to plan and impliment 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	GYU with Mr. Tesch & Mrs. Rose will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.						
Substance Abuse Prevention	Health Class Presntation (Box Elder CO Strike Force Officers)	Each trimester during Health Class	Appointments, space, arranged with officers	Aaron Tesch/Shamra Nielson	Parent Permission slipe sent home to parents, signed and returned						
Mental Health	Hope Squad (QPR-Training on how students can refer thier friends in crisis)	periodically throughout the year	Activities have not been planned 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.						
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						
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.						
Attendance	No Tardy Parties	End of Each Trimester		Ben Willey	Announcements						
Attendance	U Matter Citizenship Class	Each Mid-Trimester for Three Weeks		Aaron Tesch/Kelli Rose Mr. Jones Mrs. Christensen	Informed By Admin						
Attendance	Citizenship Incentives	Each Trimester		Aaron Tesch	Informed By Admin						
Protective Factors	Human Trafficking Presentations in the health Class	Each Trimester during Health Class	Health TeacherTraining (Sept. 26, 8-3)	Aaron Tesch	Informed by Health teachers each trimester						

School Prevention Plan (Due by September 30, 2024)

Sunrise High School												
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)	Links	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!
Bullying Prevention	School Wide Theme of RISE. The schoolwide expectation of respect, integrity, service and engagement. This is a focus throughout the school and in each classroom.	Introduced in each intake and students are rewarded who show they have demonstrated any of the characteristics	Classroom posters and materials to reward students with	Handled through the counseling department	Teachers nominate students as observed who RISE and they are recognized by the main office over the large screen each Thursday.	Educators handbook data, sharp survey, and Panorama data	Educators handbook data, sharp survey, and Panorama data					
Substance Abuse Prevention	Weekly Grade checks and F report. The counseling department prints weekly grade reports for students and notifies parents of failing and passing grades. To build relationships with students, complimentary phone calls home to parents are made for students passing all their classes and they receive a small treat as a reward. In addition, students who are failing receive a missing assignments report and phone call home to parents to encourage the student to complete the missing work. This is all part of building a strong relationship with our students and parents. Better relationships and communication helps to decrease the use of tobacco, alcohol and other controlled substances	Every Tuesday	None	Counseling secretary	Information is given to the administration each Tuesday. Students failing 3 or more classes are called in by the office. Parents are notified of each failing grade each week through a phone call and text. This notification goes out from both the mentors and the counseling office.	Weekly F report data	Educators handbook data, sharp survey, and Panorama data, attendance data, grade reports					
Positive Behavior Support	Self Contained classroom pods and mentors. Approximately 60% of students at Sunrise are enrolled in a self contained classroom which is called a pod. Students remain in their pod throughout the day with the same group of students. Certified teachers rotate into the class throughout the day providing instruction. Each pod has a full time mentor in the classroom to provide support, interventions, increased contact with home and guardians, and most importantly to develop a positive relationship with each student in the class. By remaining in the pod students are less likely to be absent, they receive greater academic support, and benefit from interacting with their mentor throughout the day.	Students are enrolled in the pod at their intake meeting	Full time para professional for each pod	Principal	Mentors meet each week in a PLC and share data. student concerns are shared in educators handbook with the principal. Parents are contacted weekly by mentors helping them to stay connected with their students progress.	Educators handbook data, sharp survey, and Panorama data	Educators handbook data, sharp survey, and Panorama data, para notes, teacher notes/documentation					
Mental Health	Individual and group counseling/social work services. Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).	This happens as needed as well as during the study skills hours in each of the pods.	Counseling curriculum	Counseling center	School counselor works with outside agencies to provide curriculum each week on Wednesdays during the study skills time.	Sharp survey, Needs assessment and Panorama data	Sharp survey, Needs assessment and Panorama data					
Substance Abuse Prevention	Adapt Program. ADAPT is a life skills curriculum that focuses on problem-solving and decision-making skills. It aids students in recognizing personal boundaries, understanding their strengths, developing effective communication skills, and achieving goals.	Wednesdays as part of the counseling curriculum.	We arrange guest presentors through JJYS	The counseling department arranges for JJYS to present the curriculum each year.	JJYS will present the curriculum over the course of multiple weeks. This is part of the ongoing counseling curriculum that is presented during the study skills time in each of the pods.	Human services created pretest	Human services created post-test					
Protective Factors	New Hope Crisis Center/ Healthy Relationships curriculum. Each year students in the Language Arts classes are taught a Healthy Relationships class from New Hope Crisis Center. This class lasts two days and focuses on defining a healthy relationship, identifying positive role models in their lives, identifying types of abuse, how to get out of an unhealthy relationship, and how to report concerns.	Two days during the Language arts class to all students.	None	arranged by the counseling department through the Language Arts teachers.	Language arts teachers provide two days for the new hope crisis center to come in and teach students.	Counselor created pretest	Counselor created post-test					
Suicide Prevention	Brigham City Suicide Prevention Coalition. As part of our dropout prevention, students receive training in suicide prevention and how to support at-risk peers in a healthy, positive manner. The training focuses on building healthy positive relationships and how to report concerns.	Wednesdays as part of the counseling curriculum.	none	Counseling department provides this as part of their yearly curriculum.	This is part of the ongoing counseling curriculum that is presented during the study skills time in each of the pods.	Counselor created pretest	Counselor created post-test	https://docs.google.com/spreadsheets/d/1R7VWIBXl43CMU-0xcH5qDRJocGXo0xZ6oPeX8eHYLU/edit?usp=sharing				
Bullying Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.	Wednesdays as part of the counseling curriculum.	none	Counseling department provides this as part of their yearly curriculum.	This is part of the ongoing counseling curriculum that is presented during the study skills time in each of the pods.	Attendance Data	Attendance data					
Positive Behavior Support	On - A - Roll certificates	each week as observed by staff	Purchased bottle stickers as a reward	Administration and office staff	Teachers can nominate students that are showing improvement. They are then recognized every Thursday over the big screen.	Teacher notes and data	Teacher notes and data					
Attendance	Attendance intervention para. When a students attendance falls below 70% over 6 weeks they are put in an attendance intervention program.	student attendance is evaluated each week and discussed in the mentor PLC	15 hour attendance para was hired	administration and attendance para	Student mentors discuss with administration students who have not responded to their efforts to improve their attendance each week in their PLC. The attendance para meets with the student and parent to set goals and try and address the problem before a contact is written.	Attendance Data	Attendance data					
Positive Behavior Support	Motivational classroom notes in each class	as observed in classrooms	Set of notes are in each classroom	Prevention team and office	Creative notes for many occasions were purchased for each classroom so students and teachers could give a positive note when needed.	teacher notes and data	teacher notes and data					
Attendance	Random attendance rewards	about every two weeks randomly	purchase rewards	Administration	About every two weeks, the administration provides an attendance reward for every student in attendance at that time.	Attendance Data	Attendance data					

School Prevention Plan (Due by September 30, 2024)

Sunrise High School 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)	Links	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	Parental involvement events: These events include a back to school night, as well as an activity each trimester to encourage parents to be involved with their students academics and to reward the parents along with the students when their students are doing well and passing all their classes. Increased parental involvement is a key component in preventing substance abuse in minors.	Back to school night was August 16th. Trimester events will coincide with parent teacher conferences as well as with midterm for our 6th term.	Funding for food and prizes	Administration / Prevention team	Events are announced through social media, website, and by text and email. All parents are encouraged in advance to help their students get their grades up for the next event that will coincide with the midterm of terms 2, 4, and 6	Attendance Data	Attendance data					

School Prevention Plan:

Prevention Team Members: Randall Rasmussen, Natalie McGuire, Kelly Sorensen

Date approved by School Community Council: We do not have a 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:

Suicide Prevention/Bullying Prevention:	Attendance	Substance Abuse	Mental Health	Other			
Hope Squad	Americorps helps with incentives and contact	Red Ribbon Week	Counselor (whole group and small group lessons)	Supporting Families for the Holidays through community connectoins.			
Second Steps and 4 Strands	Counselor and secretary help	Hope Squad activities	Threat Assessments	BEMS clothing swap			
Bullying curriculum presented by the counselor	Review during PBIS team meetings	Counselor lessons (SEL)	Trauma informed	Food pantry			
Kindness Week	HERO	Botvin 5th grade	Parent communication and support/resources	Positive adult relationships			
Hope Week	Parent Calls (positive connection)	Tough Club Assembly	Deescalation	community activities			
Cyberbullying lessons	Home visits-Title 1	DARE	Teach skills, provide space, thinker space	positive contacts home			
Plenty of adult supervision	Automated calls		BRMH	social media postis			
SafeUT	Challenges, competition*		Know students names	student recognition			
Access to counselors in small groups, one on one, and other servies	Real connections		Keep the school personal	school activities/incentives			
Adult relationships	Great tier 1 learning that's engaging		Use Panorama survey results for early identification	PTC			
GCN	12 kids per day?		Nurses-Rachel	Parent involvement			
Monthly focus			LCSW	Community Services			
Safety Plans				Student Recognition			
Behavior coaches for Title1							
Expand Student connections	Attendance letter	ADAPT-smoking cessation-Bo	BRMH	Safe schools			
Suicide in health class?	Conferences	Suspension, ISS, parent meet	School Counselors-Proactive coping strategies	school level versus district level			
Hope Squad	Trackers	Accountability projects	District Crisis Response Team	student connections-all staff			
Hope Week	Social Media	vape detectors	LCSW	teacher presence and admin and all staff			
Advisory-Home Room, bullying prevention	Contracts	LCSWS/Nurse	District Nurses	PBIS-school leadership			
Safe UT counselors	Incentives	Mentor, character strengths	JJS-Teaching Skills and strategies	Rules, consequences- taught and modeled			
Gaggle admin	Aide tracking-75 kids with emails for every missed class.	Drug testing (nicotine inculdec	Advisory-Building PBIS	HIVE-Tier 1 behavior, teach expected behavior			
NP/BESD-Rachel Lott	Attendance points could use some support here. Athletes are held to a higher standard	Bring in the dogs	Connections-all employees	Pod structure-Sunrise Teachers			
LCSW-Megan	Connections-relationships 2 X 10	Teacher presence	Hope Squad	Accountability projects			
JJS	JJS	Teach in health classes	ISS-learning modules	suspension, iss, iss			
A call for help	class contests	Class C	restorative practices	safe school meeting district/school level			
Close Gap	home visits	Random search	welless center	district intervention specialist (Suzanne Reeder)			
Staff in halls!!!	good instruction	reduced bathroom priviledges	district mental health nights	Check and Connect BJJ, Mentors			
Re-entry meeting after mental health stay.	americorp mentors			Student Support Center			
	teacher contact at 3			Structured Days			
				Safety Drills			
				SRO			
				Behavior Contracts			

Recommendation to the Box Elder School District Board of Education

Submitted by Corey Thompson, Facilities Director

9 October, 2024

Recommendation:

Box Elder School District has gone through the appropriate state approved processes to select a Construction Manager/General Contractor for the proposed two new middle schools if the bond election is successful in the November 2024 election. We present the Construction firm of DWA for official School Board approval.

Recommended Motion:

I move that DWA Construction Firm be approved for the proposed two new middle schools in connection with the November 2024 bond election, and grant authority to David Roberts and Corey Thompson to negotiate appropriate fees.

Background:

In the July 2024 School Board work session, it was determined to select an architect and then a CM/GC in preparation for the bond election. A Request for Proposals was published through the state procurement agency. A committee of 6 people (consisting of school board members and district personnel) reviewed the proposals and conducted interviews. In the event of an unsuccessful bond election the CM/GC will be compensated according to time spent preparing for and in meetings with the school district and stakeholders in the amount not to exceed \$15,000.

Procedural Implications:

District Procedure

- 2030-130
- 2030-170
- 2030-200

Staff Implications:

None

Recommendation to Approve

Submitted by: Emily Williams, Executive Director of Personnel and Title IX

Recommendation:

It is recommended that the 24-25 LEA Specific Endorsements and Licenses be approved by the School Board.

Recommended Motion:

I move that the 24-25 LEA Specific Endorsements and Licenses be approved.

Background:

Due to a lack of educators graduating with teaching degrees and the required endorsements, we have a program to hire the right individuals for open positions and then assist them to earn the required endorsements and licenses. Also, there are instances when a teacher has earned their degree and is waiting for the university they graduated from to report their degree to the state so they can receive their teaching license.

Policy Implications:

This is in accordance policy 3022, [Employment: Box Elder School District – Local Education Agency Specific Teacher License/Endorsement](#)

Financial Implications:

n/a

Staff Implications:

Through our program, we have educators earning 76 new endorsements and an additional 10 educators working on professional teaching licenses.

**2024-2025 Box Elder School District
LEA Specific Licenses**

Wednesday, October 9, 2024

Requesting Board Approval

Name		School	# of Years Requesting
David	Fullmer	ACYI	3
Kimberly	Nowak	Harris	3
Brian	Whitney	Harris	3
Nefi	DeLaPaz	BRMS	3
Natalie	Watkins	BRMS	3
Michael	Wadsworth	BRMS	3
Carson	Mund	BEHS	3
Tia	Paxton	Three Mile	3
Angie	Carter	District Office	3
Erika	McDermott	District Office	3

**2023-2024 Box Elder School District
LEA Specific Licenses**

Wednesday, October 14, 2023

Requesting Board Approval

Name		School	# of Years Requesting
Leah	Campbell	ACYI	3
Malinda	Kennington	ACYI	3
Malinda	Peck	ACYI	3
A'lura	Hamilton	ACHI	3
Teresa	Mas	ACHI	3
Mistie	Mattinson	BRHS	3
Reggie	Shaw	BRHS	3
Heather	Baltazar	BRMS	3
Sandra	Rumierk	BRMS	3
Stacy	Nielson	District Office	3
Olivia	Tyger	District Office	3
Jason	Jones	BEHS	3
Kimberly	Maw	BEHS	3
Bonnie	Robinson	BEHS	3
Justin	Bishop	Century	3
Angela	Christensen	Fielding	3
Savannah	Taylor	Fielding	3
Emily	Bailey	Garland	3
Elina	Hernandez	Garland	3
Abram	Felsch	Garland	3
Amanda	Schwab	Garland	3
Deanna	Gomez	Golden Spike	3
Whitlee	Roundy	Golden Spike	3
Johanna	Kunzler	Lake View	3
Genela	Bess	Willard	3

2024-2025 Box Elder School District

LEA Specific Endorsements

Wednesday, October 09, 2024

Requesting Board Approval

Name		School	# of Years Requesting
Hallie	Kunzler	Park Valley	3
Kelly	Kunzler	Park Valley	3
Adriana	Metarref	Three Mile	3
Lisa	Rock	Willard	3
Ann	Bailey	ACHI	3
Nicole	Capener	ACHI	3
Trisha	Erickson	ACHI	3
Daniel	Francom	ACHI	3
Candace	Gunn	ACHI	3
Laura	Hull	ACHI	3
Kristen	Julander	ACHI	3
Randi Jo	Marble	ACHI	3
Teresa	Mas	ACHI	3
Mitchell	Pali	ACHI	3
Paige	Smith	ACHI	3
Jo	Thomas	ACHI	3
Jeremy L	Webb	ACHI	3
Julia	Wicox	ACHI	3
Linda	Wilson	ACHI	3
Jonathon	Bradshaw	ACYI	3
Emily	Jensen	ACYI	3
Ashlee	Hendricks	ACYI	3
Lisa	Kirby	ACYI	3
Janni	Richards	ACYI	3
Kristina	Schroeder	ACYI	3
Curtis	Armstrong	BRMS	3
Mia	Babcock	BRMS	3
Shannon	Neeley	BRMS	3
Shamra	Nielsen	BRMS	3
Cathryn	Runyan	BRMS	3
Janette	Tomkinson	BRMS	3
Corrine	Udy	BRMS	3
Charity	Beck	BEMS	3
Jeremy	Briggs	BEMS	3
Joette	Craig	BEMS	3
Tosha	Williams	BEMS	3
Dal	Wiscombe	BEMS	3
Sara	Alfonso	BRHS	3

Tyler	Brimhall	BRHS	3
Kadie	Bowcutt	BRHS	3
Ericka	Bywater	BRHS	3
Linus	Colyer	BRHS	3
Adam	Eden	BRHS	3
Danny	Esplin	BRHS	3
Caleb	Hardy	BRHS	3
Shaun	Norton	BRHS	3
Crystal	Pugsley	BRHS	3
Reggie	Shaw	BRHS	3
Trampis	Waite	BRHS	3
April	Blakeley	BEHS	3
Aaron	Crawford	BEHS	3
Val	Cullimore	BEHS	3
Aaron	Dooley	BEHS	3
Oakley	Hancock	BEHS	3
Kristine	Harding	BEHS	3
Suzanne	McBride	BEHS	3
Travis	Mumford	BEHS	3
Roger	Schroeder	BEHS	3
Shizhong	Zhang	BEHS	3
Bing	Bai	Golden Spike	3
Kelsey	Fletcher	Golden Spike	3
Leonardo	Bohorquez	Three Mile	3
Maria	Renteria Sandoval	Three Mile	3
Justin	Bishop	District Office	3
Heather	Daley	District Office	3
Wendy	Dunham	District Office	3
Troy	Hartman	District Office	3
Amber	Kimber	District Office	3
Patrick	Parker	District Office	3
Brooke	Perry	District Office	3
Dacia	Pitcher	District Office	3
Lisa	Rock	District Office	3
Brynn	Saxey	District Office	3
Heidi	Watson	District Office	3
Ellie	Parker	District Office	3
Suzannah	Gracey	Disitric Office	3

Utah School Report Card

RECOGNIZING EXCELLENCE AND IMPROVEMENT

2023 - 2024

Find Your School

Search by District or Sch ▾



State Report Cards

School Board Report - Oct 2024

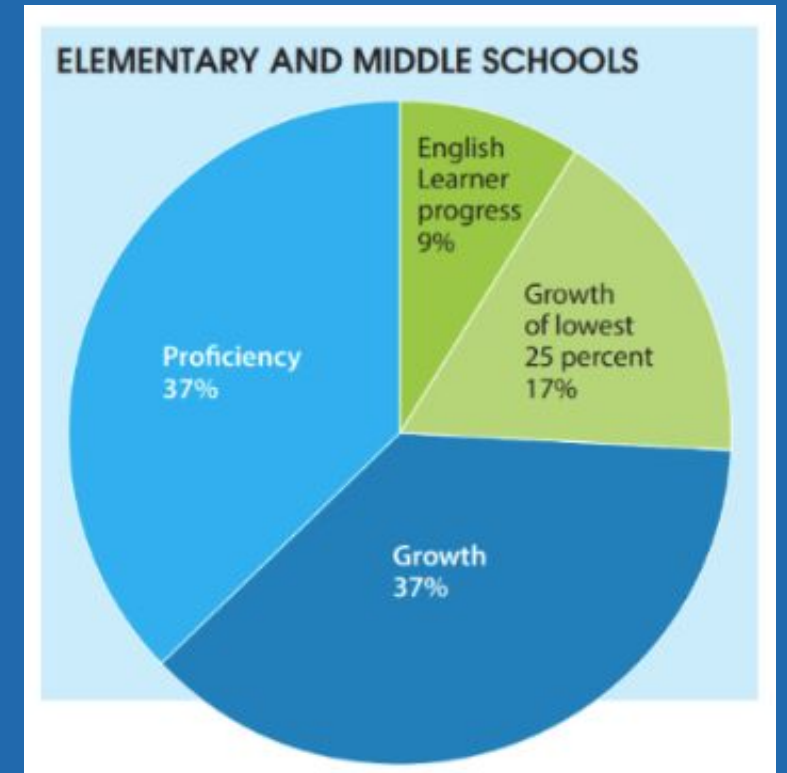
Key Features

Assessments	Report Element
RISE (grades 3-8) ELA, Math, and Science	Achievement and Growth (SGP)
Utah Aspire Plus (grades 9-10) Reading, English, Math and Science	Achievement and Growth (SGP)
WIDA Access (All EL Students)	EL Progress & Proficiency
RISE and Utah Aspire Plus	Growth of Lowest 25%
11th Grade ACT, Graduation Rate, Concurrent Enrollment, AP, CTE Pathways	Postsecondary Readiness

School Report Card Categories

Elementary & Middle Schools

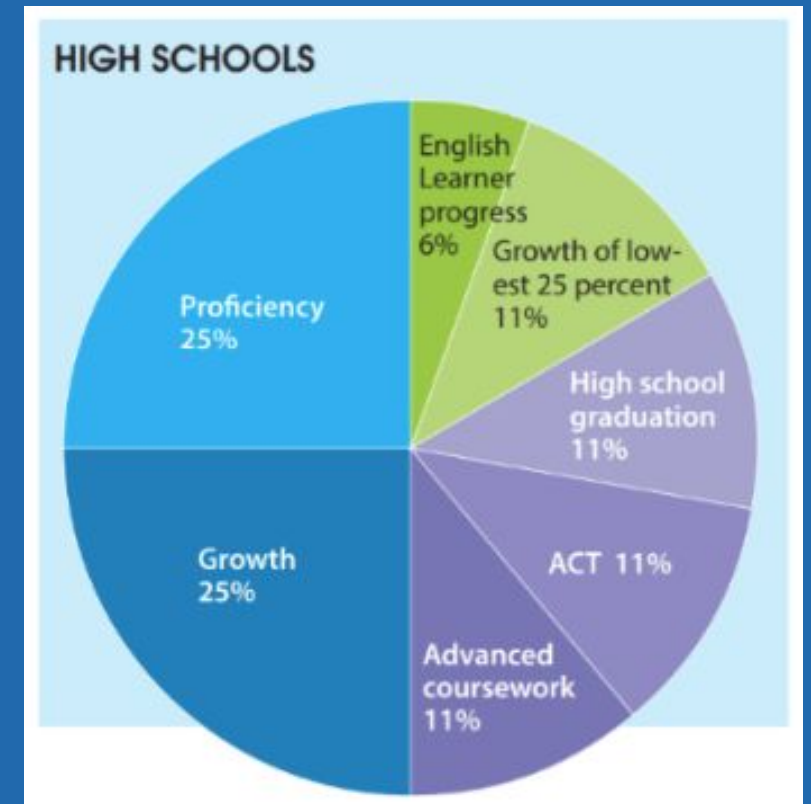
Indicator	Points	% of Total
Achievement/Proficiency	56	37%
Growth	56	37%
EL Progress	13	9%
Growth of Lowest 25%	25	17%
Total	150	100%



Report Card Categories

High Schools

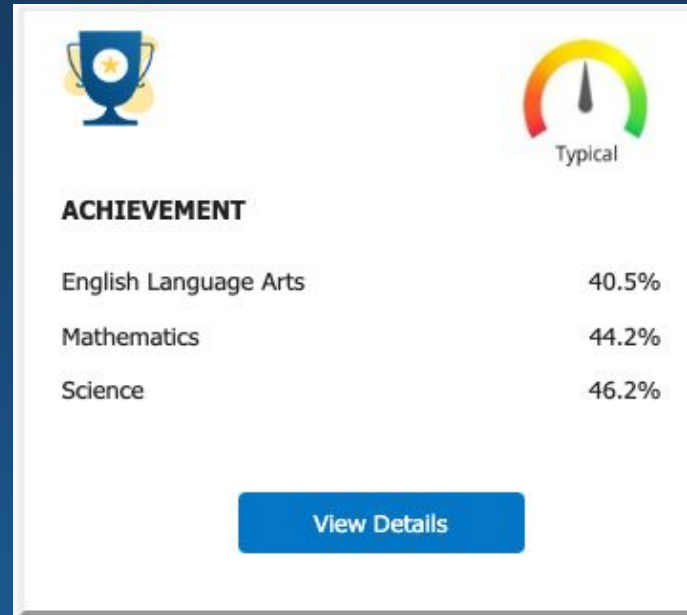
Indicator	Points	% of Total
Achievement/Proficiency	56	25%
Growth	56	25%
EL Progress	13	6%
Growth of Lowest 25%	25	11%
Postsecondary Readiness	75	33%
Total	225	100%



Achievement

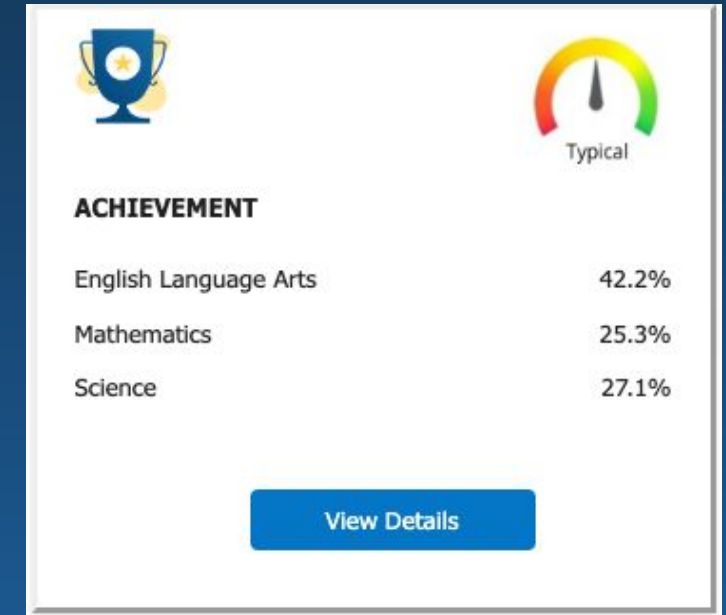
- One third of the score comes from each subject area.
 - ELA- 18.67pts
 - MA- 18.67pts
 - SCI- 18.67pts
 - Total Possible - 56 pts
- Only students enrolled for 160+ days are counted

K-8 (RISE)



ELA	
District Average	40%
State Average	46%
MATHEMATICS	
District Average	44%
State Average	45%
SCIENCE	
District Average	46%
State Average	51%

9-10 (UA+)

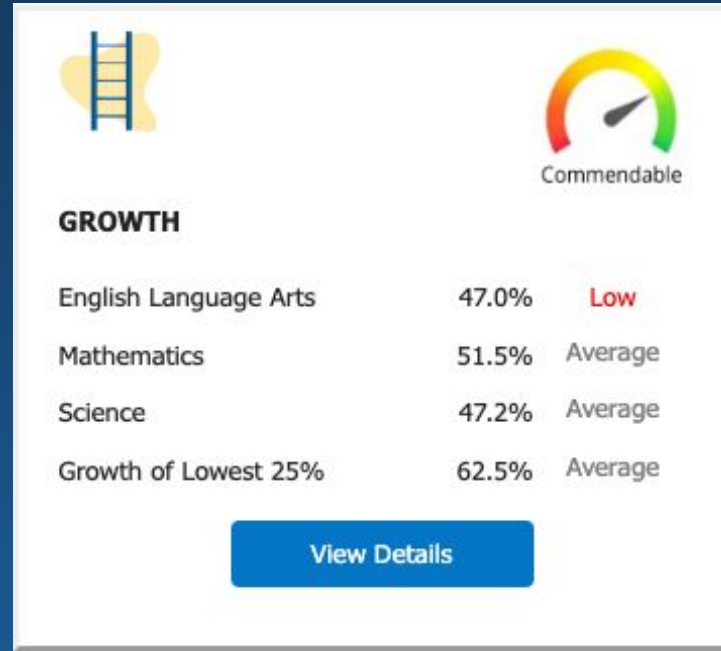


ELA	
District Average	42%
State Average	44%
MATHEMATICS	
District Average	25%
State Average	32%
SCIENCE	
District Average	27%
State Average	38%

Growth

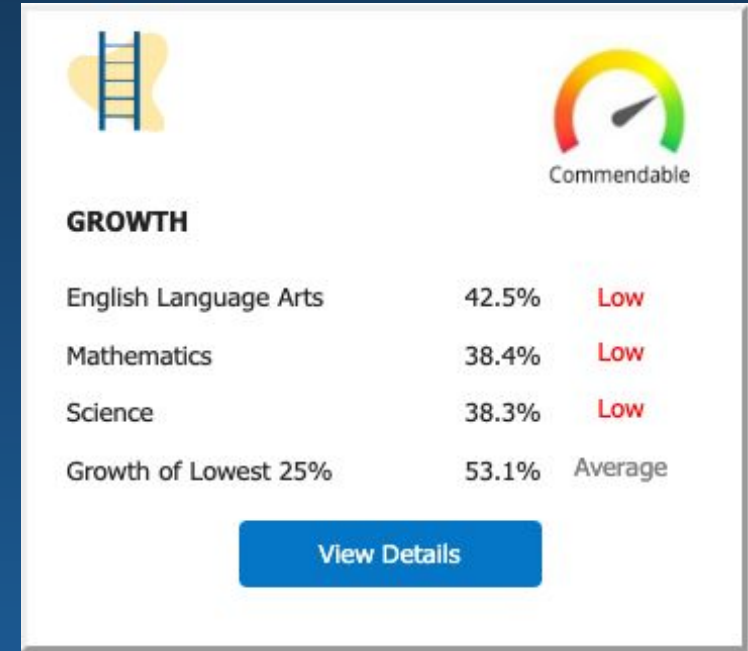
- One-third of growth score comes from each subject area.
 - ELA- 18.67pts
 - MA- 18.67pts
 - SCI- 18.67pts
 - Total Possible - 56 pts
- Student Growth Percentile (SGP) is the sole growth calculation.

K-8 (RISE)



ELA	
District Average	47%
State Average	51%
MATHEMATICS	
District Average	52%
State Average	51%
SCIENCE	
District Average	47%
State Average	51%

9-10 (UA+)



ELA	
District Average	42%
State Average	49%
MATHEMATICS	
District Average	38%
State Average	49%
SCIENCE	
District Average	38%
State Average	49%

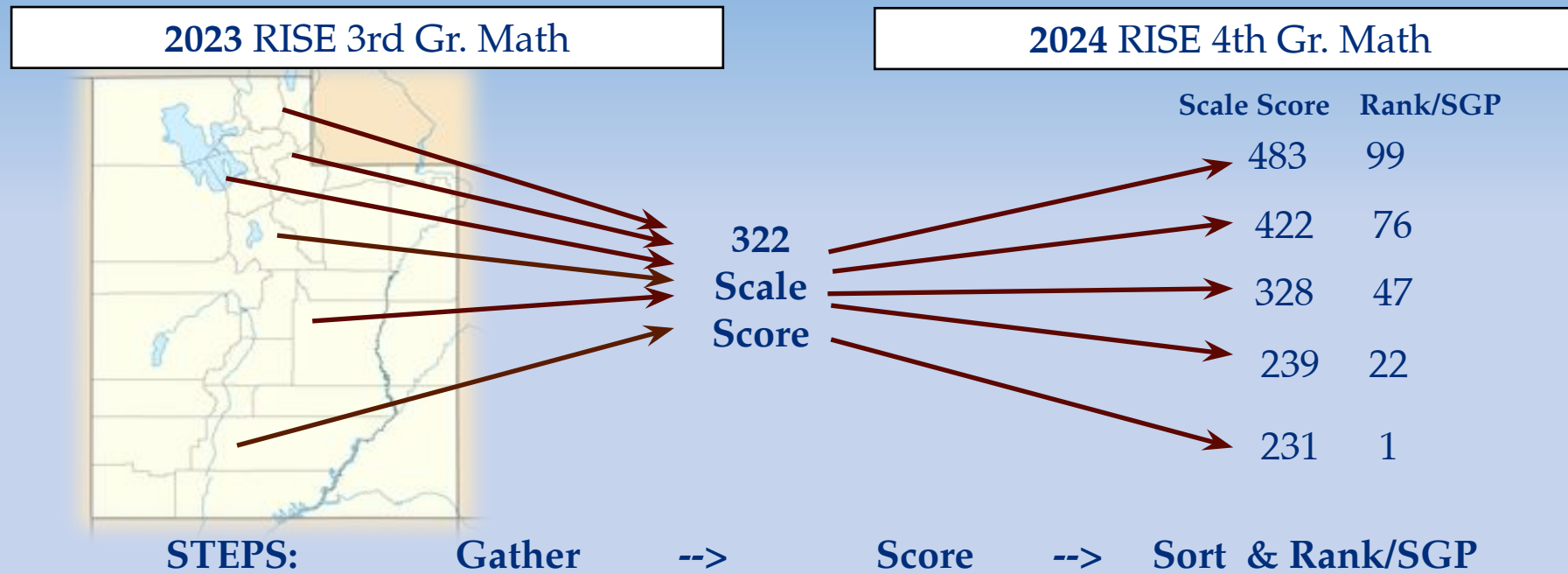
ELEMENTARY CHANGES

FOCUS ON RISE IN GRADES 4-5

- Grade level RISE BENCHMARKS
- Data Analysis Sheets
- Collaboration 2x a month focused on RISE skills

How is Student Growth (SGP) Calculated?

The growth calculation compares like-scoring peers statewide on the previous year's test (for example, all third-graders scoring a 322 in Math) to students' earned scale scores on tests this year (Grade 4 RISE Math). Students are sorted from high to low by their RISE Scale Score for Math 4 and assigned a Percentile Rank/Student Growth Percentile (SGP).



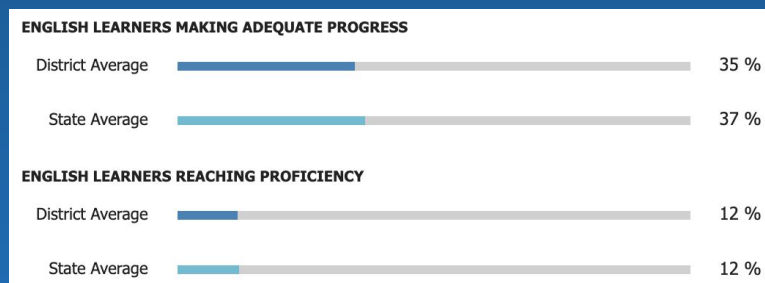
A student growth percentile (SGP) over 65 is considered outstanding growth.

A student growth percentile (SGP) less than 40 is considered inadequate growth.

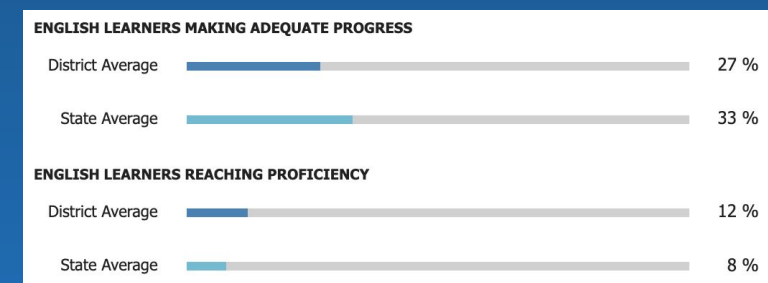
EL Progress

- Based on EL student progress on English proficiency (WIDA test)
- Percent of students making “adequate progress” or “attaining English proficiency”
- Excludes first year EL students

K-8



9-12



Early Literacy (K8)

- Rise Reading
- Blue Scores 1st-3rd Grades
- Growth based on Pathways of Progress



EARLY LITERACY

Students Reading on Grade Level 56.2%

Students Making Typical or Better Progress 76.0%

[View Details](#)

READING ON GRADE LEVEL

56.2% ↑ 4.1% increase from 2023 score

STUDENT MAKING TYPICAL OR BETTER PROGRESS

76.0% ↑ 1.0% increase from 2023 score

READING ON GRADE LEVEL

District Average 56 %

State Average 48 %

MAKING TYPICAL OR BETTER PROGRESS

District Average 76 %

State Average 68 %

Postsecondary Readiness (HS)

- 11th Grade ACT (18+ Composite Score)
- Graduation Rate (2023 Cohort)
- Concurrent Enrollment, AP, or CTE Pathway Completion (2023 Cohort)



POSTSECONDARY READINESS

ACT 18+	59.8%
4-Year Graduation Rate	84.0%
Readiness Coursework	82.5%

[View Details](#)

ACT 18+



4-YEAR GRADUATION RATE



READINESS COURSEWORK



Accessing Accountability Reports

datagateway.schools.utah.gov

Utah State Board of Education

DATA GATEWAY

Assessment

- Compare Schools
- Student Proficiency
- Student Growth
- ACT
- Utah Aspire Plus
- Early College
- School Climate Survey Dashboard
- State Graduation Rate
- Early Learning
- Acadience Reading and Math

Accountability

- School Report Card
- Historical PACE/SFAR and School Grades

Utah's Educational Data Gateway

- What is the Data Gateway?
- Data Gateway Training
- Data Privacy

Disclaimer:

Due to the impacts of the COVID-19 pandemic, interpret the 2020-21 achievement scores with extreme caution. Utah State Board of Education (USBE) does not advise direct comparisons of 2020-21 achievement scores to previous years or across student groups, schools, and districts. In addition, with the suspension of state assessments in the Spring of 2020, single year growth calculations were not possible in determining student growth percentiles.

Examples of COVID-19 impacts that limit the use and interpretation of the achievement score data include:

- Drops in participation rates
- Student performance was noticeably lower compared to historical results.
- Elevated rates of missing or untested students who have high-risk factors
- Differentiated changes to school schedules and learning modalities
- Uneven disruption to learning
- Impact on student learning was unevenly distributed throughout the state
- Skip-year Student Growth Percentile (SGP) methodology was used to generate growth data but is not directly comparable to prior years.

Utah State Board of Education

Utah School Report Card

Recognizing Excellence and Improvement

Welcome to the Utah State Board of Education School Report Card. The reports available within this site show how schools, districts, and the State are performing on important indicators and are intended to inform educators, parents, and community stakeholders as they work collaboratively to improve student outcomes.

Search by District or School

Find Your School

View State Report

District Resources

- Accountability
 - Utah Accountability System
 - Accountability Infographic
 - Utah School Report Card
 - Utah School Report Card FAQ
- BESD Assessment
- Calendar Resources

Questions?



Box Elder School District - October 1, 2024

School	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Oct 1, 2024	Oct 1, 2023	Difference	South	North
Sunrise									2	1	1	42	115	161	154	7		
BRHS											412	401	389	1,202	1209	(7)		7
BEHS											623	542	479	1,644	1611	33	33	
BRMS									415	433				848	834	14		14
BEMS									550	577				1,127	1170	(43)	-43	
Harris							441	420						861	839	22		22
Young							514	494						1,008	1008	0	0	
Century	74	63	66	71	89	77								440	451	(11)	-11	
Discovery	81	63	57	74	111	62								448	464	(16)	-16	
Fielding	91	92	85	100	84	87								539	547	(8)		-8
Garland	90	96	106	117	126	123								658	658	0		
Golden Spike	123	131	119	146	135	121								775	731	44	44	
Lake View	92	88	98	103	88	104								573	575	(2)	-2	
McKinley	94	80	82	85	82	81								504	569	(65)		-65
No. Park	112	103	125	101	110	94								645	594	51		51
Three Mile			108	122	148	152								530	599	(69)	-69	
Willard	118	96												214	210	4	4	
Grouse Creek	1	2		2	1		2				1			9	5	4		
Park Valley	2	4	1	3	3	1	4	2	5		3			28	25	3		
Snowville	4	3	3	7	4	7								28	31	-3		
Totals:	882	821	850	931	981	909	961	916	972	1,011	1,040	985	983	12,242	12,284	(42)	-60	21

106	89	94	94	88	98
-----	----	----	----	----	----

District Wide	Oct 1 2024	Oct 1 2023	Diff	Oct 1 2022
Grade	2024	2023	Diff	2022
Kindergarten	882	822	60	831
Grade 1	821	848	-27	947
Grade 2	850	939	-89	981
Grade 3	931	986	-55	908
Grade 4	981	913	68	949
Grade 5	909	941	-32	899
Grade 6	961	910	51	949
Grade 7	916	943	-27	951
Grade 8	972	973	-1	1009
Grade 9	1011	1041	-30	994
Grade 10	1040	1001	39	1063
Grade 11	985	1007	-22	988
Grade 12	983	961	22	869
Regular Total	12242	12285	-43	12338
June 1		12002		12028

Elem Growth	Sec Growth
-75	32

Board of Education Member Conflict of Interest Disclosure

(If additional space or entries are required for any required disclosure item, attach additional pages containing the required information and identifying the disclosure item the information relates to. If additional pages are attached, please check this space: _____.)

Name: _____

Name of Board member's spouse (if any): _____

Name of each adult residing in Board member's household but not related by blood or marriage (if any): _____

Employment

Board member's current employer(s)

Name of employer: _____

Address of employer: _____

Description of Board member's employment with employer: _____

Board member's job title with employer: _____

Board member's occupation with employer: _____

Name of employer: _____

Address of employer: _____

Description of Board member's employment with employer: _____

Board member's job title with employer: _____

Board member's occupation with employer: _____

Board member's employer(s) during the past year

(List any employers during the past year not listed above.)

Name of employer: _____

Address of employer: _____

Description of Board member's employment with employer: _____

Board member's job title with employer: _____

Board member's occupation with employer: _____

Entities

Affiliated entities

(List each entity of which the Board member is currently or in the prior year was an owner or officer)

Name of entity: _____

Board member's position in the entity: _____

Description of the type of business or activity conducted by the entity: _____

Name of entity: _____

Board member's position in the entity: _____

Description of the type of business or activity conducted by the entity: _____

Investment interests

(List any entity in which the Board member holds stocks or bonds with a fair market value equal to or greater than \$5,000, valued either at present or within the prior year. This excludes funds managed by a third party, such as blind trusts, managed investment accounts and mutual funds.)

Name of entity: _____

Description of the type of business or activity conducted by the entity: _____

Name of entity: _____

Description of the type of business or activity conducted by the entity: _____

Other income

(List each individual or entity from whom the Board member received \$5,000 or more in income during the preceding year. Note that if the Board member provides goods or services to multiple customers or clients as part of a business and licensed profession, the Board member is only required to provide this information in relation to the entity or practice through which the Board member provides the goods and services and is not required to provide information about the Board member's individual customers or clients.)

