



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING
Detailed Agenda

Wednesday, November 13, 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**
- 2. Senate Bill 173 - Teacher Merit Award**
- 3. Business Administrator Interviews**

3

B. Administrative - 6:30 p.m.

- 1. Call to Order**
Wade Hyde, Board President
- 2. Reverence**
Connie Archibald, Board Vice-President
- 3. Flag Salute/Pledge of Allegiance**
Bryan Smith, Board Member
- 4. Recognitions**
Nancy Kennedy, Board Member
 - Heidi Jo West and Mindy White - November 1st PD Day
 - Trina Thomson, Paraprofessional at Sunrise High School

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. Action Items - 7:00 p.m.

- 1. Approval of LEA Specific Licenses**
 - 2. Approval of Amendment to the BRHS 24-25 School LAND Trust Plan**
 - 3. Approval of Club and Amendment to School Fees for Clubs**
- Keith Mecham, Asst. Superintendent of Secondary Teaching & Learning

31

32

35

F. Information Items - 7:15 p.m.

- 1. North Park/BRHS Project**
- 2. Gifted and Talented Program Yearly Plan**
- 3. DLI Lottery**
- 4. Home School Stats**
- 5. FY26 Proposed Necessarily Existent Small Schools Distribution Compared to FY25**
- 6. Monthly Financial Report**
- 7. Board Committee Reports**
 - a. Student Board Member Report**

39

40

50

59

60

62

G. Policy Review - 7:55 p.m.

- 1. First Reading**

a. Policy 2226 Transportation: Space Available Busing	72
b. Policy 3020 Employment: Requirements and Restrictions	74
c. Policy 3023 Educator Induction, Mentoring, and Professional Learning	77
d. Policy 3092 Nursing Mothers in the Workplace	82
e. Policy 3096 Reporting Substantial Threats Against a School	83
f. Policy 3208 ESP: Fringe Benefits and Leave of Absence	84
g. Policy 4016 Evaluation and Selection of Instructional Material	97
h. Policy 4017 Evaluation and Selection of Library Material	108
i. Policy 4018 Evaluation and Selection of Supplemental Material	120
j. Policy 4019 Evaluation of Other Learning Material	129
k. Policy 4033 Early Learning Plan	140
l. Policy 4037 Reading Assessment for K-3	144
m. Policy 4038 Mathematics Assessment for K-3	146
n. Policy 5272 Transgender Students	148
o. Policy 5273 Use of Sex-Designated Facilities	151
p. Policy 5380 Notification Received from Juvenile Courts	153
2. Second Reading	
a. Policy 1071 Electronic Meetings	157
b. Policy 1160 Superintendent Termination	161
c. Policy 1185 Business Administrator Termination	164
d. Policy 2070 Cash Receipts, Expenditures, and Purchasing	167
e. Policy 2090 Contracts for School Resource Officer Services	171
f. Policy 2181 District Emergency Response Plan	174
g. Policy 2224 Transportation: Drug Testing of Bus Drivers	180
h. Policy 3041 Educator Evaluation	184
i. Policy 3200 ESP: General Statement	194
j. Policy 5005 Safe Schools: Student Discipline/Behavior	198
k. Policy 5291 Drug & Alcohol Testing of Students Participating in Extracurricular Activities	215
l. Policy 5320 Student Travel	221
H. Board Discussion Items - 8:05 p.m.	
1. Senate Bill 173 - Teacher Merit Awards	226
I. Consent Items - 8:15 p.m.	
1. Minutes	254
2. Claims	265
3. Personnel	281
4. Club Applications	282
J. Suggestions for Future Board Meetings - 8:20 p.m.	291
K. Upcoming Events - 8:25 p.m.	
1. Master Board Award - Complete by November 30, 2024	
2. Meet with Legislators - School Board Work Session - Wednesday, December 11, 2024 at 5:00 p.m.	
3. USBA Conference - January 9-11, 2025	
L. Board Handbook	294
M. Adjournment - 8:30 p.m.	

The next meeting of the Board of Education will be held on Wednesday, December 11, 2024, with a Work Session at 5:00 and a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.



2024-25

Version 1.0

Utah Teacher Merit Award Guidebook



Emma Eccles Jones College of Education & Human Services
Center for the School of the Future
UtahStateUniversity.

Contents

Introduction	2
What Is the Utah Teacher Merit Award?	3
What Purpose Does the TMA Guidebook Serve and Who is its Audience?	4
What Practices are Associated with Successful Merit-Award Programs?	5
Who Can Participate in Utah’s TMA Program?	5
What Are the Merit Award Performance Levels?	6
What Are the Award Amounts for the Three Performance Merit Award Levels?	6
What TMA Criteria Are Required to Identify High-Performing Teachers at the LEA Level?	7
What is the Purpose of Recommended TMA Weight Ranges for Required Criteria Used to Identify High-Performing Teachers?	8
What is Overarching Utah TMA System and What are its Primary Components?	9
Stage 1: LEA TMA Identification System – Short Description	9
Stage 2: State TMA Identification System – Short Description	10
What is the Timeline for an LEA to Develop and Implement Their TMA System?	11
What Are the Major Tasks in Developing a LEA TMA Identification System?	13
Task 1: Announce Participation by 12/31/2024	13
Task 2: Participate in SB173 Trainings	13
Task 3: Develop TMA Identification System	14
Initial LEA Steps	14
Recruiting a Planning Committee	14
Documenting the Process	14
Developing an LEA TMA Identification System	15
Teacher Eligibility	15
How Do LEAs Capture Data for Teachers in Multiple Assignments?	16
Teacher Performance Data	16
Student Growth Data	17
Professional Evaluations (Teacher Observation Data)	18
Parent Surveys	19
Other Criteria	19
Spending Plan	20
Spending Requirements	20
Spending Plan for Teacher Movement	20
Non-State Tested Subjects	21
Third-Party or LEA-Developed Measures	22
Calculating Student Growth Using a Third-Party or LEA-Developed Test	23
Student Learning Objectives (SLOs)	23
Portfolios	24
Application Submission	24
Application Scoring and Resubmission	24
Teacher Appeal Process	25
Task 4: Launch TMA Identification System	25
Task 5: Submit TMA Candidate List	25
Task 6: Payout Merit Award	25
References	26

Introduction

The Utah Teacher Merit Award was created by the Utah Legislature in 2024 to increase teacher retention in the classroom, especially in high-poverty schools, and simultaneously increase the recruitment of new teachers into the system. The Utah State Legislature and the Utah State Board of Education heard many hours of testimony from district superintendents, school leaders, charter school leaders, deans of colleges and schools of education in Utah, and scores of education advocates, policy experts, and other interested stakeholders. After months of research, discussion, and deliberation, the Utah State Legislature chose to enact the Utah Teacher Merit Award pilot study to investigate the value of a new method for recognizing and remunerating highly effective classroom teachers by moving teacher compensation toward six figures.



Thanks to bipartisan efforts between the members of the Utah House and Senate, Senate Bill 173 (SB173) was passed by the Utah Legislature in 2024 and signed by Governor Spencer Cox. This sweeping and historic teacher merit award bill provides funding for monetary awards for those teachers who are highly effective, especially those working in high-poverty schools and districts. As such, SB173 has the potential to transform education by incentivizing teachers to remain in the classroom and to choose teaching as a life-time professional commitment.

What Is the Utah Teacher Merit Award?



The Teacher Merit Award (TMA) was established with the goal of providing a mechanism for identifying Utah’s highest performing 25% of teachers and rewarding them financially. The TMA program and its funding began July 1, 2024, and is administered by the Center for the School of the Future (CSF) at Utah State University (USU). To learn more about Center for the School of the Future, visit their website: [Center for the School of the Future | CEHS | USU](#).

The TMA is not a grant. TMA is a statutory funding provision authorized in Senate Bill 173 [<https://le.utah.gov/~2024/bills/static/SB0173.html>]. Local Education Agency (LEA) participation in this bill is entirely voluntary. Those LEAs who opt to participate develop a TMA identification system(s), allowing them to identify their top 25% of teachers, using single or multiple years of data, as candidates for potential TMA recognition at the state level. TMA funding is distributed by the Utah State Board of Education (USBE) to LEAs employing State TMA awardees for monetary awards (see *Title 63J, Chapter 1, Budgetary Procedures 305* Act of S.B. 173).

SB173 is a five-year pilot program. During the first two years of the pilot program (2024-2026), participating LEAs develop an application outlining their TMA identification system, which must align with the CSF guidelines embodied in this guidebook. When submitted, CSF reviews and approves the application, and then LEAs implement their TMA identification system. If an application requires refinements to be approved, CSF will provide timely feedback so the LEA can revise their application to address the identified revisions. TMA funds are dispersed in years three through five of the pilot program (2026-2029). The TMA pilot provides a one-time, three-year period of recognition in terms of merit award performance level and level of monetary compensation.



What Purposes Does the TMA Guidebook Serve and Who is its Audience?

Generally, this Utah TMA Guidebook is a comprehensive guide for LEAs who elect to participate in the voluntary Utah Teacher Merit Award (TMA) pilot study as authorized by Utah's SB173. This guide provides LEAs with processes, policies, timelines, and answers to frequently asked questions about the design of their LEA TMA identification system. LEA TMA systems allow LEAs to identify the top-performing 25% of their teachers and nominate those identified for inclusion in the State TMA recognition pool. SB173 provides for the recognition of the top-performing 25% of teachers in the State of Utah. There are three levels of statewide TMA performance recognition: recognized teacher, exemplary teacher, and master teacher. Each performance level receives a monetary merit award associated with the performance level.