Name of individual or entity: _____

Description of the type of business or activity conducted by the individual or entity: _____

Name of individual or entity: _____

Description of the type of business or activity conducted by the individual or entity: _____

Entity leadership positions

(List each entity not listed above for which the Board member is currently or in the prior year was either in a paid leadership capacity or in a paid or unpaid position on a board of directors)

Name of entity or organization: _____

Board member's position with the entity or organization: _____

Description of the type of business or activity conducted by the entity: _____

Name of entity or organization: _____

Board member's position with the entity or organization: _____

Description of the type of business or activity conducted by the entity: _____

Spouse Employment

Current employer(s) of spouse

Name of spouse employer: _____

Address of spouse employer: _____

Description of spouse's employment with employer: _____

Spouse's job title with employer: _____

Spouse's occupation with employer: _____

Name of spouse employer: _____

Address of spouse employer: _____

Description of spouse's employment with employer: _____

Spouse's job title with employer: _____

Spouse's occupation with employer: _____

Spouse employer(s) during the past year

(List any employers of the Board member's spouse during the past year not listed above.)

Name of spouse employer: _____

Address of spouse employer: _____

Description of spouse's employment with employer: _____

Spouse's job title with employer: _____

Spouse's occupation with employer: _____

Affiliated Adult Employment

(Complete for each adult residing in Board member's household but not related by blood or marriage)

Affiliated adult's name: _____

Affiliated adult's occupation: _____

Description of affiliated adult's employment: _____

Affiliated adult's name: _____

Affiliated adult's occupation: _____

Description of affiliated adult's employment: _____

Optional Disclosures

If desired, describe any real property in which the Board member holds an ownership or other financial interest that the Board member believes may constitute a conflict of interest:

Description of real property: _____

Description of the type of interest held by the Board member: _____

If desired, describe any other matter or interest that the Board member believes may constitute a conflict of interest:

Description of matter or interest: _____

Description of matter or interest: _____

I believe that the information provided with this disclosure statement is true and accurate to the best of my knowledge.

Date Disclosure Completed _____

Board Member Signature: _____

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024

	ENDING SEP 2024	2024-25	2024-25	Curr Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	31,750,300	603,105	1.9%	1.7%	539,389	32,194,260
6	Tuitions	250,000	49,715	19.9%	8.6%	46,677	542,648
7	Investment Earnings	1,250,000	219,061	17.5%	8.6%	187,537	2,170,032
8	Indirect Costs	325,000		0.0%	0.0%		-2,610
9	Rental Fees/Building/Ft	90,000	32,347	35.9%	3.8%	6,828	181,846
10	Other	990,250	141,576	14.3%	11.8%	182,983	1,548,991
11	State	95,937,450	25,412,649	26.5%	29.1%	27,559,053	94,724,699
12	Federal	5,525,000	938,822	17.0%	15.9%	1,437,301	9,063,864
13	Misc./ Fund Bal	5,000	2,554	51.1%	0.0%		
14	TOTAL M & O						
15	REVENUE	136,123,000	27,399,829	20.1%	21.3%	29,959,768	140,423,730
16	Beg Balance	1,642,130	-3%	18.2%			1,642,130
17	Less:						
18	Ending Balance	1,722,500					
19	TOTAL M & O FUNDS						
20	available	136,042,630	27,399,829	20.1%	21.1%	29,959,768	142,065,860
21							
22	EXPENDITURES:						
23	Instruction (1000)						
24	Salaries	62,490,300	9,231,225	14.8%	15.7%	9,261,973	59,043,206
25	Benefits	21,205,970	3,948,433	18.6%	16.4%	3,528,172	21,515,194
26	Purchased Serv.	3,824,110	715,826	18.7%	9.4%	242,400	2,592,404
27	Supplies/Texbooks	5,385,400	1,063,853	19.8%	26.0%	852,264	3,280,254
28	Equipment	1,050,000	105,636	10.1%	4.2%	11,082	265,298
29	Other	850,000	50	0.0%	2.3%	19,330	851,426
30	Total	94,805,780	15,065,024	15.9%	15.9%	13,915,222	87,547,781
31							
32	Student Services (2100)						
33	Salaries	4,268,550	817,581	19.2%	18.3%	839,974	4,583,585
34	Benefits	1,526,620	313,490	20.5%	18.3%	320,529	1,749,225
35	Other	410,000	38,384	9.4%	6.0%	19,237	320,071
36	Total	6,205,170	1,169,455	18.8%	17.7%	1,179,740	6,652,881
37							
38	Instructional Staff (2200)						
39	Salaries	1,925,280	390,214	20.3%	20.4%	363,890	1,781,246
40	Benefits	710,680	158,235	22.3%	22.0%	151,127	688,176
41	Other	662,870	220,767	33.3%	29.5%	223,951	759,454
42	Total	3,298,830	769,216	23.3%	22.9%	738,969	3,228,876
43							

**MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024**

	ENDING SEP 2024	2024-25	2024-25	Currt Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
44	District Administration (2300)						
45	Salaries	462,770	129,703	28.0%	24.9%	108,948	437,687
46	Benefits	215,820	57,217	26.5%	29.6%	52,574	177,767
47	Purch Services	270,000	73,843	27.3%	32.1%	94,986	296,128
48	Liability Insurance	218,920		0.0%	0.0%	0	182,427
49	Supplies	65,400	13,591	20.8%	31.5%	15,734	49,953
50	Other	45,500	25,974	57.1%	78.5%	25,039	31,913
51	Total	1,278,410	300,328	23.5%	25.3%	297,281	1,175,875
52							
53	School Administration (2400)						
54	Salaries	5,778,870	1,185,546	20.5%	22.6%	1,168,425	5,163,721
55	Benefits	2,187,420	454,506	20.8%	22.6%	450,671	1,992,425
56	Prof Serv/Travel	121,000	13,726	11.3%	13.3%	13,189	99,082
57	Other	16,500	14,545	88.2%	100.0%	14,169	14,169
58	Total	8,103,790	1,668,323	20.6%	22.6%	1,646,454	7,269,397
59							
60	Business & Support (2500)						
61	Salaries	795,050	174,308	21.9%	26.7%	191,113	714,792
62	Benefits	367,140	67,278	18.3%	25.9%	69,484	268,290
63	Purchased Services	210,060	109,636	52.2%	21.1%	38,080	180,412
64	Other	69,000	40	0.1%	-5.7%	-529	9,237
65	Total	1,441,250	351,262	24.4%	25.4%	298,149	1,172,731
66							
67	Operation & Maintenance (2600)						
68	Salaries	6,464,160	1,605,629	24.8%	24.7%	1,540,896	6,228,590
69	Benefits	2,310,960	615,068	26.6%	26.6%	610,693	2,297,186
70	Electricity	1,129,450	398,187	35.3%	16.0%	180,917	1,130,920
71	Purchased Service	802,000	194,705	24.3%	25.8%	173,167	670,249
72	Telephone	222,130	9,130	4.1%	19.4%	35,063	180,721
73	Natural Gas	895,300	14,375	1.6%	2.7%	21,832	816,578
74	Prop Insurance	345,000		0.0%	0.0%		313,870
75	Repair	650,250	16,270	2.5%	8.7%	50,632	582,800
76	Supplies	1,020,000	187,345	18.4%	28.0%	288,409	1,028,927
77	Other	1,000		0.0%	0.0%		350
78	ESSER III					1,202,793	
79	Total	13,840,250	3,040,707	22.0%	31.0%	4,104,403	13,250,192
80							

**MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024**

	ENDING SEP 2024	2024-25	2024-25	Currnt Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
81	Transportation (2700)						
82	Salaries	4,200,440	696,631	16.6%	15.3%	601,830	3,925,597
83	Benefits	1,258,260	286,369	22.8%	19.1%	237,747	1,243,996
84	Purch Serv	352,770	37,628	10.7%	4.5%	22,270	492,284
85	Fuel	913,020	175,549	19.2%	4.7%	40,081	849,960
86	Supplies	605,490	108,229	17.9%	12.0%	67,277	559,681
87	Other/Property	5,000	-106,400	-2128.0%	0.0%		84,524
88	Total	7,334,980	1,198,005	16.3%	13.5%	969,204	7,156,042
89							
90	Community Services (3300)						
91	Salary	721,480	188,128	26.1%	23.5%	183,713	781,246
92	Benefits	211,680	54,948	26.0%	24.9%	52,048	208,674
93	Purchased Serv	16,450	2,551	15.5%	16.7%	3,912	23,437
94	Supplies/Util	114,050	14,892	13.1%	22.1%	20,286	91,958
95	Property	13,200	427	3.2%	38.7%	4,588	11,841
96	Other Objects	9,800	160	1.6%	16.5%	1,585	9,630
97	Desig. Fund Bal						
98	Total	1,086,660	261,105	24.0%	23.6%	266,132	1,126,786
99	Total Expenditures	137,395,120	23,823,426	17.3%	18.2%	23,415,554	128,580,561
100	Interfund Trans						2,127
101	Change Desig Fund Bal						
102	Other/Budget Cuts						
103	TOTAL EXPENDITURERS						
104	M & O	137,395,120	23,823,426	17.34%	18.2%	23,415,554	128,582,688
105							

**MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024**

	ENDING SEP 2024	2024-25	2024-25	Currnt Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
106	School Activity Fund (21)						
107							
108	REVENUE:						
109	School Deposits	4,600,000	1,540,671	33.5%	29.8%	1,496,022	5,012,442
110							
111	Other						
112	Total Revenue	4,600,000	1,540,671	33.5%	29.8%	1,496,022	5,012,442
113	EXPENDITURES:						
114	Purchased Services	750,000	46,009	6.1%	9.7%	64,573	668,906
115	Supplies	3,580,000	364,299	10.2%	21.2%	913,346	4,302,974
116	Equipment/Property	250,000	11,237	4.5%	0.0%		594
117	Desig/Other/Adm	20,000	64,257	321.3%	0.0%		200,133
118	Total Expenditures						
119	School Activity	4,600,000	485,802	10.6%	18.9%	977,919	5,172,607
120	DEBT SERVICE FUND (31)						
121							
122	REVENUE:						
123	Property Tax	3,222,550	65,177	2.0%	1.7%	64,264	3,835,694
124	Interest	102,220	82,211	80.4%	18.5%	79,139	428,549
125	Other						
126	Total	3,324,770	147,387	4.4%	3.4%	143,403	4,264,243
127	Beginning Bal	5,896,500		0.0%	0.0%		4,412,508
128	LESS:						
129	Ending Balance			0.0%			
130	Funds Available	5,696,520		0.0%	0.0%		5,423,353
131	EXPENDITURE:						
132	Bond Debt	3,521,250	3,020,625	85.8%	90.8%	2,949,773	3,250,398
133	Fees	3,500		0.0%	0.0%		3,000
134	Other Uses						0
135	Total	3,524,750	3,020,625	85.7%	90.7%	2,949,773	3,253,398

**MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024**

	ENDING SEP 2024	2024-25	2024-25	Currt Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
136	CAPITAL OUTLAY FUND (32)						
137							
138	REVENUE:						
139	Property Tax	9,140,440	188,599	2.1%	1.7%	218,212	13,024,313
140	Interest	750,000	150,803	20.1%	12.8%	142,289	1,114,094
141	Other	52,000	13,448	25.9%	10.4%	10,313	99,423
142	State	45,000	107,095	238.0%	59.3%	920,591	1,553,498
143	Federal /MBA			0.0%	0.0%	-10,143	16,684
144	Ins./Prop.Recry	20,000	6,010	30.0%	0.0%		941,006
145	Total Revenue	10,007,440	465,956	4.7%	7.6%	1,281,262	16,749,018
146	Lease Revenue MBA						
147	Other Sources(F50)	345,580					2,610
148	Desig. Fund Bal						
149	TOTAL REVENUE CAPITAL						
150	OUTLAY	10,353,020	465,956	4.5%	7.6%	1,281,262	16,751,628
151	Beg. Balance	15,195,160					2,638,711
152	Less:						
153	Ending Balance	13,392,180					
154	Capital Outlay Funds						
155	available	12,156,000	465,956	3.8%		1,281,262	19,390,339

**MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024**

	ENDING SEP 2024	2024-25	2024-25	Currt Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
156	EXPENDITURES:						
157	Oper/Maint			0.0%	0.0%		3,078
158	Other Equipment		145,292	0.0%	0.0%		121,593
159	Purchased Services	5,000	6,000	120.0%	0.0%	2,500	2,500
160	Technology/Software	2,500,000	284,576	11.4%	33.5%	376,704	1,479,525
161	Improvement			0.0%			
162	Buildings Maint	2,500,000	1,500,376	60.0%	142.4%	496,130	1,239,136
163	Vehicles/Buses	510,000	-15,189	-3.0%	0.0%	47,518	1,624,060
164	Furniture/Equip	1,600,500	338,725	21.2%	0.0%	1,764,684	3,339,265
165	Other Objects/Supplies	190,000		0.0%	0.0%	680	340
166	Vehicle charges	310,000		0.0%			
167	Total Capital	7,615,500	2,114,488	27.8%	34.4%	2,688,217	7,809,497
168	Other/Portables	350,000		0.0%	0.0%		296,532
169	Grouse Creek	125,000		0.0%	297.2%	202,352	68,080
170	Golden Spike	200,000	-25,240	-12.6%	65.9%	373,284	566,168
171	School Small Capital	250,000	110,723	44.3%			
172	HS Athletic Facilities	125,000		0.0%	0.0%		1,067,292
173	Property/Other	1,500,000		0.0%	0.0%	21,712	27,911
174	Total Construction	2,550,000	85,483	3.4%	29.5%	597,348	2,025,982
175	Desig. F Bal						
176	MBA/Bond Fee/Fund 50	1,990,500		0.0%	0.0%		1,906,771
177	Other						789
178	TOTAL EXPENDITURES	*					
179	CAPITAL OUTLAY	12,156,000	2,345,262	19.3%	28.0%	3,285,564	11,743,039
180							

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024

	ENDING SEP 2024	2024-25	2024-25	Currt Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
181	SCHOOL FOOD SERVICE FUND (49)						
182							
183	REVENUE:						
184	Lunch Sales	1,200,000	117,645	9.8%	3.8%	57,379	1,521,093
185	State	1,200,500	3,903	0.3%	24.7%	350,303	1,417,063
186	Federal	2,575,000	23,555	0.9%	3.0%	79,204	2,632,718
187	Other/Inventory Adj			0.0%	0.0%	0	-55,095
188	TOTAL REVENUE SCHOOL						
189	FOODS	4,975,500	145,104	2.9%	8.8%	486,887	5,515,780
190	Beg. Balance	5,133,182	5,133,182				5,371,320
191	Less:						
192	Ending Balance	4,133,182					5,133,182
193	School Food Service Funds						
194	available	4,133,182	5,278,286	127.7%	8.5%	486,887	5,753,917
195	EXPENDITURES:						
196	Salaries	1,950,000	273,627	14.0%	14.1%	283,959	2,018,213
197	Benefits	550,000	104,233	19.0%	20.5%	114,631	557,845
198	Food/Supplies	2,910,000	263,588	9.1%	9.1%	238,444	2,610,555
199	Equipment	129,000	132,151	102.4%	1.5%	1,457	98,507
200	Other Costs	111,500	17,965	16.1%	60.5%	59,607	98,564
201	Dir/Indirect Costs	325,000	0	0.0%	0.0%		-85,512
202	TOTAL EXPENDITURES SCHOOL						
203	FOODS	5,975,500	791,564	13.2%	13.2%	698,099	5,298,173
204							

MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2024

	ENDING SEP 2024	2024-25	2024-25	Curr Bud vs Actual	Prev Bud vs Actual	2023-24	2023-24
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed			25%	25%		
	Percent of 9 month contract completed			11%	11%		
205	Foundation Fund (75)						
206							
207	REVENUE:						
208	Total Revenue	350,000	147,480	42.1%	30.2%	168,314	557,267
209	Available Revenue	350,000	147,480	42.1%	30.2%	168,314	557,267
210	EXPENDITURE:						
211	Expenses	350,000	147,480	42.1%	19.2%	60,738	316,704
212	Changes/Desg Fund Bal						0
213	TOTAL EXPENDITURE	350,000	147,480	42.1%	19.2%	60,738	316,704
214							
215	Agency Fund (76)						
216							
217	REVENUE:						
218	Agent Services	32,500	1,600	4.9%	13.6%	3,161	23,250
219	State	6,000		0.0%	0.0%	22,000	4,517
220	Federal	0		0.0%	0.0%		0
221	Other	0		0.0%	0.0%		0
222	TOTAL REVENUE/BB						
223	AGENCY FUND	38,500	1,600	4.2%	90.6%	25,161	27,767
224	EXPENDITURE:						
225	Instruction	1,000	105	10.5%	100.0%	105	105
226	NUCC	35,000		0.0%	0.0%		33,971
227	Other	2,500	644	25.8%	7.7%	267	3,465
228	Changes/Desg Fund Bal			0.0%	0.0%		
229	TOTAL EXPENDITURES						
230	AGENCY FUND	38,500	749	1.9%	1.0%	372	37,541
231							
232							
233			SUMMARY			SUMMARY	
234							
235	GRAND TOTAL FUNDS AVAILABLE						
236	ALL FUNDS	162,136,540	34,981,209	21.6%		33,560,816	
237	GRAND TOTAL EXPENDITURE					92%	
238	ALL FUNDS	164,039,870	30,614,909	18.7%		31,388,020	

Policy 3110

Certificated: Educator Evaluation

- A. Box Elder School District recognizes that the quality of public education can be improved and enhanced by a systematic, fair, and competent annual evaluation of public educators and remediation of those whose performance is inadequate.
- B. In accordance with state law and rules promulgated by the State Board of Education, the desired purposes of evaluation are to:
 - 1. promote the professional growth of the educator; and
 - 2. identify and encourage quality instruction in order to improve student achievement.
- C. District Educator Evaluation Program Committee
 - 1. To develop, support, monitor and maintain an educator evaluation program, the Board shall establish a Joint Educator Evaluation Committee (JEEC) comprised of an equal number of educator representatives, parents and administrators. Nominees for educator representatives shall be voted upon by the District's educators and a list of those individuals nominated shall be given to the Board. Nominees for parent representatives shall be submitted by community councils within the District. The Board shall appoint committee members from the nomination lists. The Board shall adopt an educator evaluation program in consultation with the JEEC. The committee may:
 - a. Adopt or adapt an evaluation program for educators based on a model developed by the State Board of Education; or
 - b. Create its own evaluation program for teachers.
 - 2. The evaluation program developed by the committee must comply with the requirements of [Utah Code Title 53 G, Chapter 11, part 5](#) and rules adopted by the State Board of Education.
- D. The following outlines the procedures Box Elder School District will follow in evaluating its educators.
 - 1. Definitions
 - a. "Administrator" means an individual who holds an appropriate license issued by the State Board of Education and who supervises educators.

- b. "Career educator" means a licensed employee who has a reasonable expectation of continued employment under the policies of the Board
- c. "Educator" means an individual employed by the District who is required to hold a professional license issued by the State Board of Education, except:
 - 1) a superintendent, or
 - 2) an individual who:
 - a) works less than three hours per day; or
 - b) is hired for less than half of the school year.
- d. "Evaluator" means a person who is responsible for an educator's overall evaluation.
- e. "Provisional Educator" means an employee that works for the District at least half time during the first 3 years of employment.
 - 1) BESD may extend the provisional status of an employee up to an additional two consecutive years if the educator has not obtained career educator status and it is the determination of the district to extend the Provisional status.
 - 2) Career Educators that accept a position which is substantially different from the position in which career status was achieved are also considered Provisional for 3 consecutive years.
- f. "Rater" means a person who conducts an observation of an educator related to an educator's evaluation
- g. "Certified rater" means an educator who has been trained in evaluating educator performance and has demonstrated competency in using an educator evaluation tool to rate educator effectiveness according to established standards.
- h. "Temporary educator" means anyone hired after August 1st.
- i. "Summative evaluation" is an annual evaluation that summarizes an educator's performance during a school year and that is used to make decisions related to the educator's employment.
- j. "Formative evaluation" is any year an educator is not on a summative evaluation.

- k. "Letter of Expectation" is a letter outlining educator's deficiencies in instruction and expectations to reach expected Utah Educator Teaching Standards.
- l. "Committee" means the District's Educator Evaluation Program Committee.
- m. "Mentor" is an assigned career educator who performs substantially the same duties as the provisional educator and has at least three years of educational experience.
- n. "UETS" Utah Educator Teaching Standards

2. Orientation and Training

- a. Box Elder School District will use a reliable and valid system to evaluate all licensed employees.
- b. All licensed employees will be provided an orientation to the District's evaluation program conducted by the principal or his/her designee prior to evaluations as described in this Policy. The orientation will include the purpose of the evaluation and the methods used to evaluate.
- c. All administrators will receive training in rating reliability and will be designated as a certified rater prior to administering an evaluation.

E. Evaluation Program Components

- 1. The District's evaluation program for educators adopted by the Board in consultation with the Educator Evaluation Program Committee shall be a reliable and valid educator evaluation program that evaluates educators based on educator professional standards established by the Utah State Board of Education and includes;
 - a. A systematic annual evaluation of all provisional, temporary, probationary, and career educators
 - b. The use of multiple lines of evidence, including:
 - 1) Self-evaluation
 - a) based on Educator's self-assessment; and
 - b) annual Educator Professional Growth Plan
 - 2) Student and parent input;

- a) during a licensed employee's summative evaluation, stakeholder (students/parents) input data that is attributable to individual employees will be gathered through the use of a survey.
 - b) the survey data will be analyzed by the educator. Using the data, the licensed employee will create a plan of action to submit to their supervisor.
- 3) For administration evaluation, employee input;
 - 4) A reasonable number of supervisor observations to ensure adequate reliability and consistent with Utah Admin. Rules R277-533-4. In Box Elder School District, this means a minimum of 20 or more minute observations for each summative evaluation. For provisional teachers, this means at least 4 observations and for career educators at least 2 observations.
 - 5) Evidence of professional growth and other indicators of instructional improvement based on educator professional standards established by the State Board of Education;
 - 6) Student academic growth data. In Box Elder School District, this means student growth on pre-post assessments that are valid and reliable on the Box Elder Learning Standards (BELS) for classes taught, DIBELS, CTE skills test and other assessments determined by collaborative teams. Results from end of level state testing may not be used in student academic growth data.
- c. A summative evaluation that differentiates among the four levels of performance which are:
 - 1) Highly Effective, Effective, Emerging/Minimally Effective, or Not Effective.
 - 2) Component ratings shall be based on actual observations and data gathered/calculated, or observed in alignment with [Utah Effective Teaching Standards](#) or [Utah Educational Leadership Standards](#).
 - d. For an administrator, the evaluation shall consider the effectiveness of the administrator evaluating employee performance in a school for which the administrator has responsibility or with the district.
3. A formative evaluation will occur during the non-summative years and will include:
 - a. A self-assessment based on the Utah Teaching Standards

- b. A professional growth plan based on standards that need improvement.
- c. Formative evaluations will be ongoing to ensure reliability. Multiple observations as a method of formative evaluations will be used at appropriate intervals.

4. Frequency of Evaluations

- a. Provisional and probationary licensed employees will receive a summative evaluation at least twice each school year. Career educators will receive a summative rating annually. The summative rating will be calculated during the educator's summative evaluation.
- b. A five -year evaluation cycle will be used for career educators incorporating a summative, formative 1, formative 2, formative 3, formative 4 cycle.
- c. All licensed employees may request individual sections be re-evaluated in the formative years. If the section evaluated improves the summative rating, it will be so reported to the State Board of Education in the next annual report.
- d. During the formative years the building administrators can initiate a summative evaluation.

5. Educator Input

- 1. An educator is responsible for improving performance, using resources provided by the district, and demonstrating acceptable levels of improvement in any designated areas of deficiency.
- 2. An educator may contribute additional information in writing to inform the evaluation process at any time throughout the year. The conference date for the end of year review is the cutoff date for additional lines of evidence/information.
- 3. An educator may see and analyze data related to stakeholder input and performance. If an educator has concerns with any of the data, the educator may provide a written response to be included in the educator's evaluation file.
- 4. It will be at the discretion of the evaluator if and how the additional information and responses to data provided by the educator will impact the educator's evaluation.
- 5. All information provided by the educator will be part of the summative evaluation file to be reviewed if the educator is not satisfied with his/her summative evaluation and requests a review in accordance with Section F.4. below.

F. Summative Evaluation and Review of Evaluation

1. The person responsible for administering an educator's evaluation shall, at least fifteen (15) days before an educator's first evaluation, notify the educator of the evaluation process and give the educator a copy of the evaluation instrument, if an instrument is used.
2. The person responsible for administering an educator's evaluation shall allow the educator to respond to any part of the evaluation and, if the response is written, attach the educator's responses to the evaluation.
3. Within fifteen (15) days after the evaluation process is completed, the person responsible for administering an educator's evaluation shall:
 - a. Discuss the written evaluation with the educator;
 - b. Based on the educator's performance, assign one of the four levels of performance.
 - c. Following the discussion, the evaluation and any related reports or documents will be filed in the educator's personnel file and a copy of the evaluation and attachments will be provided to the educator.
 - d. The building administrator will maintain records of the educator effectiveness component ratings including underlying data subject to monitoring (e.g. observation, stakeholder feedback, & student growth) for the period of 5 years.
4. An educator who is not satisfied with a summative evaluation has fifteen (15) days after receiving the written evaluation to request a review of the evaluation to the superintendent or the superintendent's designee.
5. The superintendent or the superintendent's designee *will respond with the determination in writing to the licensed employee requesting the review within 30 days.*
 - a. The school district shall determine if the initial educator evaluation was issued in accordance with:
 - 3) the school district's educator evaluation policies;
 - 4) the requirements of the performance standards;
 - 5) [Title 53G, Chapter 11](#) Employees; and

6) *Utah Admin. Rules R277-531*

- d. If a determination is made that the initial evaluation was not issued in accordance with any of the above components, the person administering the licensed employee's evaluation will be directed to reevaluate the licensed employee.
6. If the superintendent or the superintendent's designee determines the initial educator evaluation was issued in accordance with the above components, and the licensed employee is still not satisfied with the summative evaluation, they shall appoint a person, not an employee of the District, who is a certified rater and has expertise in teacher or personnel evaluation to review and make written findings reported to the superintendent regarding the educator's summative evaluation. A review of an educator's summative evaluation shall be conducted in accordance with Utah Admin. Rules R277-533-8.
- a. The reviewer will review:
 - 1) the school district's educator evaluation policies and procedures;
 - 2) the evaluation process conducted for the educator,
 - 3) the evaluation data from the professional performance, student growth, and stakeholder input components; and
 - 4) an educator's written response, if submitted as described in [Subsection 53G-11-508\(1\)\(b\)](#); and
 - 5) report the certified rater's findings, in writing, to the school district's superintendent for action.
 - b. The party responsible for the cost of the review will be determined by the certified rater report.
 - 1) the cost of the review will be paid by the educator if the certified rater retained to do the review does not recommend an improved rating after the review.
 - 2) the cost of the review will be paid by the District if the certified rater retained to do the review recommends an improved rating after the review.

- c. The Superintendent may adopt the recommendations of the certified rater.

[Utah Code 53G-11-508 \(2020\)](#)

Utah Admin. Rules R277-533-8 (June 7, 2018)

G. Mentor for New Educators

1. All provisional educators and career educators who are in their first 3 years of employment in the district shall be assigned a mentor who satisfies the requirements per [Policy 3022 Employment: Box Elder School District-Local Education Agency Specific Teacher License/Endorsement.](#)
2. The educator shall be provided services by the mentor as set out in [Policy 3022.](#) A mentor assigned to an educator may not serve as an evaluator of that educator.

[Utah Code § 53G-11-509 \(2019\)](#)

Utah Admin. Rules R277-308-2(2) (February 7, 2019)

Utah Admin. Rules R277-308-3 (February 7, 2019)

H. Deficiencies and Remediation

1. The UETS shall determine, for purposes of the educator evaluation program, what constitutes an inadequate performance or a performance in need of improvement as demonstrated by an educator's summative evaluation.
2. Suggestions for Improvement:
 - a. During a summative evaluation, educators will be given feedback by their evaluator as to areas that need improvement. Educators will be given opportunities to improve in these areas with additional support, monitoring and professional development.
 - b. If sufficient improvement hasn't occurred during these informal/formal conversations and meetings, then for a career educator a Plan of Assistance will be prepared and implemented.
 - c. For provisional educators, a letter of expectations will be given.
3. Plan of Assistance:
 - a. If a career educator has multiple minimally effective ratings within one standard area, the District shall:

- 1) provide and discuss with the career educator written documentation clearly identifying the deficiencies in performance;
 - 2) provide written notice that the career educator's contract is subject to termination;
 - 3) develop and implement a plan of assistance in an attempt to allow the career educator an opportunity to improve performance;
 - 4) re-evaluate the career educator's performance; and
 - 5) If the career educator's performance remains minimally effective, give notice of intent to not renew or terminate the career educator's contract.
- b. The period of time for implementing a Plan of Assistance:
- 1) May not be less than 60 days and may not exceed 120 school days, except as provided in this policy;
 - 2) may continue into the next school year;
 - 3) should be sufficient to successfully complete the plan of assistance; and
 - 4) shall begin when the career educator receives the written notice of deficient performance and end when the determination is made that the career educator has successfully remediated the deficiency or when the notice of intent to terminate is given.
- c. An administrator may extend the period of time for implementing a plan of assistance beyond 120 school days if:
- 1) A career educator has been approved and qualifies for leave under the Family Medical leave Act during the time period the plan of assistance is scheduled to be implemented; or
 - 2) For other compelling reasons as approved by the Board if the leave was scheduled before the employee was placed on a Plan of Assistance.
- d. If upon a reevaluation of the career educator's performance, the District determines the career educator's performance is minimally effective or higher, and within a three-year period after the initial documentation of a minimally effective rating performance the career educator's performance is determined to be minimally effective for the same deficiency previously, the District may elect to terminate the career educator's contract without implementing a new Plan of Assistance.

- e. If the District intends to terminate a career educator's contract for performance under this section, the District will provide written documentation of the career educator's deficiencies in performance; and give notice of intent to terminate the career educator's contract.
 - f. Nothing in this Policy shall prevent the District from taking appropriate disciplinary action for Misconduct as defined in this Policy, the Utah Code, Utah Administrative Rule or District Policy.
4. An employee whose performance is unsatisfactory may not be transferred to another school unless the Board specifically approves the transfer of the employee.

[Utah Code 53G-11-517 \(2018\)](#)

Utah Admin. Rules R277-533-3 (4) (2018)

5. An employee may not advance on an adopted wage or salary schedule if the employee's rating on the most recent evaluation is determined to be "Not Effective".

I. Educator Evaluation Data

1. Educator evaluation records are private and shall only be accessed by the educator's principal or immediate supervisor, by those who need the information in those records in considering employment decisions, or by the superintendent or designee.
2. Employees shall be trained regarding the confidential nature of employee evaluations and the importance of securing those evaluations and records.
3. The District may not release or disclose student assessment information which reveals educator evaluation information or records.

Utah Admin. Rules R277-487-6 (November 8, 2019)

J. Rater Reliability Process

1. Educator evaluations must be performed by certified raters and shall maintain high standards of rater accuracy. To that end, the District shall:
 - a. Create standardized ratings established by a committee of expert raters to be used for rater professional development and certification;
 - b. Provide professional development opportunities to all raters and evaluators of licensed educators to:

- (1) Improve a rater or evaluator's abilities; and
- (2) Give the rater or evaluator an opportunity to demonstrate the rater's abilities to rate an educator in accordance with the Utah Effective Educator Standards;
- c. Designate qualified raters as certified;
- d. Assure that educators are rated by a certified rater; and
- e. Offer a rater opportunities to improve the rater's skills through instruction and practice.

Utah Admin. Rules R277-533-4(4) (June 7, 2018)

Policy 3124

Certificated: Retirement

A. State Retirement System

1. All employees in the Box Elder School District who qualify will be members of and covered by the provisions of the Utah State Retirement System.

B. Post Retirement Employment

1. Once retired, educators may be rehired in the Box Elder School District on a temporary basis with the approval of the Board and in compliance with provisions of the Utah State Retirement System.

C. School District Retirement/Sick Leave Incentive Benefit

1. Eligibility

- a. Employees will be eligible for the Sick Leave Incentive Buy-Out when they qualify for and accept State Retirement benefits. In case of a death, qualifying employee's Sick Leave Incentive Buy-Out will be paid to a surviving beneficiary.
- b. Employees will be eligible for the Retirement Bonus when they qualify for and accept State Retirement benefits.

2. Sick Leave Incentive Buy-Out

- a. Qualifying employees will receive upon termination from the District a Sick Leave Buy-Out computed at the rate of 2% per year times the number of years' experience in Box Elder School District, plus 1% per year for each year of experience granted by the District upon employment, to a maximum of 60%.
- b. This percentage will be applied to the number of unused sick leave days and unused personal leave days accumulated by the educator and based on his/her daily contracted salary of the completed school year immediately preceding retirement.

- c. One year of qualifying service is based on the regular educator's contract. Less than full time contracts will be prorated.

3. Payment

- a. Any sick leave incentive buy-out paid in excess of \$1,500.00 and up to the maximum allowable will need to be run through Utah Retirement System (URS) 401k. If the URS 401k amount reaches the maximum allowable the balance will be deposited in a 403b account. This will save the employee the federal and state taxes on the sum of money that is deferred. Federal and State taxes will have to be paid when the money is withdrawn. It also saves the employee and the school district the Social Security Tax on the deferred amount. This deferral can be left with URS and be invested or can be withdrawn by the employee right after it is deposited.
- b. Employees who sign a retirement agreement prior to their actual retirement date, up to 12 months, may have a portion of their estimated Sick Leave Incentive buy-out paid out in the proceeding calendar year prior to retirement.
- c. An employee who has an excess of 200 days of accumulated sick leave, may request payment annually for up to 10 days of those days in excess of 200. Application for payment must be received in the District Office by October 15th and payment will be made at the end of November payroll. These days will be paid at the teacher's previous year daily rate. The percentage is based on the years of service on June 30th of the **current previous working** year and experience granted, **at the rate of 2% per year times the number of years' experience in Box Elder School District, plus 1% per year for each year of experience granted by the District upon employment,** to a maximum of 60%.

4. Retirement Bonus

- a. Employees who qualify for School District Retirement as defined in C.1. above and retire after July 1, 2011 will receive, upon retirement, a retirement bonus generated at .30 per year of full-time contracted employment in the district, times the base value. The maximum amount will not exceed nine times the base value. The base value is set at \$2,861. The base value will be adjusted each year according to the change in the Consumer Price Index, Annual average for All items, U.S. city average, calculated for the previous calendar year.
- b. The retirement bonus will be run through Utah Retirement System (URS) 401k. IF the URS 401k amount reaches the maximum allowable the balance will be deposited in a 403b account. This will save the employee the federal

and state taxes on the sum of the money that is deferred. Federal and State taxes will have to be paid when the money is withdrawn. It also saves the employee and the school district the Social Security Tax on the deferred amount. This deferral can be left with URS and be invested or can be withdrawn by the employee right after it is deposited.

- c. Employees who sign a retirement agreement prior to their actual retirement date, up to four years, may have a portion of their estimated Retirement Bonus paid annually for up to four years prior to retirement.
 - 1) Retirees may participate in the District offered health and accident insurance program by paying the active employee rate charged to the District by the insurance carrier. To be eligible to participate as a retiree, the retiree must have fully participated in the District's health and accident insurance program for the five years immediately preceding retirement.

Policy 3208

ESP: Fringe Benefits and Leave of Absence

A. Sick Leave Days

1. Sick Leave shall be earned at the rate of one day per month of full-time employment; less than full time, but more than half time (30 hours per week) employee's sick leave will be prorated. Unused sick leave shall be accumulated without restriction.

B. Unused Sick Leave on ~~Termination-Resignation~~

1. After 10 years of **contracted** employment, employees who voluntarily **resign terminate** employment with the district who give notification of intent to **resign terminate** at least two weeks (10 working days) prior to the intended **resignation termination** shall be compensated 10% of their accumulated unused sick leave at the employee's final daily rate times number of adjusted unused sick leave days.

C. Life Insurance

1. Life Insurance will be provided to all contracted ESP Employees based on the following amounts: (Double Indemnity)
 - a. Amount of Insurance Hours Worked Per Day
 - 1) \$50,000 Full Time - 12 month contracted
 - 2) \$30,000 All other contracted
 - 3) \$15,000 Spouse and dependent children
 - b. Reduction in Coverage Due to Age
 - 1) We will reduce the life insurance benefit for you and your spouse by the percentage indicated in the table below. This reduction will be effective on the Policy anniversary date following the date you attain the ages shown below. The reduction will apply to the amount of life insurance in force immediately prior to the first reduction made.
 - 2) Reductions also apply if:
 - a) You or your spouse become covered under the Policy; or

- b) Your or your spouse's coverage increases; on or after the date you attain age 65.

Percentage by which original amount of coverage will be reduced	<u>Your Age</u>	<u>Your % Reduction</u>
	65	35%
	70	60%
	75	75%

- 3) The reduced amount of coverage will be rounded to the next higher multiple of \$500, if not already a multiple of \$500. An appropriate adjustment in premium will be made.
- 4) For complete details of the Life Insurance policy, please see the District Benefits Secretary.
- 5) Death Benefits are also provided in accordance with guidelines of the Utah State Retirement System.

D. Benefits Due Surviving Spouse of a Deceased District Employee

1. A contracted employee who dies would have the basic benefits listed below. The employee could also have additional benefits, depending on what voluntary payroll deductions were signed up for. The family would need to contact the District Benefits Secretary, Box Elder School District, 960 South Main, Brigham City, Utah. The family may call the Benefits Secretary at 734-4800 for help in determining what benefits the deceased employee carried.
2. Active working employees who work full-time on a 12-month contract would have the following benefits for their designated beneficiary:
 - a. Payment of \$50,000.00 life insurance
 - b. Health insurance coverage through the last day of month employee became deceased and then dependents that are covered on insurance would be eligible to apply for COBRA coverage for up to thirty-six months.
 - c. Utah Retirement System has a death benefit. If you are an active member when you die, your beneficiary will receive an insurance payment representing 75% of your highest annual salary.
 - d. Social Security has a survivor benefit.
 - e. USBA – Life Insurance Policy

3. Active working employees who work less than a full-time 12-month contract would have the following benefits for their designated beneficiary:
 - a. Payment of \$30,000 life insurance.
 - b. Health insurance coverage through the last day of month employee became deceased and then dependents that are covered on insurance would be eligible to apply for COBRA coverage for up to thirty-six months.
 - c. Utah Retirement System has a death benefit. If you are an active member when you die, your beneficiary will receive an insurance payment representing 75% of your highest annual salary.
 - d. Social Security has a survivor benefit.
 - e. USBA – Life Insurance Policy

E. Vacation

1. 12-month employees shall be granted vacation according to the following schedule:

Years of Service	Days per Year
1 st year	12
2 nd year	12
3 rd year	12
4 th year	12
5 th year	12
6 th year	13
7 th year	14
8 th year	15
9 th year	16
10 th year	17
11 th year	18
12 th year	19
13 th year +	20

2. Employees may not carry forward more than 20 vacation days into the next fiscal year (July 1). Vacation will be taken at a time convenient to the District and mutually agreed to by the employee and supervisor.

F. Unused Vacation Upon Voluntary Termination

1. An employee who voluntarily terminates employment with the District will be paid for up to 10 days unused vacation provided said employee gives notification of

intent to terminate at least two weeks (10 working days) prior to the intended termination. Payment for unused vacation will be limited to 10 days based on the employee's daily rate times the number of days unused.

G. Holidays

1. Twelve month ESP Employees will be allowed 18 scheduled paid holidays per year. The calendar of these holidays will be determined jointly by the Administration and the ESP Association.
2. Employees required by their immediate supervisor or principal to work on scheduled holidays will be paid at a rate of 1-1/2 times the regular pay for hours worked.

H. Paid Non-Working Days

1. For ESP contracted employees working 220 days or more in a calendar year, the contract length will stay the same and the District will add two additional paid non-working days to the contract.
 - a. These two days must be taken during the following window of time. Employees will communicate with their direct supervisor which dates will be used.
 - 1) Around July 4th (before or after)
 - 2) Around July 24th (before or after)
 - 3) The Wednesday before Thanksgiving
 - 4) During Winter Break
 - 5) During Spring Break

I. Yearly Calendar

1. The Administration will prepare a 260 working day calendar for all 12-month employees.

J. Health and Accident Insurance

1. The Board shall make available to employees and their dependents group insurance for hospital, surgical and extended medical benefits. The medical insurance premium will be pro-rated for all nine-month ESP employees according to the yearly negotiated premiums as stated in the [Benefit Guide](#). Health

insurance will not be available to ESP employees working fewer than 25 hours per week hired after September 15, 2005.

2. Employees hired prior to September 15, 2005 will be grandfathered on the current pro-ratio eligibility schedule, but may voluntarily move.
3. ESP employees who fall below the threshold for benefits because of the furlough reductions (temporary reduction) will be held harmless from benefit eligibility issues which occur because of the reduction in hours or days by the furlough.
4. All ESP insurance eligible employees become eligible for insurance the date of hire.

K. Health and Accident Insurance - Dual Coverage

1. When the employee and spouse are both employed and insured by Box Elder School District, the employee whose birthday comes first in the calendar year should sign up for family or couple (if no children are insured) coverage and the spouse should waive insurance coverage. This will provide "coordination of benefits" for those insured.

L. District Activity Card

1. The Board of Education will make available to each contracted ESP employee a card which when presented at the appropriate ticket sales office will entitle the employee and a guest free admission to school sponsored athletic events in the district and/or admission to either natatorium in the District. This card WILL NOT provide free admission to state sponsored playoff games or special athletic tournaments or events sponsored by the athletic departments.

M. Natatorium Pass for Voucher Employees

1. A "Natatorium Only" pass will be issued by the District to any regularly scheduled voucher employee who requests one. The pass will allow free admittance for the employee and one guest.

N. Training of ESP Employees

1. The District will establish an annual training fund of \$2,000 to pay tuition and fees related to special training and workshops for ESP employees. A committee of ESP Professionals will be established to allocate these funds. Unused funds will be rolled from one year to the next with a maximum accrual of \$10,000. The ESP Association will provide the curriculum department with a list of suggested training topics and estimated number of attendees. Upon request, to the personnel office will provide a financial statement of the ESP training fund.