Additionally, the Utah TMA Guidebook serves three purposes:

- 1 Supplies LEAs with sufficient information to determine whether or not to participate in the SB173 pilot.
- 2 Provides LEAs with clear steps to develop an LEA TMA identification system.
- 3 Communicates to participating LEAs about unanticipated changes to TMA as part of the pilot, that would enhance processes and activities to maximize the achievements of TMA in relation to its stated purposes (i.e., recruit teachers, retain high-performing teachers, and encourage high-performing teachers to remain in, or move to high-poverty schools).

Though no significant updates are expected for the Utah TMA guidebook, due to the nature of pilot studies in general and the collaborative actions directed by SB173 between LEAs and CSF, the TMA program may evolve, and therefore, the TMA Guidebook may likewise evolve. Over the course of the pilot, CSF will keep the TMA guidebook current. LEAs and other interested stakeholders may access the latest copies of the Utah TMA guidebook at [SB173|USU](https://www.usu.edu/sb173) after guidebook 1.0 is published (early November 2024).

What Practices are Associated with Successful Merit-Award Programs?

Utah's Office of the Legislative Auditor General recently conducted and reported on its nationwide review of teacher merit award programs. Included in their report are five practices associated with successful, merit-based award programs that have positively influenced teacher retention and student learning (see Figure 1). Utah's TMA program incorporates all the elements of these programs as well as some unique elements particular to Utah's TMA system as required by SB173.

Figure 1
Successful Merit Award Practices



Who Can Participate in Utah's TMA Program?

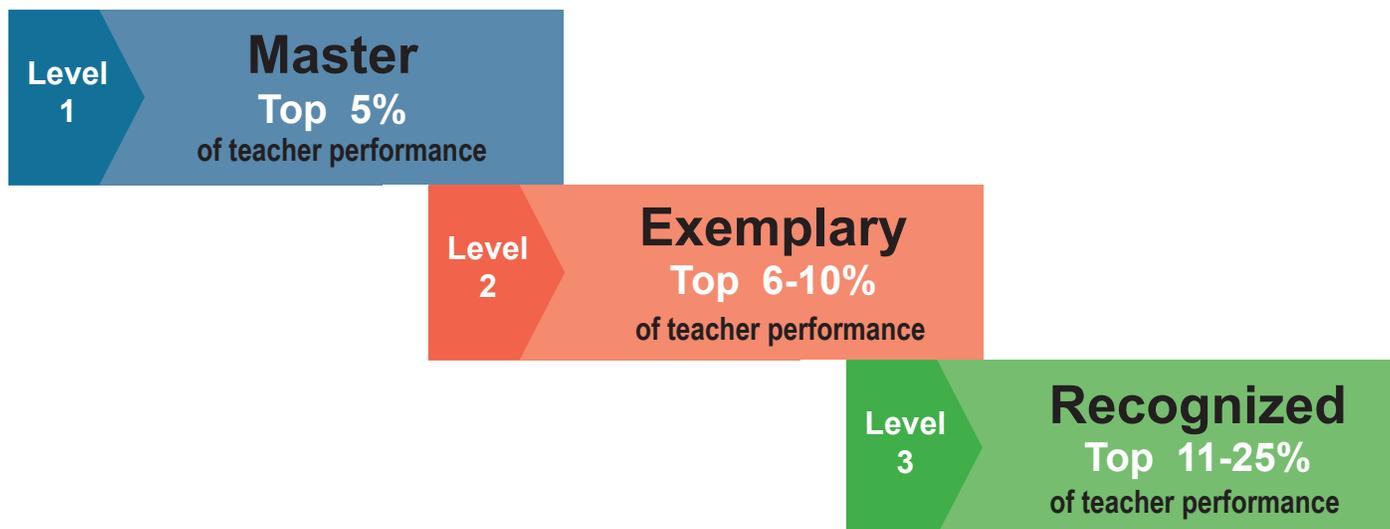
All publicly funded LEAs in Utah are eligible to participate in and design an LEA TMA identification system.

An LEA is defined in SB173 as:

- A school district
- A charter school, or
- A regional education service agency (SESC, SEDC, CUES, NUES)

What Are the Merit Award Performance Levels?

Utah TMA merit award performance levels differentially recognize and reward high-performing teachers. An LEA TMA identification system recognizes its highest performing 25% of teachers at three levels of performance:



LEAs will receive a funding allotment for each State TMA-identified teacher they employ. TMA funding allotments are based on the teacher’s identified performance merit award level, with enhanced funding for awardees who teach in high-poverty schools (Section 53F-2-5-513-1c). TMA funds incentivize TMA-identified teachers to remain in the classroom and prioritize teaching in or transferring to teach in high-poverty schools.

What Are the Award Amounts for the Three Performance Merit Award Levels?