O. Travel Stipend

1. A \$35 stipend will be paid to employees sent to Park Valley or Grouse Creek on overnight assignment.

P. Employee Recognition Program

1. A committee will be formed to develop an ESP employee recognition program. The initial guidelines given to the committee include:
 - a. Two awards from each major ESP division.
 - b. The award will consist of a certificate or plaque of appreciation and some type of remuneration.

Q. ESP Website

1. Space will be provided by Box Elder School District on the District website. The ESP Association will provide their own Webmaster and the Webmaster will abide by the District website policies.

R. Family Medical Leave Act – See [Policy 3090 Family Medical Leave Act \(FMLA\)](#)

1. Sick Leave for Personal Illness
 - a. In the event an employee is compelled to be absent from assignment because of personal illness, including pregnancy, mental illness injury, (except those caused by act of war or aggression) or quarantine where such isolates the individual, a sick leave benefit is allowed.
2. Sick Leave Bank
 - a. Purpose
 - 1) The purpose of the sick leave bank is to provide employees with additional paid sick leave days beyond what they have accumulated in their personal accounts to cover catastrophic situations that are the result of serious illnesses or accidents that require the employee to be absent from work.
 - b. Participants in the Sick Leave Bank
 - 1) Participation in the Sick Leave Bank is limited to members of the ESP staff who choose to donate into the bank during any given school year. To be

eligible to participate, an employee must donate a minimum of one day into the bank on/or before October 1st of a said school year.

- 2) Active participation in the sick leave bank requires a donation each year that an employee desires to be eligible. If an employee elects not to participate in any given year, they must give written notification by September 10th of the school year. These employees are then not eligible to receive benefits that year regardless of previous participation.
- c. Accessing the Benefit
- 1) Participating members qualify for application if due to an illness or injury to them, their spouse or a dependent child living within their immediate household.
 - 2) Members must submit a written request for use of the Bank days, accompanied by a detailed letter from their attending physician certifying that they are unable to fulfill their contractual obligations and explain the medical reasons, along with a projected recovery date and the number of sick leave days requested to the District's Personnel Secretary. The District's Personnel Secretary will call a meeting of the Sick Leave Bank Committee to determine the eligibility of the request.
 - 3) An ESP employee must use at least 25 leave days (paid and/or unpaid days) for the same illness prior to receiving Sick Leave Bank Benefits.
 - 4) An employee can draw a maximum of 75 days each school year from the bank.
 - 5) Members who use the Sick Leave Bank will not be required to replace such days except as a regular contributing member.
 - 6) The Sick Leave Bank is considered to be an employee's program permitted by the District. Decisions associated with the program are made by the Sick Leave Bank Committee. Decisions of the Committee will be by a 2/3 majority vote. The decisions of the Committee are considered to be final.
 - 7) The Sick Leave Bank will not allocate more days than is in the bank.
- d. Sick Leave Bank Committee
- 1) The Sick Leave Bank Committee shall consist of seven members. One member from each of the five groups of SEP employees (Cook, Bus Driver, Custodial/Maintenance, Secretary/Clerk, Aide) and the ESP

Association President or designee, and the Executive Director of Personnel. The ESP Association President or designee and the Executive Director of Personnel plus three other members must be present to conduct business.

S. Family Illness

1. ESP employees shall, upon request, be granted sick leave for illness or accident involving members of the employee's family. Family is defined as parent, spouse, child, in-law (father, mother, brother, or sister) grandchild, or sibling either by blood relationship or by law. Family sick leave days taken will be deducted from the sick leave of the employee.

See [Family & Medical Leave Act](#) and [Policy 3090 Family Medical Leave Act \(FMLA\)](#).

T. Extended Illness

1. In cases where the accumulated sick leave days of an employee do not adequately care for the sick leave needs of that employee, the Board may, in extreme hardship cases, and upon written request of the employee, grant an extension of the sick leave benefits to said employee to carry over the period of dire need.
2. Accumulated sick leave will be granted for extended illness of an employee to the end of the school year in which the illness occurs. At that time, a determination will be made as to the severity of the illness and/or the ability of the employee to continue employment. If the employee is unable to begin the next school year and qualifies for disability retirement or can retire under the provisions of the [Utah State Retirement Act](#) and/or Social Security, the employee will be required to apply for these benefits. The District will pay the salary difference between these benefits and the daily salary amount an employee would receive under normal circumstances for the number of sick leave days accumulated.

U. Misuse of Sick Leave

1. The Administration may request evidence of need for sick leave in all instances. In the event an employee misuses the sick leave benefits under these policies, the employee shall forfeit benefits which are due or which may accrue. The Administration may request, at any time, a doctor's statement validating the need for use of sick leave.

V. Bereavement

1. Death and burial (Immediate Family Members)

- a. An employee may be absent from assignment without loss of pay for up to five consecutive days in any one instance of the death and burial of husband or wife and/or child of either spouse.
- b. An employee may be absent from assignment without loss of pay for up to three days for the death and burial of mother, father, legal guardians, mother-in-law or father-in-law, sibling, brother-in-law or sister-in-law, grandchildren, daughter-in-law, son-in-law, miscarriage or stillbirth.
- c. An employee may be absent from assignment without loss of pay for up to one day for the death and burial of his/her grandparents, grandparents-in-law, aunt, aunt-in-law, uncle, uncle-in-law, niece, and nephew.

W. Personal Leave

1. Employees have a contracted obligation to fulfill their assigned duty for a specified number of days each year.
2. Personal leave is a privilege employees are given to take care of personal and emergency situations which must be accomplished during the work day. Each ESP employee in the District who does not qualify for vacation will be granted three days personal leave per year accumulative to 10 days. Employees who are granted vacation days will be granted one day personal leave per year accumulative to 10. If on June 30, the three days or one day personal leave granted the employee causes accumulated personal leave to exceed the 10, the employee will be paid at one-half their current daily rate of pay for each day exceeding 10.
3. Whenever an employee asserts the option to take personal leave, the employee must notify the supervisor or principal.
4. Limitations may be imposed by the principal/supervisor on the number of employees who are allowed to take personal leave on any given day.
5. Upon retirement up to 10 days of accumulated personal leave for ESP employees who do not earn vacation may be transferred to sick leave prior to determining retirement benefits.
6. Converting sick leave to personal leave
 - a. An ESP employee with a minimum of 25 accumulated sick days (or hourly equivalent) may make a request to convert up to five days per year to personal leave.

- b. An ESP employee with less than 25 accumulated sick days (or hourly equivalent) may make a request to convert up to 3 days per year to personal leave.
- c. To convert sick leave to personal leave an ESP employee must provide a written explanation explaining the need (email is fine) to the Executive Director of Personnel. These converted sick leave days cannot be returned to the educator's sick leave account.

X. Leave of Absence – Without Pay

1. Any ESP employee may apply for a leave of absence without salary and insurance. The granting of such leave of absence does not bind the Board to re-employ the person nor return the employee to the previous position except when stated otherwise by mutual arrangement or law, as specified in policies mutually agreed upon between the Board of Education and the ESP Association. However, such employee is assured consideration in filling vacancies that may occur after the employee desires to return to service. Those re-employed within two years of the date of the leave shall receive the same status as when leaves were granted, namely: steps on the pay scale, accrued sick leave benefits insurance and other benefits.

Y. Military Leave

1. ESP personnel employed by the Board of Education who leave for service in the Armed Forces shall be granted a military leave of absence as per federal laws governing such absence. Such absences will be granted without pay.

Z. Maternity Leave

1. Illness due to pregnancy of an employee shall be regarded as is any other illness and shall be covered in the Sick Leave section above.

AA. Parental Leave

1. Parental leave will be treated under the provisions of the [Family & Medical Leave Act](#).

BB. Association Leave

1. The Box Elder ESP Employees Association may request leave, not to exceed 10 days per year, for employees to be absent from their assignment to conduct Association Business when it is deemed such leave would directly benefit education within the District, and is approved by the Superintendent.

- a. Request for Association Leave shall be submitted in writing clearly stating the purpose of the leave to the Superintendent. The final approval regarding requests for leave shall be made by the Superintendent or designee. Association Representative(s) will be notified of the decision. Requests should be submitted in adequate time to facilitate the approval process. All requests and notifications of approval will be documented and maintained in the Superintendent's office.
 - b. The Superintendent or designee shall supervise employees on paid Association Leave.
 - c. All paid Association Leave shall be reported to and accounted for through the District's leave accounting system. This accounting shall include the costs and expenses of paid Association Leave.
 - 1) The first 10 days annually of Association Leave directly benefiting education within the District shall be paid out of District funds.
 - 2) Paid leave in excess of 10 days annually shall be reimbursed at the substitute wage rate to the District by the Association.
 - 3) Association Leave for activities that do not provide direct benefit to education in the District shall be unpaid leave.
 - d. Employees using Association Leave may not engage in political activity including:
 - 1) Actively campaigning for candidates for public office in partisan and non-partisan elections; and
 - 2) Fundraising for political organizations, political parties, or candidates.
 - e. Any willful violation of this Policy may be used for disciplinary action.
2. The Box Elder Educational Support Professionals Employees Association (BEESPA) President shall have six days per trimester of released time for the purpose of conducting Association business. The substitute will be paid for by the Box Elder ESP Employees Association. All reporting, accounting, and other restrictions in AA.1. above apply to this section also.
- CC. Leave Without Pay
1. Employees that qualify for leave benefits are expected to act in a professional manner by consulting with their supervisor when they have used all their

appropriate leave. In order to take Leave Without Pay, approval from the direct supervisor/administrator is required with ample notice to adequately meet the needs of the students and school/department due to the absence.

2. For employees that don't qualify for leave benefits, it is expected that absences not exceed 10% (1 to 2 days) each month. Approval from the direct supervisor/administrator is required with ample notice to adequately meet the needs of the students due to the absence.
 - a. If attendance exceeds the 1 to 2 days each month amount, corrective action may result for neglect of duty.
3. If the Leave Without Pay is not approved, the employee may appeal to the Superintendent or designee.
4. Direct Supervisors/Administrators will communicate with the person who is responsible for putting leave into the District's leave accounting system when a Leave Without Pay is approved.

DD. Reporting Absences

1. Employees reporting absences for sickness will make a call/contact to their immediate supervisor or designee. For vacation or personal leave if the absence has been preapproved, no call is needed. When using leave where prior approval was not possible, a call/contact to their immediate supervisor is required.

Policy 3210

ESP: Retirement

A. State Retirement System

1. All employees in the Box Elder School District who qualify will be members of and covered by the provisions of the Utah State Retirement System. (Refer to Utah State Retirement Website.)

B. Post Retirement Employment

1. Once retired, ESP employees may be rehired in the Box Elder School District with the approval of the Board and in compliance with provisions of the Utah State Retirement System.

C. School District Retirement/Sick Leave Incentive Program

1. Eligibility

- a. Employees will be eligible for the Sick Leave Incentive Buy-Out when they qualify for and accept State Retirement benefits. In case of a death, qualifying employee's Sick Leave Incentive Buy-Out will be paid to the surviving beneficiary.
- b. Employees will be eligible for the Retirement Bonus when they qualify for and accept State Retirement benefits.

2. Sick Leave Incentive Buy-Out

- a. Qualifying employees will receive upon termination from the District a Sick Leave Buy-Out computed at the rate of 2% per year times the number of years' experience in Box Elder School District, **plus 1% per year for each year of experience granted by the District upon employment**, to a maximum of 60%.
- b. This percentage will be applied to the number of unused sick leave days and unused personal leave days accumulated by the employee and based on the daily contracted salary of the completed school year immediately preceding retirement.

- c. All ESP employees who earn vacation are eligible to receive up to 20 days maximum payoff at their regular daily rate at the time of retirement.
- d. An employee who has an excess of 200 days of accumulated sick leave (~~or equivalent hours~~), may request payment annually for up to 10 days of those days in excess of 200. Application for payment must be received in the District Office by October 15th and payment will be made at the end of November payroll. **These days will be paid at the ESP's previous year daily rate. The percentage is based on the years of service on June 30th of the previous working year and experience granted, at the rate of 2% per year times the number of years' experience in Box Elder School District, plus 1% per year for each year of experience granted by the District upon employment, to a maximum of 60%.**

3. Retirement Bonus

- a. ESP employees who are eligible, will receive a retirement bonus generated at .30 per year for full time contracted employment with the District, not to exceed 9 times the base value. The base value is set annually. The base value will be adjusted each year according to the change in the Consumer Price Index, annual average for all items, U.S. city average, calculated for the previous calendar year. Less than full time employment will be computed using the following percentiles.
 - 1) Employees working in a contract position for a minimum of 25 hours to less than 27.5 hours per week will receive 50% of the post retirement bonus according to the number of years they have worked.
 - 2) Employees working in a contracted position for a minimum of 27.5 hours to less than 30 hours per week will receive 55% of the post retirement bonus according to the number of years they have worked.
 - 3) Employees working in a contracted position for a minimum of 30 hours to less than 32.5 hours per week will receive 60% of the post retirement bonus according to the number of years they have worked.
 - 4) Employees working in a contracted position for a minimum of 32.5 hours and above will receive 100% of the post retirement bonus according to the number of years they have worked.
 - 5) In the event the index moves below 0% (a negative amount/decrease) the base will not reflect that change. Instead, the decrease will be deducted from the following year provided there is an increase.

D. Health and Accident Insurance

1. The District will allow the employee to purchase District insurance at the cost charged to the District until the retiree qualifies for Medicare benefits or the employee takes a different insurance.

POLICY 1071

Electronic Meetings

A. Electronic meetings authorized

1. The Board authorizes **electronic meetings of the Board** ~~its meetings to be held through electronic means~~ as set forth in this policy. ~~Such electronic means may include communications by telephone, telecommunications, computer, or similar methods of remote communication.~~ Unless specifically stated by this policy, the other policies governing Board meetings (relating to notice, meetings being open to the public, and other matters) also apply to **electronic** Board meetings ~~held through electronic means~~.

[Utah Code § 52-4-207\(1\), \(2\)\(a\) \(2024\)](#)

B. Definitions

1. The following terms are used in this policy:
 - a. Anchor location: A designated physical location from which the electronic meeting originates or to which participants are connected.
 - b. **Electronic meeting: A meeting that some or all members of the Board attend through an electronic video, audio, or both video and audio connection.**
 - c. Electronic notice: email, text, fax, or other means of electronic communication.

[Utah Code § 52-4-103\(1\), \(3\) \(2024\)](#)

C. Member request required for electronic meeting attendance

1. An **electronic** Board meeting may be held ~~as an electronic meeting~~ upon request of a member of the Board. This request must be made sufficiently in advance of the time that the Board meeting is scheduled so that the necessary arrangements can be made for the electronic meeting, including giving the required notice to other Board members. Therefore, the request should be made not less than 25 hours before the meeting. If a member of the Board wishes to participate electronically because of unforeseen or exigent circumstances arising less than 25 hours before the meeting, such participation may be allowed if the Board President determines that the

necessary arrangements may be made for such participation and if a majority of the members of the Board agree to waive the 25-hour requirement.

[Utah Code § 52-4-207\(2\)\(c\)\(iii\) \(2024\)](#)

D. Notice to board members of an electronic meeting

1. After an electronic meeting has been scheduled, and at least 24 hours before the meeting is to begin, the members of the Board shall be provided with a description of how to electronically connect to the meeting, except as otherwise may be provided in a rule of the Legislature applicable to the Board.

[Utah Code § 52-4-207\(3\)\(b\) \(2024\)](#)

E. Anchor location

1. Unless the requirements have been met for holding an electronic meeting without an anchor location, the Board will provide space and facilities at an anchor location for members of the public to attend the open portions of the meeting. The Board may also provide means by which members of the public ~~may attend the meeting~~ **participate** remotely by electronic means.

[Utah Code § 52-4-207\(4\) \(2023\)](#)

F. Electronic meetings without an anchor location

1. The Board may ~~convene and conduct~~ **hold** an electronic meeting without an anchor location if **all members of the Board are attending remotely through an electronic video, audio, or both video and audio connection, unless the Board receives a written request at least 12 hours before the meeting to provide an anchor location for members of the public to attend.**

[Utah Code § 52-4-207\(5\)\(e\) \(2024\)](#)

2. **The Board may also hold an electronic meeting without an anchor location if** the president of the Board makes a determination that either
 - a. conducting the meeting with an anchor location presents a substantial risk to the health or safety of those present or who would otherwise be present at the anchor location or
 - b. the location where the Board would normally meet has been ordered closed to the public for health or safety reasons.

3. The public notice for the meeting must include a description of the Board president's determination and a summary of the facts upon which it is based, along with information on how a member of the public may **attend participate in** the meeting remotely by electronic means. A determination of substantial risk to health or safety expires 30 days after the day on which the president makes it.

[Utah Code § 52-4-207\(5\)\(a\), \(6\) \(2024\)](#)

4. During the course of an electronic meeting with an anchor location where the Board has provided means by which members of the public who are not physically present at the anchor location may **attend participate in** the meeting remotely by electronic means, the anchor location may be closed and the meeting continued without an anchor location if the Board president determines that continuing to conduct the meeting with an anchor location presents a substantial risk to the health or safety of those present at the anchor location, announces that determination during the meeting, and states a summary of the facts upon which the determination is made.

[Utah Code § 52-4-207\(5\)\(b\) \(2024\)](#)

G. Electronic meeting not available for site visit or traveling tour

1. When the scheduled meeting is a site visit or traveling tour, the meeting may not be conducted or convened electronically.

H. Determining quorum in an electronic meeting

1. In determining whether a quorum of the Board is present during an electronic meeting, all members are counted who are either present at the anchor location (if the meeting has an anchor location) or who are connected to the meeting by the method provided for remote participation in the meeting.

[Utah Code § 52-4-207\(2\)\(b\) \(2024\)](#)

I. Taking votes during an electronic meeting

1. Except when the vote is unanimous, all votes during an electronic meeting shall be taken by roll call of the members.

[Utah Code § 52-4-207\(2\)\(c\)\(vi\) \(2024\)](#)

J. ~~Public notice of an electronic meeting~~

- ~~1. In addition to providing and posting the notices required for other Board meetings, the Board shall provide at least 24 hours' advance written or electronic notice of the electronic meeting to
 - ~~a. A newspaper of general circulation within the state; and~~
 - ~~b. A local media correspondent.~~~~
- ~~2. Unless the requirements have been met for holding a meeting without an anchor location, the Board shall also post written notice of the electronic meeting at the anchor location at least 24 hours prior to the electronic meeting. The notices of the electronic meeting shall specify the anchor location of the meeting or, if there is no anchor location, shall specify how a member of the public may hear (or view and hear) the meeting and if public comment will be accepted how a member of the public may provide comments by electronic means.~~

~~Utah Code § 52-4-207(3) (2023)~~

K. Public access to electronic meetings

1. Space and facilities shall be provided at the anchor location of an electronic meeting of the Board to permit members of the public to attend ~~and monitor~~ the **electronic** meeting (except those portions of such a meeting which have been properly closed to the public by the Board). If the Board meeting is one at which comments from the public will be accepted, then the space and facilities shall also permit members of the public to participate in the electronic meeting. For an electronic meeting which is being held without an anchor location, the Board shall provide access to the meeting as provided for above regarding meetings without an anchor location
2. Members of the public are not entitled to monitor or attend electronic meetings except through the space and facilities provided at the anchor location or through electronic access provided for a meeting without an anchor location. (Members of the public cannot request an electronic meeting and do not have the right to be remotely connected to a Board meeting except as set forth in this policy.)

Utah Code § 52-4-207(4) (2024)

POLICY 1160

Superintendent Termination

- A. The Superintendent may be terminated during the term of his or her contract of employment for good and just cause before the completion of the term fixed in the contract upon a vote of two-thirds of the Board.
- B. The Board's decision to terminate or dismiss the Superintendent shall not be based on the Superintendent's exercise of rights guaranteed by the Constitution, or based unlawfully on race, color, religion, sex, national origin, disability, age, pregnancy, childbirth or pregnancy-related conditions, sexual orientation or gender identity.
- C. Causes for the termination of the Superintendent may include but are not limited to:
 - 1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications; or incompetence or inefficiency in the performance of duties; or
 - 2. Insubordination or failure to comply with board directives, policies or administrative regulations; or
 - 3. The possession, use, or being under the influence of alcohol, alcoholic beverages, illegal drugs or controlled substances while on school property, acting within the scope of the Superintendent's duties, or attending any school or District-sponsored activity; or
 - 4. Conviction of a felony or any crime involving moral turpitude; or
 - 5. Failure to meet the District or State's standards of professional conduct including, but not limited to, inappropriate use of public funds, public intoxication, use of illegal drugs or controlled substances, illegal use of prescription drugs; or
 - 6. Disability, not otherwise protected by law, that impairs performance of required duties; or
 - 7. Immorality, which is conduct the Board determines is not in conformity with the accepted moral standards of the community encompassed by the District or any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or community, impairs or diminishes the Superintendent's effectiveness in the District; or

8. Reasons specified in the individual employment contract reflecting special conditions of employment; or
 9. Assault on an employee or student; or
 10. Falsification of records or other documents related to the District's activities; or misrepresentation of facts; or
 11. Mismanagement of District property or financial resources; or
 12. Failure to adequately provide for the safety of students.
- C. The Board may, by majority vote, place the Superintendent on leave with pay or place him or her in another position with equivalent pay and such action shall not constitute termination.
- D. Before the Superintendent is terminated, the Superintendent shall be given reasonable notice, in writing, of the proposed action and the grounds set out in sufficient detail to fairly enable him or her to show any error that may exist. The Superintendent shall be advised of the names of adverse witnesses and the nature of their testimony. The notification shall be by certified mail.
- E. If, upon written notification, the Superintendent desires to be heard and contest the proposed action of the Board, the Superintendent shall make a written request for a hearing before the Board within 15 days of receiving the written notification. The hearing shall be set on a date that affords the Superintendent reasonable time to prepare an adequate defense but not more than 30 days from the Board's receipt of the written request, unless postponed by mutual consent.
- F. The Board will conduct the hearing in closed session ([Utah Code § 52-4-205\(1\)](#)) unless the Board and the Superintendent have mutually agreed upon a public hearing during an open session of the Board.
- G. At the hearing before the Board, the Superintendent may be represented by an advocate of his/her choice. The Superintendent and his or her advocate has the right to hear the evidence upon which the charges are based, to cross-examine all adverse witnesses, and to present evidence of innocence or extenuating circumstances. Prior to termination, the Board shall determine the existence of good cause for termination. Such determination shall be based solely on the evidence presented in the hearing. Termination may be by a majority vote of the Board.
- H. The Board shall notify the Superintendent of its decision, in writing, within 15 days after the hearing.

- I. At the discretion of the Board by majority vote, the Superintendent may be placed on leave with pay pending the outcome of the termination hearing.
- J. The President of the Board shall notify the Utah Professional Advisory Commission (“UPPAC”) whenever the Board becomes aware that the Superintendent has been determined, in any judicial or administrative proceeding, to have violated any of the Utah Educator Standards. ~~The President of the Board shall also notify UPPAC within 30 days of the Board receiving an allegation from a parent that the Superintendent has violated any of the Utah Educator Standards.~~ If possible, the notification shall be made using the form provided by the UPPAC Executive Secretary. ~~The Board shall also notify UPPAC of any criminal charges filed by a prosecuting agency. For each matter about which notice is given, the Board shall also notify UPPAC of the related Board investigation or proceeding, any disciplinary action taken (or that no action was taken), the evidence supporting that decision, and any evidence that may be relevant if UPPAC chooses to investigate the matter.~~ In submitting the notification to UPPAC, the Board may make a recommendation to the UPPAC Executive Secretary regarding whether UPPAC investigation would be appropriate under the circumstances, taking into consideration any employment action taken by the Board. ~~Notice is not required to be given if there are no other proceedings other than a District administrative proceeding and the District’s proceeding determines that the allegations constituting the violation are unsupported. (A criminal charge would be an example of another proceeding.)~~

[Utah Admin. Rules R277-217-5 \(January 10, 2024\)](#)

- K. A two-year evaluation cycle will be used incorporating a formative, summative format.

POLICY 1185

Business Administrator Termination

- A. The Business Administrator may be terminated during the term of his or her appointment upon a vote of two-thirds of the Board.
- B. The Board's decision to terminate, dismiss or take any other adverse employment action against the Business Administrator shall not be based on his or her exercise of rights guaranteed by the Constitution, or based unlawfully on race, color, religion, sex, national origin, handicap, or age.
- C. Causes for the termination of the Business Administrator may include but are not limited to:
 - 1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications; or incompetence or inefficiency in the performance of duties; or
 - 2. Insubordination or failure to comply with board directives, policies or administrative regulations; or
 - 3. The possession, use, or being under the influence of alcohol, alcoholic beverages, illegal drugs or controlled substances while on school property, acting within the scope of the Business Administrator's duties, or attending any school or District-sponsored activity; or
 - 4. Conviction of a felony or any crime involving moral turpitude; or
 - 5. Failure to meet the District or State's standards of professional conduct including, but not limited to, inappropriate use of public funds, public intoxication, use of illegal drugs or controlled substances, illegal use of prescription drugs; or
 - 6. Disability, not otherwise protected by law, that impairs performance of required duties; or
 - 7. Immorality, which is conduct the Board determines is not in conformity with the accepted moral standards of the community encompassed by the District or any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or community, impairs or diminishes the Business Administrator's effectiveness in the District; or

8. Reasons specified in the individual employment contract reflecting special conditions of employment; or
 9. Assault on an employee or student; or
 10. Falsification of records or other documents related to the District's activities; or misrepresentation of facts; or
 11. Mismanagement of District property or financial resources; or
 12. Failure to adequately provide for the safety of students.
- C. The Board may, by majority vote, place the Business Administrator on leave with pay or place him or her in another position with equivalent pay and such action shall not constitute termination.
- D. Before the Business Administrator is terminated, the Business Administrator shall be given reasonable notice, in writing, of the proposed action and the grounds set out in sufficient detail to fairly enable him or her to show any error that may exist. The Business Administrator shall be advised of the names of adverse witnesses and the nature of their testimony. The notification shall be by certified mail.
- E. If, upon written notification, the Business Administrator desires to be heard and contest the proposed action of the Board, the Business Administrator shall make a written request for a hearing before the Board within 15 days of receiving the written notification. The hearing shall be set on a date that affords the Business Administrator reasonable time to prepare an adequate defense but not more than 30 days from the Board's receipt of the written request, unless postponed by mutual consent.
- F. The Board will conduct the hearing in closed session ([Utah Code § 52-4-205\(1\)](#)) unless the Board and the Business Administrator have mutually agreed upon a public hearing during an open session of the Board.
- G. At the hearing before the Board, the Business Administrator may be represented by an advocate of his/her choice. The Business Administrator and his or her advocate has the right to hear the evidence upon which the charges are based, to cross-examine all adverse witnesses, and to present evidence of innocence or extenuating circumstances. Prior to termination, the Board shall determine the existence of good cause for termination. Such determination shall be based solely on the evidence presented in the hearing. Termination may only be by a vote of two-thirds of the Board.
- H. The Board shall notify the Business Administrator of its decision, in writing, within 15 days after the hearing.

- I. At the discretion of the Board by majority vote, the Business Administrator may be placed on leave with pay pending the outcome of the termination hearing.
- J. The President of the Board shall notify the Utah Professional Advisory Commission (“UPPAC”) whenever the Board becomes aware that the Business Administrator has been determined, in any judicial or administrative proceeding, to have violated any of the Utah Educator Standards. ~~The President of the Board shall also notify UPPAC within 30 days of the Board receiving an allegation from a parent that the Superintendent has violated any of the Utah Educator Standards.~~ If possible, the notification shall be made using the form provided by the UPPAC Executive Secretary. ~~The Board shall also notify UPPAC of any criminal charges filed by a prosecuting agency. For each matter about which notice is given, the Board shall also notify UPPAC of the related Board investigation or proceeding, any disciplinary action taken (or that no action was taken), the evidence supporting that decision, and any evidence that may be relevant if UPPAC chooses to investigate the matter.~~ In submitting the notification to UPPAC, the Board may make a recommendation to the UPPAC Executive Secretary regarding whether UPPAC investigation would be appropriate under the circumstances, taking into consideration any employment action taken by the Board. ~~Notice is not required to be given if there are no other proceedings other than a District administrative proceeding and the District’s proceeding determines that the allegations constituting the violation are unsupported. (A criminal charge would be an example of another proceeding.)~~

[Utah Admin. Rules R277-217-5 \(April 8, 2021\)](#)

- K. A two-year evaluation cycle will be used incorporating a formative, summative format.

POLICY 2070

Cash Receipts, Expenditures, and Purchasing

- A. This policy is applicable without exception to all funds owned or administered by the District. This policy applies to all District administration, licensed educators, staff, students, organizations, and individuals that handle cash receipts or accept payment in any form on behalf of the District or individual school or initiate, authorize, or process cash disbursements on behalf of the District or individual school. The scope includes all activities at the District and individual schools and in all locations where District activities and public funds are collected or expended. All expenditures of the District are to be consistent with applicable state and federal laws and regulations; any restrictions, rules, or regulations placed on the use of the funds by donors and granting agencies; and prudent management practices. It is expected that in all dealings, District employees will act in an ethical manner that is consistent with the District's code of ethics, the [Utah Educators' Standards](#), the [Public Officers' and Employees' Ethics Act](#), and [State Procurement Code](#).

[*Utah Admin. Rules R277-113-5\(9\)\(c\) \(December 11, 2023\)*](#)

- B. Wherever possible, duties such as custody of purchase cards and blank checks, initiating expenditures, approving expenditures, maintaining documentation, issuing checks, collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the District or individual school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.
- C. All individual schools are required to take every precaution to safeguard school monies and records.
- D. Receipting Funds, Bank Accounts, Cash
1. Monies are to be banked daily where practicable but no less than every three days. Appropriate internal controls and segregation of duties should be implemented for all cash activity. Cash should always be verified (balanced with receipts). Where verification is difficult, cash should be counted by two individuals.

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

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

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

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

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

POLICY 2090

Contracts for School Resource Officer Services

- A. A “school resource officer” or “SRO” is a law enforcement officer who contracts with the District to provide law enforcement services for the District or whose law enforcement agency contracts with the District to provide law enforcement services for the District.

[Utah Code § 53G-8-701\(7\) \(2024\)](#)

- B. Board Approval

1. **Before using a school resource officer to satisfy school safety personnel requirements, t**The District **may shall** contract with a local law enforcement agency to provide **the** school resource officer services.

[Utah Code § 53G-8-703\(1\) \(2024\)](#)

- a. Before entering into a contract for SRO services, the Board shall present the proposed contract at a public meeting and receive public comment on the proposed contract and on the specific provisions of this policy. As the Board determines is appropriate following receipt of public comment, the Board will modify the proposed contract and this policy before entering into the contract.

[Utah Code § 53G-8-703\(4\), \(5\), \(6\) \(2024\)](#)

- C. Required Contract Provisions

1. **In order t**To be approved by the Board of Education, a contract for school resource officer services must include:

- a. An acknowledgment that an SRO hired under the contract shall:

- 1) provide for and maintain a safe, healthy, and productive learning environment in a school;
- 2) act as a positive role model to students;
- 3) work to create a cooperative, proactive, and problem-solving partnership between law enforcement and the District;

- 4) emphasize the use of restorative approaches to address negative behavior; and
 - 5) at the request of the District, teach a vocational law enforcement class;
- b. a description of the shared understanding of the District and the law enforcement agency or individual regarding the roles and responsibilities of law enforcement and the District to:
- 1) maintain safe schools;
 - 2) improve school climate; and
 - 3) support educational opportunities for students;
- c. a designation of student offenses, in accordance with [Utah Code § 53G-8-211](#), that the SRO:
- 1) may refer to juvenile court;
 - 2) shall confer with the District to resolve
- d. shall refer to a school administrator for resolution as an administrative issue with the understanding that the SRO will be informed of the outcome of the administrative issue;
- e. a detailed description of the rights of a student under state and federal law with regard to:
- 1) searches;
 - 2) questioning;
 - 3) arrests; and
 - 4) information privacy;
- f. a detailed description of
- 1) job assignment and duties, including:
 - a) the school to which the SRO will be assigned;

- b) the hours the SRO is expected to be present at the school;
 - c) the point of contract at the school;
 - d) specific responsibilities for providing and receiving information and
 - e) types of records to be kept, and by whom;
- 2) training requirements; and
 - 3) other expectations of the SRO and school administration in relation to law enforcement at the District;
- g. that an SRO who is hired under the contract and the principal at the school where an SRO will be working, or the principal's designee, will jointly complete the SRO training described in [Utah Code § 53G-8-702](#);
 - h. that both parties agree to jointly discuss SRO applicants; ~~and~~
 - i. that the law enforcement agency will, at least annually, seek out and accept feedback from the District about an SRO's performance; ~~and~~
 - j. ~~to the extent permitted by the~~ [Family Educational Rights and Privacy Act, 34 CFR Part 99 \("FERPA"\)](#), ~~a designation of the SRO or the law enforcement designee as a "school official" under FERPA.~~

[Utah Code § 53G-8-703\(2\) \(2024\)](#)

- D. In addition to these required provisions, the contract may include such other provisions as are deemed appropriate, so long as those do not conflict with the required provisions.

POLICY 2181

District Emergency Response Plan

A. Adoption of Plan

1. Pursuant to [Utah Code § 53G-4-402\(20\)](#), the Board shall adopt and implement a comprehensive emergency response plan to prevent and combat violence in the schools, on school grounds, on school vehicles, and in connection with school-related activities and events. Existing plans shall be modified as needed to conform to the requirements of rules issued by the State Board of Education. Plans shall be reviewed at least once every three years and updated as needed.

[Utah Code § 53G-4-402\(20\)\(a\) \(2024\)](#)

[Utah Admin. Rules R277-400-3\(4\) \(July 11, 2023\)](#)

B. Emergency Response Plan Committee

1. The Board of Education shall appoint a committee to assist with development or revision or review of emergency response plans. The committee shall consist of appropriate school and community representatives, **including the district safety and security specialist**, and may include administrators, teachers, parents, officers of other governmental entities (municipalities, counties, or others), and fire and law enforcement personnel. The committee shall include representatives of governmental agencies and bodies vested with responsibility for directing and coordinating emergency services on local and state levels.

[Utah Admin. Rules R277-400-3\(3\) \(July 11, 2023\)](#)

[Utah Code § 53G-8-701.8 \(2024\)](#)

C. Contents of Plan

1. The District Comprehensive Emergency Response Plan shall
 - a. include prevention, intervention, and response components, **including standard response protocols**;
 - b. be consistent with the student conduct and discipline policies required for school districts by statute;
 - c. require professional learning for all district and school building staff on the staff's roles in the emergency response plan;

- d. provide for coordination with local law enforcement and other public safety representatives in preventing, intervening, and responding to violence in the schools, on school grounds, on school vehicles, and in connection with school-related activities and events;
- e. include a process to timely notify staff of a crisis;
- f. include a student and parent notification policy that uses safe messaging;
- g. identify one or more SafeUT liaisons to provide information from SafeUT to relevant stakeholders, communicate with SafeUT concerning updates and feedback, and attend the annual SafeUT training provided by the State Superintendent;
- h. include procedures to notify a student who is off-campus at the time of a school violence emergency because the student is either participating in a school-related activity or excused from school for released-time religious instruction;
- i. include, to the extent practicable, standards and protections for participants and attendees at school-related activities, including those off school property;
- j. include measures to assure that during an emergency students receive reasonably adequate educational services and supervision during school hours during an emergency and for education services in an extended emergency situation;
- k. include evacuation procedures to assure reasonable care and supervision of students until the student is released to a responsible party or as is permitted under State Board of Education regulation;
- l. address access to school buildings by specific groups, including students, community members, lessees, invitees, and others;
- ~~m. require individual schools to establish a parent and student reunification plan;~~
- n. include measures to assure that students **and adults** receive emergency preparedness training, including **developmentally appropriate and** age-appropriate training regarding rescue techniques, first aid, safety measures appropriate to specific emergencies, and other emergency skills;
- o. establish a multidisciplinary team to identify interventions for students who may be highly impacted by a crisis;

- p. identify and keep a record of crisis response professionals who may assist in crisis response and resources and community partnerships for follow-up or intensive care after a crisis;
- q. identify resources and materials available for emergency training;
- r. contain procedures for assessing and providing school facilities, equipment, and personnel to meet public emergency needs; and
- s. provide procedures for recording District funds spent for emergencies (including funds spent for assessing and repairing damages) and for seeking reimbursement for such expenditures.

[Utah Code § 53G-4-402\(20\)\(b\) \(2023\)](#)

[Utah Admin. Rules R277-400-4\(4\), -5, -6\(1\), -10\(2\)\(b\), -11\(1\) \(July 11, 2023\)](#)

D. Formulation and Review of Plan

1. In creating the comprehensive emergency resource plan, the Board shall consider and make use of resources provided by the Utah State Board of Education, including the plan models and other resources prepared by the State Board as provided for in [Utah Code § 53G-4-402\(18\)\(c\)](#), recommendations provided by the emergency response plan committee, and may consider such other resources it finds helpful.

[Utah Code § 53G-4-402\(18\)\(c\) \(2024\)](#)

2. The Board may direct individual schools to develop and implement school-specific emergency response plans to supplement the District's plan according to the needs and features of the school.

[Utah Admin. Rules R277-400-3\(2\) \(July 11, 2023\)](#)

3. ~~In cooperation with the appropriate local law enforcement agencies,~~ The District shall establish a parent and student reunification plan for each school in the District. Such plan shall provide for reasonable care and supervision of students until the student is released to a responsible party. Schools shall not release students grade 8 or below unless a parent or other responsible person has been notified and assumed responsibility for the student. A school may release a student grade 9 or above without such notification if a school administrator determines that the student is reasonably responsible and that notification is not practicable.

[Utah Admin. Rules R277-400-5\(1\)\(b\) \(July 11, 2023\)](#)

4. The District emergency response plan shall be reviewed at least once every three years, with the assistance of the District emergency response plan committee appointed by the Board of Education. As part of the review process, each school shall review existing security measures and procedures within that school and make necessary adjustments as funding permits.

[Utah Admin. Rules R277-400-3\(4\) -7\(1\)\(b\) \(July 11, 2023\)](#)

E. Public Notice of Plan

1. A copy of the District emergency response plan and any school emergency response plans shall be filed in the superintendent's office. At the beginning of each school year, written notice of the pertinent portions of the District plan and any school plan shall be provided to the parents ~~or guardians~~ of students at each school and the staff of each school. Each school shall also designate an Emergency Preparedness/Emergency Response week each year before April 30.

[Utah Admin. Rules R277-400-4\(1\), \(2\), \(3\) \(July 11, 2023\)](#)

- ~~2. As part of the District's registration and enrollment process, parents shall annually be given a summary of parental expectations and notification procedures relating to the parent and student reunification plan for each school where the parent has students enrolled. This information shall also be published on each school's website.~~

~~[Utah Admin. Rules R277-400-6\(10\)\(b\), \(c\) \(January 22, 2020\)](#)~~

F. Emergency Preparedness Training

1. The Board of Education shall, by July 1 of each year, certify to the State Superintendent that the District emergency response plan has been practiced at the school level and has been presented to and reviewed by the District's teachers, administrators, students and their parents or guardians, and public safety representatives.

[Utah Admin. Rules R277-400-3\(1\) \(July 11, 2023\)](#)

2. The District shall provide annual training to District and school staff on their roles, responsibilities, and priorities in the emergency response plan.

[Utah Admin. Rules R277-400-7\(1\)\(a\) \(July 11, 2023\)](#)

3. Each school shall conduct emergency drills as required by Utah Admin. Rules R277-400-6 and R277-400-7(1)(b).

~~Utah Admin. Rules R277-400-6, -7(1)(b) (July 11, 2023)~~

~~G. Prevention and Intervention~~

- ~~1. The District shall provide schools with curriculum materials regarding comprehensive violence prevention and intervention strategies such as resource lessons and materials on anger management, conflict resolution, and respect for diversity and other cultures. In so doing, the District shall make use of materials and resources provided by the State Board of Education. Schools may also provide age-appropriate instruction on firearm safety, including appropriate steps to take if a student sees a firearm or facsimile firearm at school.~~
- ~~2. To the extent resources permit, the District shall also develop or incorporate care teams, tiered student assistance programs, social-emotional learning, and support through multidisciplinary teams. Multidisciplinary teams, such as care teams, may review school safety related data, conduct threat assessments, consult on case-specific interventions and disciplinary actions, involve parents in the intervention process, and suggest referrals to resources as appropriate. Such teams may include administration personnel, local law enforcement or student resource officer, a mental health professional, a general or special education teacher, and others as appropriate in the circumstances.~~
- ~~3. In developing student assistance programs, the District may coordinate with the State Superintendent and other state agencies.~~

~~Utah Admin. Rules R277-400-8 (January 22, 2020)~~

~~H. School Safety Specialist~~

- ~~1. Each school shall designate a school employee as the school safety specialist. The school safety specialist is responsible to support school safety initiatives, including performance of the threat assessment and ensuring building security during an incident. The threat assessment and measures for building security shall follow the protocols established in the model critical incident response training program developed by the State Board of Education and the Department of Public Safety.~~

~~Utah Code § 53G-8-701(4) (2023)~~

~~Utah Code § 53G-8-701.5 (2023)~~

~~Utah Code § 53G-8-802(2)(g)(i) (2023)~~

I. School Building Access

1. With respect to building access during an emergency by various groups (including students, employees, community members, lessees, invitees, and others), the

emergency response plan shall consider identified time periods and shall address possession and use of school building keys by designated administrators and employees. The plan may include restricted access for some individuals.

[Utah Admin. Rules R277-400-5\(1\)\(c\) \(July 11, 2023\)](#)

J. Cooperation With Other Government Entities

1. As appropriate, the Board of Education may enter into cooperative agreements with other governmental entities to establish proper coordination and support during emergencies.
2. The Board shall cooperate with other governmental entities to provide emergency relief services in times of public need. For statewide emergencies or emergencies involving more than one school district, the State Superintendent is the chief officer to coordinate assistance by the schools. For emergencies within the school district, the Board of Education, through the superintendent, is the chief officer to coordinate assistance by the schools.

[Utah Admin. Rules R277-400-10 \(July 11, 2023\)](#)

POLICY 2224

Transportation – Drug Testing of Bus Drivers

A. Supplement to State Rules

1. The State Board of Education has put into effect a mandatory rule requiring drug tests of certain employees under certain conditions pursuant to the Omnibus Transportation Employee Testing Act of 1991 and the Rules and Regulations of the Department of Transportation, [49 U.S.C § 31306](#), [49 CFR Parts 382, 391, 392 and 395](#), governing all employees who are required as a part of their employment duties to obtain commercial driver's licenses. This policy is intended to supplement the State Board rules regarding drug testing. The State Board rule is incorporated into this policy by this reference.

[49 U.S.C § 31306](#)

[Pupil Transportation Drug and Alcohol Testing Policies and Procedures Employee Handbook](#)

[Pupil Transportation Drug and Alcohol Testing Policies and Procedures Supervisor Supplement Handbook](#)

B. Drug Program Coordinators

1. The District hereby appoints the Transportation Supervisor, to act as the Drug Program Coordinator and Head Nurse, to act as the Alternate Drug Program Coordinator. The Drug Program Coordinator shall also act as the site coordinator for purposes of observing, collecting, and organizing and maintaining test data.

C. Conditions of Employment

1. All employees of the District who are required by their job duties to obtain and maintain a commercial driver's license or who will be employed in a safety sensitive position as defined in the Policy must, as a condition of initial and continued employment within the District:
 - a. Abide by the provisions of the District's Drug Policies;
 - b. Notify the District Pupil Transportation Supervisor of any criminal drug or alcohol related conviction no later than five (5) working days after such conviction;
 - c. Consent to the District releasing to any other school district records of a positive test or a refusal to be tested.

D. Confidentiality of Tests

1. All employees must refrain from disclosing any information about testing times or dates to forewarn potential test selectees. Any employee who violates this provision may be terminated for cause.

E. Test to be Conducted

1. Employees of the District shall be tested under the following provisions:
 - a. All employees required to hold a commercial driver's license shall be tested as provided in the state Office Rules;
 - b. Any employee may be tested whenever an accident causing bodily injury occurs within the scope of employment where it appears that drugs or alcohol may have been a contributing factor. All such tests shall be conducted within eight (8) hours after the accident;
 - c. Any employee may be tested for drugs or alcohol where there is a reasonable suspicion that an employee may be using alcohol, illegal drugs, or may be under the influence of illegal drugs or alcohol while on the job.

F. Reasonable Suspicion Documentation

1. Prior to conducting any tests for drugs or alcohol, based upon a suspicion of use the Drug Program Coordinator or the Alternate must articulate in writing specific facts any reasonable inferences drawn from those facts and which lead to a reasonable suspicion that an employee is using or under the influence of alcohol or illegal drugs.

[Utah Code § 34-41-102\(3\) \(2016\)](#)

[Utah Code § 34-41-101\(9\) \(2024\)](#)

G. Reasonable Suspicion

1. A "reasonable suspicion" means an articulated belief based on the recorded specific facts and reasonable inferences drawn from those facts that indicate that a school district employee is using or is under the influence of drugs or alcohol.

[Utah Code § 34-41-101\(9\) \(2024\)](#)

H. Safety Sensitive Position

1. A “safety sensitive position” means all persons required by their job duties to maintain a commercial class driver’s license, including all bus drivers, mechanics and any other employee involved in transporting students within the scope of employment.

[Utah Code § 34-41-101\(9\) \(2024\)](#)

I. Scope of Employment

1. An action is within the “scope of employment” if it is part of any actions for which a employee is remunerated or performs by reason of employment in the District.

J. Verification of Tests

1. Before the result of any test may be used as a basis for any adverse employment action, the District shall verify or confirm any positive initial screening test by gas chromatography, gas chromatograph-mass spectroscopy, or other comparable analytic methods. In addition, the employee testing positive shall be notified by telephone and in writing at the last know address and telephone number of the positive test result and, **for a urine test**, where a new test may be obtained if the employee desires to undergo a second test **and requests it within 72 hours of the notice**.

[Utah Code § 34-41-103\(7\) \(2024\)](#)

[Utah Code § 34-41-104\(4\) \(2024\)](#)

K. Positive Test of Safety Sensitive Position While on Duty

1. Any employee who holds a safety sensitive position who tests positive while acting within the scope of job duties shall be terminated for cause.

L. Positive Test of Other Employees

1. Compliance with the District’s drug policies is a condition of continued employment within the District. The District shall terminate any employee who tests positive for alcohol or illegal drugs while acting within the scope of job duties unless:
 - a. The employee has voluntarily disclosed a need for counseling or rehabilitation from alcoholism or drug dependence prior to the test; and
 - b. The employee has agreed to enroll at his or her expense into a rehabilitation, treatment, or counseling program approved by the District.

[Utah Code § 34-41-105\(2\) \(1994\)](#)

2. Any employee in a rehabilitation or treatment program who is not in a safety sensitive position may be suspended without pay, placed on probation, or terminated for cause within the discretion of the Superintendent of Schools and/or the Board of Education.

M. Test Procedures

1. All tests shall be conducted pursuant to the procedures established in the State Board of Education Rules.

N. Compensation for Test Time

1. All tests performed by the District shall occur during or immediately after the regular work period of the employee and shall be considered as work time for purposes of compensation and benefits.

[Utah Code § 34-41-104\(5\) \(2024\)](#)

2. The District shall bear the costs of all sample collection and **initial** testing for alcohol or drugs at the request of the District, including any costs for transportation to the test site if conducted at a place other than the workplace. **The cost of the testing a second urine sample will be equally divided between the District and the employee.**

[Utah Code § 34-41-103\(8\) \(2024\)](#)

[Utah Code § 34-41-104\(6\) \(2024\)](#)

Policy 3047

Educator Evaluation

- A. Box Elder School District (BESD) recognizes that the quality of public education can be improved and enhanced by a systematic and fair annual evaluation of public educators and remediation of those whose performance is inadequate.
- B. In accordance with state law and rules promulgated by the State Board of Education, the desired purposes of evaluation are to:
1. promote the professional growth of the educator; and
 2. identify and encourage quality instruction in order to improve student achievement.
- C. District Educator Evaluation Program Committee
1. To develop, support, monitor and maintain an educator evaluation program, the Board shall establish a committee comprised of an equal number of classroom teachers, parents and administrators. Nominees for classroom teachers shall be voted upon by the District's classroom teachers and a list of those individuals nominated shall be given to the Board. Nominees for administrator members shall be voted on by the District's administrators and a list of those individuals nominated shall be given to the Board. Nominees for parent representatives shall be submitted by community councils within the District. The Board shall appoint committee members from the nomination lists. The committee may:
 - a. Adopt or adapt an evaluation program for educators based on a model developed by the State Board of Education; or
 - b. Create its own evaluation program for teachers.
 2. The evaluation program developed by the committee must comply with the requirements of [Utah Code Title 53 G, Chapter 11, part 5](#) and rules adopted by the State Board of Education.

[Utah Code § 53G-11-506 \(2019\)](#)
[Utah Code § 53G-11-520 \(2024\)](#)
[Utah Admin. Rules R277-323-3\(1\), \(8\) \(July 8, 2024\)](#)
- D. The following outlines the procedures Box Elder School District will follow in evaluating its educators.

1. Definitions

- a. "Administrator" means an individual who holds an appropriate license and who supervises educators.
- b. "Career educator" means a licensed employee who has a reasonable expectation of continued employment under the policies of the Board
- c. "Educator" means an individual employed by the District who is required to hold a professional license issued by the State Board of Education, except:
 - 1) a superintendent, or
 - 2) an individual who:
 - a) works less than three hours per day; or
 - b) is hired for less than half of the school year.
- d. "Evaluator" means a person who is responsible for an educator's overall evaluation.
- e. "Provisional Educator" means an educator employed by the District who has not achieved status as a career educator within the District, who works at least half time during the first three years of employment.
 - 1) BESD may extend the provisional status of an employee up to an additional two consecutive years if the educator has not obtained career educator status and it is the determination of the district to extend the provisional status.
 - 2) Career Educators that accept a position which is substantially different from the position in which career status was achieved are also considered provisional for three consecutive years.
- f. "Performance" means the combination of an educator's professionalism consistent with:
 - 1) The Utah Effective Educator Standards ([R277-330](#))
 - 2) Student academic growth,
 - 3) Continued professional growth as an educator, and
 - 4) Job description

- g. “Certified evaluator” means an educator who has been trained in evaluating educator performance and has demonstrated competency in using an educator evaluation tool to rate educator performance according to established standards.
- h. “Temporary educator” means anyone hired after August 1st during any contract period.
- i. “Summative evaluation” means an evaluation that:
 - 1) A supervisor conducts;
 - 2) Summarizes an educator’s performance during an evaluation cycle; and
 - 3) A supervisor or school district may use to make decisions related to an educator’s employment.
- j. “Formative evaluation” means a planned, ongoing process which allows educators to engage in reflection and growth of professional skills as related to the Utah Effective Teaching Standards. It occurs in any year an educator is not on a summative evaluation.
- k. “Letter of Expectation” is a letter outlining educator’s deficiencies in instruction and expectations to reach expected Utah Educator Teaching Standards.
- l. “Mentor” is an assigned career educator who performs substantially the same duties as the provisional educator and has at least three years of educational experience.
- m. “UETS” Utah Educator Teaching Standards

2. Orientation and Training

- a. Box Elder School District will use a reliable and valid system to evaluate all licensed employees.
- b. All licensed employees will be provided an orientation to the District’s evaluation program conducted by the principal or his/her designee prior to evaluations as described in this Policy. The orientation will include the purpose of the evaluation and the methods used to evaluate.
- c. All administrators will receive training in rating reliability and will be designated as a certified rater prior to administering an evaluation.

E. Evaluation Program Components

1. A local school board in consultation with a joint committee established in [Utah Code § 53G-11-506](#) shall adopt a reliable and valid educator evaluation program that evaluates educators based on educator professional standards established by the State Board of Education.
2. Summative Evaluation
 - a. Will use multiple lines of evidence, including:
 - 1) Self-evaluation
 - a) Will be completed by the evaluated employee using the summative years, using Observer Tab, and
 - b) Will include evidence aligned to the rubric for self-designated Utah Effective Educator Standards Effectiveness rating.
 - 2) Student and/or parent input (employee input for an administrator);
 - 3) Supervisor observations
 - a) A minimum of two 20-minute observations per evaluation period to ensure adequate reliability;
 - i. Scheduled and unscheduled observations are expected.
 - b) Evidence of professional growth and other indicators of instructional improvement based on educator professional standards established by the State Board of Education;
 - 4) Student academic growth data
 - a) In Box Elder School District, this means student growth assessment data that are submitted by the educator as valid and reliable evidence of student growth and aligned to the Utah Core Standards
 - b. An educator is responsible for improving performance, using resources provided by the District, and demonstrating acceptable levels of improvement in any designated areas of deficiency.
 - c. An educator may contribute evidence to be considered in the evaluation ranking throughout the evaluation process. Evidence for consideration must be submitted ten school days prior to the end of year conference.

d. A summative evaluation that differentiates among the three levels of performance

1) Effective, Partially Effective, or Not Effective.

a) For provisional educators, an element may be left blank to indicate standards that will be rated in future evaluations

b) For an administrator, the rating will include the effectiveness of evaluating employee performance in a school or school district for which the administrator has responsibility.

e. Component ratings shall be based on evidence submitted by the educator, observations, and data gathered in alignment with [Utah Effective Teaching Standards](#) or [Utah Educational Leadership Standards](#).

3. Formative Evaluation

a. A formative evaluation will occur during the non-summative years and will include:

1) A professional growth plan which will assist the educator in a planned ongoing process to engage in reflection and growth of professional skills. This will be completed in Observer Tab.

a) For teachers:

i. informal observations may include feedback by students and/or parents.

b) For administrators:

i. informal observations may include

2) all educators may request individual sections be re-evaluated in the formative years. If the section evaluated improves the summative rating, it will be reported to the District in the next annual report.

3) At the supervisor's discretion, summative evaluations may be held at any time during the four-year cycle.

4. Frequency of Evaluations

a. A four-year evaluation cycle will be used for career educators incorporating a summative, formative 1, formative 2, formative 3, cycle.

- 1) Provisional educators will receive a summative evaluation:
 - a) A mid-year progress conference to review the provisional employees' performance levels will be held and will include a draft copy of the summative evaluation tool.
 - i. A minimum of two 20-minute observations including feedback will occur prior to the mid-year progress conference.
 - ii. When concerns are observed, a letter of expectation may be given. A letter of expectation may be provided at any time.
 - b) By March 15th a second conference will be held finalizing the provisional employee's performance levels using a summative evaluation tool.
 - i. A minimum of an additional two 20-minute observations including feedback will occur after the mid-year progress conference but prior to the end of year final conference.
 - c) A final printed, signed copy of the summative evaluation tool will be given to the employee and the original will be placed in the employee's local file.
- 2) Career educators will receive a summative evaluation once every four years.
 - a) A mid-year progress conference using a draft copy of the summative evaluation tool may be held for career educators, but is not required.
 - b) By the end of the school year a conference will be held finalizing the career employee's performance levels using a summative evaluation tool.
 - i. A minimum of two 20-minute observations including feedback will occur prior to the end of year final meeting.
 - c) A final printed, signed copy of the summative evaluation tool will be given to the employee and the original will be placed in the employee's local file.
 - d) The summative rating from the evaluation year will be the designated rating during the following formative years.

F. Summative Evaluation and Review of Evaluation

1. The person responsible for administering an educator's evaluation shall, at least 15 days before an educator's first evaluation, notify the educator of the evaluation process, give the educator a copy of or access to the evaluation instrument, if an instrument is used, and give the educator notice of potential consequences

(including discipline and termination) if an educator fails to meet performance expectations.

2. The person responsible for administering an educator's evaluation shall allow the educator to respond to any part of the evaluation and, if the response is written, attach the educator's responses to the evaluation.
3. Within 15 days after the evaluation process is completed, the person responsible for administering an educator's evaluation shall:
 - a. Discuss the written evaluation with the educator;
 - b. Based on the educator's performance, assign one of the three levels of performance.
4. An educator who is not satisfied with a summative evaluation has 15 days after receiving the written evaluation to request a review of the evaluation.
 - a. If a review is requested, the superintendent or the superintendent's designee shall appoint a person, not an employee of the District, who is a certified evaluator and has experience in evaluating educators to review the evaluation. The reviewing evaluator conducts the review in accordance with the Utah Effective Educator Standards. The reviewing evaluator shall review
 - 1) The District's educator evaluation policies and procedures,
 - 2) The evaluation process for the educator,
 - 3) The evaluation data from the professional performance, student academic growth, and stakeholder input components, and
 - 4) Any written response to the evaluation submitted by the educator.
 - b. The reviewing evaluator will provide the superintendent with a written report of findings regarding the initial evaluation. The superintendent will then determine if the initial evaluation was issued in accordance with
 - 1) the District's educator evaluation policies,
 - 2) the requirements of the Utah Effective Educator Standards,
 - 3) [Utah Code Title 53G, Chapter 11](#), and [Utah Admin. Rules R277-323](#).

[Utah Code § 53G-11-508 \(2020\)](#)

[Utah Code § 53G-11-520\(11\), \(12\) \(2024\)](#)
[Utah Admin. Rules R277-323-5 \(July 8, 2024\)](#)

G. Support for Educators

1. If an educator receives an unsatisfactory performance rating, the District shall provide the educator with support for academic impact improvement consistent with [Utah Code Title 53G, Chapter 11, Part 5](#), including:
 - a. Assessing the professional needs of the educator and
 - b. Providing mentors, coaches, or instructional specialists to assist the educator in establishing timelines and benchmarks for improving academic impact.
2. The District also may provide assistance to any educator in need of support with professional growth as an educator or with student academic growth.
3. If sufficient improvement hasn't occurred during these informal/formal conversations and meetings, then for a career educator a Plan of Assistance will be prepared and implemented.
4. For provisional educators, a letter of expectations will be given.

H. Restriction on Salary Adjustments

1. An educator who has received a not effective rating on any of the educator's three most recent evaluations (either formative or summative) is not eligible for the Educators' Salary Adjustment under [Utah Code § 53F-2-405](#).

[Utah Code § 53F-2-405\(4\)\(c\) \(2024\)](#)
[Utah Admin. Rules R277-110-3\(1\)\(e\) \(August 8, 2023\)](#)

I. Educator Evaluation Data

1. Educator evaluation records are private and are classified as private for purposes of the Utah Government Records Access and Management Act and shall only be accessed by the educator's principal or immediate supervisor, by those who need the information in those records in considering employment decisions, or by the superintendent or designee. Employees shall be trained regarding the confidential nature of employee evaluations and the importance of securing those evaluations and records. The District may not release or disclose student assessment information which reveals educator evaluation information or records.

[Utah Code § 53G-11-511 \(2024\)](#)
[Utah Code § 53G-11-520\(3\)\(d\) \(2024\)](#)

Utah Admin. Rules R277-487-6 (November 8, 2019)

J. Evaluation System Reliability

1. Educator evaluations must be performed by certified raters and shall maintain high standards of rater accuracy. To that end, the District shall:
 - a. Identify criteria for use in assigning evaluation ratings;
 - b. Provide professional development opportunities to all evaluators of licensed educators to:
 - 1) Assure evaluators understand the Utah Effective Educator Standards;
 - 2) Improve proficiency in recognizing the criteria used in assigning evaluation ratings; and
 - 3) Give the evaluator an opportunity to demonstrate the ability to rate an educator in accordance with the Utah Effective Educator Standards;
 - c. Designate qualified raters as certified;
 - d. Assure that educators are rated by a certified evaluator; and
 - e. Establish a process for a certified evaluator to maintain the evaluator's skills.

Policy 3200

ESP: General Statement

~~A. General Statement~~

- ~~1. This handbook has been prepared as a service to Educational Support Professionals (ESP) employees. It is published to keep ESP Employees advised of district policies and procedures.~~
- ~~2. The Handbook will serve as a convenient source of information and reference to the most common questions about regulations and benefits. In cases where the items in this handbook do not seem clear, employees are encouraged to ask for interpretation from the Personnel Department or Officers of the Organization, which shall be known as the Box Elder Educational Support Professional Association (BEESPA).~~
- ~~3. This handbook may be revised periodically to better meet the needs of the employees and district.~~
- ~~4. No change, revision, alteration, or modification of these policies shall be made until input is received from all affected groups.~~

B. Philosophy

1. Support services are essential to the successful function of a school system. It should be remembered however, that education of students is the District's central function, and all support services shall be provided, guided, and evaluated by this requirement.
2. Box Elder School District (BESD) is an equal opportunity employer and is governed by both State and Federal Regulations relative to employment practices. The District is committed to a policy of non-discrimination toward any person or group of persons because of race, age, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes, or economic status.

C. Board's Responsibility

1. In order to facilitate and support the educational process through auxiliary services, it becomes the Board's responsibility to:

- a. Provide a physical environment for teaching and learning that is safe and pleasant for students, staff and public.
- b. Provide safe transportation for students to and from school and nutritious meals for students.
- c. Provide support services, resources and assistance with maximum responsiveness in terms of timeliness and degree of fulfillment of the needs of the educational program as they develop.

D. BEESPA Recognition

1. The Board agrees to recognize the BEESPA as the representative of all ESP upon being furnished with satisfactory evidence that a majority of said persons have designated or selected the BEESPA as their representative. Any individual member of the BEESPA, or a group of such members, shall have the right at any time to present grievances to the Board. Nothing herein shall be so construed as to deprive any individual of his or her rights under [Utah Code 34 Utah Right to Work Law](#).
2. Such recognition, once effective as to the unit described above, shall be effective during each year of the term of this contract, or any renewal thereof. If, within 90 days prior to December 31, of any year, good cause exists to believe that a majority of the persons of the unit have not designated or selected that the BEESPA as their representative, the Board shall be furnished by the BEESPA with satisfactory evidence of such designation or selection by such majority. Failing which, the BEESPA shall not be recognized as the representative. For the purpose of calculating the majority, the following sections of the prior year's Utah S-3 Report shall be used: Support Services, School Administration, Maintenance & Operations, Student Transportation and School Food Services.

E. Definition of Educational Support Professional Employee

1. ESP personnel are any non-certificated employees providing auxiliary or support services to students, teachers, administrators, and public, of BESD.
 - a. Career ESP Employee
 - 1) An employee that works 30 plus hours per week (contracted), has completed three full years of successful work experience within BESD and has obtained a reasonable expectation of continued employment.

b. Provisional ESP Employee

- 1) An employee that works 30 plus hours per week (contracted), has not completed three full years of successful work experience within BESD and has not obtained a reasonable expectation of continued employment. All dismissal procedures will follow [Policy 3044 Orderly School Termination for Employees](#) as well as the [BESD Employee Corrective Discipline Handbook](#).

c. Non-Contracted and Contracted Employees

- 1) Non-Contracted employees are employees who work 0 - 29.75 hours per week and are ineligible for benefits.
- 2) Contracted employees are employees who work 30 hours or more per week and are eligible for benefits.

d. Temporary Employee

- 1) An employee who is employed by the District on a temporary or short-term basis. Temporary employees include but are not limited to:
 - a) Non-contracted employees
 - b) Seasonal employees
 - c) Student employees
 - d) Employees hired under contracts for less than one year to complete a specific project
 - e) Employees whose positions are authorized for no more than one year
 - f) Employees whose positions are funded by competitive, limited-term grants
 - g) Athletic coaches
 - h) Club advisors
 - i) Substitute teachers and other substitute workers.

POLICY 5005

Safe Schools – Student Discipline/Behavior

- A. A necessary part of the learning process is self-control. Our goal in education is the growth of the individual in learning to control and appropriately conduct him/herself. Students are expected to follow accepted rules of conduct, to show respect for other people, and to obey persons in authority at the school
- B. Alternatives to suspension for non-violent and less extreme disciplinary situations should be developed in each school.
- C. The primary purpose of a resource officer is to be proactive in the attempt to avoid crime within the school as well as the community. Our primary goal regarding student discipline is to change behavior. The school resource officer functions as a member of a team charged with accomplishing that goal.
- D. The following definitions shall apply under this policy:
1. “Assault” means placing another person in fear or apprehension of harmful or offensive touching ([Utah Code § 76-5-102](#));
 2. “Battery” means causing bodily harm to an individual or making physical contact of an insulting or provoking nature with an individual. To be criminal, the person must act intentionally or knowingly without legal justification;
 3. “Burglary” means breaking, entering, or unlawfully remaining in a structure without authorization during the hours when the premises are closed to students ([Utah Code § 76-6-202](#));
 4. “Criminal mischief” means intentionally and unlawfully tampering with the property of another or intentionally damages, defaces, destroys another’s property, or damages or destroys property with the intention of defrauding an insurer ([Utah Code § 76-6-106](#));
 5. “Disruptive student behavior” means
 - a. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;

- b. Willful destruction or defacing of school property;
 - c. Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation of the school;
 - d. Possession, control, or use of an alcoholic beverage as defined in [Utah Code § 32B-1-102](#);
 - e. Behavior prescribed in subsection (b) which threatens harm or does harm to the school or school property, to a person associated with the school, or property associated with that person, regardless of where it occurs;
 - f. Possession or use of pornographic material on school property
 - g. Any serious violation affecting another student or a staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including:
 - 1) The possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;
 - 2) The actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or
 - 3) The sale, control, or distribution of a drug or controlled substance as defined in [Utah Code § 58-37-2](#), an imitation controlled substance defined in [Utah Code § 58-37b-2](#), or drug paraphernalia as defined in [Utah Code § 58-37a-3](#); or
 - 4) The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor under Utah law.
6. "Expulsion" means a student's removal from the school setting, including all extra-curricular activities and events, for the current school year or a period designated in the disciplinary process.
7. "Firearm" is a pistol, revolver, shotgun, short barreled shotgun, rifle or short barreled rifle or any device that could be used as dangerous weapon from which a projectile is expelled by action of an explosive. For purposes of this policy, an object is not a "weapon" if it is undisputed that there was no intent on a student's part to use the object on school property.

8. "Gang and gang-related activity" means and includes the following:
 - a. Any ongoing organization, association or group of three or more persons, students and/or non-students, whether formally or informally organized, having as primary activity the commission of criminal act(s) having an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity.
 - b. Wearing, possessing, using or distributing, displaying or selling and clothing, jewelry, emblem, badge, symbol, sign or other items which evidence members in a gang.
 - c. Use of a name associated with or attributable to a gang.
 - d. Designating "turf" or an area for gang activity or occupation.
9. "Hazing" means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit and act toward a school employee or student that:
 - a. Endangers the mental or physical health or safety of an individual;
 - b. Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - c. Involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and
 - d. Is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club, or event; or
 - e. Is directed toward an individual whom the actor of the act knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the actor also participates;

10. "Involuntary transfer" means the reassignment of a student from one school, campus, or academic program, to a different school, campus, or academic program within the District. Involuntary transfer may be for an indefinite period of time or for a fixed period of time;
11. "Larceny" means the taking of someone else's property without the use of force with the intent to permanently deprive the owner of the property. The laws of several states, including Utah, place larceny and certain other property crimes under the general category of theft;
12. "Making a false alarm" means a student-initiated or circulated report or warning of any fire, impending bombing, or other crime or catastrophe, knowing that the report or warning is false or baseless and is likely to cause the evacuation of any building or public transport or improper activation of school alarms or safety systems; and
13. "Sexual harassment" means uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate (such as an employee or student). See [Policy 3015 Title IX Sexual Harassment](#).
14. "Suspension" means the temporary denial of social interaction through school contact and the removal of the student from the classroom setting because of real and present disruptive effect of the student's presence, a reasonable assumption that the student will be disruptive or a threat to the well-being or safety of the and/or other students or staff.
 - a. "In-school suspension" is a temporary reassignment, usually for a designated time period, to a specific suspension classroom or space within the student's school.
 - b. Suspension may be "short-term" (less than 10 days) or "long-term" (10 days or more).
15. "Tobacco products" includes an electronic cigarette as that has been defined by state law ([Utah Code § 76-10-101](#)).
16. "Unlawful conduct" means any student conduct that violates any local, state, or federal law or regulation, or violates any District or school policy, or violates the legal rights of another person, and includes, but is not limited to, the following:
 - a. Harassment
 - b. Burglary

- c. Theft
- d. Criminal mischief
- e. Assault
- f. Gang activity
- g. Making a false alarm
- h. Willfully defaces or otherwise injures school property
- i. Disrupting the operation of a school
- j. Threat of Terrorism
- k. Sexual harassment
- l. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language.
- m. Willful destruction or defacing of school property
- n. Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel, or to the operation of the school.
- o. Possession or use of pornographic material on school property that would constitute a misdemeanor offense under [Utah Code § 76-10-1235](#). (This includes accessing such material through the District computer network or by using any District-owned device.)
- p. Bullying, harassment, cyberbullying, retaliation, and making false allegations of bullying, cyberbullying or retaliation as defined in [Utah Code § 53G-6](#).
- q. Any use of an electronic device or camera to record sound or images or otherwise capture material in an unauthorized setting or at an unauthorized time shall subject the user of the device to increased discipline based on the circumstances and whether the student was involved in prior violations of this policy.

- r. The use of any device or any electronic device or camera to threaten, intimidate or embarrass another or to capture and transmit test information or any other information in a manner constituting fraud, theft or academic dishonesty.
- s. The use of any device in a manner which may be physically harmful to another person, such as shining a laser in the eyes of another student.
- t. Selling, giving, delivering, transferring, possessing, controlling, or distributing an alcoholic beverage on or in proximity to school property or at or in proximity to any school sponsored event.
- u. Selling, giving, delivering, transferring, possessing, controlling, or distributing tobacco products on or in proximity to school property or at or in proximity to any school sponsored event. Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity on or off school property.
- v. Possessing or using electronic cigarette products on school property.
 - 1) Teachers or authorized school employees shall confiscate electronic cigarette products from school-age students on school property consistent with the District or school policy for identifying illegal substances in the possession of students and confiscating those substances.
 - 2) Teachers who confiscate electronic cigarette products shall release the products to a school administrator in a timely manner.
 - 3) Administrators shall release confiscated electronic cigarette products to local law enforcement in a timely manner consistent with the law.
- w. Being under the influence of an alcoholic beverage or controlled substance on or in proximity to school property or at or in proximity to any school-sponsored event.
- x. Engaging in, assisting, permitting, or otherwise being involved in hazing, as provided by the District's policy prohibiting hazing.
- y. Engaging in conduct that contains the elements of the offense of arson or aggravated arson under the Utah Criminal Code.
- z. Engaging in conduct that contains the elements of any felony.
- aa. Sexual Harassment (See [Policy 3015 Title IX Sexual Harassment](#))

bb. Gang-related activity

17. "Weapon" means "dangerous weapon", which includes any firearm or any object that is used for, or is readily capable of, causing death or serious bodily injury.

E. Student Conduct Warranting Discipline

1. A student may be fined, suspended and/or recommended for expulsion from school for any of the prohibited conduct outlined in this policy when it occurs:
 - a. In a school building;
 - b. On or in proximity to school property;
 - c. In conjunction with any school sponsored activity;
 - d. In or on a school vehicle;
 - e. Is directed at or against another student or a District employee; or
 - f. When it threatens harm or does harm to the school, school property, a person associated with the school, or property of a person associated with the school.
2. Student conduct requiring suspension or expulsion: A student shall be suspended or expelled from school for any of the offenses described in [Utah Code 53G-8-205\(2\)](#).
3. Student conduct allowing for suspension or expulsion:
 - a. A student may be suspended or expelled from a school for any of the offenses described in [Utah Code 53G-8-205\(1\)](#) or
 - b. For other offenses provided in this policy.

F. Discipline Rules for Students with Disabilities

1. Discipline of students with disabilities shall be in compliance with [Policy 5006 Safe Schools – Discipline of Student with Disabilities](#) and [Utah Special Education Rules](#).

G. Possible remedial measures for disciplined students

1. Continued school attendance subject to the terms of a remedial discipline plan prepared to correct the violation. This remedial measure is available only where the violation is for willful disobedience, defiance of authority, or disruptive behavior when such conduct is not of such a violent or extreme nature that immediate removal from school would be required.
2. Continued school and class attendance accompanied by the student's parent for a designated period of time. This remedial measure is available only with the consent of the student's teacher or teachers and the agreement of the student's parent. The parent must agree to attend all of the student's classes for each day of the suspension. If the parent fails to attend class with the student, the student shall then be subject to suspension or other discipline in accordance with this policy.
3. In-school suspension. Attendance in a designated in-school suspension program. Students shall be instructed in the essential elements of the courses in which they are enrolled at the time of removal.
4. Voluntary or involuntary transfer to another school, campus, community based alternative school or other special program within the District, subject to the admission criteria of such alternative programs.
5. Withholding grade reports, diplomas and transcripts. If the District determines that school or district property has been lost or willfully cut, defaced or otherwise injured by a student, the District may withhold the issuance of official written grade reports, diplomas and transcripts of the student responsible for the damage or loss until the student or student's parent has paid for the damages. If the student and the student's parent are unable to pay for the damages or if it is determined by the school in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the District shall provide a program of voluntary work for the student in lieu of the payment.
6. Detaining students. See District [Policy 5285 Detention of Students After School Hours](#).
7. **Out of school suspension**
8. **Peer Court (for 8th-12th graders)**
9. Expulsion
10. Students subject to remedial or disciplinary measures will continue to receive educational services from the District according to the remedial or disciplinary

measure. A student transferred to another school or program within in the District will receive educational services through that school or program.

H. Authority to impose discipline and due process

1. A school principal or assistant principal may suspend a student for a maximum of ten days.
2. The Superintendent or designee may suspend a student for up to one school year.
3. The Board of Education may suspend a student for up to one school year or expel a student for a fixed or indefinite period of time.

I. Procedures

1. Remedial measures or disciplinary sanctions may be imposed on a student only after it has been determined, following appropriate due process, that the student has committed a violation.
2. The nature of the due process required depends in part on the magnitude of the penalty to be imposed.
 - a. Prior to imposing a suspension, the school principal or assistant principal shall meet with the student to discuss the incident(s) and to provide the student an opportunity to respond.
 - b. The principal or assistant principal shall then determine whether a violation has occurred and whether suspension or other discipline is appropriate.
 - c. If the school principal or assistant principal makes an initial determination that the violation warrants long-term suspension or expulsion, the school principal may recommend those sanctions and may impose a short-term suspension pending a meeting with the Superintendent or designee.
 - d. A suspended student shall immediately leave the school building and grounds following a determination by the school of the best way to transfer custody of the student to the parent or other person authorized by the parent or applicable law to accept custody of the student.
 - e. A suspended student and parent shall be notified:
 - 1) Of the suspension,

- 2) The reason for the suspension,
 - 3) The period of time for which the student is suspended, and
 - 4) The time and place the parent is to meet with a designated school official to review the suspension.
- f. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension.
 - g. At this meeting, the principal or assistant principal shall review with the parent and student the charges and evidence against the student, and shall provide the student and parent with an opportunity to respond.
 - h. During this meeting, the principal or assistant principal may determine whether the suspension previously imposed should be maintained, whether to adopt an alternative remedial measure, or whether the suspension should be terminated. The principal or assistant principal should also discuss with the parent a plan to avoid recurrence of the problem.
- J. Peer Court (for 8th-12th graders)
1. Box Elder School District operates a Peer Court under the Utah Youth Court Diversion Act as a diversion program for students that have been identified by school administrators as having committed acts which indicated a need for an intervention.
 2. Referrals for Peer Court
 - a. The determination of whether a Peer Court referral is warranted shall be made by the school administrator in consultation.
 - b. Students may be referred to Peer Court as an appropriate behavior response for Class C type misdemeanors including disorderly conduct, petty theft, trespassing, possession/use of illegal substances, vaping
 3. Procedures for Peer Court
 - a. The Director of Student Services or designee along with community Police Departments is responsible for facilitating routine Peer Court meetings.
 - b. The Peer Court Facilitator shall conduct regular meetings at the routinely appointed time and place.

c. The cost to the student referred to Peer Court is \$25

4. Determinations from Peer Court

a. Box Elder School District does not make a determination of whether or not a student engaged in particular conduct, instead participation in peer court presumes the student engaged in conduct and the peer court provides a solution and encourages restorative practices.

<https://www.utahyouthcourts.com/>

K. Long-term Suspension or Expulsion

1. If the principal or assistant principal recommends long-term suspension or expulsion, the administrator shall notify the Superintendent or designee of that recommendation.
 - a. If the parent objects to the discipline, the Superintendent or designee shall schedule a hearing to be held with the student's parent, the student, and the Superintendent or designee.
 - b. The hearing shall be scheduled to take place prior to the tenth day of the student's suspension where possible.
 - c. The Superintendent or designee shall provide written notice of the date, time, and place of the hearing to the student and student's parent so as to afford a reasonable opportunity for preparation.
 - 1) The notice shall include a statement of the charges against the student, that a recommendation has been made for suspension for more than 10 days or for expulsion and the period of time for which suspension or expulsion has been recommended.
 - 2) The statement of the allegations against the student shall include the nature of the evidence and the names of any witnesses whose testimony may be used against the student unless confidentiality is required due to the necessity to protect student witnesses.
2. Hearing Procedures
 - a. The Superintendent or designee or the designee shall preside at and conduct the hearing.

- b. The District and the student may each be represented by a person of their choice.
 - c. Each party may present testimony of witnesses or other evidence, may cross-examine witnesses and may make legal arguments relevant to the issues.
 - d. Hearsay testimony is permitted. It shall not be the sole basis for a determination of long-term suspension or expulsion.
 - e. At the conclusion of the hearing, the Superintendent or designee shall make a final determination of the matter.
 - f. The determination shall be in writing and mailed to the parent within 10 days of completion of the hearing.
 - g. Upon a finding that the student has engaged in conduct warranting discipline, the Superintendent or designee may determine what discipline or remedial measures are appropriate for the conduct.
3. If the Superintendent or designee determines that the appropriate sanction is expulsion, that sanction must be authorized by the Board of Education.
 4. Other than expulsion, the Superintendent or designee may impose any of the available remedial measures or sanctions determined to be appropriate and consistent with the evidence.
 5. Discipline: In determining the appropriate sanction, the Superintendent or designee shall consider whether alternatives to suspension are appropriate or available, including:
 - a. Good faith efforts to implement a remedial discipline plan that would allow the student to remain in school;
 - 1) Efforts may include a contract with the student, rewarding the student with increased benefits and/or participation in school activities consistent with improved behavior, review of the student's schedule and courses, assigning a mentor teacher or student to regularly monitor the student, or other activities specific to the student.
 - 2) Remediation efforts may include evaluating the student for services under [IDEA](#) or Section 504.

- b. Policies that allow a student to remain in school under an in-school suspension program or under a program allowing the parent, with the consent of the student's teacher or teachers, to attend class with the student for a period of time specified by a designated school official; and
 - c. Enlisting the cooperation of the Division of Child and Family Services, the juvenile court, or other appropriate state agencies, if necessary, in dealing with a student's suspension.
6. Appeals: A student or parent on behalf of a student may appeal the determination of the Superintendent or designee to the Board of Education by filing a written notice of appeal with the Superintendent or designee within 10 days of the date the decision of the Superintendent or designee is mailed to the student. No further hearing will be held.
- a. The Board shall review the evidence submitted to the Superintendent or designee and the written determination of the Superintendent or designee.
 - b. The Board may affirm the Superintendent or designee decision or modify the Superintendent or designee decision.
 - c. The Board's written decision shall be issued within 30 days of receipt of the student's written notice of appeal.
- L. Expulsion: If the Superintendent or designee recommends expulsion for an indefinite or definite period of time, then the Superintendent or designee will transmit that recommendation to the Board of Education along with the record of evidence submitted to the Superintendent or designee.
- 1. The Board may review the recommendation based on this record or may, at its sole discretion, accept further evidence.
 - 2. Following its review, the Board may accept, modify, or reject the recommendation, or impose other disciplinary sanctions. The Board's decision is the final administrative decision.
 - 3. If the Board expels a student for one year because of a violation involving a weapon, explosive, or flammable material, the student shall meet with the Superintendent or designee, accompanied by the parent, within 45 days of the imposition of the expulsion to determine:
 - a. What conditions must be met by the student and the student's parent for the student's return to school;

- b. Whether the student should be placed on probation in a regular or alternative school setting, and if so, what conditions must be met by the student to assure the safety of students and staff at the school where the student is placed; and
 - c. If it would be in the best interest of both the School District and the student to modify the expulsion term to less than a year, giving highest priority to providing a safe school environment for all students.
 - d. If the Superintendent or designee determines that the student should return to school prior to the expiration of the one-year expulsion term conditioned on compliance with the conditions established by the Superintendent or designee, then the Superintendent or designee shall submit that recommendation to the Board of Education. If the Board of Education approves the return, the student may return to school pursuant to the conditions established.
4. Denial of admission and reporting
- a. A student may be denied admission to a public school on the basis of having been expelled from that or any other school during the preceding 12 months.
 - b. Whenever a minor is found in possession of a dangerous weapon on school grounds when school is in session or at a school sponsored activity and that information is reported to or known by a school employee, the school employee shall notify the principal. After receiving such a notification, the principal shall notify appropriate law enforcement personnel as well as school and district personnel who the principal determines should be informed.
5. Parent and district responsibilities: If a student is expelled or suspended for more than 10 days, it is the responsibility of the student's parent to undertake an alternative education plan which will ensure that the student's education continues during the period of the suspension or expulsion.
- a. The parent shall work with designated school officials to determine how that responsibility might best be met through private education, alternative programs offered by the District, other alternatives which will reasonably meet the student's educational needs.
 - b. Costs for educational services not provided by the District are the responsibility of the student's parent.
 - c. The District shall contact the parent of each suspended or expelled student under the age of 16 at least once per month to determine the student's progress.

- d. The District shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student's transcript.

M. Responsibility for student discipline and corporal punishment

1. The primary responsibility for classroom discipline rests with individual students and teachers. Teachers may remove students from class after a persistent effort to resolve the problem at the classroom level. The removal of a student shall conform with the District's and school's adopted disciplinary plan.
2. Communication between the teacher and administrator regarding a specific incident and administrative response shall occur as soon as possible, but no later than two work days after the student is removed from class or receives minor discipline.
3. A school employee may not inflict, allow or cause the infliction of corporal punishment upon a student.
4. "Corporal punishment" means the intentional infliction of physical pain upon the body of a student as a disciplinary measure.
5. The policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense as appropriate to the circumstances to:
 - a. Obtain possession of a weapon or other dangerous object in the possession or under the control of a child;
 - b. Protect the child or another person from physical injury;
 - c. Remove from a situation a student who is violent; or
 - d. Protect property from being damaged when physical safety is at risk.

N. Collection and Reporting of Incident Data

1. School personnel shall collect data with regard to incidents which occur on school grounds while school is in session or during a school-sponsored activity and which involve
 - a. suspension or expulsion of a student, or
 - b. arrest of a minor or

- c. “other law enforcement activities” (defined below).
2. For this reporting requirement, “other law enforcement activities” means a significant law enforcement interaction with a minor that does not result in an arrest, including
 - a. a search and seizure by an SRO,
 - b. issuance of a criminal citation,
 - c. issuance of a ticket or summons,
 - d. filing a delinquency petition, or
 - e. referral to a probation officer.
3. The report of the incident shall also include information on the student or minor’s age, grade level, race, sex, and disability status. If applicable, the report shall also include the demographics of a person who is subject to bullying, hazing, cyber-bullying, or retaliation. To collect the data, school personnel shall use the form established by the State Superintendent in consultation with law enforcement agencies.
4. The District shall report the data to the State Superintendent in a timely manner as required by the State Superintendent. The District shall report the data compiled for each school year to the State Superintendent on or before September 1 of the year in which the school year ended.

[Utah Code § 53E-3-516 \(2022\)](#)

Utah Admin. Rules R277-912-2 (September 24, 2020)

POLICY 5291

Drug & Alcohol Testing of Students Participating in Extracurricular Activities

A. Purpose and Objectives

1. The District finds that having a drug awareness and testing program for all students in grades nine through 12 who participate in extracurricular activities at the high school is advisable for the following reasons:
 - a. Box Elder School District is committed to helping students who are encountering drug or alcohol problems. The District recognizes that a student with a substance abuse problem is not able to work to his/her full potential.
 - b. Health and safety of the individual and others – any student participating in an activity under the influence of an illegal drug or alcohol endangers his or her personal health and may create a risk of death or serious bodily injury, not only to the student, but to other participants and spectators.
 - c. Prevention – students will have an additional reason (i.e., participation in student activity programs) to avoid the use of drugs.
 - d. Intervention – identification of individuals participating in activities who are involved with alcohol or drugs encourages early intervention.
2. The District will determine the scope of participation in this program (i.e. which extracurricular activities and associated students) as recommended by the schools and approved by the superintendent or a designee.