Figure 2 displays the award amounts for each of the three performance levels and also displays the doubling of merit awards for teachers working in high-poverty schools (as identified in Section 53F-2-5-513-1c). “High-poverty school” means a public school in which, during the previous school year, based on the October 1 enrollment as of the year-end data submission, more than 20% of the enrolled students are classified as children affected by intergenerational poverty (as identified in Section 35A-9-102) or 70% or more of the enrolled students qualify for free or reduced lunch. “Intergenerational poverty” means poverty in which two or more successive generations of a family continue in the cycle of poverty and government dependence. “Cycle of poverty” or “poverty cycle” means the set of factors or events by which the long-term poverty of a person is likely to continue and be experienced by each child of the person when the child becomes an adult, unless there is outside intervention.

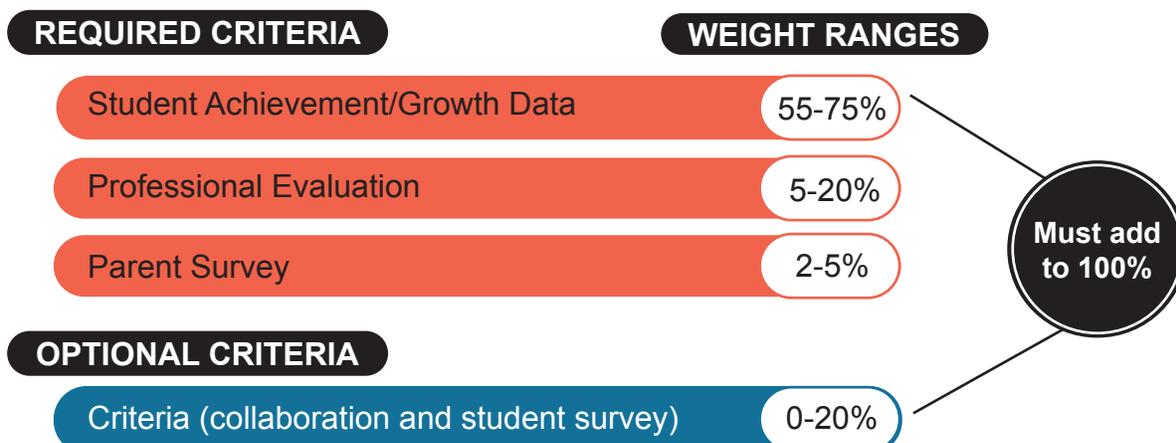
Figure 2
Three Performance Levels and Merit Award

Performance Level	Merit Award 3 payouts (one per year)	High-Poverty School Merit Award 3 payouts (one per year)
MASTER Teacher Top 5%	\$10,000	\$20,000
EXEMPLARY Teacher Top 6% - 10%	\$5,000	\$10,000
RECOGNIZED Teacher Top 11% - 25%	\$2,000	\$4,000

What TMA Criteria Are Required to Identify High-Performing Teachers at the LEA Level?

Figure 3 clarifies that approved LEA TMA identification systems must include three criteria to identify high-performing teachers (i.e., student achievement and growth, professional evaluation, and parent survey) and may include a fourth, optional “other criteria.” Each criterion must be assessed using valid and reliable measures. SB173 allows LEAs to use “other criteria,” which CSF must approve. Currently, CSF’s listening and informational tour with LEAs resulted in two common areas of interest in the “other criteria,” (i.e., teacher collaboration and student surveys). LEAs expressed that teacher collaboration is a valued characteristic of a high-performing teacher and that criterion should be allowable for inclusion by participating LEAs. Additionally, LEAs and research reviews indicate that student surveys were an important criterion for identifying high-performing teachers. Again, these “other criteria” are optional.

Figure 3
TMA Required Criteria



What Is the Purpose of Recommended TMA Weight Ranges for Required Criteria Used to Identify High-Performing Teachers?

SB173 directs that LEA TMA identification systems use multiple criteria for recognizing high-performing teachers. Collectively, these criteria form an acceptably robust system for identifying high-performing teachers drawn from a national review of research about effective merit award systems. A teacher's weighted score for each criterion eventually forms a composite score so the teacher's score can be placed among other teachers' scores, ranked highest to lowest, to allow identification of the top 25% of teachers.

Because the desired outcome of high-performing teaching is high levels of student achievement/growth, as based on reviews of associated research literature and from LEA feedback during listening tours, CSF established a weight range (see Figure 3) from which a TMA system may select its final determined weight for student achievement/growth (an SB173 required criteria). For example, an LEA may choose to set the weight for student achievement and growth at 64%, which falls within the guidelines (i.e., 55-75%).

We acknowledge that there are many aspects of excellent teaching that are not captured by student growth alone. Professional evaluations weight ranges between 5-20% of a TMA's total system. This range is notably less due to the power of professional evaluations to predict student learning. The weight range for parent surveys was further reduced, due to its comparatively low power to predict student learning. Finally, the portion of total weight directed to "other criteria" is 0-20% of the total weight. Selected TMA criteria weights must total 100%.

What is the Overarching Utah TMA System and What are its Primary Components?

The Utah TMA is a single integrated system composed of two sequential stages (see Figure 4). The first stage is the LEA TMA identification system, and the second stage is the State TMA identification system. Each of the components is described below.

Because the LEA and state TMAs are in the overarching Utah TMA system, it is important for readers to understand both stages before developing their system. Note that development of an LEA TMA identification systems will be supported by this Guidebook and also by an online tool with fillable fields that LEAs will use to complete their plan before submitting it to CSF for review and approval.

Utah’s TMA system’s two sequential stages are described below and are followed by a short description.

Stage 1: LEA TMA Identification System – Short Description

- 1** Each LEA develops a TMA identification system aligned with Utah’s TMA Guidebook. This includes selecting weights within the ranges identified in the Guidebook. The TMA identification system also includes plans and procedures for conducting professional evaluations, parent surveys, and other criteria, if desired.
- 2** Each LEA TMA identification system has the option to include “other criteria.” If an LEA chooses to do so, the selected constructs and associated measures must receive approval from the CSF. These selections, including the weights assigned within the specified ranges for the required criteria, reflect the LEAs values regarding what constitutes a “high-performing teacher.” All data from “other criteria” need to be adjusted to a 5-point scale. Once approved by CSF, each LEA deploys their TMA identification system.
- 3** Deployment of the LEA TMA system produces composite scores for all participating teacher categories (see discussion below about participating teacher categories).
- 4** Composite scores are calculated and ordered from highest to lowest. Cut marks are inserted for the Master (top 5%), Exemplary (top 6-10%) and Recognized merit award performance levels (top 11-25%).

- 5** The product of this stage is an LEA TMA-supplied list of teachers, itemized by merit award performance levels (i.e., Master [top 5%]; Exemplary [6-10%] and Recognized [11-25%]), which expresses what the respective LEA perceives a top performing teacher to be. The only constraints to an LEA's TMA view of a top-performing teacher are the limits of the weight ranges offered in the TMA Guidebook and CSF's approval of "other criteria."
- 6** The LEA will need to provide CSF with professional evaluation data on a 5-point scale. The LEA will also need to supply the parent survey data for each teacher participating in the pilot. These data will likewise need to be on a 5-point scale. If included in their TMA identification system, the LEA will also provide their teacher collaboration data and student survey data, which must be on a 5-point scale.
- 7** At this point, the LEA TMA identification system has done its work. It has produced a categorical list of the LEA's top-performing 25% of teachers and will have provided CSF with the teacher data needed in the State TMA system.

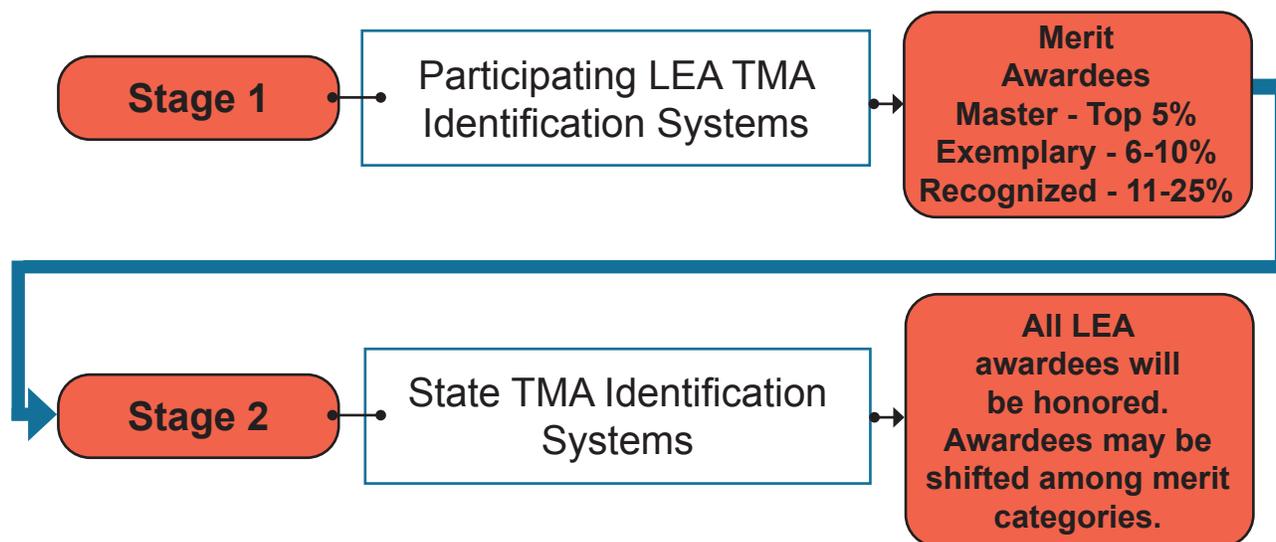
Stage 2: State TMA Identification System – Short Description