B. Definitions

1. Alcohol – any beverage as defined under [Utah Code § 34-38-2](#).
2. Non-Punitive – test results will not be disclosed to law enforcement or juvenile authorities without a valid and binding subpoena.
3. Drug – any controlled substance as defined in [Utah Code § 34-38-2](#), except those possessed and/or used pursuant to a valid prescription.
4. UHSAA – the Utah High School Activities Association.

5. Extracurricular – all activities sponsored by the UHSAA or school organizations involving adjudication or competition or representation of the school in the community as determined at the school level.
6. Participating Teams/Groups
 - a. Fall Sports: Football, Girls Volleyball, Girls Soccer, Boys Golf, Girls Tennis, Cross-Country, Cheerleading, Colorguard, Drill Team, FFA, Student Government;
 - b. Winter Sports: Basketball, Wrestling, Swimming, Cheerleading, Colorguard, Drill Team, FFA, Student Government;
 - c. Spring Sports: track, Softball, Baseball, Boys Soccer, Girls Golf, Boys Tennis, Lacrosse, FFA, Boys Volleyball, Student Government;
 - d. Activities: Band, Orchestra, Choir, Drama, Speech & Debate (During the trimesters these teams/groups are participating). The Teacher/Advisor will give a list of those involved in these activities to the Athletic Director and students will pay the drug testing fee appropriate for that trimester to the school financial secretary.
7. Activity Season – the period beginning on the first day of practice allowed by the UHSAA for any sport and ending the last day of competition for the sport season; for other activities and organizations, the time students are enrolled or participating.
8. Random Test – participating students may be subject to a weekly random drawing for drug testing.
9. Observed – Students will be asked to empty all pockets including technology; remove all extra clothing layers; set aside all back packs or other carried items; accept the sample collection cup from the health worker, enter the stall; close the door to the stall; provide the sample while the school nurse/school official waits by the outside door of the restroom; and return the sample to the health care worker.
10. Cost – All costs associated with drug assessments, treatment programs, district approved intervention programs, as well as the required drug test for a student who returns after a suspension, are the responsibility of the student and his/her parents.

C. Consent Form & Initial Fee

1. Before any student participates in any extracurricular activity or school program, the student and the student's custodial parent or lawful guardian shall sign and return a written consent form authorizing participation in random drug testing. Students are ineligible to compete or perform until this form has been completed and returned to the school. Students who qualify for special education services and are on doctor prescribed medications are encouraged to inform the school of that circumstance at the time the written consent form is executed so that unintentional drug alerts are avoided.
2. Students are also ineligible to compete or perform until the required fee for drug testing has been paid.

D. Procedure for Random Drawing

1. The names of all individuals eligible to be drug tested are entered into a computer program which randomly selects names each week for testing.

E. Random Student Selection

1. Random drug testing will be conducted during the activity season on a weekly basis or any other frequency determined by the school (not to exceed 6 times a month). Selection for participation in any random test does not exempt or exclude the student from the possibility of random selection for any subsequent testing.
2. Selection for testing will be by lottery drawing. Reasonable steps will be taken to assure the integrity, confidentiality and random nature of the selection process.
3. Student names will be randomly drawn for testing with at least two employees (including the principal or an administrator assigned by the principal) monitoring the selection process conducted by computerized random selection.

F. Urine Sampling Procedure

1. On the day the student numbers are drawn for testing, those students selected will be notified and escorted to the designated place to produce a urine sample.
2. Samples will be collected at an appropriate school site and on the same day the student is selected for testing. The collection of testing samples will be conducted and observed as defined by B.9. by two professional personnel of the same gender, if possible, as the student: one school employee and one of the school nurses or health personnel from an accredited company.

3. If the student is absent on that day, the student will participate on the next testing day. If a student is unable to produce the urine sample, he/she will remain under supervision until a sample can be provided.

G. Prescription Medication

1. Prior to submitting a sample for testing, students selected for random drug testing may disclose any prescription medications they are currently taking. The school's designee has the right to confirm the authenticity of the medications with parents.

H. Scope of Tests

Amphetamines	Opiates (OxyContin)
Barbiturates	Marijuana (level 20, 50 and 100)
Benzodiazepines	PCP
Cocaine	Propoxyphene
Alcohol	Creatinine Level
Methadone	Nicotine

I. Access to Results

1. The testing agency will be authorized to report results only to the school administrators or school nurses. Test results shall be destroyed at the end of each year, unless conditions for future participation required by policy following a positive test have not been met.

J. Procedures for a Positive Results

1. If a student tests positive, the parent will be notified immediately. A student or parent may contest the results of the random test and request a second test, at the student's expense by testing again at the hospital, BRHD, or CIO-Medical. The second test must be completed within 24 hours after receiving notification.

K. Consequences for a Positive Tobacco/Nicotine Result

1. First Offense: A meeting involving the student, parent, athletic director, school nurse and if possible, the prevention/intervention specialist will be held to create an intervention plan. This will include enrollment into a smoking/vaping cessation program, a contract for attendance for academics and team practices. The student will complete the cessation program within two weeks of the meeting. The student will be tested again within the next 2 to 4 weeks.

2. Second and Subsequent Offenses: The student will miss the next game. A meeting involving the student, parent, athletic director, school nurse and if possible, the prevention/intervention specialist will be held to create/adjust the intervention plan. The student will enroll in a different cessation program than the one entered into for the first offense.
 - a. If second and subsequent offenses occur over different school years, the consequence is still treated as a second offense.

L. Consequences of Positive Results (not involving tobacco/nicotine)

1. In all of the following offenses, local school and/or district requirements which deal with discipline, suspension, corrective measures, parent involvement, rehabilitation and so forth, must be met. Any costs for such programs are the responsibility of the student and his or her parents.
2. First offense: Suspension from two consecutive weeks of all games, meets, matches, competitions or performances. Practice may be continued following a personal assessment of the student by a licensed substance abuse counselor or treatment program and/or participation in a district approved intervention program as well as a negative drug test. Students will be included in the random testing pool immediately after their return from a suspension; a positive result on a subsequent test will be considered a second offense.
3. Second offense: A six-week suspension from all games, meets, matches, competitions or performances. Student participation in an assessment by a licensed substance abuse intervention or treatment program with prescribed follow-up is required. Practice may continue only after the assessment has been completed, positive participation in the prescribed follow-up is occurring, and the student has submitted a sample with negative test results, through the school's testing program or by another reputable medical lab.
4. Third offense: An eighteen-week suspension from all games, meets, matches, competitions, performances and practices. Reinstatement of eligibility at the end of the eighteen-week suspension is predicated upon successful completion of a formal assessment, intervention and treatment program, and the student submitting a sample with negative test results, through the school's testing program or by another reputable medical lab.
5. A fourth or any subsequent offense will be treated as a third offense.
6. If a student refuses to be tested, or makes an attempt to change or alter the test results he or she will be treated as if he or she tested positive.

7. Offenses are cumulative during a student's career in the secondary schools of Box Elder School District.

M. Non-Punitive Nature of Policy

1. No student shall be penalized academically for testing positive for use of illegal drugs or alcohol, nor shall any student be denied the right to participate in or otherwise be denied any benefits, services, or programs of the school, other than participation in the activity programs as outlined above. The results of the drug test pursuant to this policy will not be documented in any student's academic records. Information regarding the results of the drug test shall be kept confidential among the building principal, designees, any employee with a need to know, the student's parent, and the student. In particular, test results will not be disclosed to law enforcement or juvenile authorities without a valid and binding subpoena or other process issued by a court of competent jurisdiction.

N. Voluntary Testing Program

1. To assist in the ultimate goal of drug free schools and drug free students, the school will include in the next testing/screening any student whose parent requests that the testing be done. Parents are responsible for all costs associated with the test.

POLICY 5310

Fundraising

A. General Policy Statements – District/School Sponsored Fundraising

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

[Utah Code § 51-7-3\(26\) \(2023\)](#)
3. Donations should be used for the purpose for which they were donated and in accordance with State and District policies. Donations, whether in-kind, cash, or otherwise, shall be complete transfers of ownership, rights, privileges, and/or title in or to the donated goods or services and become exclusive property of the District upon delivery.
4. The Box Elder School District Foundation (the "Foundation") is an entity established to receive donations and gifts for the benefit of the District and the District's schools. Any organization or individual wishing to donate cash to a school is encouraged to make such donations through the Foundation.

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

[Utah Admin. Rules R277-407-7\(5\) \(July 11, 2023\)](#)

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

[Utah Admin. Rules R277-407-7\(5\) \(July 11, 2023\)](#)

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

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

11. Students involved in fundraising

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

[Utah Admin. Rules R277-407-10\(2\)\(d\) \(July 11, 2023\)](#)

- c. ~~Competitive enticements for participation in fundraisers are strongly discouraged, especially when the enticements are aimed at individual students.~~ No rewards may be offered to individual students. No rewards or prizes may be offered to groups or classes unless specifically approved by the school principal and the applicable elementary or secondary assistant superintendent.

- d. A sales quota is not permitted, nor is the practice of requiring students to pay for any unsold items.

12. Faculty and staff involved in fundraising

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

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

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

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

B. Elementary/Middle/Intermediate School Sponsored Fundraising

- 1. Each school will be limited to one (1) fundraising activity per year.
- 2. Additionally, the school PTA organization will be permitted to disseminate information about one (1) PTA fundraising activity through the school, e.g., newsletter, notes sent home with students, or other such uses of school resources or persons.

3. All fundraising activities involving students shall consistently insist students do not go door-to-door for any purpose. Fundraising instructions shall specify students' involvement is to be limited to family and/or close personal friends.
4. An annual carnival or similar activity may be held in each school, in addition to the one (1) fundraiser.

C. High School Sponsored Fundraising

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

POLICY 5320

Student Travel

A. All Student Travel

1. Reward trips to commercial sites, recreational sites or businesses are prohibited on school days unless the trip directly relates to the current curriculum being studied by the students involved in the trip.
2. Out of state trips will only be approved if an appropriate alternative is not available within the State.
3. Overnight trips should be avoided.
4. All student travel must be approved in advance by the principal. Requests must be made using the District approved form and address each of the following:
 - a. Educational value of the trip and program - Each request for student travel must include the educational goals and objectives of the trip. Athletics teams should be competing at a higher level. (High school activities under the jurisdiction of the Utah High School Activities Association and within the permitted mileage radius or as part of the state play-offs do not require completion of this section.)
 - b. Distance – Priority will be given to shorter trips. Trips involving extensive travel should be replaced with local trips where possible.
 - c. Cost - Priority will be given to less expensive trips.
 - d. Class time missed - Priority will be given to trips that do not take students away from class time.
 - e. Quality of planning, chaperoning, etc.
 - f. Plans for make-up of class work - Make-up should be done in advance whenever possible.
5. All ground transportation within the State must be in District owned buses or vehicles.

6. Students riding in District vehicles to any activity will be required to return by the same means. Exceptions may be made where the parent requests deviation from the policy. Such requests must be in writing and presented in person prior to the departure time.
 7. Each bus must have at least one responsible adult supervisor, in addition to the bus driver, traveling on the bus at all times.
- B. Secondary Grades – 10-12 (This includes 9th graders for activities in which they are officially a part of a high school team or organization). The Board of Education, Superintendent, and/or building principal may take action to place additional restrictions on travel including, but not limited to, the number of trips that can be taken during the year, placing a moratorium on certain types of travel, and placing a limit on the amount that can be spent for a trip.
1. Travel Outside of the State of Utah (Excludes SE Idaho and Western Wyoming)
 - a. Each trip must be approved in advance by the principal and the Superintendent.
 - b. The trip may not take students away from school more than 2.5 days.
 - c. Travel outside of the United States is prohibited.
 - d. Each high school is limited to a maximum of four trips during any given fiscal year *with the following exceptions and under the stated restrictions:*
 - 1) Waiver exceptions include: Situations where the success of a specific program exceeds the level of competition readily available within the state or the opportunity provided is highly selective and considered a very unique educational experience.
 - 2) Waiver restrictions include: An organization being granted a waiver will not be eligible for a trip outside of the State of Utah (excluding SE Idaho and Western Wyoming) for at least two years, and each high school will be limited to no more than one waiver per year.
 - 3) Waivers will be issued by the administration when both the high school principal and the Superintendent are in agreement that the request meets the stated criteria.

- 4) In exchange for a school not using their waiver in any given year, a school may apply for a thirteenth trip within the State of Utah that exceeds the 150-mile radius under the following conditions:
 - a) The opportunity is a learning experience, athletic competition, or activity that is unique to the team, program, department, and/or the school.
 - b) The team, program, activity, or department has not used a trip that exceeds the 150-mile radius within the State or one of the school's trips beyond 150 miles and outside of the State of Utah during the current or the previous school year.
 - e. Organizations are not permitted to take a trip in consecutive years.
 - f. A minimum of 80% of the parents from the organizations sponsoring the trip must agree to have their student(s) participate in the activity. The balloting process is under the jurisdiction of the building principal and must be conducted by the principal or a neutral party authorized by the principal.
 - g. Families and/or students who decide not to participate in the trip for any reason are free from discrimination including but not limited to academic grades and future participation in the organization.
 - h. All travel cost associated with the trip, both student and staff, are the responsibility of the organization and those who are participating.
 - i. Organizations making a trip outside of the State of Utah and beyond 150 miles one-way are not eligible for other trips that exceed 150 miles one-way during the same school year.
 - j. CTE trips (Career and Technical Education) are exempt from the preceding provisions of this section B, D, E, F, and I when the trips are funded by the organization itself or through the district's CTE funds.
2. Travel within the State of Utah and Beyond 150 Miles One-way
 - a. Required trips associated with UHSAA regions, regional playoffs, and state tournaments are exempt from gaining administrative approval and will be supported financially by the respective high school and the district. (including cheerleaders)

- b. All other trips must be approved in advance by the principal and the Superintendent.
- c. Overnight travel should be avoided whenever possible.
- d. All travel will be by district owned buses and vehicles.
- e. With the exception of UHSAA activities outlined in section a, the travel cost for all trips within the State of Utah that are more than 150 miles one-way is the responsibility of the organization sponsoring the trip.
- f. With the exception of UHSAA activities outlined in section a, each school is limited to twelve trips within the State of Utah that exceed 150 miles one-way. Busses carrying student spectators to state playoff/tournament contests are exempt from the six trip maximum.
- g. Each trip must be justified by at least one of the following criteria:
 - 1. The trip will save instructional time by avoiding multiple trips during the same school year.
 - 2. The trip will reduce the total mileage (money) required to travel during the same school year.
 - 3. The trip provides a unique learning experience that cannot be replicated in an area within a 150-mile radius of the respective schools.
 - 4. The trip provides an athletic team with a superior level of competition that can't be replicated in an area within a 150-mile radius of the respective schools.
 - 5. The trip provides an athletic team with an opportunity to extend their competitive season as a result weather conditions.
- h. Organizations are not permitted to take more than one trip that exceeds 150 miles one-way during any given school year (inside or outside the State of Utah). Due to the nature of the CTE program, this provision may be waived for organizations within that program with the approval of the building principal and Superintendent.

C. Intermediate/Middle Grades (6-9)

1. All student travel must be within a 150-mile radius of the school.
2. Caution should be used seeking student donations and/or limiting participation based on a student's ability to pay.

D. Elementary Grades (K-5)

1. In any school year, schools may not exceed the number of field trips equal to three (3) times the number of grade levels in the school.
2. Fees may not be charged for student travel, (i.e., field trips). Organizations and individuals may donate funds for field trips.
3. All student travel must be within a 150-mile radius of the school. (Park Valley and Grouse Creek may calculate the radius from Snowville.)
4. Elementary students must be accompanied on all trips by their regular classroom teacher.
5. Field trips including elementary age students may not be scheduled to leave before the first bell or return after the last bell.

POLICY 1036

Board Member Conflict of Interest: ~~Board Member and Employee~~

A. Private, Controlled, or Protected Information

1. Board Members may not:

- a. Accept employment or engage in any business or professional activity that the member might reasonably expect would require or induce the member to improperly disclose controlled information gained by reason of being a member of the Board.
- b. Disclose or improperly use controlled, private or protected information acquired by reason of membership on the Board or in the course of official duties for the member's or another's private gain or benefit.
- c. Use or attempt to use the member's position on the Board to substantially further the member's economic interest or to secure special privileges or exemptions for the member or others.
- d. Accept other employment that the member might expect would impair the member's independence of judgment in performing the member's public duties.
- e. Accept other employment that the member might expect would interfere with the ethical performance of the member's duties.

[Utah Code § 67-16-4 \(2018\)](#)

~~B. Purpose: The purpose of this policy is to set forth standards of conduct for Board Members and employees of the Box Elder District in areas where there are actual or potential conflicts of interest between their public duties and their private interests. This policy is intended to strengthen public confidence in the district and its employees. The policy is based on state law, Utah Code § 67-16.~~

~~C. Holding Public Office~~

- ~~1. District employees may not serve as members of the Board. District employees may serve as members of the governing bodies of other school districts (other than those in which they are employed), cities, towns, or other local governmental districts.~~

~~Utah Code § 20A-14-202(4) (2022)~~

~~D. School Supplies~~

- ~~1. Employees may provide goods or services to the District consistent with State Procurement (Utah Code 63G-6a-506 and Utah Admin. Code R33-5) and this policy. If a District or school administrator solicits a project from an employee, documentation of the project shall include at least one phone quote for a comparable product, if possible, and the employee shall complete the project using his own equipment and time. In the alternative, and if appropriate, a District/school administrator may include the project in the employee's scope of work, may pay a reasonable stipend for the extra work, and the employee may use school equipment and/or time to complete the project.~~
- ~~2. The District/school administrator must always consider if the project is readily available from a local business at a comparable price before requesting the product from the employee.~~
- ~~3. In making these decisions, both administrator and employee must act consistent with the Public Officers' and Employees' Ethics Act, Utah Code 67-16.~~

~~E. Private, Controlled, or Protected Information~~

- ~~1. District employees may not:~~
 - ~~a. Accept employment or engage in any business or professional activity that the employee might reasonably expect would require or induce the employee to improperly disclose controlled information that the employee has gained by reason of the employee's position.~~
 - ~~b. Disclose or improperly use controlled, private or protected information acquired by reason of the employee's official position or in the course of official duties for the employee's or another's private gain or benefit.~~
 - ~~c. Use or attempt to use the employee's position with the District to substantially further the employee's economic interest or to secure special privileges or exemptions for the employee or others.~~

~~d. Accept other employment that the employee might expect would impair the employee's independence of judgment in performing the employee's public duties.~~

~~e. Accept other employment that the employee might expect would interfere with the ethical performance of the employee's duties.~~

~~Utah Code § 67-16-4 (2018)~~

F. Accepting Gifts, Compensation or Loan

1. No ~~Board Member District employee~~ shall knowingly receive, accept, take, seek, or solicit, directly or indirectly, any gift, compensation, or loan for the ~~member employee~~ or another if:
 - a. It would tend to influence someone in the ~~member's employee's~~ position in the discharge of employment duties;
 - b. The ~~member employee~~ knows or someone in the ~~member's employee's~~ position should know it is a reward for the ~~member's employee's~~ action; or
 - c. The ~~member employee~~ recently has been, or is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided below captioned "Receiving Compensation for Assistance in Transaction Involving a ~~State Government Agency~~."
2. This section does not apply to the following:
 - a. An occasional non-pecuniary gift having a value of not in excess of \$50.00;
 - b. An award publicly presented in recognition of public services;
 - c. Any bona fide loan made in the ordinary course of business by an institution authorized by the laws of this state or any other state to engage in making such loans.
 - d. A political campaign contribution if the contribution is actually used in a political campaign of the recipient ~~District Board Member employee~~.

Utah Code § 67-16-5 (2014)

G. Receiving Compensation for Assistance in Transaction **Involving a Government Agency**

1. **Involving a State Agency**

- a. **A “government agency” is any department, division, agency, commission, board, council, committee, authority or any other institution of the state or any of its political subdivision, including the District and Board of Education. No Board Member or District employee shall receive or agree to receive compensation for assisting any person or business entity in any transaction involving a state agency unless the District employee files with the Superintendent, the state attorney general’s office, and the head of the agency with which the transaction is being conducted a sworn written statement containing the following information:**
 - 1) The name and address of the employee.
 - 2) The name of the District.
 - 3) The name and address of the person or business entity being or to be assisted.
 - 4) A brief description of the transaction as to which service is rendered or is to be rendered and of the nature of the service performed or to be performed.
- b. The sworn statement shall be filed within 10 days after the date of any agreement between the District employee and the person or business entity being assisted or the receipt of compensation, whichever is earlier.
- c. **The Superintendent shall post the sworn statement on the District’s website and ensure that it remains on the website while the Board members remains in office**

[Utah Code § 67-16-6 \(2014\)](#)

H. **Annual Conflict of Interest Disclosure**

1. **Unless the Board member or employee is required to file a conflict of interest disclosure statement because of holding another position, each Board Member or employee shall prepare and submit to the Superintendent a written conflict of interest disclosure statement between January 1 and January 31 of each year the Board Member is in office or the employee is employed with the District. ~~A written statement shall be filed annually with the Superintendent by all Board Members,~~**

~~superintendent, business administrator, facilities administrator, coordinators of school lunch, purchasing and transportation, and any other district employee who:~~

[Utah Code § 67-16-16\(1\) \(2024\)](#)

- ~~2. The written conflict of interest statement shall include each item of information required by [Utah Code § 20A-11-1604\(4\)](#).~~

[Utah Code § 20A-11-1604\(4\) \(2022\)](#)

[Utah Code § 67-16-16\(1\)\(a\) \(2024\)](#)

- ~~3. The Superintendent shall post an electronic copy of the conflict of interest disclosure statement on the District's website within 10 business days of receipt from the Superintendent and provide the lieutenant governor with a link to the posting. The Superintendent shall ensure that the disclosure remains posted on the District's website while the Board member remains in office. If the Board member is not required to submit the disclosure statement to the Superintendent because the Board member is required to file a conflict of interest disclosure statement because of holding another position, the Superintendent shall post a link to the Board member's disclosure on the District website and shall provide the lieutenant governor with a copy of the link.~~

[Utah Code § 67-16-16\(2\), \(7\) \(2024\)](#)

- ~~4. If the Superintendent determines that a Board member has not timely submitted a conflict of interest disclosure statement or that the statement does not meet the statutory requirement, the Superintendent shall notify the Board member within five days and direct the Board member to submit an statement or an amended statement correcting the problem. If the statement or corrected statement is not submitted within seven days after the Superintendent's notice, the Superintendent shall report the violation to the Utah Attorney General and shall impose a civil fine of \$100 against the Board member. Any such fine shall be deposited into the District's general fund as a dedicated credit to pay for the costs of administering the disclosure requirement.~~

[Utah Code § 67-16-16\(3\)-\(6\) \(2024\)](#)

- ~~5. Accepts other employment that he or she might expect would impair his or her independence of judgment in the performance of his or her public duties; or would interfere with the ethical performance of his or her public duties.~~

- ~~6. Accepts any gift, compensation, or loan that comes because of past, present, or future action directly affecting the donor. (An award publicly presented in recognition of public services or a non-pecuniary gift of less than \$50.00 value is not prohibited.)~~
 - ~~7. Initiates business dealings on behalf of the district with any business or individual from whom the board member or employee receives compensation or gifts in any form.~~
- ~~I. Statements filed with the superintendent under "C" above, shall be signed by the Board Member or district employee and contain:~~
- ~~1. The name and address of the board member or district employee involved;~~
 - ~~2. The name and address of the person or business entity with whom a conflict of interest may exist;~~
- ~~J. A brief description of the board member's or employee's involvement or interest with the individual or business entity named.~~
- ~~K. The statement shall be filed within ten days or the earlier of:~~
- ~~1. The date of any agreement between the board member or district employee and the person or business entity being assisted or;~~
 - ~~2. The receipt of compensation from that entity.~~
 - ~~3. The statement is public information and shall be available for examination by the public.~~
- ~~L. Penalties for violation of this policy may include removal from office, dismissal from employment, and/or criminal prosecution. Additionally, the school district may rescind or void any contract or subcontract entered into as a result of actions prohibited under this policy, and do so without returning any part of the consideration that the district may have received.~~

POLICY 1040

Board Member Elections and Redistricting

- A. No more than four members may be elected to the Board in any election year, unless otherwise required as a consequence of redistricting or appointment to fill a vacancy under [Utah Code § 20A-14-202\(1\)\(h\) \(2022\)](#).
- B. An individual may become a candidate for a local school board by filing a declaration of candidacy. Election of a local school board member shall be in accordance with [Utah Code § 20A-14](#). Filings required by [Utah Code § 20A-9-202](#) shall be made in the county clerk's office.
- C. The term of office for an elected member is four years, beginning on the first Monday in January following the election, except as provided in [Utah Code § 20A-14-203\(2\) \(2022\)](#). A member shall serve until a successor is elected or appointed and qualified.

[Utah Code § 20A-14-203\(2\) \(2022\)](#)

- D. A member shall qualify to serve upon taking and signing the constitutional oath of office:
1. "I do solemnly swear (or affirm) that I will support, obey and defend the constitution of the United States and the Constitution of Utah, and that I will discharge the duties of my office with fidelity."

[Utah Constitution Art. IV, Sec. X](#)
[Utah Code § 53G-4-201 \(2019\)](#)
[Utah Code § 20A-14-202\(3\) \(2022\)](#)

- E. After the board member has taken and signed the oath of office, the oath shall be filed with the business administrator of the District.

[Utah Code § 20A-14-202\(4\) \(2022\)](#)

- F. Redistricting does not cut short board member terms

1. Redistricting does not affect the right of any school board member to complete the term for which the member was elected, **except as may be required for redistricting following creation of a new school district.**

[Utah Code § 20A-14-201\(5\) \(2024\)](#)

G. Representation of school board districts after redistricting

1. If after redistricting only one board member whose term extends beyond redistricting lives within a local school board district, that board member shall represent that school board district.
2. If after redistricting two or more members whose terms extend beyond redistricting live within a local school board district, the members involved shall select one member by lot to represent that school board district.
 - a. The other members shall serve at-large for the remainder of their terms.
 - b. Notwithstanding the number of board members otherwise established by law, the at-large board members shall serve in addition to the designated number of board members for the board in question for the remainder of their terms.
3. If after redistricting there is no board member living within a local school board district whose term extends beyond redistricting, the seat for that school board district shall be treated as vacant and filled as provided in [Policy 1032 Vacancies on the Board](#).

[Utah Code § 20A-14-201\(6\) \(2024\)](#)

H. Adjustment of term lengths because of redistricting

1. If, before an election affected by redistricting, the county or municipal legislative body that conducted the redistricting determines that one or more members must be elected to terms of two years to meet this part's requirements for staggered terms, the legislative body shall determine by lot which of the local school board districts will elect members to two-year terms and which will elect members to four-year terms. All subsequent elections are for four-year terms.

[Utah Code § 20A-14-201\(7\) \(2024\)](#)

POLICY 1070

Board Meeting Procedures

- A. "Meeting" means a gathering of the Board with a quorum present that is convened by an individual with authority to convene the Board and following the Board's process for convening and for the express purpose of acting as the Board to receive public comment about, deliberate about, or take action on a relevant matter. A "relevant matter" is one which is within the scope of the authority of the Board but does not include a managerial or operational matter. Members of the Board constituting a quorum may not act together in a concerted and deliberate way outside a meeting of the Board to predetermine an action to be taken by the Board at a meeting on a relevant matter. ~~the convening of the Board with a quorum present, whether in person or by means of electronic equipment, for the purpose of discussing, receiving public comment about, or acting upon a matter over which the Board has jurisdiction, including a workshop or executive session. However, a "meeting" does not include a chance or social gathering; or meetings where no funds are appropriated for expenditure and board members are convened solely to discuss administrative or operational matters which do not require formal action or would not come before the Board for discussion or action.~~

[Utah Code § 52-4-103\(5\)\(11\) \(2024\)](#)

[Utah Code § 52-4-208\(1\) \(2024\)](#)

B. Rules of Order and Procedure

1. The Board of Education shall adopt Rules of Order and Procedure to govern a public meeting of the Board of Education. The Rules of Order and Procedure shall include a set of policies that govern and prescribe in a public meeting:
 - a. Parliamentary order and procedure;
 - b. Ethical behavior; and
 - c. Civil discourse.
2. After adopting the Rules of Order and Procedure, the Board of Education shall:
 - a. Conduct its public meeting in accordance with the Rules of Order and Procedure adopted by the Board of Education; and

- b. Make the Rules of Order and Procedure available to the public at each meeting of the Board of Education, and on the District's public website.

[Utah Code § 53G-4-202\(1\)\(c\), \(2\) \(2019\)](#)

3. Upon a two-thirds vote, the Board of Education may expel a member of the Board from an open public meeting of the Board for:
 - a. Disorderly conduct at the meeting;
 - b. The member's direct or indirect financial conflict of interest regarding an issue discussed at or action proposed to be taken at the meeting; or
 - c. Commission of crime during the meeting; or
 - d. Other reasons that have been adopted by the Board.

[Utah Code § 53G-4-202\(5\) \(2019\)](#)

C. Open to the Public

1. Every meeting of the Board shall be open to the public unless closed pursuant to [Utah Code §§ 52-4-204 \(2018\)](#), [52-4-205 \(2019\)](#), and [52-4-206 \(2018\)](#). With the exception of those topics identified for a closed session, the Board shall deliberate and take action openly.

[Utah Code § 52-4-201\(1\)\(a\) \(2024\)](#)

D. Public Comment

1. At open meetings other than work sessions or emergency meetings, the Board will receive verbal and written comments from the public on topics which are germane to the Board's authority. Written comments can be submitted by sending them through email to the Superintendent before the meeting or by hand delivering them to District staff members at the meeting. Written comments will not be read at the meeting but will be provided to the members of the Board and will be included in the meeting minutes. Verbal comments at the meeting shall be received from members of the public who sign up prior to the time for public comment and will be taken in the order that individuals sign up. Each individual will be allowed up to 3 minutes to provide comments to the Board. The Board's agenda will specify the amount of time for public comment, which will generally be between 30 minutes and 1 hour.

[Utah Code § 52-4-201.3 \(2023\)](#)

2. By allowing public comment, the Board does not endorse any such comment. Therefore, persons providing comment bear any and all legal liability which may arise under governing law from making such comments. For example, defamatory comments about specific individuals may expose the commenter to legal liability from those individuals; similarly, threats of violence towards other individuals may expose the commenter to prosecution.
3. The public comment period is to allow members of the public to provide input to the Board in its capacity as a legislative body. The public comment period is not a forum for discussion or debate between the Board and members of the public. The Board does not engage in discussion during public comments, but may later follow up on comments made during public comment.

E. Public Hearing

1. A public hearing is an open meeting at which members of the public are given a reasonable opportunity to comment on a subject of the meeting. The Board shall hold a public hearing when considering whether to close a school **or special enrollment program** or change the boundaries of a school **or location of a special enrollment program**, when submitting a ballot issue regarding bond authorization or a tax increase, when considering the adoption of the District budget, before authorizing issuance of bonds, and when considering changes to the Board member compensation schedules, as required by statute.

[Utah Code § 11-14-103\(6\) \(2024\)](#)

[Utah Code § 11-14-318 \(2023\)](#)

[Utah Code § 53G-4-402\(24\) \(2024\)](#)

[Utah Code § 53G-7-303\(2\) \(2019\)](#)

[Utah Code § 53G-4-204\(2\) \(2023\)](#)

[Utah Code § 59-1-1605 \(2016\)](#)

F. Interference with Conduct of Board Meetings

1. Those in attendance at Board meetings are prohibited from interfering with the conduct of the meeting by demonstrations, whether audible or visual or by conduct. Those who do not abide by Board procedures for orderly presentation of comments when permitted may be asked to leave or the Board may use appropriate legal means to remove those disrupting the meeting.

2. Distribution of handbills, flyers, or other printed materials by members of the public is prohibited during Board meetings. Similarly, members of the public may not circulate petitions or similar requests for participation during a Board meeting.

G. Public recording

1. All or any part of the proceedings in any open board meeting may be recorded by any person in attendance provided that the recording does not interfere with the conduct of the meeting.

[Utah Code § 52-4-203\(5\) \(2024\)](#)

H. Attendance by Local Government Representatives

1. An interested mayor or interested county executive (or their designees) may attend and participate in the board's discussions in the open portions of the Board's meetings. An "interested mayor" is the mayor of the municipality which is partly or entirely within the boundaries of the school district. An "interested executive" is the county executive or county manager of a county with unincorporated area within the boundary of the school district. These local government officials may not vote on any issue before the Board and their participation is subject to the Board President's authority to regulate the conduct of the meeting.
2. An interested mayor or interested county official may attend a closed meeting of the Board if invited by the Board. Where the closed meeting is held to discuss disposition or acquisition of real property, an interested mayor or interested county official may attend if invited by the Board and if the mayor or county executive does not have a conflict of interest with respect to the disposition or acquisition.

[Utah Code § 53G-7-208\(3\)\(a\) \(2019\)](#)

I. Quorum

1. A majority of the members of the Board shall constitute a quorum for meetings of the Board.

[Utah Code § 52-4-103\(9\) \(2024\)](#)

[Utah Code § 53G-4-203\(5\) \(2019\)](#)

J. USBA/NSBA Training session for the Board members

1. In the event the Board or any of its members meet with representatives of the Utah School Boards Association (USBA)/National School Board Association (NSBA) for the purpose of receiving or participating in instruction regarding Board functions or activities, and not for the purpose of discussing or acting upon a subject over which the Board has jurisdiction, the Board is not required to comply with the Utah Open and Public Meetings Act, [Utah Code § 52-4-101 et seq.](#)
2. If more than two Board members are present in such meetings, the Board members shall not discuss or act upon any specific matter over which it has jurisdiction. Board members will discuss only matters relative to the instruction they receive from USBA/NSBA representatives.
3. If Board members determine in an instructional meeting with representatives of USBA/NSBA that there is a need to discuss or act upon a subject over which the Board has jurisdiction, then the Board and its members must comply with the Open and Public Meetings Act, [Utah Code § 52-4-101 et seq.](#), prior to discussing or acting upon such matters.

POLICY 1072

Board Meetings: Notice Requirements

A. Public Notice of Annual Meeting Schedule

1. At least once each year, the Board shall give public notice of its annual meeting schedule. The notice shall specify date, time, and place of such meetings.

[Utah Code § 52-4-202\(2\) \(2023\)](#)

B. Notice of Specific Meetings

1. The Board shall provide public notice of each meeting at least 24 hours in advance of each meeting; such notice shall include the agenda, date, time, and place of the meeting.

[Utah Code § 52-4-202\(1\) \(2023\)](#)

C. Action Limited to Meeting Agenda

1. Where a meeting agenda must be included in the required public notice of a Board meeting, that agenda shall be sufficiently specific to notify the public of the topics to be considered at the Board meeting. To be sufficiently specific, the agenda shall at least list each anticipated topic under an agenda item in a manner which identifies the subject of discussion and if known the nature of the Board action being considered on the subject. The Board may not consider the topic in an open meeting which was not listed under an agenda item and included with the advance public notice of the meeting, except that if an unlisted topic is raised by the public during an open meeting the Board may, at the discretion of the presiding Board member, discuss the topic but may not take any final action on the topic during the meeting. This limitation may not apply to an emergency meeting where the requirements for holding and giving the best practicable notice of such a meeting have been met.

[Utah Code § 52-4-202\(6\) \(2023\)](#)

2. When the Board is meeting to conduct a public hearing with respect to adopting the budget or levying a tax rate which exceeds the certified tax rate, the Board's agenda must be limited to the hearing(s) and discussion and action on those items. (If the Board holds another meeting on the same date to address general business items,

the other meeting must conclude before the meeting on the budget and/or tax rate levy.)

[Utah Code § 59-2-919\(8\)\(b\)\(i\)\(B\), \(e\) \(2024\)](#)

D. Giving Notice of Meeting

1. Public notice of each Board meeting and of the Board's annual meeting schedule shall be given for at least 24 hours by:
 1. Posting written notice at the local Board of Education office;
 2. Posting notice on the Utah Public Notice Website; and,
 3. Posting notice on the [District's website, https://www.besd.net/](https://www.besd.net/).
4. Notice of each Board meeting shall also be given to each mayor or interested county executive (or their designee). An "interested mayor" is the mayor of a municipality that is partly or entirely within the boundaries of the school district. An "interested county executive" is the county executive or county manager of a county with unincorporated area within the boundaries of the school district. This notice shall be provided by mail, email, or other effective means agreed to by the person to receive notice.

[Utah Code § 52-4-202\(3\), \(4\) \(2023\)](#)

[Utah Code § 63G-30-102\(1\) \(2023\)](#)

[Utah Code § 53G-7-208\(3\)\(e\) \(2019\)](#)

E. Emergency Meeting

1. In case of emergency or urgent public necessity which renders it impractical to give the notice identified in the paragraphs above, the best notice practicable shall be given of the time and place of the meeting and of the topics to be considered at the meeting. No such emergency meeting of the Board shall be held unless an attempt has been made to notify all of its members and a majority of the members vote in the affirmative to hold the meeting.

[Utah Code § 52-4-202\(5\) \(2023\)](#)

F. Annual Budget Meeting Notice

1. In addition to complying with the aforementioned public notice requirements, in regards to the budget hearing, the Board shall do the following:
 - a. Publish the required newspaper advertisement and/or electronic newspaper advertisement (see [Utah Code § 45-1-101 \(2023\)](#) and the required Utah Public Notice Website advertisement at least ten days before the day on which the hearing is held
 - 1) The public hearing notice will include information on how the public may access the proposed budget.
 - b. File a copy of the proposed budget with the Board's business administrator for public inspection; and
 - c. Post a copy of the proposed budget on the [District's website](#).
 - d. In addition, if the proposed budget includes a tax rate in excess of the certified tax rate, or if the Board meeting is required to consider whether to adopt a tax rate in excess of the certified tax rate, the Board shall provide the notices and schedule the meeting as required by [Utah Code § 59-2-919](#).

[Utah Code § 53G-7-303\(2\) \(2019\)](#)
[Utah Code § 53F-8-201\(3\) \(2019\)](#)
[Utah Code § 59-2-919 \(2024\)](#)

G. Bond or Tax Increase Election Hearing Notice

1. In addition to complying with the aforementioned public notice requirements, if the Board is meeting under the [Transparency of Ballot Propositions Act](#) to hear arguments for or against a ballot proposition to authorize issuance of bonds or to increase taxes, the Board must post notice of the time, date, and place of the meeting (along with the arguments for and against the proposition):
 - a. On the Statewide Electronic Voter Information Website for 30 consecutive days before the election on the proposition;
 - b. On the [District's website](#) in a prominent place for 30 consecutive days before the election on the proposition;
 - c. If the District publishes a newsletter or other periodical, in the next scheduled edition before the election on the proposition.

[Utah Code § 59-1-1604\(5\) \(2016\)](#)

[Utah Code § 59-1-1605 \(2016\)](#)

- d. The meeting must begin at or after 6:00 p.m.

[Utah Code § 59-1-1605\(3\)\(b\) \(2016\)](#)

H. Bond Issuance Hearing Notice

1. In addition to complying with the aforementioned public notice requirements, if the Board is meeting to consider authorizing issuance of bonds under the Local Government Bonding Act, it shall publish notice of the intent to issue bonds on the Utah Public Notice Website in the same manner as a meeting notice as set forth above for at least 14 days before the public hearing on the bond issuance as required by [Utah Code § 11-14-318](#). The notice shall give notice that the hearing will be held to receive input from the public respecting the issuance of the bonds and the potential economic impact that the proposed improvement, facility, or property that the bonds will fund will have on the private sector.

[Utah Code § 11-14-318 \(2023\)](#)

[Utah Code § 63G-30-102\(1\) \(2023\)](#)

I. Lease Revenue Bond Notices

1. In addition to complying with the aforementioned public notice requirements, before issuing a lease revenue bond for more than \$10,000,000, the Board shall (1) make the required meeting statement, (2) publish notice of the proposed issuance of the lease revenue bond and notice of the related public hearing, and (3) hold a public hearing on the proposed issuance. The hearing shall be conducted as provided in [Utah Code § 11-14-103\(6\) \(2024\)](#) for lease revenue bonds.
2. The required meeting statement must be made during a meeting at least 14 days before the public hearing and the Board's agenda must have a separate item for the Board statement. The statement must indicate the Board's intent to issue a lease revenue bond and the purpose and estimated amount of the bond.
3. The notice must provide the date, time, place, and purpose of the public hearing. The notice must clearly state that the Board intends to issue a lease revenue bond, explain the purpose, proposed amount, and length of term of the bond and the annual amount that will be required to be paid in principal and interest. The notice must identify the intended lessee of the facility to be constructed using the proceeds from the bond and the expected amount of lease payments that the lessee will pay. The notice must include a statement substantially as follows: "This proposed lease

revenue bond commits money from future property tax and income tax revenue allocated to the school district. Additionally, a lease revenue bond generally has a higher interest cost than a voter-approved general obligation bond.” The notice shall meet the format requirements set forth in [Utah Code § 11-14-103\(6\)\(e\)\(iv\)\(A\)](#). The notice shall be published in a newspaper or newspapers of general circulation in the District once each week for the two weeks before the public hearing on the bond issuance and may not be placed in the portion of the newspaper where legal notices and classified advertisements appear. The notice shall also be published electronically on the public notice website established under [Utah Code § 45-1-101](#) for at least two weeks before the public hearing on the bond issuance. The notice shall also be published as a class A notice for at least two weeks before the public hearing on the bond issuance (posted at the Board of Education office, posted on the Utah Public Notice Website, and posted on the District’s website).

[Utah Code § 11-14-103\(6\) \(2024\)](#)

[Utah Code § 45-1-101 \(2023\)](#)

[Utah Code § 63G-30-102\(1\) \(2023\)](#)

J. Budget Appropriation Increase Meeting Notice

1. In addition to complying with the aforementioned public notice requirements, if the Board is meeting to consider a request to increase a budget appropriation, it shall publish the required newspaper notice and notice under [Utah Code § 45-1-101](#) of such meeting at least one week prior to the hearing.

[Utah Code § 53G-7-305\(6\)\(b\) \(2019\)](#)

K. School Closure or Boundary Change Hearing Notice

1. In addition to complying with the aforementioned public notice requirements, if the Board meeting is either to hold a public hearing regarding closing one or more schools or changing the attendance area boundaries for one or more schools, or to take such action, the additional notice requirements set out in [Policy 1210 School Closures and Boundary Changes](#) must also be met.

[Utah Code § 53G-4-402\(24\) \(2024\)](#)

L. Board Member Compensation Hearing Notice

1. In addition to meeting the aforementioned public notice requirements, if the Board is meeting to consider adopting a new Board member compensation schedule or schedules, or to consider amending an existing compensation schedule or

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Amended
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First Reading
September 11, 2024
Second Reading
October 9, 2024

schedules, the notice of the meeting with public hearing shall be given for at least seven days before the meeting

[Utah Code § 53G-4-204\(3\) \(2023\)](#)

POLICY 2001

Fiscal Management Goals

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

- e. Donations and gifts, and
- f. Financial reporting.

[Utah Admin. Rules R277-113-5\(4\), \(5\), \(6\), \(8\), \(9\) \(August 7, 2024\)](#)

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

[Utah Admin. Rules R277-113-5\(1\), \(2\) \(August 7, 2024\)](#)

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

[Utah Admin. Rules R277-113-5\(3\) \(August 7, 2024\)](#)

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

C. District Reporting

1. Definitions

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

- e. “Generally Accepted Government Auditing Standards” (“GAGAS”) means a set of auditing standards and guidelines promulgated by the Government Accountability Office.

[Utah Admin. Rules R277-113-2\(5\) – \(9\) \(August 7, 2024\)](#)

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

[Utah Admin. Rules R277-113-5\(9\)\(e\) \(August 7, 2024\)](#)

POLICY 2182

School Safety

A. Safety Needs Assessment

1. Unless an exception or modification is granted by the state security chief, the District shall ensure that a school safety needs assessment is conducted by December 31, 2024, for each school in the District. A school's assessment is conducted by the school safety specialist in collaboration with the county security chief or designee. The assessment will follow the form or process created by the state security chief and will determine needs and deficiencies regarding
 - a. appropriate school safety personnel (including necessary supports, training, and policy creation for personnel),
 - b. physical building security and safety (including required upgrades to facilities and safety technology), and
 - c. the school's current threat and emergency response protocols (including any emergency response agreements with local law enforcement).
2. The District shall report the results of each school safety needs assessment to the state security chief and the School Safety Center.

[Utah Code § 53G-8-701.5\(1\)\(a\)-\(c\), \(3\) \(2024\)](#)

B. Safety Personnel

1. Unless an exception or modification is granted by the state security chief, the District shall appoint or designate school safety personnel as required by statute and according to the timeline established by the state security chief. The personnel shall include a school safety and security director for the District, a school safety and security specialist for each school campus, and (for each school and based on the results of the school safety needs assessment) at least one school resource officer or school guardian or armed school security guard.

[Utah Code § 53G-8-701.5\(2\), \(3\) \(2024\)](#)

[Utah Code § 53G-8-701.8\(1\) \(2024\)](#)

2. School Safety and Security Director

- a. The District school safety and security director is the District point of contact for the county security chief, local law enforcement, and the state security chief. The school safety and security director:
- 1) Shall collaborate and maintain effective communications with local law enforcement, the county security chief, the District, and school-based behavioral and mental health professionals to ensure adherence with all policies, procedures, protocols, rules, and regulations relating to school safety and security;
 - 2) Shall, as applicable, coordinate security responses among school safety and security specialists, school resource officers, armed school security guards, and school guardians;
 - 3) If the school safety and security director is a District employee, shall be a member of the multidisciplinary team;
 - 4) Shall have a valid concealed carry firearm permit; and
 - 5) Shall complete the training requirements for school guardians, for school resource officers, and for armed school security guards.

[Utah Code § 53G-8-701.5\(2\)\(b\) \(2024\)](#)

[Utah Code § 53G-8-701.8\(2\) \(2024\)](#)

[Utah Code § 53-22-105\(1\)\(a\), \(b\), \(d\) \(2024\)](#)

[Utah Code § 53G-8-702 \(2024\)](#)

[Utah Code § 53G-8-703\(4\)\(a\)\(ii\) \(2024\)](#)

[Utah Code § 53G-8-213\(1\)\(a\) \(2024\)](#)

- b. The school safety and security director does not have authority to act in a law enforcement capacity. The director may take actions necessary to prevent or abate an active threat and may temporarily detain an individual when the director has reasonable cause to believe the individual has committed or is about to commit a forcible felony. Except during an active threat, if the director is carrying a firearm on school grounds it shall be carried in a concealed manner and may not be displayed or open carried.

[Utah Code § 53G-8-701.6\(2\), \(4\) \(2024\)](#)

[Utah Code § 53G-8-701.5\(2\)\(c\) \(2024\)](#)

3. The school safety and security specialist:

- a. Reports directly to the principal;
- b. Oversees school safety and security practices to ensure a safe and secure school environment for students and staff;
- c. Ensures adherence with all policies, procedures, protocols, rules, and regulations relating to school safety and security through collaborating and maintaining effective communications with, as applicable:
 - 1) The principal;
 - 2) School staff;
 - 3) The school resource officer;
 - 4) The armed school security guard;
 - 5) The school guardian;
 - 6) Local law enforcement;
 - 7) The county security chief;
 - 8) The school safety and security director;
 - 9) The District; and
 - 10) School-based behavioral and mental health professionals;
- d. In collaboration with the county security chief or designee:
 - 1) Conducts the school safety needs assessment; and
 - 2) Conducts a building safety inspection at least annually using the results of the school safety needs assessment to recommend and implement improvements to school facilities, policies, procedures, protocols, rules, and regulations relating to school safety and security;
- e. Serves as a member of the multidisciplinary team;

- f. When deemed necessary by the specialist, conducts a behavioral threat assessment using an evidence-based tool recommended by the state security chief;
- g. Monitors and regularly reports to the principal, local law enforcement, and the Superintendent or designee security risks for the school resulting from either issues with school facilities or the implementation of practices, policies, procedures, and protocols relating to school safety and security;
- h. Coordinates with local first responder agencies to implement and monitor safety and security drills in accordance with policy and applicable procedures and protocols;
- i. Ensures that school staff and, when appropriate, students, receive training on and remain current on the school's safety and security procedures and protocols;
- j. Following an event where security of the school has been significantly compromised, organizes a debriefing regarding strengthening school safety and security practices, policies, procedures and protocols with (as applicable):
 - 1) The principal;
 - 2) School staff;
 - 3) The school resource officer;
 - 4) The armed school security guard;
 - 5) The school guardian;
 - 6) Local law enforcement;
 - 7) The county security chief;
 - 8) The school safety and security director;
 - 9) The District; and
 - 10) School-based behavioral and mental health professionals;

- k. Abides by District, school, and law enforcement policy outlining the chain of command;
- l. During an emergency and as applicable, coordinates with the:
 - 1) School resource officer;
 - 2) School guardian;
 - 3) Armed school security guards;
 - 4) School administrators; and
 - 5) Responding law enforcement officers;
- m. Follows District, school, and law enforcement student privacy policies (including state and federal privacy laws);
- n. Participates in annual training selected by the state security chief; and
- o. Remains current on:
 - 1) A comprehensive school guideline selected by the state security chief;
 - 2) The duties of a school safety and security specialist; and
 - 3) The school's emergency response plan.

[Utah Code § 53G-8-701.6\(3\) \(2024\)](#)

[Utah Code § 53G-8-213\(1\)\(a\) \(2024\)](#)

4. School guardian

- a. A school guardian is a school employee who meets the eligibility requirements and has been approved to be a school guardian by the school's principal (or the Superintendent if a principal applies to be a guardian). A school may designate more than one school guardian. An employee's school guardian status may be revoked at any time by the school principal, county sheriff, or state security chief.

[Utah Code § 53-22-105\(3\), \(8\), \(14\) \(2024\)](#)

- b. A school employee may volunteer to be a school guardian if the employee's regular work duties and responsibilities must require the employee to be physically present at the school's campus while school is in session. The principal, a teacher, or a person whose primary responsibilities require the employee to be primarily present in a classroom to teach, care for, or interact with students are not eligible unless the person is employed at a school with 100 or fewer students, or employed at a school with adjacent campuses as determined by the state security chief, or unless an exception is made by the state security chief.

[Utah Code § 53-22-105\(1\)\(f\) \(2024\)](#)

[Utah Code § 53G-8-701.5\(3\) \(2024\)](#)

- c. To be qualified for designation as a school guardian, an eligible employee must:
- 1) Satisfactorily complete the initial training for a school guardian within the prior six months;
 - 2) Hold a valid firearm concealed carry permit;
 - 3) Certify to the sheriff of the county where the school is located that the employee has undergone the initial training and intends to serve as a school guardian;
 - 4) Successfully complete a mental health screening selected by the state security chief; and
 - 5) Be approved by the school administrator to be a school guardian.

[Utah Code § 53-22-105\(3\)\(a\) \(2024\)](#)

- d. A school guardian must complete the required annual and biannual training to retain the designation of a school guardian.

[Utah Code § 53-22-105\(1\)\(a\), \(b\), \(3\)\(b\) \(2024\)](#)

- e. A school guardian does not have authority to act in a law enforcement capacity. The guardian may take actions necessary to prevent or abate an active threat and may temporarily detain an individual when the guardian has reasonable cause to believe the individual has committed or is about to commit a forcible felony.

[Utah Code § 53-22-105\(7\) \(2024\)](#)

- f. Except during an active threat, if the guardian is carrying a firearm on school grounds it shall be carried in a concealed manner and may not be displayed or open carried. A guardian may store the guardian's firearm on school grounds only if the firearm is stored in a biometric gun safe, that safe is located in the guardian's office, and the guardian is physically present on school grounds while the firearm is stored in the safe.

[Utah Code § 53-22-105\(5\) \(2024\)](#)

- g. Except when it occurs during a training exercise, a school guardian who points a firearm at an individual during the performance of the guardian's duties shall file a report which describes the incident, identifies the individuals involved, and includes any other information required by the state security chief. The report shall be submitted within 48 hours of the incident to the school administrator, school safety and security director, and the state security chief.

[Utah Code § 53-22-105\(11\), \(12\), \(13\) \(2024\)](#)

- h. A school guardian with active status in the school guardian program is not liable for civil damages or penalties if the guardian:
 - 1) Threatens, draws, or otherwise uses a firearm reasonably believing the action to be necessary in compliance with Utah Code § 76-2-402 (regarding use of force in defense of a person); or
 - 2) When carrying or storing a firearm, is acting in good faith and is not grossly negligent.

[Utah Code § 53-22-105\(10\) \(2024\)](#)

[Utah Code § 76-2-402 \(2022\)](#)

5. Armed school security guard

- a. An "armed private security officer" is an individual employed by a contract security company whose primary duty is guarding personal or real property or providing protection or security to the life and well-being of humans or animals and who wears, carries, possesses, or has immediate access to a firearm in the performance of the individual's duties. A "contract security company" is a company that is engaged in business to provide security services to another person, business, or entity on a contractual basis by assignment of an armed or unarmed private security officer. An "armed school security guard" is an armed private security officer who:

- 1) Is licensed as an armed private security officer under Title 58, Chapter 63, Security Personnel Licensing Act;
- 2) Has a valid firearm concealed carry permit; and
- 3) Has undergone training from the county security chief regarding:
 - a) The safe loading, unloading, storage, and carrying of firearms in a school setting;
 - b) The role of armed security guards in a school setting; and
 - c) Coordination with law enforcement and school officials during an active threat.
- b. In order to remain eligible to be assigned as an armed school security guard at a District school, the guard must participate in and satisfy the initial, annual, and biannual training requirements for school guardians.

[Utah Code § 53G-8-704\(1\), \(4\) \(2024\)](#)

[Utah Code § 58-63-102\(3\), \(8\) \(2023\)](#)

[Utah Code § 53-22-105\(1\) \(2024\)](#)

- c. An armed school security guard's responsibilities and duties are as outlined in Policy CED and in the contract between the District and the contract security company employing the guard.

[Utah Code § 53G-8-704\(2\)\(b\), \(3\) \(2024\)](#)

- d. An armed school security guard may conceal or openly carry a firearm at the school at which the guard is employed under the contract between the District and the employing contract security company.

[Utah Code § 53G-8-704\(5\) \(2024\)](#)

- e. An armed school security guard who points a firearm at an individual or aims a conductive energy device at an individual and displays the electrical current shall file a report which describes the incident, identifies the individuals involved, and includes any other information required by the state security chief. The report shall be submitted within 48 hours of the incident to the school administrator, school safety and security director, and the state security chief.

[Utah Code § 53G-8-704\(8\), \(9\) \(2024\)](#)

C. Panic Alert Devices

1. Consistent with the results of the school safety needs assessment, a staff person in each classroom shall be provided with a wearable panic alert device that allows for immediate contact with emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments. Before the beginning of each school year, all school building personnel shall receive training on the protocol and appropriate use of the panic alert device.

[Utah Code § 53G-8-805\(1\), \(2\) \(2024\)](#)

D. Law Enforcement Access to Security Cameras

1. The District shall make all security cameras in school buildings accessible by a local law enforcement agency and shall coordinate with the local law enforcement agency to establish appropriate access protocols.

[Utah Code § 53G-8-805\(3\) \(2024\)](#)

E. Prevention and Intervention

1. The District shall provide schools with curriculum materials regarding comprehensive violence prevention and intervention strategies such as resource lessons and materials on anger management, conflict resolution, and respect for diversity and other cultures. In so doing, the District shall make use of materials and resources provided by the State Board of Education. Schools may also provide age-appropriate instruction on firearm safety, including appropriate steps to take if a student sees a firearm or facsimile firearm at school.

[Utah Admin. Rules R277-400-8\(5\), \(6\) \(July 11, 2023\)](#)

2. To the extent resources permit, the District shall also develop or incorporate tiered student assistance programs. In developing student assistance programs, the District may coordinate with the State Superintendent and other state agencies.

[Utah Admin. Rules R277-400-8\(3\), \(7\) \(July 11, 2023\)](#)

POLICY 3006

Employee Conflict of Interest

A. Holding Public Office

1. District employees may not serve as members of the Board. District employees may serve as members of the governing bodies of other school districts (other than those in which they are employed), cities, towns, or other local governmental districts.

[Utah Code § 20A-14-202\(4\) \(2022\)](#)

B. School Supplies

1. No teacher, administrator, or other employee of the District shall sell or otherwise receive compensation from the District as a result of the purchase, lease, or acquisition of any kind of school furniture or supplies.

C. Private, Controlled, or Protected Information—

1. District employees may not:
 - a. Accept employment or engage in any business or professional activity that the employee might reasonably expect would require or induce the employee to improperly disclose controlled information that the employee has gained by reason of the employee's position.
 - b. Disclose or improperly use controlled, private or protected information acquired by reason of the employee's official position or in the course of official duties for the employee's or another's private gain or benefit.
 - c. Use or attempt to use the employee's position with the District to substantially further the employee's economic interest or to secure special privileges or exemptions for the employee or others.
 - d. Accept other employment that the employee might expect would impair the employee's independence of judgment in performing the employee's public duties.
 - e. Accept other employment that the employee might expect would interfere with the ethical performance of the employee's duties.

Utah Code § 67-16-4 (2018)

D. Accepting Gifts, Compensation or Loan

1. No District employee shall knowingly receive, accept, take, seek, or solicit, directly or indirectly, any gift, compensation, or loan for the employee or another if:
 - a. It would tend to influence someone in the employee's position in the discharge of employment duties;
 - b. The employee knows or someone in the employee's position should know it is a reward for the employee's action; or
 - c. The employee recently has been, or is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided below captioned "Receiving Compensation for Assistance in Transaction Involving a Government Agency."
2. This section does not apply to the following:
 - a. An occasional non-pecuniary gift having a value of not in excess of \$50.00;
 - b. An award publicly presented in recognition of public services;
 - c. Any bona fide loan made in the ordinary course of business by an institution authorized by the laws of this state or any other state to engage in making such loans.
 - d. A political campaign contribution if the contribution is actually used in a political campaign of the recipient District employee.

Utah Code § 67-16-5 (2014)

E. Receiving Compensation for Assistance in Transaction Involving a Government Agency

1. A "government agency" is any department, division, agency, commission, board, council, committee, authority or any other institution of the state or any of its political subdivisions, including the District and Board of Education. No District employee shall receive or agree to receive compensation for assisting any person or business entity in any transaction involving a government agency unless the District employee files with the superintendent, the state attorney general's office, and the head of the agency with which the transaction is being conducted a sworn written statement containing the following information:

- a. The name and address of the employee.
 - b. The name of the District.
 - c. The name and address of the person or business entity being or to be assisted.
 - d. A brief description of the transaction as to which service is rendered or is to be rendered and of the nature of the service performed or to be performed.
2. The sworn statement shall be filed on or before the earlier of 10 days after the date of any agreement between the District employee and the person or business entity being assisted or 10 days after the receipt of compensation.

[Utah Code § 67-16-3\(1\) \(2024\)](#)

[Utah Code § 67-16-6 \(2024\)](#)

POLICY 3007

Employment – Staff Code of Conduct

A. Definitions

1. Abuse

- a. “Physical abuse” means abuse that results in physical injury or damage.
- b. “Sexual abuse” has the same meaning as defined in [Utah Code § 80-1-102\(79\)](#).
- c. “Verbal abuse” means repeatedly communicating in an objectively demeaning or disparaging manner which creates a hostile, intimidating, abusive, offensive, or oppressive learning environment.
- d. “Mental abuse” means a pattern of sustained and repetitive acts or inappropriate statements that cause fear, lower self-esteem, or manipulate the person to control behavior. Examples of actions or statements that could be part of such a pattern include intimidation, threatening harm, destruction of property, insults or putdowns, arbitrary and unpredictable inconsistency, and denial that prior abusive incidents occurred. (Appropriate statements or actions taken in imposing discipline for misconduct do not constitute mental abuse.)

[Utah Code § 80-1-102\(63\), \(79\) \(2023\)](#)
[Utah Admin. Rule R277-217-3\(3\) \(January 10, 2024\)](#)

2. “Boundary violation.” A boundary violation occurs when a staff member crosses verbal, physical, emotional, or social lines that must be maintained to ensure structure, security, and predictability in an educational environment. Depending on the circumstances, the following may constitute a boundary violation:
 - a. Isolated, one-on-one interactions with students out of the line of sight of others;
 - b. Meeting with a student or students in rooms with covered or blocked windows;
 - c. Telling risqué jokes or using profanity in the presence of a student;
 - d. Employing favoritism to a student;

- e. Inappropriate gift giving to an individual student;
 - f. Uninvited or inappropriate touching;
 - g. Photographing an individual student for a non-educational purpose or use;
 - h. Engaging in inappropriate or unprofessional conduct outside of educational program activities;
 - i. Exchanging personal email or phone numbers with a student for a non-educational purpose or use;
 - j. Interacting privately with a student through social media, computer, or handheld devices; and
 - k. Discussing with a student inappropriate details about the staff member's personal life or personal issues or a student's personal life or personal issues.
3. It is NOT a boundary violation to:
- a. Offer praise, encouragement, or acknowledgement;
 - b. Offer rewards available to all who achieve;
 - c. Ask permission to touch for necessary purposes;
 - d. Give a pat on the back or a shoulder;
 - e. Give a side hug;
 - f. Give a handshake or "high five";
 - g. Offer warmth and kindness;
 - h. Use public social media alerts to groups of students and parents; or
 - i. Engage in contact permitted by an IEP or 504 plan.
- [Utah Admin. Rules R277-210-2\(6\) \(January 10, 2024\)](#)
4. It is not a boundary violation when a student acts or speaks in inappropriately familiar ways with a staff member without having been prompted to do so by the staff

member, but such incidents must be promptly documented and reported to the staff member's supervisor or the building principal and the student should be given guidance on proper student-staff relationships as directed by the supervisor or principal.

5. "Bullying" means the same as that is defined by [Policy 3010 Employee Bullying and Hazing](#).
6. "Cyberbullying" means the same as that is defined by [Policy 3010](#).
7. "Neglect" has the same meaning as defined in [Utah Code § 80-1-102\(58\)](#).
 - a. The term "parent" means the natural or adoptive or step or foster parent of a child or legal guardian who acts in the place of a parent.

[Utah Code § 80-1-102\(58\) \(2023\)](#)

8. "Staff" means an employee or any contractor or volunteer with unsupervised access to students.

[Utah Admin. Rule R277-322-2\(2\) \(August 19, 2019\)](#)

B. Professional Conduct

1. District staff are expected to comply with all District policies and to adhere to all requirements of the law. District staff are further expected to act professionally. This includes communicating in a civil manner and not promoting personal opinions, issues, or political positions as part of the instructional process in a manner inconsistent with law. It further includes integrity and honesty in relationships with others and conducting any financial business and accounting for funds honestly and with integrity. District staff are expected to comply with appropriate dress and grooming standards as established by District policy, supervisor directives, and generally accepted professional standards. District employees are required to report arrests and convictions as provided for in [Policy 3035 Employee Criminal Background Checks & Arrest Disclosure Requirements](#).

[Utah Admin. Rules R277-217-2, -3, -4, and -5 \(January 10, 2024\)](#)

2. District staff are prohibited from being under the influence of, using, possessing, or distributing any alcoholic beverage, tobacco product (including electronic cigarettes), or controlled substance at school or at a school-related activity where the staff

member is functioning as such, as outlined in [Policy 3070 Alcohol and Drug Abuse: Employees](#). District staff are prohibited from providing alcohol or unauthorized drugs to students or from allowing students under the supervision or control of the staff member to use alcohol or unauthorized drugs. District staff are further expected to support District efforts to reduce inappropriate drug use and alcohol or tobacco use among students.

[Utah Admin. Rules R277-217-2\(10\) to \(12\) \(January 10, 2024\)](#)

3. District staff are prohibited from knowingly viewing, accessing, or possessing pornographic or indecent material in any form (print, electronic, or otherwise) while on school premises or at a school-related activity or by using District devices, internet access, or other resources. District staff may not knowingly use, view, create, distribute, or store pornographic or indecent material involving children at any time. **District staff may not expose students to sensitive material as defined by [Utah Code § 53G-10-103](#) and as determined by the District.**

[Utah Admin. Rule R277-495-4\(1\)\(c\) \(December 11, 2023\)](#)

[Utah Admin. Rule R277-217-2\(16\) to \(18\) \(January 10, 2024\)](#)

[Utah Code § 76-10-1235 \(2007\)](#)

C. Professional and Ethical Relationships with Students

1. District staff are to comport themselves in a way that contributes to maintaining and fostering a positive, effective, non-disruptive and safe learning environment for students. This includes maintaining professional and appropriate demeanor and relationships with students, both during and outside of school hours and on and off campus and through in-person and electronic interactions (through devices or social media). This also includes respecting appropriate intrapersonal boundaries in interacting with students and avoiding behavior that could reasonably lead to the appearance of impropriety. **An educator may not invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity. An educator may not use his or her position, through instruction, materials, or symbols, to actively endorse, promote, or disparage a particular partisan, religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint in a manner inconsistent with District policy.**
2. Staff are prohibited from engaging in the following conduct towards students:
 - a. Abuse (physical, sexual, verbal or mental, as defined above);
 - b. Bullying, cyberbullying, harassment (including sexual harassment), or hazing;

- c. Discrimination or harassment based on race, ethnicity, sex, gender identification, sexual orientation, religion (or lack of religious affiliation or belief), political viewpoint or disability;
- d. Boundary violations;
- e. Sharing any sexually explicit or lewd communication, image, or photograph;
- f. Allowing students in their homes for a school-related social activity without prior written permission of the principal;
- g. Dating or any type of romantic or sexual relationship or conduct;
- h. Requests for sexual activity or sexually suggestive comments; or
- i. Touching a student in a way that makes a reasonably objective student feel uncomfortable.

[Utah Admin. Rules R277-217-2\(4\) to \(7\), \(22\) to \(25\) \(January 10, 2024\)](#)

[Utah Admin. Rules R277-217-3\(2\), \(3\) \(January 10, 2024\)](#)

[Utah Admin. Rules R277-322-2\(3\) \(August 19, 2019\)](#)

[Utah Admin. Rules R277-322-3\(3\)\(a\) to \(j\) \(August 19, 2019\)](#)

[Utah Code § 63G-7-301\(3\)\(a\)\(i\), \(b\) \(2023\)](#)

- 3. The foregoing prohibitions apply to staff interaction with any student presently enrolled in the District and to staff interaction with any student who was enrolled in the District within the time period two (2) years before the conduct in question.

Flaskamp v. Dearborn Public Schools, 385 F.3d 935, 944 (6th Cir. 2004).

- 4. The District recognizes that in circumstances where a staff member and a student have a relationship which is independent of and does not arise out of the school context, interactions which would be a boundary violation in the absence of that independent relationship may not constitute a boundary violation. (Examples of such independent relationships include where the staff member and student are family members or otherwise closely related or where the staff member and student are both affiliated with a non-school organization and the interaction relates to or arises out of that relationship.) The other prohibitions listed above apply regardless of the existence of an independent, non-school relationship.

5. Violation of any of the prohibitions of this policy is grounds for employee disciplinary action up to and including termination of employment and for action up to and including termination of the District's relationship with a contractor or volunteer.

D. Reporting Requirements

1. Staff members are required to promptly report any suspected incidents of abuse (physical, verbal, sexual, or mental) or neglect, including suspected incidents of child abuse as provided in [Policy 5090 Child Abuse/Sexual Abuse and Human Trafficking Prevention Training and Reporting](#). Staff members are also required to report incidents of student prohibited acts which include hazing and demeaning or assaultive behavior. Staff members shall also report incidents of bullying, cyberbullying, and harassment.

[Utah Admin. Rules R277-322-3\(3\)\(c\), \(k\)\(i\) \(August 19, 2019\)](#)

2. Staff members are also required to report any instance of violation of this Code of Conduct policy, including but not limited to instances of sexual harassment as provided by [Policy 3015 Title IX Sexual Harassment](#). If a staff member becomes aware that a student has initiated any interaction with a staff member which would be improper or inappropriately familiar, the staff member must promptly document and report that incident.

[Utah Admin. Rule R277-322-3\(4\)\(a\) \(August 19, 2019\)](#)

3. Staff members should report any instances where the staff member knows or has reason to believe that a staff member holding a Utah educator or administrative license has violated the Utah Educator Standards.

[Utah Admin. Rule R277-322-3\(4\)\(b\) \(August 19, 2019\)](#)

E. Reporting Procedures

1. Reports required under this Code of Conduct shall be made as follows: Reports regarding child abuse or neglect shall be made according to [Policy 5090](#). Reports regarding sexual harassment shall be made according to [Policy 3015](#). Other reports required by this Code of Conduct shall be made to the staff member's immediate supervisor or the building principal. However, if the person who would receive the report is the person whose conduct is in question, the report will be made instead to that person's supervisor.

[Utah Admin. Rules R277-322-3\(3\)\(k\)\(i\), \(4\) \(August 19, 2019\)](#)

F. Training

1. Each staff member must annually read and sign [Policy 5090](#) (regarding reporting of suspected child abuse) and any other policies relating to identifying or documenting child abuse.

[Utah Admin. Rules R277-322-3\(3\)\(k\)\(ii\) \(August 19, 2019\)](#)

2. Each staff member must, at the time of initial employment and annually thereafter, be trained on the requirements of this policy and must at the time of each training sign a statement acknowledging that the staff member has read and understands this code of conduct.

[Utah Code § 63G-7-301\(3\)\(b\) \(2023\)](#)

[Utah Admin. Rules R277-322-3\(5\) \(August 19, 2019\)](#)

3. Each staff member who is either an employee or a contractor must **annually once every three years**, attend sexual abuse and human trafficking prevention training as provided for under [Policy 5090](#).

[Utah Admin. Rules R277-322-3\(3\)\(k\)\(iii\) \(August 19, 2019\)](#)

[Utah Code § 53G-9-207 \(2024\)](#)

4. Each staff member who holds a Utah educator or administrative license shall become and remain familiar with the professional standards set forth in [Utah Administrative Rule R277-217](#).

G. Public Notice of Code of Conduct

1. This policy shall be posted on the District's website.

[Utah Admin. Rules R277-322-3\(3\) \(August 19, 2019\)](#)

POLICY 3047

Reemployment of Retirees

- A. A retiree who is reemployed after July 1, 2010, by the District within one year of the date of the person's retirement will have his or her retiree's allowance cancelled by the Utah State Retirement Office and be reinstated as an active member of the State retirement plan, effective the first day of the month following the date of reemployment unless:
1. the retiree is not reemployed by the District for a period of at least sixty (60) days from the retiree's retirement date;
 2. **the retiree has a bona fide termination of employment as of the date of retirement;**
 3. upon reemployment after the break in service, the retiree does not receive any District provided benefit, including:
 - a. medical benefits;
 - b. dental benefits;
 - c. other insurance benefits except workers compensation and withholdings required by state and federal law for Social Security, Medicare, and unemployment insurance; or
 - d. paid time off, including sick, annual or other type of leave; and
 - e. the retiree does not earn in any calendar year of reemployment an amount in excess of the lesser of:
 - 1) amount determined by URS; or
 - 2) One-half of the retiree's final average salary upon which the retiree's retirement allowance is based.
 4. **A "bona fide termination of employment" means permanent separation from employment or a fee-for-service relationship with any participating employer and separation from employment without a prearrangement that anticipates**

postretirement reemployment or a postretirement fee-for-service relationship with a participating employer.

[Utah Code § 49-11-1202 \(2024\)](#)

[Utah Code § 49-11-1204 \(2024\)](#)

[Utah Code § 49-11-1205 \(2024\)](#)

5. If the employee retires again within a two-year period from the date of cancellation of the original allowance, the original allowance will resume. Otherwise, if the employee retires after the two-year period, then his or her original allowance will resume, and the retiree will receive an additional allowance based on the formula in effect at the date of the subsequent retirement for the service credit accrued between the first and subsequent retirement dates.

[Utah Code § 49-11-1204 \(5\) \(2024\)](#)

6. A retiree who is reemployed after July 1, 2010, by the District more than one year from the date of the retiree's retirement may elect to:
 - a. Earn additional service credit and cancel the retiree's retirement allowance; or
 - b. Receive the retiree's retirement allowance and forfeit any retirement related contribution from the District.

[Utah Code § 49-11-1204\(3\) \(2024\)](#)

7. If the retiree is not otherwise eligible for retirement coverage in the reemployed position, the Utah State Retirement Office shall cancel the allowance of a retiree; and the District shall pay the amortization rate to the office on behalf of the retiree.

[Utah Code § 49-11-1204\(4\)\(b\) \(2024\)](#)

8. If a retiree is reemployed in the School District after July 1, 2010, the District shall immediately notify the Utah State Retirement Office. In addition, the District shall provide information indicating:
 - a. Whether the retiree was reemployed within one year of the retiree's date of retirement; and
 - b. If the retiree is reemployed more than one year from the date of retirement, whether the employee elects to:

- 1) Earn additional service credit and cancel the retiree's retirement allowance; or
- 2) Receive the retiree's retirement allowance and forfeit any retirement related contribution from the District.

[Utah Code § 49-11-1206 \(2024\)](#)

9. It is the responsibility of the reemployed retiree to report to the Utah State Retirement Office his or her reemployment status. It is the Utah State Retirement Office that ultimately determines the impact, if any, of a retiree's reemployment with the District on the retiree's eligibility for and benefits under the Utah State Retirement System. Therefore, the retiree should contact the Utah State Retirement Office to verify the impact of any reemployment decision prior to accepting reemployment with the District. The Utah State Retirement Board has stated that it will typically find that a retiree has not had an effective termination of service for purposes of the break in employment requirement if prior to retirement the employee has or had any type of prearrangement which anticipates a post-termination of employment fee-for-services relationship with any employer participating in the Utah State Retirement System. In addition, volunteer service for a participating employer may constitute employment or reemployment if there is a prearrangement of any kind that anticipates that the volunteer service is given in exchange for or as a condition of future employment or any fee-for-service relationship with any participating employer or there is any kind of deferred compensation for the volunteer service.

[Utah State Retirement Board Resolution #2019-05](#)

POLICY 4040

Grade Level Acceleration/Retention of Students

- A. The District discourages grade level acceleration/retention of students based on research. Research supports intervention and extension of instruction to address the individual educational needs of students. Every effort will be made to assure that students move through the school system in a continuous manner. Teachers will plan instruction to meet the individual needs of students, based upon assessment data.
- B. Grade acceleration/retention will only be considered by the District subsequent to a parent/teacher(s) and parent/administrator meeting creating a minimum six-week education plan to address the intervention or extensions for the student. Grade level acceleration/retention of a student must be approved by the Assistant Superintendent of Teaching and Learning in a meeting where all considerations are reviewed. Meetings to consider grade level acceleration/retention will only be held during the months of June, July, or in August (prior to back-to-school night or registration).
- C. If a parent, ~~or teacher recommends requests~~ acceleration or retention of a student, which will place that student in a learning environment other than with ~~own~~ same age peers, a ~~meeting will be held at the District Office~~. A team will be formed to ~~consider a decision make a recommendation~~ based on the following criteria:
 1. Student achievement data
 - a. End of Year State Assessment: CogAT, RISE, Acadience, Aspire Plus, MAPS
 - b. RTI plans, referrals for special education, IEPs, BIPS
 2. Student attendance
 3. Teacher information and observations
 4. Parent information and observations
 5. Research based best practices.
 6. Social, emotional, and developmental needs of the student
 7. Opportunity for participation in intervention programs

8. Potential impact on Special Education placement and service

D. The team will include:

1. A building level administrator
2. A district office representative
3. A parent
4. The student if appropriate
5. The student's teacher(s), if appropriate
6. The school counselor, if appropriate

E. ~~A recommendation concerning Approval of grade level acceleration/retention shall~~ ~~may be made jointly granted or denied~~ by the ~~team~~ Superintendent or designee. Parents have the right to appeal any recommendation ~~made at the school level~~ through the process outlined in [Policy 5350 Student Complaints - Resolution](#). ~~Within six weeks of placement, any member of the team may request a conference to repeal the student's placement.~~

POLICY 4062

Curriculum: College Course Work

A. Definitions

1. "Concurrent enrollment" means enrollment in a course that allows a student to earn credit both towards high school graduation and at an institution of higher education.
2. "Eligible institution" means a degree-granting institution of higher education or a technical college within the state system of higher education or a degree-granting institution of higher education or a technical college within the state system of higher education that offers an online concurrent enrollment course.
3. "Eligible student" means a student who
 - a. is enrolled in and counted towards average daily membership in a school within the District,
 - b. has on file a plan for college and career readiness, and
 - c. is in grade 9, 10, 11 or 12.
4. "Eligible instructor" means an instructor who is either employed as faculty by an ~~institution of higher education~~ eligible institution or who is employed by the District and meets the requirements of [Utah Code § 53E-10-302\(6\)](#).

[Utah Code § 53E-10-301\(2\), \(4\), \(5\)\(a\)\(i\) \(2024\)](#)

[Utah Code § 53E-10-302\(6\) \(2024\)](#)

5. "Designated institution of higher education" means an eligible institution ~~of higher education~~ designated by the Utah Board of Higher Education to provide a course or program of study within a specific geographic region.

[Utah Code § 53E-10-303\(1\) \(2024\)](#)

B. Establishing Concurrent Enrollment Courses

1. The District may establish concurrent enrollment courses by entering into a contract with an institution of higher education to provide such courses. The District and the institution of higher education must
 - a. ensure that the course instructor is an eligible instructor,
 - b. establish qualifying academic criteria for enrollment in the course,
 - c. ensure that students enrolling are eligible students, and
 - d. coordinate advising of the eligible students.
2. In establishing student eligibility for a concurrent enrollment course, the requirements shall be sufficiently selective to predict a successful experience and satisfy the restrictions set out in Utah State Board of Education rules. The District is primarily responsible for identifying students who are eligible to participate in a concurrent enrollment course.

[Utah Admin. Rules R277-701-7\(2\), \(3\) \(November 7, 2023\)](#)

3. In establishing a particular concurrent enrollment course, the District must first offer to contract with the designated institution of higher education for the course. If the designated institution of higher education chooses not to offer the course, does not respond to the District's proposal within 30 days, uses instructional materials that are sensitive materials or otherwise prohibited for use in K-12, or reaches enrollment capacity for the course and prohibits expanding the course with an eligible instructor, the District ~~may~~ **must** then contract with another **eligible** institution ~~of higher education~~ to provide the course.

[Utah Code § 53E-10-303\(4\) \(2024\)](#)

4. The District and the institution of higher education must provide the State Superintendent and the Utah System of Higher Education with proposed new course offerings, including syllabi and curriculum materials, by November 15 of the year preceding the school year in which the courses would be offered.

[Utah Admin. Rules R277-701-8\(3\) \(November 7, 2023\)](#)

5. The student is responsible for expenses and arrangements associated with college enrollment as provided for in [Utah Code § 53E-10-305](#). The student may apply for a fee waiver if appropriate under the District fee waiver policy for class-related costs including consumables, lab fees, copies, material costs, application fees and

textbooks. Unless otherwise provided by agreement with the institution of higher education, the District is responsible for fee waivers.

[Utah Code § 53E-10-305 \(2024\)](#)

[Utah Code § 53G-7-503\(4\)\(b\) \(2024\)](#)

[Utah Admin. Rules R277-701-11\(3\), \(4\) \(November 7, 2023\)](#)

C. Participation Form and Parental Permission

1. Before allowing an eligible student to participate in a concurrent enrollment course, the District and the institution of higher education must ensure that the student has, for the current school year
 - a. submitted a completed participation form which includes the signature of the student's parent indicating permission to participate and
 - b. signed an acknowledgment of program participation requirements. (The participation form shall be that which is created by the Utah Board of Higher Education.)

[Utah Code § 53E-10-304 \(2020\)](#)

POLICY 4100

Elementary Homework

- A. The assignment of homework should be limited in kindergarten through fifth grade. The primary purpose of homework is to involve parents in their child's education. Homework should foster parents' awareness of their child's learning activities. Homework should be designed to offer parents an opportunity to observe the application of the skills, knowledge, and dispositions students are developing within the essential standards.
- B. The following definitions shall apply under this policy:
1. "Homework" is any assignment to be completed outside the regular class period, and should be able to be accomplished independently.
 2. "Daily Practice" is the consistent daily assignment given to students to be completed each day to review skills already learned in class.
 3. "Incomplete work" is in-class assignments that the majority of the class finished within the instructional day.
 4. "Project" is a school assignment that incorporates multiple standards and involves a long-term task that may require minimal additional time outside of school to complete.
- C. Homework will not be included in student grades on the report card in grades kindergarten through fifth grade. Homework is considered optional, informational practice and will not be included in student grades. The following guidelines will apply to homework assignments:
1. Daily practice shall be limited in our elementary schools.
 - a. 20 minutes of reading
 - 1) Reading materials at the student's independent reading level, or
 - 2) Reading Intervention Software Program
 - b. 20 minutes of math

- 1) A daily math review is provided to parents as support in the efforts to understand the content of the grade, or
 - 2) Math Intervention Software Program
2. Incomplete work may be sent home in an effort to support students in meeting their learning goals. Teachers should contact parents to discuss incomplete work assignments when sending them home.
 3. Projects shall be limited to one per trimester and must align with multiple essential learning standards (within a content, or cross content) of the grade.

D. Guidelines for Teachers

1. Homework should be directly correlated with classroom instruction on **essential** standards and objectives from the Utah State Core Curriculum. It should be appropriate in terms of both quantity and quality.
2. **Teachers will ensure that assignments are necessary, useful, and the purpose is clearly understood by students.**
3. Homework should be reviewed **by the teacher** promptly **to provide** students **with ~~can~~ receive** specific and regular feedback **~~on assignments, when~~** completed.
4. Homework assignments should be made based upon the individual needs of students **with adjustments being made based on input from the child's parents.**
5. Principals are responsible for working with the teaching staff to **ensure that ~~establish school-level homework policies and coordinate among teachers to ensure that~~** homework is appropriate in terms of quantity and content.

POLICY 4190

Driver Training

- A. The District will provide driver education to help develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles. District driver education shall follow the requirements set out in statute and in Driver Education for Utah High Schools – Organization, Administration and Standards.

[Utah Code § 53G-10-502\(2\) \(2021\)](#)
[Utah Admin. Rules R277-746-2 \(March 15, 2024\)](#)
[2021 Driver Education Law & Policy](#)

- B. Educators who act as driver education instructors must have and maintain a driver education endorsement from the State Board of Education.

[Utah Admin. Rules R277-311-3 \(January 8, 2021\)](#)
[2021 Driver Education Law & Policy 13-14](#)

- C. The District shall provide each enrolled student the opportunity to take the written test when the student is 15 years and 9 months of age. The school may permit an enrolled student to take the written test when the student is 15 years of age.

[Utah Code § 53G-10-502\(1\) \(2021\)](#)
[2021 Driver Education Law & Policy 16](#)

- D. Driver education shall consist of both classroom and behind-the-wheel/observation instruction. This instruction will be provided outside of regular school hours. Both portions of this instruction will be provided in accordance with the rules established by the State Board of Education.

[Utah Code § 53G-10-508 \(2021\)](#)
[Utah Admin. Rules R277-746-2 \(December 9, 2021\)](#)
[2021 Driver Education Law & Policy 17-22](#)

- E. Driver education shall be **solely** funded through student fees and funds from the Automobile Driver Education Tax Account. **However, for these purposes, the cost of driver education does not include the full-time equivalent cost of a teacher for each driver education class taught during regular school hours, or the cost of classroom**

space and maintenance. The District may also use additional school funds for driver education purposes.