- 1** The State developed a TMA identification system that is driven by data drawn from the LEA TMA identification systems.
- 2** The State TMA identification system averages all participating LEAs' weightings for each of the high-performing teacher merit award criteria (i.e., achievement/ growth, professional evaluation, parent survey, collaboration, and/or student survey) to produce a State TMA weighting for each respective criterion. For example, if 5 LEAs' achievement/growth weight selections were LEA 1 = 55%, LEA 2 = 60%, LEA 3 = 58%, LEA 4 = 74%, and LEA 5 = 56%, the average would be 60.6%, which would be rounded up to 61%. Therefore, the State TMA weight for achievement/growth would be 61%, leaving 39% of the weight for other criteria. The product of these weights must add to 100%. If not, CSF will add equal points or fractions of points to each criterion to bring the collective weights to 100%.
- 3** The State TMA will constrain the "other criteria" to two constructs (i.e., collaboration and student surveys). If an LEA elects to add additional constructs to the "other" criteria, they can be part of their LEA TMA but will not be factored into the State TMA identification system—only teacher collaboration and the student surveys. CSF will meet with all participating LEAs

in January 2025 to discern whether there are any other elements the participating LEAs collectively want included in the “other criteria” and for which a psychometrically sound measure can be found. If so, CSF will add it. These actions will result in a standardization of the “other criterion.”

- 4** Using the determined State TMA weights, all LEA-submitted teachers will receive new composite scores and will be ordered from highest to lowest. Cut marks will be inserted for Master, Exemplary, and Recognized levels using the performance levels ranges previously described.
- 5** LEAs will be notified of the outcomes of the state TMA identification system. State TMA- teachers will be distinguished by their performance level and the associated TMA monetary award. All LEA awardees will be honored. Though, awardees may be shifted among merit categories.

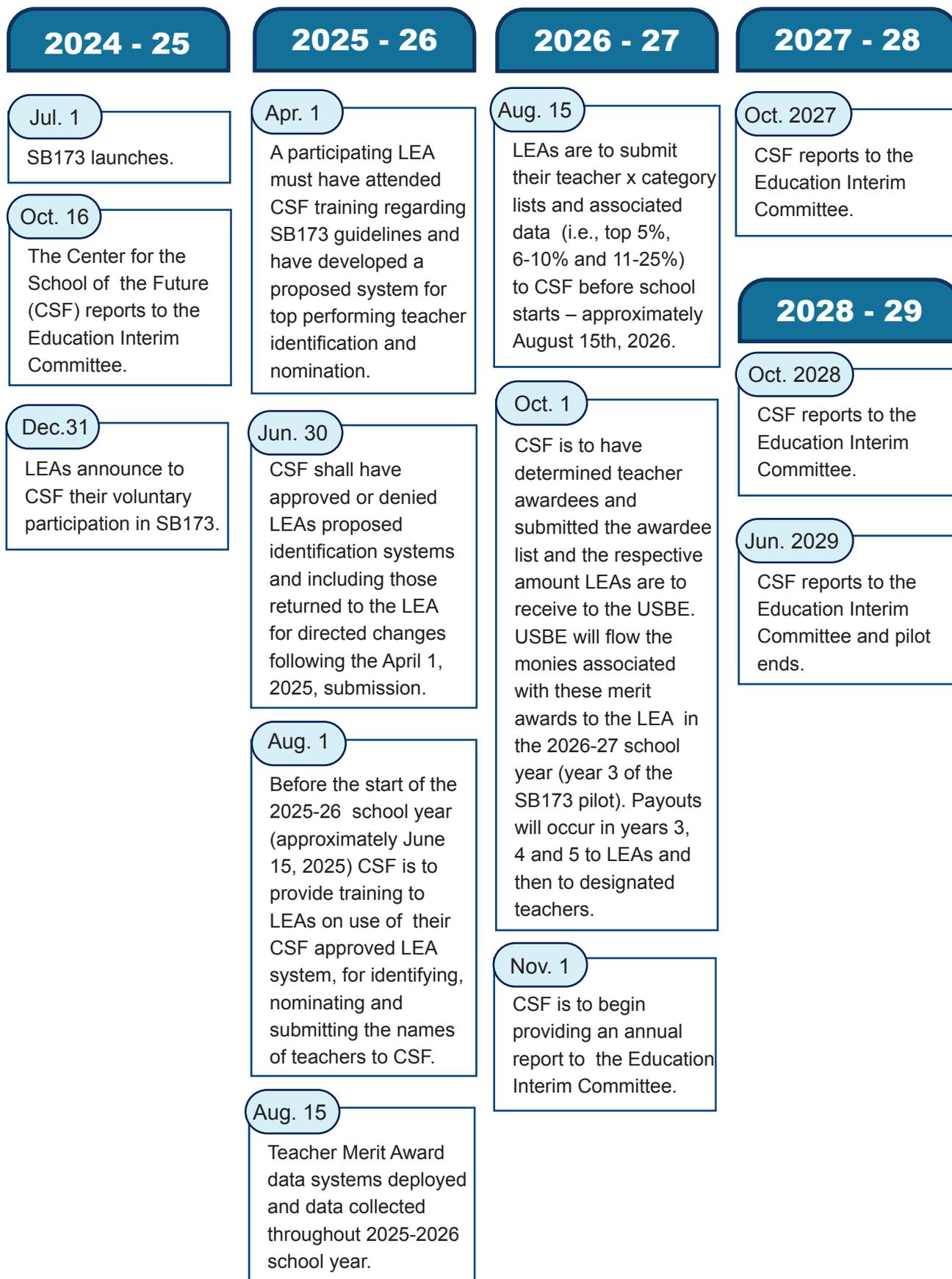
Figure 4
Teacher Merit Award – A Single System



What Is the Timeline for an LEA to Develop and Implement Their TMA System?