[Utah Code § 53G-10-503\(1\) \(2024\)](#)

- F. The Board of Education will set the **student** fee required for participation in driver education. This fee shall be determined by taking into consideration the costs associated with providing driver education that are not covered by reimbursements from the Automobile Driver Education Tax Account and the costs associated with students obtaining a waiver of driver education fees.

[Utah Code § 53G-10-503\(7\) \(2024\)](#)
[2021 Driver Education Law & Policy 9](#)

- G. The District shall submit the Student Reporting Form required by the State Board of Education for reimbursement of driver education costs from the Automobile Driver Education Tax Account to the State Board of Education driver education specialist. This form shall be submitted each year on January 15 and July 15.

[Utah Code § 53G-10-505 \(2019\)](#)
[2021 Driver Education Law & Policy](#)

POLICY 5090

Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting

A. Reporting of Child Abuse

1. Whenever any employee of the District knows or reasonably believes that a child has been neglected, or physically or sexually abused, such employee shall immediately notify the nearest peace officer, law enforcement agency or office of the State Division of Child and Family Services (DCFS). Under such circumstances, the employee shall **also** notify the building principal. Such a report to the principal does not satisfy the employee's personal duty to report to law enforcement or DCFS. It is not the responsibility of school employees to prove that the child has been abused or neglected, or determine whether the child is in need of protection. Investigations are the responsibility of the division of Child and Family Services. Investigation by education personnel prior to submitting a report should not go beyond that necessary to support a reasonable belief that a reportable problem exists.
2. School officials shall cooperate appropriately with DCFS and law enforcement agency employees authorized to investigate charges of child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective, diagnostic, assessment, treatment, and coordination services, including:
 - a. Allowing appropriate access to students;
 - b. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
 - c. making no contact with parent of children being questioned by DCFS or local law enforcement; and
 - d. cooperating with ongoing investigations and maintaining appropriate confidentiality.
3. The employee shall maintain the confidentiality of and not disclose any information learned in connection with an investigation except with those persons with whom the employee is required to cooperate, including the Division, law enforcement, the

State Board of Education, or supervisory District officials. Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that otherwise might arise from such actions, as provided by law.

4. The anonymity of those reporting or investigating child abuse or neglect will be preserved an information provided pursuant only to the manner provided for in [Utah Code § 80-2-1005](#).

[Utah Admin. Rules R277-217-3\(5\), \(6\) \(January 10, 2024\)](#)

[Utah Admin. Rules R277-401-3 \(September 21, 2017\)](#)

[Utah Code § 80-2-602 \(2022\)](#)

[Utah Code § 80-2-1005 \(2023\)](#)

B. Reporting of Child Abuse by a School Employee

1. An employee who has reasonable cause to believe that a student may have been physically or sexually abused by a school employee shall immediately report that belief to the nearest peace officer, law enforcement agency, or office of the State Division of Child and Family Services and to **both** the school principal **and** the Superintendent. A District administrator including the Superintendent, who has received such a report or who otherwise has reasonable cause to believe that a student may have been physically or sexually abused by an educator shall immediately report that information to the State Board of Education and to the Utah Professional Practices Advisory Commission.

[Utah Admin. Rules R277-217-3\(5\) \(January 10, 2024\)](#)

[Utah Code § 53E-6-701 \(2022\)](#)

C. School Personnel Education Regarding Child Sexual Abuse and Human Trafficking

1. The District shall provide ~~every other year~~ **once every three years**, training to all school personnel on responding to a disclosure of child sexual abuse in a supportive, appropriate manner and on the mandatory reporting requirements of [Utah Code § 53E-6-701](#) (regarding abuse by school personnel) and [Utah Code § 80-2-602](#) (regarding reporting of child abuse). The training shall also address human trafficking and identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation. "School personnel" to receive training include all school employees, whether licensed, part-time, contract, or non-licensed.

[Utah Code § 53G-9-207\(3\)\(a\)\(i\) \(2024\)](#)

[Utah Admin. Rules R277-605-6\(3\) \(July 22, 2022\)](#)

2. The District shall provide, ~~every other year~~ **once every three years**, instruction to the parents of elementary school students in the District on recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation and on effective, age-appropriate methods for discussing the topic of child sexual abuse with a child.

[Utah Code § 53G-9-207\(3\)\(a\)\(ii\) \(2022\)](#)

D. Training Materials

1. The training required under this policy for both school personnel and parents of elementary school students shall use the instructional materials ~~prepared and~~ approved by the State Board of Education **(either those created by the State Board of Education or created by the District and approved by the State Board of Education)**.

[Utah Code § 53G-9-207\(3\)\(b\) \(2024\)](#)

E. Evidence of Compliance

1. The District must provide evidence of compliance with these training and instructional materials requirements upon request of the State Board of Education.

[Utah Code § 53G-9-207\(7\) \(2024\)](#)

TENTATIVE MINUTES OF A WORK MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
Sept 11, 2024

Work Session of the Board of Education, Box Elder School District, held Wednesday evening September 11, 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, and Karen Cronin. Bryan Smith and Danielle Wright were excused. Also, present were Superintendent Steve Carlsen, Assistant Superintendents Keith Mecham and Heidi Jo West, Facilities Director Corey Thompson, SpEd Director Catherine Allen and Accountant Sherri Harper. Business Administrator David Roberts was excused for personal reasons.

The Box Elder Leadership Team shared the videos and presentations created to inform the public on the upcoming Bond proposal. Board members asked questions and made suggestions for upcoming meetings to ensure the public has opportunities to get their questions answered and make comments.

TENTATIVE MINUTES OF A WORK MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
SEPTEMBER 11, 2024

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening Sept 11, 2024 at 6:30 p.m. at Independent Life Skills Center. Box Elder School District.

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 Student Board Member Easton Johnson. Bryan Smith and Danielle Wright were excused. Also, present were Superintendent Steve Carlsen, Assistant Superintendents Keith Mecham and Heidi Jo West, SpEd Director Catherine Allen, HR Director Emily Williams, IT Director Robert Gordon, and Accountant Sherri Harper; members of the press, employees and patrons. Business Administrator David Roberts was excused for personal reasons.

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

Reverence offered by Superintendent Steve Carlsen and the Flag Salute/Pledge of Allegiance was given by Wade Hyde, Board President.

Recognitions

Julie Taylor, Board Member

I just want to thank all district people for a successful start to the school year. As a parent I feel good about our education. Personally, and from the Board, thank you.

Nucor Grant Presentation

Jeri Lynn Nelson, accountant, has worked at Nucor for 12 years - presented 41 projects to award with a total of \$23,105.00.

Approval of Agenda:

Karen Cronin made the motion to approve the agenda, second by Connie Archibald. The motion passed unanimously.

Nancy Kennedy – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Tiffani Summers – Yes

Karen Cronin – Yes

Swear in Student Board Member, Easton Johnson, BRHS:

Steve Carlsen, Superintendent.

Easton is excited to be here and make a difference in our District. He plays basketball and tennis. He plays music from around the world and likes to create inspiring music for everyone.

Public Comment:

Kristine Nelson and Chelsey McFarland: Parents are concerned because elementary level lunch time is really short. Kids feel like they don't have enough time to eat. They like to have time to go play also. At the middle school, the lunch room is too small so they just do not go in to eat. Kindergarten students have 10 minutes to eat after they get seated. Some schools have a slow eating table and that table is always full. Custodians are rushing them out of the lunch room. This needs to be addressed. Society has eating disorders and we are starting this at a young age and teaching our kids bad eating habits. We will see more and more problems in the future.

Mayor DJ Bott: No issue. He wanted to say something good. He is grateful for the good relationship with the Board and the staff. Brigham City and the School District can help each other. They have developed a really good relationship with Superintendent Carlsen and Dave Roberts. We feel it is important to work together. He voiced support on solving problems and fixing the misconceptions. Brigham City will work with the District to keep kids safe. When the Board is ready to close 200 S they are in support of doing so. He wanted the Board to hear positive things.

Becky Carol: She works with the young women in her neighborhood. They say that kids love Fridays, that in class they do not do anything but talk. She has concerns about busing. She is not happy that her child cannot ride on the bus. She lives close to the bus stop but is not allowed to ride the bus. She is a mom whose husband is deployed and has many small children she has to pack up and take her child to school. Single moms need help.

Action Items:

Approval of Exemption of Community Council at Sunrise High School Randy Rasmussen, Sunrise High Principal, submitted the letter for the exemption. Every year they send messages out to be on the community council. There is no desire to participate. They have lots of homeless students and no participation with parents so he is asking for an exemption.

Karen Cronin made a motion to approve the Exemption of Community Council at Sunrise High School, second by Connie Archibald. The motion passed unanimously.

Nancy Kennedy – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Karen Cronin – Yes

Approval of BRHS Water Polo Club and Amendment of the 2024-25 General Student Fees Keith Mecham, Asst. Superintendent of Secondary Teaching & Learning - Coach Danny Esplin and water polo students came to be in support of the request. The club is a community club and has to rent the natatorium to practice. This has never been inside the school. It is not under the Utah activity association. There are 30 to 60 students annually. They have taken 7 state championships. If the water polo is approved as a club, a fee will need to be added to the student fees. Recommendation to the Board to approve Water Polo as a club. We ask that the Board also accept the amended fee schedule.

Tiffani Summers made a motion to approve the BRHS Water Polo Club and Amendment of the 2024-25 general student fees, second by Nancy Kennedy. The motion passed unanimously.

Nancy Kennedy – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Karen Cronin – Yes

Approval of Architect Selection: Corey Thompson, Facilities Director – The Board approved moving forward with the bond. Corey went to work to find the architect. This will help us to see what it would look like if the bond passes. The committee finalized and selected VCBO Architecture. The price is not to exceed \$15,000 prior to passage of the bond. If bond is not successful then we will still have to pay for the architect. If the bond is successful, the fee will roll into the buildings.

Mr. Dave Cox explained what VCBO will do. He appreciates the confidence we have in him. He specializes in K-12 architecture. He showed examples of modern middle schools. They design buildings to keep 6th graders in separate wings from older kids.

Connie Archibald made a motion to approve the architect selection, second by Julie Taylor. The motion passed unanimously.

Nancy Kennedy – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Karen Cronin – Yes

Public Hearing: Bond

Julie Taylor made a motion to move into public hearing on the bond, second by Nancy Kennedy. The motion passed unanimously.

Nancy Kennedy – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Karen Cronin – Yes

John Ficklin: Will new schools have air conditioning? He feels there will be more charter schools and private schools in the future. What will happen with this bond if we move that way? Thank you for everything you do. Superintendent Carlsen says that kids do sports at the high schools even though they are home schooled.

Superintendent Carlsen thinks public schools will stay strong for a long time.

Laura Wheatly From PTA: Parents are concerned about middle school propositions. After parents saw the email, they were all in favor of the bond. We need to get more information to out to people.

Keith Mecham gave presentation on the website and all the information that is there to educate people.

Elise Dearing: If money is not all used what happens to extra money or if there is not enough money what do you cut out? Parents would appreciate more information to let them know about the hearing. What happens if the bond does not pass?

Heidi Jo West referred her to the videos on the website.

Keith Mecham explained that because of the severe need of new buildings in Box Elder School District, we will need to revamp our ideas and go for another bond in future years. We will need to figure out why it did not pass and try again.

Chelsea McFarland: How long after the bond is approved will things start?

Corey says timeline is as soon as possible. If we use a plan already developed it would be faster. The time frame is 2 to 2 1/2 years to finish the project. We will start with middle schools then the high schools. We want to get it done quickly. He is estimating 5 years to be done totally done.

Alex Buxton with Zions Bank: The bond is a 20-year bond. After it passes money will need to be spent within 10 years or possibly sooner. We will issue the money as it is needed it so interest will not be paid on the entire amount.

What happens when the bond is paid for, do our taxes go down? Yes, they will. By the time we pay off the bond, there will probably be a need to go out to bond again.

Nancy Kennedy made a motion to close the public hearing and move back into regular Board Meeting, second by Julie Taylor. The motion passed unanimously.

Nancy Kennedy – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Tiffani Summers – Yes

Karen Cronin – Yes

Resolution Providing for the Conduct of the Local Special Bond Election: Steve Carlsen, Superintendent

Ryan Bjerke, attorney for Chapman & Cutler, said that we have already adopted the resolution to hold the election. This resolution states the process of the regular election. It is just the mechanics of how the election will work.

Tiffani Summers made a motion to approve the Resolution Providing for the Conduct of the Local Special Bond Election, second by Connie Archibald. The motion passed unanimously.

Nancy Kennedy – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Karen Cronin – Yes

Information Items:

Special Education: Catherine Allen, SpEd Director: Special Education is an over looked population. The number of students has doubled in last 5 years. There are 13 categories that a student may be eligible for, it is not just because of behavior. There is a lack of space. There are unique needs that need specific equipment. The space that is required is not large enough for the equipment. Garland does have an ADA playground which is fantastic. All students were lined up to play on this playground. We need to meet all the students' needs. We are being as efficient as we can with our space but we are out of space but. Mental health has become a real problem in our schools. SpEd covers from 3 years old to 22 years old, which is a huge span. They are all general education students first then we provide services as needed.

Connie Archibald at BRHS loved watching kids take their peers in wheelchairs to where they need to be.

Student Dress Code: Superintendent Carlsen asked AJ Gilmore and Jamie Kent to present.

Keith Mecham says that all people's values are different. Which values do we say are honored and which are not?

AJ Gilmore and Jamie Kent say they are trying to keep focus on what is affecting learning. Dress code is at the bottom. We need to have kids in the building and in the classes learning. Who gets to make the standards?

Julie Taylor says it is a parent's responsibilities to do the policing of the students not the school.

Parent commented that she has a child that is glad that dress code is not an issue. She can focus on other things.

Monthly Financial Report

Sherri Harper Accountant: We are in the second month of the year, and we are very similar to last year. Presented that everything looks good and in line with the budget.

Board Committee Reports

None

Policy to Delete:

Policy 2135 Capital Outlay Reporting: School Plant Capital Outlay Report

First Reading:

Policy 1036 Board Member Conflict of Interest

Policy 1040 Board Member Elections and Redistricting - Fix the wording on the policy

Policy 1070 Board Meeting Procedures

Policy 1072 Board Meeting Notice Requirements

Policy 2001 Fiscal Management Goals

Policy 2182 School Safety

Policy 3006 Employee Conflict of Interest

Policy 3007 Employment – Staff Code of Conduct

Policy 3047 Reemployment of Retirees

Policy 4040 Grade Level Acceleration/Retention of Students

Policy 4100 Elementary Homework

Policy 4190 Driver Training

Policy 4062 Curriculum: College Course Work

Karen Cronin made the motion to approve deleting Policy 2135 and the first reading of policies presented, seconded by Connie Archibald. The motion passed unanimously.

Nancy Kennedy – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Tiffani Summers – Yes

Consent Items:

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

Nancy Kennedy – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Tiffani Summers – Yes

Karen Cronin – Yes

The consent items included the following items:

Approval of the minutes of the work and regular meetings held on August 14, 2024.

Approval of claims

00050950, 00051141 – 00051416, 02081524, 05081224, 07083124, 08083124, 09082024, and 09083124

Personnel Actions

See attachment to agenda.

Out of State Travel

BRHS Robotics Team

Secondary Club Request

BEHS Pickleball Club

BRHS Scream Team

BEHS Governing Youth Council

Upcoming Events

Radio Hill Road Closed in Tremonton – Busing changes for September 12-13, 2024
(parents have been notified) Jason Sparks says that big buses can not drive on new pavement. SpEd buses can go on pavement.

Legislators Day in the Classroom September 23-27, 2024

Connie says that Representative Peterson, Representative Quinn, and Senator Sandall are coming to spend time in our classrooms. They would like the Legislators to go into the classroom and teach. We do not have a schedule yet.

USBA 2024 Fall Regional Meeting, September 26, 2024 at 6:00 p.m. at Maddox. Great meeting to attend. All Board Members need to be at this meeting.

Closed Session to Discuss Real Property & Personnel

Connie Archibald made the motion to go into closed session for purposes of real property and discussion of personnel, second by Julie Taylor. The motion passed unanimously with a roll call vote. Closed session began at 9:10 p.m.

Roll Call Vote:

Nancy Kennedy – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Tiffani Summers – Yes

Karen Cronin – Yes

Connie Archibald made the motion to return to Regular Board Meeting, second by Karen Cronin. The motion passed unanimously.

Roll Call Vote:

Nancy Kennedy – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Tiffani Summers – Yes
Karen Cronin – Yes

Adjournment:

Karen Cronin made the motion to adjourn the Regular Board Meeting, second by Julie Taylor. The motion passed unanimously.

Nancy Kennedy – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Karen Cronin – Yes

Regular Board Meeting adjourned at 11:15 p.m.

With the announcement that the next meeting will be held on Wednesday, October 9, 2024 with a Work Session at 5:30 p.m. and Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

APPROVED: _____

ATTESTED: _____
School Business Administrator

President, Board of Education

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
SEPTEMBER 24, 2024

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Tuesday evening Sept 24, 2024 at 6:00 p.m. at Independent Life Skills Center. Box Elder School District.

Those in attendance at the meeting included Board President Wade Hyde, Board Vice President Connie Archibald, Julie Taylor, Nancy Kennedy, Karen Cronin, and Danielle Wright. Board Members Bryan Smith and Tiffani Summers were excused. Also, present were Superintendent Steve Carlsen, Assistant Superintendent Heidi Jo West, HR Director Emily Williams, and Business Administrator David Roberts.

President Wade Hyde called the meeting to order.

General Obligation Bond: Steve Carlsen, Superintendent explained the brochure/pamphlet which will be sent out to Box Elder County residents.

The agricultural amount increases as well as the total tax burden for agriculture was discussed. Karen asked about adding a \$1,000,000 to the scale of tax valuation examples on the brochure/pamphlet. A discussion was held about scaling from \$750,000 to \$850,000, \$900,000 or \$1,000,000. Different perspectives were shared about the tiering of valuations. The \$750,000 will be removed and replaced with the \$900,000 valuation.

Discussed individual board members attending the different town hall meetings. Talked about about how the discussion will be led and how the presentation would be directed. It was agreed that there will be a presentation with a Q & A following. There was more discussion about other entities that the presentation would be given to.

Discussion about attending parent/teacher conference nights, setting up a table/booth and being present to answer questions. Looks to be feasible at some of secondary schools, but too late for the elementary schools. Districts with PIO's and comments on social media applications were discussed.

Closed Session to Discuss Personnel:

Julie Taylor made the motion to go into a closed session to discuss personnel at 7:13 pm, second by Connie Archibald. Attendees were: Wade Hyde, Connie Archibald, Julie Taylor, Nancy Kennedy, Karen Cronin, Danielle Wright, Superintendent Steve Carlsen, HR Director Emily Williams, and Business Administrator David Roberts.

Roll call vote:

Wade Hyde – Yes

Connie Archibald – Yes

Julie Taylor – Yes
Nancy Kennedy – Yes
Karen Cronin – Yes
Danielle Wright – Yes

Adjournment:

Connie Archibald made the motion by to leave closed session and to adjourn at 9:20 pm, second by Nancy Kennedy.

Roll call vote:

Wade Hyde – Yes
Connie Archibald – Yes
Julie Taylor – Yes
Nancy Kennedy – Yes
Karen Cronin – Yes
Danielle Wright – Yes

Regular Board Meeting adjourned at 9:20 p.m.

With the announcement that the next meeting will be held on Wednesday, October 9, 2024 with a Work Session at 5:30 p.m. and Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

APPROVED: _____

ATTESTED: _____
School District Business Administrator

President, Board of Education

Check Register Summary

Batch Year: 25 Bank: All Date Range: 09/01/2024 - 09/30/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051192	CV	09/23/2024	110574	JOETTE CRAIG	-142.16
01	00051384	CV	09/26/2024	633340	OFFICE DEPOT	-5,744.01
01	00051408	CV	09/09/2024	999079	PUBLIC EMPLOYEES HEALTH P	-763,910.26
01	00051417	C	09/05/2024	1	KYLEE BENNETT	24.15
01	00051418	C	09/05/2024	812477	ALSCO/AMERICAN LINEN	859.40
01	00051419	C	09/05/2024	85768	BEAR RIVER SEWER DEPT	255.50
01	00051420	C	09/05/2024	104348	BOX ELDER MIDDLE SCHOOL	231.71
01	00051421	C	09/05/2024	43907	BRIGHAM GLASS	3,363.79
01	00051422	C	09/05/2024	113116	BRYSON SALES & SERVICE	4,057.07
01	00051423	C	09/05/2024	6319	MEGAN BUSHNELL	344.50
01	00051424	C	09/05/2024	66680	NICOLE CAPENER	91.80
01	00051425	C	09/05/2024	70440	JOSE CONTRERAS	166.32
01	00051426	C	09/05/2024	162470	CRUS OIL INC	2,005.65
01	00051427	C	09/05/2024	104881	FERGUSON ENTERPRISES INC	355.40
01	00051428	C	09/05/2024	324430	GRAYBAR ELECTRIC COMPANY INC	11,413.46
01	00051429	C	09/05/2024	327480	GREER'S HARDWARE	37.55
01	00051430	C	09/05/2024	31534	HOLBROOK SERVCO LP	714.79
01	00051431	C	09/05/2024	61530	INTELEPEER CLOUD COMMUNICATIONS, LLC	4,959.01
01	00051432	C	09/05/2024	111125	IML SECURITY SUPPLY	3,565.01
01	00051433	C	09/05/2024	71242	IRON GATE CATERING	120.00
01	00051434	C	09/05/2024	110259	KONE INC	1,211.55
01	00051435	C	09/05/2024	94170	KELLY J KUNZLER	119.75
01	00051436	C	09/05/2024	61204	KASSIDY MICKELSON	389.00
01	00051437	C	09/05/2024	29858	MOUNTAINLAND SUPPLY COMPANY	8,437.78
01	00051438	C	09/05/2024	20982	NELSON BRO FARMS	2,011.90
01	00051439	C	09/05/2024	62081	NICOLE HESS VINYL	245.00
01	00051440	C	09/05/2024	111273	NUCO2 LLC	2,296.24
01	00051441	C	09/05/2024	66435	OBSERVERTAB, LLC	6,727.13
01	00051442	C	09/05/2024	49859	JACKSON GROUP LOCKBOX	8,695.28
01	00051443	C	09/05/2024	700077	PERRY CITY	247.31
01	00051444	C	09/05/2024	71358	DEREK RICHARDSON	50.00
01	00051445	C	09/05/2024	892645	ROCKY MOUNTAIN POWER	4,055.36
01	00051446	C	09/05/2024	70289	CHELSY SCHNERINGER	450.00
01	00051447	C	09/05/2024	65374	SUMMIT FIRE & SECURITY LLC	3,522.43
01	00051448	C	09/05/2024	110914	SUPERIOR WATER AND AIR INC	35.95
01	00051449	C	09/05/2024	111109	TOM RANDALL DIST	1,459.15
01	00051450	C	09/05/2024	44512	TREMONTON LEADER	193.03
01	00051451	C	09/05/2024	891125	JAESP/UTAH ASSOCIATION ELEMENTARY PRIN	6,470.00
01	00051452	C	09/05/2024	863370	UAASP/UTAH ASSOCIATION OF	8,075.00
01	00051453	C	09/05/2024	875087	UKON WATER CO	5,625.00
01	00051454	C	09/05/2024	102558	UTAH DEPARTMENT OF HEALTH	53,726.52
01	00051455	C	09/05/2024	999016	UTAH RETIREMENT SYSTEMS	53,485.00
01	00051456	C	09/05/2024	24580	VERIZON WIRELESS	34.98
01	00051457	C	09/05/2024	924155	WASTE MGMT OF UTAH INC	5,743.16
01	00051458	C	09/05/2024	941217	WILLARD CITY CORP	180.93
01	00051459	C	09/05/2024	31364	95 PERCENT GROUP LLC	2,049.00
01	00051460	C	09/05/2024	38032	AMAZON CAPITAL SERVICES INC	10,316.25
01	00051461	C	09/05/2024	62235	DEX IMAGING LLC	946.04
01	00051462	C	09/05/2024	49956	EDUCATION LOGISTICS, INC	427.39
01	00051463	C	09/05/2024	71226	FREEWAY TRANSMISSIONS, INC	3,450.00
01	00051464	C	09/05/2024	108301	HERITAGE AUTO OF BRIGHAM CITY	2,291.66
01	00051465	C	09/05/2024	386370	HYKO SUPPLY CO	1,577.43
01	00051466	C	09/05/2024	901150	IMT COMPANIES LLC	9,716.13
01	00051467	C	09/05/2024	33430	LEADING EDGE LAMINATING	559.84
01	00051468	C	09/05/2024	54470	LEVEL LEARNING	10,500.00
01	00051469	C	09/05/2024	633340	OFFICE DEPOT	4,053.27
01	00051470	C	09/05/2024	43460	ONIX NETWORKING CORP	8,931.04
01	00051471	C	09/05/2024	100987	PEARSON EDUCATION CENTER	2,298.44
01	00051472	C	09/05/2024	35955	PROMO PLUS	143.00
01	00051473	C	09/05/2024	102477	SCHOOL NURSE SUPPLY	84.95
01	00051474	C	09/05/2024	157371	STAPLES	1,166.86
01	00051475	C	09/05/2024	102878	VAL KOTTER & SONS	2,375.00

Check Register Summary

Batch Year: 25 Bank: All Date Range: 09/01/2024 - 09/30/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051476	C	09/05/2024	109355	VOYAGER SOPRIS LEARNING	11,536.80
01	00051477	C	09/05/2024	110040	WALL 2 WALL	60,149.43
01	00051478	C	09/05/2024	5355	WHIPPLE SOUND LLC	9,065.60
01	00051479	C	09/05/2024	53376	WING AERO PRODUCTS, INC	3,060.57
01	00051481	C	09/09/2024	999079	PUBLIC EMPLOYEES HEALTH P	752,281.28
01	00051482	C	09/19/2024	71056	ANDERSEN, BRYSON	3,000.00
01	00051483	C	09/19/2024	71005	MORGAN ANDERSON	3,000.00
01	00051484	C	09/19/2024	71161	KAMEE BOYCE	3,000.00
01	00051485	C	09/19/2024	70912	ANTHONY ESPARZA	3,000.00
01	00051486	C	09/19/2024	999093	INTERNAL REVENUE SERVICE	3,792.42
01	00051487	C	09/19/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	33,520.81
01	00051488	C	09/19/2024	159	COREY THOMPSON	80.00
01	00051489	C	09/19/2024	71153	RACHEL TILLOTSON	3,000.00
01	00051490	C	09/26/2024	1	ANNA HOLMES	144.10
01	00051491	C	09/26/2024	1	BETHANY JOHNSON	120.00
01	00051492	C	09/26/2024	1	BROOKE PENCE	62.35
01	00051493	C	09/26/2024	1	DALTON JONES	65.20
01	00051494	C	09/26/2024	1	HEATHER GUNDERSON	142.30
01	00051495	C	09/26/2024	1	HEIDI ANDERSON	109.70
01	00051496	C	09/26/2024	1	HOLLY BARTHOLOMEW	52.85
01	00051497	C	09/26/2024	1	JAKE ROSSER	74.80
01	00051498	C	09/26/2024	1	JILENE HODGMAN	183.50
01	00051499	C	09/26/2024	1	KATIE SCHONEWALD	125.00
01	00051500	C	09/26/2024	1	KOLLIN OR JESSICA WEST	200.00
01	00051501	C	09/26/2024	1	LISA HOOPES	208.20
01	00051502	C	09/26/2024	1	MEGAN GRIFFITHS	12.85
01	00051503	C	09/26/2024	1	PAULA LOPEZ	150.00
01	00051504	C	09/26/2024	1	RACHAEL TYLER	106.00
01	00051505	C	09/26/2024	6617	ACME WATER CO	1,072.85
01	00051506	C	09/26/2024	10260	ADELE C YOUNG INTERM SCH	24.20
01	00051507	C	09/26/2024	71552	SARA ALFONSO	91.59
01	00051508	C	09/26/2024	10103	CATHERINE ALLEN	79.00
01	00051509	C	09/26/2024	25909	AMERIGAS PROPANE	351.62
01	00051510	C	09/26/2024	110066	NANCY ANDERSON	167.65
01	00051511	C	09/26/2024	50237	RACHAEL BARKER	110.00
01	00051512	C	09/26/2024	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	2,626.75
01	00051513	C	09/26/2024	85556	BEAR RIVER HEALTH DEPARTMENT	25.00
01	00051514	C	09/26/2024	85738	BEAR RIVER HIGH SCHOOL	283.00
01	00051515	C	09/26/2024	85748	BEAR RIVER MIDDLE SCHOOL	75.96
01	00051516	C	09/26/2024	19003	TORY BIRKINSHAW	160.00
01	00051517	C	09/26/2024	104338	BOX ELDER HIGH SCHOOL	2,273.39
01	00051518	C	09/26/2024	104348	BOX ELDER MIDDLE SCHOOL	588.95
01	00051519	C	09/26/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	170.00
01	00051520	C	09/26/2024	108217	BRIGHAM CITY CORPORATION	71,505.53
01	00051521	C	09/26/2024	6319	MEGAN BUSHNELL	59.00
01	00051522	C	09/26/2024	3271	CANON SOLUTIONS AMERICA	8,463.29
01	00051523	C	09/26/2024	105981	KRISTI N CAPENER	79.00
01	00051524	C	09/26/2024	890740	CENTURYLINK	379.46
01	00051525	C	09/26/2024	107994	CERTIFIED SHRED	141.00
01	00051526	C	09/26/2024	40363	CIO MEDICAL SERVICES	677.00
01	00051527	C	09/26/2024	50644	LONDON CLARKE	210.00
01	00051528	C	09/26/2024	819370	CLASSICAL STRINGS / G WILHELMSSEN	2,589.15
01	00051529	C	09/26/2024	158220	COVER UP	553.41
01	00051530	C	09/26/2024	110574	JOETTE CRAIG	117.16
01	00051531	C	09/26/2024	10421	VANICA CRANE	79.00
01	00051532	C	09/26/2024	14958	CULLIGAN	221.40
01	00051533	C	09/26/2024	56197	DENTONS DURHAM JONES PINEGAR PC	1,296.00
01	00051534	C	09/26/2024	62235	DEX IMAGING LLC	587.74
01	00051535	C	09/26/2024	60313	DUO GROUP LLC	1,000.00
01	00051536	C	09/26/2024	587760	MSR WEST INC / E3 DIAGNOSTICS	669.00
01	00051537	C	09/26/2024	729332	ECONO WASTE INC	8,108.66
01	00051538	C	09/26/2024	110514	SHAYLYNN EKINS	79.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051539	C	09/26/2024	64084	ALDER EDUCATION LAW	1,000.00
01	00051540	C	09/26/2024	60950	ROBERT FRANCKOWIAK	164.00
01	00051541	C	09/26/2024	304217	GARLAND CITY	6,922.16
01	00051542	C	09/26/2024	61468	CHRISTIAN DALLIN GITTINS	79.00
01	00051543	C	09/26/2024	61476	HEATHER GODFREY	79.00
01	00051544	C	09/26/2024	70505	RYAN GREENE	79.00
01	00051545	C	09/26/2024	110559	HARMONY HOME HEALTH LLC	1,418.86
01	00051546	C	09/26/2024	36455	HEARTLAND SCHOOL SOLUTIONS	4,378.00
01	00051547	C	09/26/2024	15105	SHENGNAN ZONG HERNANDEZ	434.05
01	00051548	C	09/26/2024	103070	HEYWOOD ENGINEERING & CONSULT	743.20
01	00051549	C	09/26/2024	26859	JAMIE HIRSCHI	68.88
01	00051550	C	09/26/2024	49026	IVY LANE PEDATRICS	4,838.00
01	00051551	C	09/26/2024	10154	TERYL JEFFS	79.00
01	00051552	C	09/26/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	32,047.57
01	00051553	C	09/26/2024	62162	LAUNA JULANDER	210.00
01	00051554	C	09/26/2024	110259	KONE INC	2,066.74
01	00051555	C	09/26/2024	47864	KAYLEEN KRAUS	164.00
01	00051556	C	09/26/2024	58246	LINDE GAS & EQUIPMENT INC	3,410.19
01	00051557	C	09/26/2024	543168	MADDOX RANCH HOUSE	112.07
01	00051558	C	09/26/2024	8761	MARLO MAZEROSKI	50.00
01	00051559	C	09/26/2024	49042	CHELSEA MONTGOMERY	210.00
01	00051560	C	09/26/2024	71404	AMANDA MORRIS	210.00
01	00051561	C	09/26/2024	598361	NATIONAL GEOGRAPHIC SOCIETY	54.00
01	00051562	C	09/26/2024	62081	NICOLE HESS VINYL	43.50
01	00051563	C	09/26/2024	66435	OBSERVERTAB, LLC	7,007.91
01	00051564	C	09/26/2024	49859	JACKSON GROUP LOCKBOX	203.60
01	00051565	C	09/26/2024	71412	TIA PAXTON	210.00
01	00051566	C	09/26/2024	71439	PILOT THOMAS LOGISTICS, LLC	26,213.77
01	00051567	C	09/26/2024	62251	DACIA PITCHER	210.00
01	00051568	C	09/26/2024	104436	POWER ENGINEERING INC	4,294.00
01	00051569	C	09/26/2024	35955	PROMO PLUS	1,619.00
01	00051570	C	09/26/2024	35270	CMRS-POC	4,000.00
01	00051571	C	09/26/2024	732367	RAFT RIVER RURAL	915.93
01	00051572	C	09/26/2024	892645	ROCKY MOUNTAIN POWER	46,506.41
01	00051573	C	09/26/2024	60020	RON KELLER TIRE INC	18,025.61
01	00051574	C	09/26/2024	55336	S & D CARWASH MANAGEMENT, LLC	215.91
01	00051575	C	09/26/2024	66516	SCHOOL LIFE	723.34
01	00051576	C	09/26/2024	11681	SCHOOL MATE	508.80
01	00051577	C	09/26/2024	59625	SCRUB SHOPPE	37.74
01	00051578	C	09/26/2024	110789	CORE BUSINESS TECHNOLOGIES (SIP)	39.95
01	00051579	C	09/26/2024	48976	DIANNA SERFUSTINI	210.00
01	00051580	C	09/26/2024	802087	SNOWVILLE WATERWORKS INC	1,059.00
01	00051581	C	09/26/2024	112080	SQUIRE & COMPANY	30,000.00
01	00051582	C	09/26/2024	70513	AUSTIN STOREY	79.00
01	00051583	C	09/26/2024	110914	SUPERIOR WATER AND AIR INC	314.55
01	00051584	C	09/26/2024	11240	MASTER TEACHER	5,170.00
01	00051585	C	09/26/2024	852617	TREMONTON CITY CORP	14,903.36
01	00051586	C	09/26/2024	44512	THE HERALD JOURNAL	112.00
01	00051587	C	09/26/2024	102558	UTAH DEPARTMENT OF HEALTH	228,943.54
01	00051588	C	09/26/2024	511570	UTAH LABOR COMMISSION DIVISION OF	120.00
01	00051589	C	09/26/2024	55034	UTAH PARENT CENTER, INC	3,586.67
01	00051590	C	09/26/2024	892916	DGO FUEL NETWORK TEAM	26,713.46
01	00051591	C	09/26/2024	891185	UTAH TAXPAYERS ASSOC	97.50
01	00051592	C	09/26/2024	63177	VALANT MEDICAL SOLUTIONS, INC	157.50
01	00051593	C	09/26/2024	24580	VERIZON WIRELESS	4,335.08
01	00051594	C	09/26/2024	110931	WEESE GLASS LLC	1,060.00
01	00051595	C	09/26/2024	48178	HEIDI JO WEST	79.00
01	00051596	C	09/26/2024	31364	95 PERCENT GROUP LLC	480.00
01	00051597	C	09/26/2024	21679	ACCO BRANDS USA LLC / GBC	315.88
01	00051598	C	09/26/2024	38032	AMAZON CAPITAL SERVICES INC	44,623.35
01	00051599	C	09/26/2024	70041	AMERICAN SAFETY COUNCIL, INC	2,747.25
01	00051600	C	09/26/2024	110222	BENCHMARK EDUCATION CO	30,000.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051601	C	09/26/2024	70343	BLUUM USA, INC	2,999.80
01	00051602	C	09/26/2024	31658	BSN SPORTS	2,543.92
01	00051603	C	09/26/2024	70939	CAMFIL USA, INC	3,527.97
01	00051604	C	09/26/2024	101699	CENTRAL RESTAURANT PRODUCTS	11,699.00
01	00051605	C	09/26/2024	59048	CHROMEBOOKPARTS.COM	399.80
01	00051606	C	09/26/2024	69159	CLEAR WATER INDUSTRIES	1,017.50
01	00051607	C	09/26/2024	152716	COMMITTEE FOR CHILDREN	22,855.95
01	00051608	C	09/26/2024	15660	DAKTRONICS	61,366.80
01	00051609	C	09/26/2024	71234	DESERET NEWS COMPANY	1,285.70
01	00051610	C	09/26/2024	110413	FULL COMPASS SYSTEM LTD	26,847.44
01	00051611	C	09/26/2024	778870	GOPHER SPORT	523.26
01	00051612	C	09/26/2024	103070	HEYWOOD ENGINEERING & CONSULT	11,608.80
01	00051613	C	09/26/2024	386370	HYKO SUPPLY CO	2,062.83
01	00051614	C	09/26/2024	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	355.85
01	00051615	C	09/26/2024	102697	INTERCONNECT SERVICES INC	13,025.00
01	00051616	C	09/26/2024	1791	INTERSTATE ALL BATTERIES CENTER	667.40
01	00051617	C	09/26/2024	107940	IPACO	7,488.24
01	00051618	C	09/26/2024	1821	IXL LEARNING	1,656.25
01	00051619	C	09/26/2024	71544	JOHNSON CONTROLS INC	195,382.00
01	00051620	C	09/26/2024	45560	LAKESHORE LEARNING MATERIALS	834.10
01	00051621	C	09/26/2024	33430	LEADING EDGE LAMINATING	524.85
01	00051622	C	09/26/2024	53082	LEXIA LEARNING SYSTEMS LLC	160,031.75
01	00051623	C	09/26/2024	21296	LINCOLN ELECTRIC CO	752.50
01	00051624	C	09/26/2024	545971	MARC / MID AMERICAN RESEARCH	1,720.20
01	00051625	C	09/26/2024	586159	MOUNTAIN STATE TEXTBOOK DEP	28,328.43
01	00051626	C	09/26/2024	105708	NICKYS FOLDERS/ROCHESTER 100	1,008.00
01	00051627	C	09/26/2024	1023	NUTTALL INC	1,198.00
01	00051628	C	09/26/2024	66435	OBSERVERTAB, LLC	17,611.00
01	00051629	C	09/26/2024	633340	OFFICE DEPOT	5,855.20
01	00051630	C	09/26/2024	53295	PATRIOT ART AND DESIGN	3,660.00
01	00051631	C	09/26/2024	100987	PEARSON EDUCATION CENTER	1,332.27
01	00051632	C	09/26/2024	53317	PROCOMPUTING CORPORATION	3,960.00
01	00051633	C	09/26/2024	110417	RESCO	60,948.00
01	00051634	C	09/26/2024	55336	S & D CARWASH MANAGEMENT, LLC	2,798.00
01	00051635	C	09/26/2024	108663	SCHOOL OUTFITTERS	573.84
01	00051636	C	09/26/2024	54313	SCHOOL SPECIALTY, LLC	1,432.36
01	00051637	C	09/26/2024	48666	SEFAC USA, INC	1,839.30
01	00051638	C	09/26/2024	110873	SOLUTION TREE	14,611.00
01	00051639	C	09/26/2024	157371	STAPLES	2,835.85
01	00051640	C	09/26/2024	38717	STORMWIND LLC	6,900.00
01	00051641	C	09/26/2024	65374	SUMMIT FIRE & SECURITY LLC	16,112.10
01	00051642	C	09/26/2024	824825	SWANSON BUILDING MATERIALS INC	1,746.56
01	00051643	C	09/26/2024	981	TARO COMMUNICATION SITES LLC	3,757.92
01	00051644	C	09/26/2024	861085	TVS PRO	10,539.35
01	00051645	C	09/26/2024	65811	WESTECH FUEL EQUIPMENT COMPANY INC	1,500.00
01	00051646	C	09/26/2024	61360	ZANER-BLOSER INC	856.90
01	00051647	C	09/27/2024	633340	OFFICE DEPOT	5,744.01
01	00051648	C	09/30/2024	999027	B E SCHOOL BOARD FUND	80.00
01	00051649	C	09/30/2024	999024	BOSTON MUTUAL LIFE INS CO - W	501.35
01	00051650	C	09/30/2024	999055	BOX ELDER FOUNDATION	228.00
01	00051651	C	09/30/2024	999023	BOX ELDER SCHOOL DISTRICT	100.00
01	00051652	C	09/30/2024	999033	BUREAU CHILD SUPPORT SERV	1,353.00
01	00051653	C	09/30/2024	65781	DELTA DENTAL INSURANCE COMPANY	34,153.80
01	00051654	C	09/30/2024	999021	ELEVATE CREDIT UNION	6,500.00
01	00051655	C	09/30/2024	999019	EMI HEALTH	465.78
01	00051656	C	09/30/2024	999017	GLOBE LIFE INSURANCE CO	69.12
01	00051657	C	09/30/2024	999035	HORACE MANN INSURANCE COMPANY	32,360.45
01	00051658	C	09/30/2024	51080	IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	605.00
01	00051659	C	09/30/2024	999111	MEADE RECOVERY SERVICES LLC	531.72
01	00051660	C	09/30/2024	999084	NATIONAL BENEFITS SERVICES LLC	10,857.29
01	00051661	C	09/30/2024	999081	NATIONAL BENEFITS SERVICES LLC	4,504.42
01	00051662	C	09/30/2024	999008	OPTICARE	3,637.22

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051663	C	09/30/2024	999079	PEHP	775,695.22
01	00051664	C	09/30/2024	999032	PRE-PAID LEGAL SERVICES	1,269.05
01	00051665	C	09/30/2024	68560	PRIMUS LAW PC	384.70
01	00051666	C	09/30/2024	999018	THE HARTFORD	21,448.41
01	00051667	C	09/30/2024	999012	UESP	200.00
01	00051668	C	09/30/2024	999025	UTAH SCHOOL EMPLOYEES ASSOCIATION	6,744.98
01	00051669	C	09/30/2024	999004	UTAH STATE TAX COMMISSION	641.34
01	00051670	C	09/30/2024	999003	UTAH STATE TAX COMMISSION	243,133.56
01	00051671	C	09/30/2024	71110	VOYA FINANCIAL	8,815.38
01	02092424	M	09/23/2024	109177	UTAH DEPARTMENT OF WORKFORCE SERVICES	6,190.04
01	05091024	M	09/10/2024	888540	US BANK	144,384.85
01	07093024	M	09/30/2024	999070	HEALTH EQUITY INC	155,171.35
01	08093024	M	09/30/2024	999005	UTAH STATE RETIREMENT FUND	1,622,284.69
01	09092024	M	09/30/2024	999140	BANK OF UTAH	131,813.94
01	09093024	M	09/30/2024	999140	BANK OF UTAH	1,329,452.17
Total Bank: 01						\$6,326,903.11
02	00101377	C	09/05/2024	38032	AMAZON CAPITAL SERVICES INC	10,034.19
02	00101378	C	09/05/2024	100148	HIGH NOON BOOKS	774.40
02	00101379	C	09/05/2024	71200	NATIONAL GROUND WATER ASSOCIATION, INC	600.00
02	00101380	C	09/19/2024	52140	EAGLE MOUNTAIN GOLF COURSE	6,052.00
02	00101381	C	09/26/2024	38032	AMAZON CAPITAL SERVICES INC	4,117.95
02	00101382	C	09/26/2024	104338	BOX ELDER HIGH SCHOOL	50,000.00
02	00101383	C	09/26/2024	104321	BOX ELDER SCHOOL DISTRICT	15,000.00
02	00101384	C	09/26/2024	60313	DUO GROUP LLC	500.00
02	00101385	C	09/26/2024	103604	SCHOLASTIC MAGAZINES	315.60
02	00101386	C	09/26/2024	804825	SUNRISE HIGH SCHOOL	125.00
02	00101387	C	09/26/2024	51837	SWEETWATER	649.00
02	00101388	C	09/26/2024	47686	TNT ENGRAVING	248.00
02	00101389	C	09/30/2024	104321	BOX ELDER SCHOOL DISTRICT	1,038.50
Total Bank: 02						\$89,454.64

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01105794	A	09/05/2024	104132	BEAZER LOCK & KEY	3,825.64
11	01105795	A	09/05/2024	66958	CDW GOVERNMENT, LLC	2,660.00
11	01105796	A	09/05/2024	60500	DOABLE WELLNESS	7,750.00
11	01105797	A	09/05/2024	43214	SHERRI HARPER	355.50
11	01105798	A	09/05/2024	32816	KLEO, INC DBA CLASS WALLET	4,942.76
11	01105799	A	09/05/2024	35718	O C TANNER RECOGNITION COMPANY	2,076.29
11	01105800	A	09/05/2024	69400	PIQOSITY CORPORATION	12,000.00
11	01105801	A	09/05/2024	47686	TNT ENGRAVING	38.25
11	01105802	A	09/26/2024	29785	HENRY BAKER	60.00
11	01105803	A	09/26/2024	104132	BEAZER LOCK & KEY	6,207.39
11	01105804	A	09/26/2024	101520	BELL JANITORIAL	17,530.19
11	01105805	A	09/26/2024	64467	DAVE BINGHAM	83.00
11	01105806	A	09/26/2024	48011	GAILE BINGHAM	69.00
11	01105807	A	09/26/2024	102177	BRADY INDUSTRIES LLC	290.78
11	01105808	A	09/26/2024	39616	JOHN BRYAN	49.00
11	01105809	A	09/26/2024	105301	CACHE VALLEY ELECTRIC INC	6,180.55
11	01105810	A	09/26/2024	106437	CARSON ELEVATOR CO INC	342.20
11	01105811	A	09/26/2024	31380	JOSE M CEDILLO	81.00
11	01105812	A	09/26/2024	134250	CEM SALES & SERVICE	1,658.89
11	01105813	A	09/26/2024	53473	CHARLIE'S PRODUCE	16,560.18
11	01105814	A	09/26/2024	728870	DOMINION ENERGY UTAH	4,817.29
11	01105815	A	09/26/2024	107656	DWA CONSTRUCTION INC	1,494,053.12
11	01105816	A	09/26/2024	66265	CURTIS EGBERT	47.00
11	01105817	A	09/26/2024	58335	KARLENE FARLEY	36.00
11	01105818	A	09/26/2024	27707	GOENGINEER INC	4,250.00
11	01105819	A	09/26/2024	322776	GRAINGERS INC	245.16
11	01105820	A	09/26/2024	36706	MONICA GROVER	47.00
11	01105821	A	09/26/2024	64866	JACOB HANSEN	69.00
11	01105822	A	09/26/2024	43214	SHERRI HARPER	135.72
11	01105823	A	09/26/2024	111750	MARCI HATCH	90.00
11	01105824	A	09/26/2024	40320	JACINDA HEYDER	46.00
11	01105825	A	09/26/2024	69850	ARDELL JENKS	37.00
11	01105826	A	09/26/2024	37664	ASHLEY JENSEN	59.00
11	01105827	A	09/26/2024	27243	KELLY SERVICES INC	20,583.60
11	01105828	A	09/26/2024	52493	ROBERT KENNER	46.00
11	01105829	A	09/26/2024	32816	KLEO, INC DBA CLASS WALLET	18,474.45
11	01105830	A	09/26/2024	67075	RACHEL MCCULLOUGH	47.00
11	01105831	A	09/26/2024	49999	BILLY MCFARLAND	36.00
11	01105832	A	09/26/2024	10936	JONI MITCHELL	46.00
11	01105833	A	09/26/2024	25640	RAMONA MORA	36.00
11	01105834	A	09/26/2024	56103	KARA MORRIS	59.00
11	01105835	A	09/26/2024	67032	GARY MORTENSEN	176.00
11	01105836	A	09/26/2024	54356	MARISSA NELSON	36.00
11	01105837	A	09/26/2024	16934	SANNA NELSON	50.77
11	01105838	A	09/26/2024	55930	MCKELLEN RADER	36.00
11	01105839	A	09/26/2024	108310	RANDY RASMUSSEN	174.88
11	01105840	A	09/26/2024	60348	DAVID ROBERTS	150.92
11	01105841	A	09/26/2024	58858	ANNA SHERMAN	69.00
11	01105842	A	09/26/2024	6009	IRLANDA STEVENS	285.21
11	01105843	A	09/26/2024	12688	SYSCO	115,788.21
11	01105844	A	09/26/2024	852290	SANDIE TRAPP	108.00
11	01105845	A	09/26/2024	100866	VALCOM	956.24
11	01105846	A	09/26/2024	100590	WAXIE SANITARY SUPPLY	13,750.72
11	01105847	A	09/26/2024	28150	KARIE WEAVER	72.00
11	01105848	A	09/26/2024	69442	TRINA WINNINGHAM	105.00
Total Bank: 11						\$1,757,779.91

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
15	00000110	C	09/04/2024	66834	MOUNTAIN VALLEY PRINTING	90.00
15	00000111	C	09/04/2024	43567	PENCIL WHOLESale LLC	228.00
15	00000112	C	09/04/2024	39667	SIGN GYPSIES BOX ELDER	75.00
15	00000113	C	09/04/2024	29092	AMY WILCOCK	49.36
15	00000114	C	09/04/2024	38032	AMAZON CAPITAL SERVICES INC	300.41
15	00000115	C	09/24/2024	104321	BOX ELDER SCHOOL DISTRICT	569.95
15	00000116	C	09/24/2024	105981	KRISTI N CAPENER	95.34
15	00000117	C	09/24/2024	27510	LINDSI FLORENCE	178.00
15	00000118	C	09/24/2024	71455	GARLAND ELEMENTARY PTA	1,591.99
15	00000119	C	09/24/2024	489250	KENTS MARKET PL/BRIGHAM	36.21
15	00000120	C	09/24/2024	489240	KENTS MARKET PL/TREMONTON	551.09
15	00000121	C	09/24/2024	47686	TNT ENGRAVING	79.60
15	00000122	C	09/24/2024	38032	AMAZON CAPITAL SERVICES INC	1,405.30
Total Bank: 15						\$5,250.25
29	16800581	C	09/10/2024	489240	KENTS MARKET PL/TREMONTON	119.85
29	16800582	C	09/25/2024	38032	AMAZON CAPITAL SERVICES INC	76.18
Total Bank: 29						\$196.03
33	30403062	C	09/04/2024	1	OLGA VELAZQUEZ	43.00
33	30403063	C	09/04/2024	38032	AMAZON CAPITAL SERVICES INC	1,348.03
33	30403064	C	09/04/2024	327480	GREER'S HARDWARE	189.90
33	30403065	C	09/11/2024	38032	AMAZON CAPITAL SERVICES INC	549.36
33	30403066	C	09/11/2024	106895	BADGER SCREEN PRINTING CO	25.18
33	30403067	C	09/11/2024	104321	BOX ELDER SCHOOL DISTRICT	247.50
33	30403068	C	09/11/2024	489240	KENTS MARKET PL/TREMONTON	666.87
33	30403069	C	09/11/2024	769715	SAM'S CLUB BUSINESS PAYMENTS	84.86
33	30403070	C	09/11/2024	57533	SPIRITWEAR.COM	8,912.50
33	30403071	C	09/17/2024	1	ANGELA DUONG	50.00
33	30403072	C	09/17/2024	1	KRISTI MERRILL	25.00
33	30403073	C	09/17/2024	1	KYRA BENNETT	25.00
33	30403074	C	09/17/2024	38032	AMAZON CAPITAL SERVICES INC	930.79
33	30403075	C	09/17/2024	104321	BOX ELDER SCHOOL DISTRICT	199.91
33	30403076	C	09/17/2024	66834	MOUNTAIN VALLEY PRINTING	360.00
33	30403077	C	09/25/2024	1	ASHLEA WILCOX	50.00
33	30403078	C	09/25/2024	1	KATHY HERZOG	74.52
33	30403079	C	09/25/2024	38032	AMAZON CAPITAL SERVICES INC	908.60
33	30403080	C	09/25/2024	158220	COVER UP	2,515.50
33	30403081	C	09/25/2024	103604	SCHOLASTIC MAGAZINES	98.84
33	30403082	C	09/25/2024	69655	WIRED WELL	700.00
Total Bank: 33						\$18,005.36

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
34	30803610	C	09/09/2024	1	AMY CALL	69.00
34	30803611	C	09/09/2024	1	ERIN STEWART	69.00
34	30803612	C	09/09/2024	1	KRISTEN MCADAMS	69.00
34	30803613	C	09/09/2024	1	MEGHAN GODFREY	20.00
34	30803614	C	09/09/2024	1	RANDY GARRETT	69.00
34	30803615	C	09/09/2024	1	TERESA THOMPSON	69.00
34	30803616	C	09/09/2024	347560	ALICE C HARRIS INTERM SCH	40.00
34	30803616	CV	09/17/2024	347560	ALICE C HARRIS INTERM SCH	-40.00
34	30803617	C	09/09/2024	38032	AMAZON CAPITAL SERVICES INC	40.18
34	30803618	C	09/09/2024	819370	CLASSICAL STRINGS / G WILHELMSSEN	248.50
34	30803619	C	09/09/2024	57789	DO GOOD DESIGNS UTAH	495.00
34	30803620	C	09/09/2024	778870	GOPHER SPORT	69.48
34	30803621	C	09/09/2024	71196	NORTH AMERICA RESCUE LLC	1,723.50
34	30803622	C	09/09/2024	157371	STAPLES	403.60
34	30803623	C	09/09/2024	50695	TEACHER SYNERGY LLC	143.95
34	30803624	C	09/09/2024	5908	WALMART COMMUNITY	81.90
34	30803625	C	09/23/2024	1	ANTHONY ATKINS	69.00
34	30803626	C	09/23/2024	1	MAIGAN BOWLER	40.00
34	30803627	C	09/23/2024	1	MARISSA TAYLOR	69.00
34	30803628	C	09/23/2024	1	MARLYSE MILLER	40.00
34	30803629	C	09/23/2024	1	STEPHANIE NELSON	40.00
34	30803630	C	09/23/2024	1	TIFFANIE PADELSKY	25.00
34	30803631	C	09/23/2024	1	TREVOR PECK	138.00
34	30803632	C	09/23/2024	1	TRUDY NEWEY	84.16
34	30803633	C	09/23/2024	38032	AMAZON CAPITAL SERVICES INC	1,935.12
34	30803634	C	09/23/2024	104321	BOX ELDER SCHOOL DISTRICT	1,191.54
34	30803635	C	09/23/2024	37087	COASTAL ENTERPRISES	3,837.60
34	30803636	C	09/23/2024	71242	IRON GATE CATERING	1,740.00
34	30803637	C	09/23/2024	109248	J W PEPPER MUSIC	459.99
34	30803638	C	09/23/2024	71587	SUMMERHAYS MUSIC CENTER OF OREM	1,733.30
34	30803639	C	09/23/2024	111790	SUNSTONE POTTERY	169.10
34	30803640	C	09/23/2024	50695	TEACHER SYNERGY LLC	7.00
34	30803641	C	09/27/2024	1	SAVANNAH HADDOCK	25.00
34	30803642	C	09/27/2024	38032	AMAZON CAPITAL SERVICES INC	711.35
34	30803643	C	09/27/2024	106895	BADGER SCREEN PRINTING CO	3,778.25
34	30803644	C	09/27/2024	71242	IRON GATE CATERING	870.00
Total Bank: 34						\$20,534.52
35	40403343	C	09/09/2024	1	JESSICA ROSE	50.00
35	40403344	C	09/09/2024	27308	ADVANCED HARDWARE SUPPLY INC	631.12
35	40403345	C	09/09/2024	38032	AMAZON CAPITAL SERVICES INC	1,238.02
35	40403346	C	09/09/2024	85738	BEAR RIVER HIGH SCHOOL	605.00
35	40403347	C	09/09/2024	45500	BOX ELDER SCHOOL DISTRICT	130.00
35	40403348	C	09/09/2024	106055	BLICK ART MATERIALS	665.48
35	40403349	C	09/09/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	327.00
35	40403350	C	09/09/2024	4618	COLEMAN KNITTING MILL	104.00
35	40403351	C	09/09/2024	327480	GREER'S HARDWARE	33.98
35	40403352	C	09/09/2024	103961	INTERMOUNTAIN WOOD PRODUCTS	1,232.83
35	40403353	C	09/09/2024	489240	KENTS MARKET PL/TREMONTON	678.03
35	40403354	C	09/09/2024	71013	MILL HILL MUSIC LLC	420.00
35	40403355	C	09/09/2024	709060	PITSCO EDUCATION, LLC	1,567.50
35	40403356	C	09/09/2024	110914	SUPERIOR WATER AND AIR INC	79.90
35	40403357	C	09/17/2024	85738	BEAR RIVER HIGH SCHOOL	200.00
35	40403358	C	09/17/2024	104321	BOX ELDER SCHOOL DISTRICT	1,958.43
35	40403359	C	09/17/2024	158220	COVER UP	6,832.20
35	40403360	C	09/17/2024	103604	SCHOLASTIC MAGAZINES	301.62
35	40403361	C	09/25/2024	1	MELANIE HUNSAKER	58.00
35	40403362	C	09/25/2024	109248	J W PEPPER MUSIC	147.99
35	40403363	C	09/25/2024	61794	GOGUARDIAN	1,125.00
Total Bank: 35						\$18,386.10

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
36	40804543	C	09/10/2024	1	MISTY CRANER	85.00
36	40804544	C	09/10/2024	1	THOMAS WOOD	85.00
36	40804545	C	09/10/2024	112046	ACE HARDWARE - BRIGHAM	92.21
36	40804546	C	09/10/2024	85738	BEAR RIVER HIGH SCHOOL	974.10
36	40804547	C	09/10/2024	106055	BLICK ART MATERIALS	1,776.80
36	40804548	C	09/10/2024	104338	BOX ELDER HIGH SCHOOL	500.00
36	40804549	C	09/10/2024	104321	BOX ELDER SCHOOL DISTRICT	299.92
36	40804550	C	09/10/2024	70416	BRAND-CO CUSTOM APPAREL LLC	97.60
36	40804551	C	09/10/2024	158220	COVER UP	440.28
36	40804552	C	09/10/2024	109248	J W PEPPER MUSIC	217.99
36	40804553	C	09/10/2024	489250	KENTS MARKET PL/BRIGHAM	771.04
36	40804554	C	09/10/2024	51063	SHRED IT STERICYCLE, INC	106.84
36	40804555	C	09/10/2024	111790	SUNSTONE POTTERY	843.60
36	40804556	C	09/10/2024	40193	WHEELWRIGHT LUMBER COMPANY INC	3,031.50
36	40804557	C	09/13/2024	104321	BOX ELDER SCHOOL DISTRICT	3,004.52
36	40804558	C	09/26/2024	104321	BOX ELDER SCHOOL DISTRICT	97.76
36	40804559	C	09/26/2024	10804	MUSIC THEATRE INTERNATIONAL	3,025.00
36	40804560	C	09/27/2024	38032	AMAZON CAPITAL SERVICES INC	3,958.26
36	40804561	C	09/27/2024	52833	MANUVERING THE MIDDLE, LLC	289.00
Total Bank: 36						\$19,696.42
37	70414599	C	09/05/2024	1	SALLY SHUMWAY	116.00
37	70414600	C	09/05/2024	38032	AMAZON CAPITAL SERVICES INC	3,057.19
37	70414601	C	09/05/2024	67156	AMERICAN SCALE COMPANY	1,046.35
37	70414602	C	09/05/2024	107102	BEAR RIVER BOWLING CENTER / THE GRILL	3,158.00
37	70414603	C	09/05/2024	31658	BSN SPORTS	1,711.21
37	70414604	C	09/05/2024	71366	AMBER HAWKES	90.72
37	70414605	C	09/05/2024	13420	HUDL	13,000.00
37	70414606	C	09/05/2024	111030	LOWE'S	2,038.91
37	70414607	C	09/05/2024	11924	MOUNTAIN CREST HIGH SCHOOL	510.00
37	70414608	C	09/05/2024	37591	ONEIGHTY ATHLETICS LLC	1,380.00
37	70414609	C	09/05/2024	28967	ROBOTICS ED & COMPETITION FOUNDATION	400.00
37	70414610	C	09/05/2024	769715	SAM'S CLUB BUSINESS PAYMENTS	804.84
37	70414611	C	09/05/2024	5070	SAVON	2,220.00
37	70414612	C	09/06/2024	1	JAZMIN MILLAN	50.00
37	70414613	C	09/10/2024	1	LIBBY CHRISTENSEN	141.52
37	70414614	C	09/10/2024	6076	BAND SHOPPE	381.35
37	70414615	C	09/10/2024	104321	BOX ELDER SCHOOL DISTRICT	5,513.15
37	70414616	C	09/10/2024	14583	CASTLE MANOR LLC	2,250.00
37	70414617	C	09/10/2024	11304	CONCORD THEATRICALS CORP	3,788.00
37	70414618	C	09/10/2024	158220	COVER UP	723.00
37	70414619	C	09/10/2024	29637	DESERT HILLS HIGH SCHOOL	800.00
37	70414620	C	09/10/2024	327480	GREER'S HARDWARE	151.38
37	70414621	C	09/10/2024	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	466.68
37	70414622	C	09/10/2024	422180	INDUSTRIAL TOOL & SUPPLY	192.65
37	70414623	C	09/10/2024	489240	KENTS MARKET PL/TREMONTON	5,579.00
37	70414624	C	09/10/2024	810361	STANDARD PLUMBING SUPPLY	38.74
37	70414625	C	09/10/2024	157371	STAPLES	770.45
37	70414626	C	09/10/2024	110914	SUPERIOR WATER AND AIR INC	40.00
37	70414627	C	09/10/2024	27383	UTAH RESTAURANT ASSOCIATION	300.00
37	70414628	C	09/10/2024	16535	VEX ROBOTICS	825.83
37	70414629	C	09/12/2024	1	ASHLEE PHILLIPS	63.00
37	70414630	C	09/12/2024	1	RACHAEL TYLER	108.91
37	70414631	C	09/12/2024	38032	AMAZON CAPITAL SERVICES INC	900.58
37	70414632	C	09/12/2024	71480	BOOSTERS INC	1,395.00
37	70414633	C	09/12/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	124.00
37	70414634	C	09/12/2024	12483	FIREWORKS WEST	500.00
37	70414635	C	09/12/2024	66834	MOUNTAIN VALLEY PRINTING	1,296.55
37	70414635	CV	09/17/2024	66834	MOUNTAIN VALLEY PRINTING	-1,296.55
37	70414636	C	09/12/2024	71463	UTAH HONOR FLIGHT	1,500.00
37	70414637	C	09/17/2024	1	CAMI EVANS	109.55
37	70414638	C	09/17/2024	25690	BMJ SPORTS	450.00
37	70414639	C	09/17/2024	104321	BOX ELDER SCHOOL DISTRICT	14,607.79

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70414640	C	09/17/2024	64823	JO AND JAX LLC	5,724.45
37	70414641	C	09/17/2024	7161	MILLER GAS CO, INC	164.31
37	70414642	C	09/17/2024	66834	MOUNTAIN VALLEY PRINTING	2,789.00
37	70414643	C	09/17/2024	24465	SODA SPRINGS HIGH SCHOOL	120.00
37	70414644	C	09/17/2024	5290	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	600.00
37	70414645	C	09/19/2024	38032	AMAZON CAPITAL SERVICES INC	1,041.93
37	70414646	C	09/19/2024	106055	BLICK ART MATERIALS	696.80
37	70414647	C	09/19/2024	109248	J W PEPPER MUSIC	537.70
37	70414648	C	09/19/2024	11924	MOUNTAIN CREST HIGH SCHOOL	160.00
37	70414649	C	09/19/2024	110975	RIDDELL ALL AMERICAN SPORTS	902.55
37	70414650	C	09/19/2024	19615	SKYLINE HIGH SCHOOL	200.00
37	70414651	C	09/24/2024	1724	ACE HARDWARE TREMONTON	4,760.26
37	70414652	C	09/24/2024	31658	BSN SPORTS	6,168.73
37	70414653	C	09/24/2024	7030	GOSSNER FOODS, INC	178.00
37	70414654	C	09/24/2024	43893	ISTITCH	1,770.42
37	70414655	C	09/24/2024	5916	PITNEY BOWES	143.91
37	70414656	C	09/24/2024	28967	ROBOTICS ED & COMPETITION FOUNDATION	1,335.00
37	70414657	C	09/24/2024	111790	SUNSTONE POTTERY	1,314.15
37	70414658	C	09/24/2024	51810	TEXAS ROADHOUSE LOGAN	1,418.90
37	70414659	C	09/24/2024	71609	UTAH WATER POLO ASSOCIATION	1,950.00
37	70414660	C	09/26/2024	38032	AMAZON CAPITAL SERVICES INC	4,361.51
37	70414661	C	09/26/2024	64823	JO AND JAX LLC	22,427.62
37	70414662	C	09/26/2024	12840	KARA'S KONCEPTS	288.00
37	70414663	C	09/26/2024	4960	OLD GRIST MILL BREAD	406.80
37	70414664	C	09/26/2024	67326	PIZZA PLUS OF TREMONTON	2,915.87
37	70414665	C	09/26/2024	58386	ROCKY MOUNTAIN DRILL INVITATIONAL	965.00
37	70414666	C	09/26/2024	67776	SIMPLY SWEET	200.00
37	70414667	C	09/26/2024	64769	STELLAS SHOP	102.02
37	70414668	C	09/26/2024	863370	UASSP/UTAH ASSOCIATION OF	750.00
37	70414669	C	09/26/2024	7609	UTAH FBLA-PBL	330.00
37	70414670	C	09/26/2024	32824	YES PRINT COPY N MORE, LLC	32.50
Total Bank: 37						\$136,059.23
38	70814568	CV	09/19/2024	71218	7TH SOUTH DESIGNS, LLC	-2,175.00
38	70814593	C	09/03/2024	1	BROOKE BELL	120.06
38	70814594	C	09/03/2024	1	CARMINA LAMATA	232.00
38	70814595	C	09/03/2024	1	LESLIE MONTGOMERY	116.00
38	70814596	C	09/03/2024	1	TERESA THOMPSON	116.00
38	70814597	C	09/03/2024	112046	ACE HARDWARE - BRIGHAM	65.93
38	70814598	C	09/03/2024	38032	AMAZON CAPITAL SERVICES INC	9,515.78
38	70814599	C	09/03/2024	104348	BOX ELDER MIDDLE SCHOOL	40.00
38	70814600	C	09/03/2024	104321	BOX ELDER SCHOOL DISTRICT	164.70
38	70814601	C	09/03/2024	31658	BSN SPORTS	1,092.25
38	70814602	C	09/03/2024	64017	COPPER CANYON APPAREL	1,809.57
38	70814603	C	09/03/2024	4618	COLEMAN KNITTING MILL	263.00
38	70814604	C	09/03/2024	102017	CLEARFIELD HIGH SCHOOL	150.00
38	70814605	C	09/03/2024	57789	DO GOOD DESIGNS UTAH	422.50
38	70814606	C	09/03/2024	103987	EWING IRRIGATION	1,029.60
38	70814607	C	09/03/2024	38644	GREEN CANYON HIGH SCHOOL	150.00
38	70814608	C	09/03/2024	13420	HUDL	10,057.77
38	70814609	C	09/03/2024	109248	J W PEPPER MUSIC	810.98
38	70814610	C	09/03/2024	50601	JUAB HIGH SCHOOL	313.00
38	70814611	C	09/03/2024	25119	SIZZLING PLATTER	13.98
38	70814612	C	09/03/2024	4960	OLD GRIST MILL BREAD	284.76
38	70814613	C	09/03/2024	804825	SUNRISE HIGH SCHOOL	40.00
38	70814614	C	09/03/2024	5215	SUPREME AUTOMOTIVE	207.75
38	70814615	C	09/03/2024	19488	T SHIRT CHOP SHOP	9,303.00
38	70814616	C	09/03/2024	11193	THE PEAK OF UTAH	300.00
38	70814617	C	09/03/2024	47686	TNT ENGRAVING	256.00
38	70814618	C	09/16/2024	112046	ACE HARDWARE - BRIGHAM	286.59
38	70814619	C	09/16/2024	38032	AMAZON CAPITAL SERVICES INC	6,732.62
38	70814620	C	09/16/2024	85738	BEAR RIVER HIGH SCHOOL	935.00
38	70814621	C	09/16/2024	16705	BIGFOOT GRAFIX	241.31

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70814622	C	09/16/2024	53457	BLACK STITCH LLC	3,011.50
38	70814623	C	09/16/2024	106055	BLICK ART MATERIALS	1,522.99
38	70814624	C	09/16/2024	52922	BOWS BY ALLY	504.00
38	70814625	C	09/16/2024	104348	BOX ELDER MIDDLE SCHOOL	147.00
38	70814626	C	09/16/2024	104370	BOX ELDER NEWS JOURNAL	40.00
38	70814627	C	09/16/2024	104321	BOX ELDER SCHOOL DISTRICT	6,421.41
38	70814628	C	09/16/2024	104321	BOX ELDER SCHOOL DISTRICT	199.63
38	70814629	C	09/16/2024	31658	BSN SPORTS	3,833.13
38	70814630	C	09/16/2024	71447	CENTRAL OREGON LACROSSE CLUB	1,500.00
38	70814631	C	09/16/2024	64017	COPPER CANYON APPAREL	806.00
38	70814632	C	09/16/2024	4618	COLEMAN KNITTING MILL	1,160.00
38	70814633	C	09/16/2024	158220	COVER UP	1,326.87
38	70814634	C	09/16/2024	71340	D2D DANCE COMPETITION	100.00
38	70814635	C	09/16/2024	107267	DOMINO'S PIZZA / BRIGHAM	280.00
38	70814636	C	09/16/2024	66591	DRAGON DYNAMITE DISPLAYS	1,500.00
38	70814637	C	09/16/2024	52140	TRACER GOLF ACCESSORIES	1,985.50
38	70814638	C	09/16/2024	38644	GREEN CANYON HIGH SCHOOL	350.00
38	70814639	C	09/16/2024	4790	HOME DEPOT CREDIT SERVICE	2,107.39
38	70814640	C	09/16/2024	51977	HONEYBUCKET	290.00
38	70814641	C	09/16/2024	103961	INTERMOUNTAIN WOOD PRODUCTS	944.93
38	70814642	C	09/16/2024	4839	INTSEL STEEL WEST LLC	1,412.80
38	70814643	C	09/16/2024	71390	JOEL NAVA PHOTOGRAPHY	462.24
38	70814644	C	09/16/2024	25119	SIZZLING PLATTER	20.97
38	70814645	C	09/16/2024	543168	MADDOX RANCH HOUSE	518.16
38	70814646	C	09/16/2024	1295	ELISE BURT	3,600.00
38	70814647	C	09/16/2024	50121	KIRA MORTENSON	130.00
38	70814648	C	09/16/2024	4979	O'REILLY AUTOMOTIVE	204.11
38	70814649	C	09/16/2024	53538	PRIVATE POOL PALACE, LLC	2,971.00
38	70814650	C	09/16/2024	35955	PROMO PLUS	383.51
38	70814651	C	09/16/2024	5029	ROY HIGH SCHOOL	540.00
38	70814652	C	09/16/2024	66842	RYLEIGH CHOREOGRAPHY	3,800.00
38	70814653	C	09/16/2024	111790	SUNSTONE POTTERY	1,197.00
38	70814654	C	09/16/2024	5215	SUPREME AUTOMOTIVE	95.46
38	70814655	C	09/16/2024	6149	THE LOGO SHOP	2,264.43
38	70814656	C	09/16/2024	47686	TNT ENGRAVING	5.00
38	70814657	C	09/16/2024	5290	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	105.00
38	70814658	C	09/18/2024	104321	BOX ELDER SCHOOL DISTRICT	16,392.81
38	70814659	C	09/19/2024	1	AMBER OR SHAUN RHINE	31.00
38	70814660	C	09/19/2024	71218	7TH SOUTH DESIGNS, LLC	1,876.07
38	70814661	C	09/19/2024	104348	BOX ELDER MIDDLE SCHOOL	125.00
38	70814662	C	09/19/2024	31658	BSN SPORTS	7,894.40
38	70814663	C	09/19/2024	158220	COVER UP	889.07
38	70814664	C	09/19/2024	37672	EWELL EDUCATIONAL SERVICES INC	75.00
38	70814665	C	09/19/2024	16314	HOSA-FUTURE HEALTH PROFESSIONALS	910.00
38	70814666	C	09/19/2024	100774	JEPSPEN DISTRIBUTING/JEFF JEPSPEN	726.34
38	70814667	C	09/19/2024	69256	JFS WHOLESALE	201.95
38	70814668	C	09/19/2024	110154	MEDCO SCHOOL	86.20
38	70814669	C	09/19/2024	11924	MOUNTAIN CREST HIGH SCHOOL	160.00
38	70814670	C	09/19/2024	4979	O'REILLY AUTOMOTIVE	421.76
38	70814671	C	09/19/2024	698980	PEPSI-COLA OF OGDEN	361.31
38	70814672	C	09/19/2024	110975	RIDDELL ALL AMERICAN SPORTS	143.05
38	70814673	C	09/19/2024	13021	ROGUE FITNESS	12,696.01
38	70814674	C	09/19/2024	804825	SUNRISE HIGH SCHOOL	120.00
38	70814675	C	09/19/2024	5223	SWIRE COCA-COLA	514.80
38	70814676	C	09/19/2024	109476	UTAH FCCLA	240.00
38	70814677	C	09/26/2024	1	JAMIE HADFIELD	96.00
38	70814678	C	09/26/2024	1	MAXWELL AND TYELA LARSON	100.00
38	70814679	C	09/26/2024	112046	ACE HARDWARE - BRIGHAM	74.98
38	70814680	C	09/26/2024	38032	AMAZON CAPITAL SERVICES INC	3,468.07
38	70814681	C	09/26/2024	106055	BLICK ART MATERIALS	378.95
38	70814682	C	09/26/2024	14176	BOUNTIFUL HIGH SCHOOL	513.00
38	70814683	C	09/26/2024	104321	BOX ELDER SCHOOL DISTRICT	8,853.43

Check Register Summary

Batch Year: 25 Bank: All Date Range: 09/01/2024 - 09/30/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70814684	C	09/26/2024	104321	BOX ELDER SCHOOL DISTRICT	709.24
38	70814685	C	09/26/2024	108217	BRIGHAM CITY CORPORATION	240.00
38	70814686	C	09/26/2024	31658	BSN SPORTS	575.05
38	70814687	C	09/26/2024	68608	SPENCER CORDNER	1,570.00
38	70814688	C	09/26/2024	158220	COVER UP	1,844.19
38	70814689	C	09/26/2024	71560	FAIRFIELD INN	3,206.94
38	70814690	C	09/26/2024	25682	HALE CENTRE THEATRE	1,130.00
38	70814691	C	09/26/2024	4790	HOME DEPOT CREDIT SERVICE	1,357.48
38	70814692	C	09/26/2024	25119	SIZZLING PLATTER	300.57
38	70814693	C	09/26/2024	71528	ANA LUGUA	555.00
38	70814694	C	09/26/2024	4979	O'REILLY AUTOMOTIVE	22.50
38	70814695	C	09/26/2024	111637	OASIS STAGE WERKS	260.00
38	70814696	C	09/26/2024	4960	OLD GRIST MILL BREAD	182.27
38	70814697	C	09/26/2024	698980	PEPSI-COLA OF OGDEN	175.00
38	70814698	C	09/26/2024	58386	ROCKY MOUNTAIN DRILL INVITATIONAL	914.16
38	70814699	C	09/26/2024	10731	SMITH'S CUSTOMER CHARGES	613.78
38	70814700	C	09/26/2024	804825	SUNRISE HIGH SCHOOL	40.00
38	70814701	C	09/26/2024	7609	UTAH FBLA-PBL	880.00
38	70814702	C	09/26/2024	5908	WALMART COMMUNITY	3,702.14
38	70814703	C	09/26/2024	32824	YES PRINT COPY N MORE, LLC	46.75
Total Bank: 38						\$164,309.45
39	77800604	C	09/10/2024	68160	TRACY ODELL	75.00
39	77800605	C	09/16/2024	104321	BOX ELDER SCHOOL DISTRICT	305.35
39	77800606	C	09/24/2024	1	KAMBRIE HOWARD	50.00
Total Bank: 39						\$430.35

Total Computer Checks:	\$4,183,236.40
Total Manual Checks:	\$3,389,297.04
Total ACH Checks:	\$1,757,779.91
Total Other Checks:	\$0.00
Total Electronic Checks:	\$0.00
Total Computer Voids:	-\$773,307.98
Total Manual Voids:	\$0.00
Total ACH Voids:	\$0.00
Total Other Voids:	\$0.00
Total Electronic Voids:	\$0.00
Grand Total:	\$8,557,005.37
Number of Checks:	631

Batch Year	Batch	Amount
25	000187	-142.16
25	000190	-1,659.41
25	000226	340.77
25	000289	1,185.00
25	000324	-2,175.00
25	000345	-446.22
25	000376	-763,910.26
25	000391	36,874.63
25	000394	442.36
25	000395	426.45
25	000396	156,286.19
25	000397	4,739.10
25	000398	60,190.07
25	000399	167,839.59
25	000400	70,955.55
25	000401	11,408.59
25	000405	1,580.93
25	000406	29,533.22
25	000416	429,068.08
25	000417	268,205.28

Check Register Summary

Box Elder School District

Batch Year: 25 Bank: All Date Range: 09/01/2024 - 09/30/2024

Batch Year	Batch	Amount
25	000418	81,319.57
25	000419	837,799.50
25	000420	1,496,062.61
25	000425	50.00
25	000433	7,762.86
25	000437	3,571.11
25	000440	752,281.28
25	000442	75.00
25	000445	9,321.88
25	000453	21,961.75
25	000456	119.85
25	000459	10,486.27
25	000463	4,591.49
25	000466	53,935.55
25	000467	3,004.52
25	000483	305.35
25	000484	9,292.25
25	000487	1,590.70
25	000492	24,565.10
25	000500	16,392.81
25	000502	52,393.23
25	000504	3,102.18
25	000505	1,279.26
25	000506	3,538.98
25	000513	27,471.96
25	000514	6,052.00
25	000523	11,578.81
25	000528	19,039.37
25	000529	50.00
25	000540	76.18
25	000541	144,384.85
25	000543	1,330.99
25	000546	4,347.46
25	000548	3,122.76
25	000549	31,809.50
25	000554	32,779.32
25	000568	4,393,001.94
25	000570	5,744.01
25	000573	4,247.26
25	000574	5,384.60
25	000583	1,038.50

For October 9, 2024 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
BRMS	Shawn Miller	ISS Para	
District Office	Kimberly Contreras	Roaming Custodian	
BRHS	Kati Jo Rhodes	Functional Skills Para	

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>
ACYI	Angie Zerkle	Functional Skills Para
Golden Spike/Transportation	Sondra Nelson	Lead Preschool Para/Bus Para
BRMS	Shaylee Capener	ISS Para
BEHS	Tyler Christensen	Functional Skills Para
District Office	Kelly Hennessy	Maintenance Tech
Sunrise	Brett Voris	Instructional Para/Mentor
North Park	Paulina Estefania Rayon Nieto	4th Grade DLI

**Box Elder School District
Out of State Travel Request**

School Box Elder High School

Organization/Team/Club/Etc. Cheerleaders

Purpose of Trip (Educational Value) USA Cheerleading Nationals. It would be a great experience for the team and it would be the first time Box Elder would go to Nationals for cheer. Bear River Cheer is going and it would be a great opportunity to support each other.

Destination Anaheim California Miles to be traveled (one way) 739

Number of Students Traveling 29

Freshmen	<u>5</u>
Sophomore	<u>9</u>
Junior	<u>7</u>
Senior	<u>8</u>

Number of Adults (Chaperones) Traveling 3 coaches/parents TBD

Departure Date 2/13/25 Time TBD
Return Date 2/17/25 Time TBD *Dates would depend on which routines we qualify in.
Means of Travel Bus Van Other (please list) Air plane

Anticipated Actual Cost of the Trip per Individual Student \$1500.00 + food/souvenirs

Anticipated Direct Cost to Each Student \$1500.00

**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
To the airport we would take a bus or parent transportation. California airport charter bus to hotel. Would be in walking distance from hotel to convention center in California. Charter bus back to California airport from hotel. Bus or parent transportation from airport to home.

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? Through a google form.

How will surveys be collected? By coaches through google form.

Who will tabulate survey results? Coaches

Does the trip involve some type of performance or competition? Yes

Did the students have to qualify for this performance/competition? Yes

How? They will compete at two competition in January to try and qualify.

Signatures:

Organization/Team Leader/Coach Cassidy Smoot Date 8/29/24

Principal James Kent Date _____

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans
[Signature] Date 9-30-24

Suggestions for Future Board Meetings

November 13, 2024 – (tentative)

- North Park/BRHS project – Ryan Greene
- 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)
- Review of Policies 1034 Board of Education Code of Conduct and 1035 Board Member Ethics
- Policy 1036 Conflict of Interest – complete form
- AAPPL Data – Jeff Morris
- 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 – Emily Williams
- Legislative Update – Steve Carlsen
- Policy Review

April 9, 2025 – (tentative)

- ESP Recognitions – Emily Williams
- College and Career Readiness Counseling Program (CCRCP) Approval – Alison Williams
- ACT Data – Jeff Morris
- Child Nutrition Report – David Roberts
- Energy Report – Mike Clark
- Policy Review
- Board Graduation Assignments

May 14, 2025 – (tentative)

- Retirement Recognitions – Emily Williams
- 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

June 11, 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 – Emily Williams
- Tentative Ratification of Negotiated Agreement with BEAA – Emily Williams
- Tentative Ratification of Negotiated Agreement with BEEA – Emily Williams
- Tentative Ratification of Negotiated Agreement with BEESPA – Emily Williams
- Declaration of Open Enrollment Schools – Emily Williams
- Policy Review
- Sunrise High School Schedule Discussion

July 9, 2025 – (tentative)

- Approval of Sex Education Committee – Keith Mecham
- 2023-24 TSSA Plan Results – Keith Mecham and Heidi Jo West
- Bullying Report

August 13, 2025 – (tentative)

- Approval of Early Literacy Plan – Heidi Jo West
- Approval of Sex Education Committee – Keith Mecham
- AP Results – Jeff Morris
- Transportation Routing Software, Fuel Costs, Field Trip Issues – Jason Sparks
- Policy Review

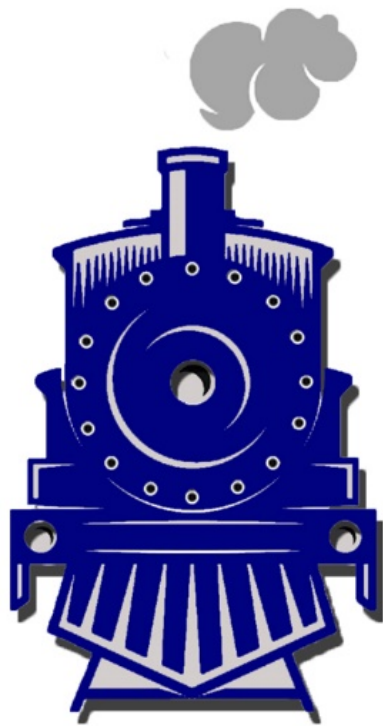
September 10, 2025 – (tentative)

- Walmart Grants Presentation
- Nucor Grants Presentation
- Swearing in of Student Board Member – David Roberts
- Policy Review

October 15, 2025 – *(tentative)*

- Walmart Grants Presentation
- Bond Hearing
- October 1 Enrollment Report – Emily Williams
- Exemption from Compulsory Attendance (Home School) – Steve Carlsen
- Approval of PBS Plans – Megan Bushnell
- RISE and Utah Aspire Plus Data – Jeff Morris
- North Park-BRHS Project Partnership – Ryan Greene
- 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