Figure 5 displays the current SB173 timeline. Several timeline changes have been identified, which will improve the development and implementation of the TMA identification systems. These proposed changes will be considered in the 2025 legislative session. If approved, this timeline will be updated. For now, the timeline elements nesting under 2024 and 2025 are accurate, except for 8/15/2025, which will likely be moved to 2026. We anticipate changes to the 2026 timeline elements.

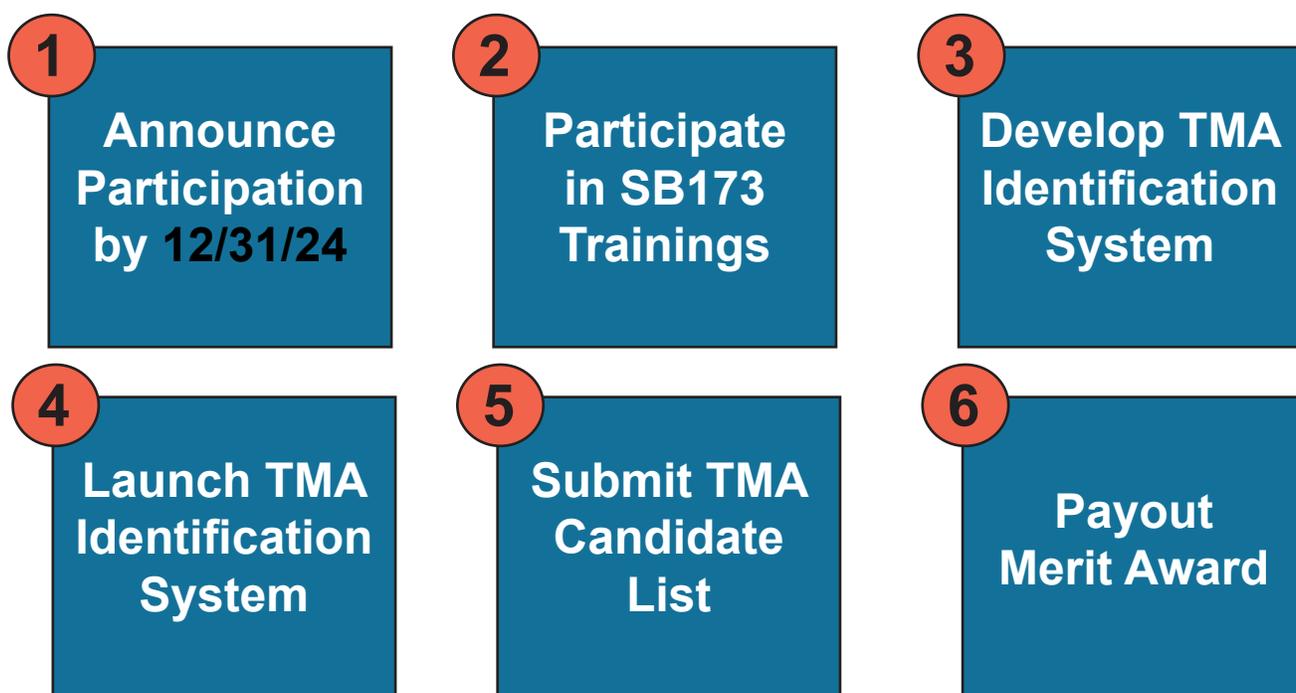
Figure 5
SB173 Pilot Implementation Timeline (School Years)



What Are the Major Tasks in Developing a LEA TMA Identification System?

There are six major tasks associated with participating in the SB173 TMA pilot. Major tasks are identified in Figure 6. Most major tasks have subtasks beneath them. The objective of this section is to provide LEA readers with sufficient information within each task so they can begin developing their LEA TMA identification system.

Figure 6
LEA TMA Major Development and Implementation Tasks



1 Task 1 – Announce Participation by 12/31/24

As stated in SB173, LEA participation in this bill is entirely voluntary. Participation requires submitting a registration form by December 31, 2024. LEAs can find the form on the following webpage: <https://cehs.usu.edu/csf/sb173/sb173-form>.

2 Task 2 – Participate in SB173 Trainings

The participating LEAs engage in two training sessions. The first training focuses on guiding LEAs in developing an (TMA) identification system. During this session, LEAs will learn about the application

process and the foundational principles and steps needed to create an effective TMA identification system that aligns with the descriptions in the TMA Guidebook. The training also provides sample cases to help participants understand the process in a practical, hands-on manner. By the end of the first training, LEAs will be equipped with the knowledge and tools necessary to begin designing their LEA TMA identification system along with submission of their system to the CSF. The second training builds on the first, ensuring that LEAs are prepared for the full implementation of the TMA identification system.

3 Task 3 – Develop TMA Identification System

Initial LEA Steps

After a thorough read and review of the TMA Guidebook, LEAs designate TMA Lead(s). The TMA Lead(s) will serve as the contact person(s) with the CSF and will coordinate with various stakeholders, departments, schools, etc. as the application is developed and implemented (see Figure 6).

Recruiting a Planning Committee

Once TMA Lead(s) are established, the LEA recruits a Planning Committee. It is recommended that the Planning Committee consist of at least 50% teachers. This ensures teacher participation, and teacher support for the LEA TMA. The size of the Planning Committee may vary depending on the size of the LEA and other factors.

Planning Committee members must read and review the TMA Guidebook thoroughly. Guided by the TMA Lead(s), the Planning Committee then develops the LEA TMA identification system. The proposed system for developing the TMA identification system should be vetted by various stakeholders throughout the process.

Documenting the Process

Early in the planning stages, LEAs will need to determine where and how LEA plans and meetings are documented, shared, and stored. These plans are critical to documenting the tier performance level process LEAs go through and to provide information if and when Lead(s) and committee members change. Both digital and hard-copy plans should be kept, including meeting attendance, minutes of meetings, action plans, and decisions. LEA leadership outside of the Planning Committee should have access to these plans and processes.

Developing an LEA Teacher Merit Award Identification System

The LEA TMA Identification System is determined by:

- 1) teacher eligibility,
- 2) teacher performance data (including weights for performance levels), and
- 3) a spending plan.

Teacher Eligibility

The LEA will decide which teachers will be eligible for a TMA. LEAs have options for this pilot program. LEAs can include only teachers who teach in state-tested subjects or all teachers who teach in both assessed and non-state tested subjects (e.g. health, civics, biology, chemistry, the performance arts, etc.).

Therefore, the first step in determining teacher eligibility is to determine whether the LEA wishes to include teachers in tested and/or non-state-tested subjects. LEAs are encouraged to read carefully the process teachers will need to go through to develop reliable and valid student growth assessments in non-state tested subjects (see pp. 21-24). Best practices from other Teacher Merit programs indicate that it may be best to start in state-tested subjects only because there is more complexity and difficulty in determining student growth in non-state tested subjects. Once this has been decided, LEAs can proceed to determine which eligible teachers will be included in the LEA TMA identification system.

Each eligible teaching assignment in the local TMA identification system must be licensed by the Utah State Board of Education (see <https://schools.utah.gov/licensing/pathways>), hold a position that includes a classroom teaching assignment, and have a valid and reliable student achievement/growth measure.

LEAs may begin the teacher eligibility process by looking at student growth measures in tested subjects already available in Utah through the Utah State Board of Education's data capture and reporting of student achievement via state mandated assessments: Acadience®, RISE®, ACT, and ASPIRE®.

CSF, as per statutory eligibility requirements in SB173, limits TMA identification to teachers of record in state licensed teaching fields with a current classroom teaching assignment. LEAs may also include licensed support teachers, such as special education teachers, if they are licensed and employed as a teacher in the LEA and have a valid and reliable student growth measure available.

In the LEA Application, LEAs must confirm eligible teachers' licensing and teaching assignments. To confirm teaching licensing, we recommend using the Utah State Board of Education's list of state licensed teaching fields. This may be obtained at: <https://schools.utah.gov/licensing/pathways>.

LEAs will need to have on file evidence of their teachers' employment credentials, including a current, valid Utah teaching license. If a teacher is nominated for TMA but his or her Utah teaching license has been suspended or revoked before or after the payout date of October 1, 2026, they will not be eligible to receive a TMA.

In developing an LEA TMA identification system that includes subject area teachers as eligible teachers, a secondary school course coding system must be developed or used, if it exists. Teachers must be linked to local course codes for the courses they teach and may have more than one course code.

How Do LEAs Capture Data for Teachers in Multiple Assignments?

This is a local decision. Best practice is to communicate with teachers and school administrators early in the year. For teachers who work across assignments in the same eligible teaching category, the LEA can choose to combine data from multiple assignments or use a single assignment. Teachers can only be recognized in subjects they are licensed to teach.

Example A: A self-contained third-grade teacher's students take RISE reading and math. If third-grade math and reading fall under the same eligible teaching assignment category, the LEA may choose to either collect both reading and math data for TMA or only use one set of data.

Example B: An eighth-grade math teacher also teaches sections of US history, for which the LEA uses two different growth measures. In this case, the LEA and school leader would determine one assignment to be used for capturing statewide performance data.

Teacher Performance Data

Teacher performance data includes:

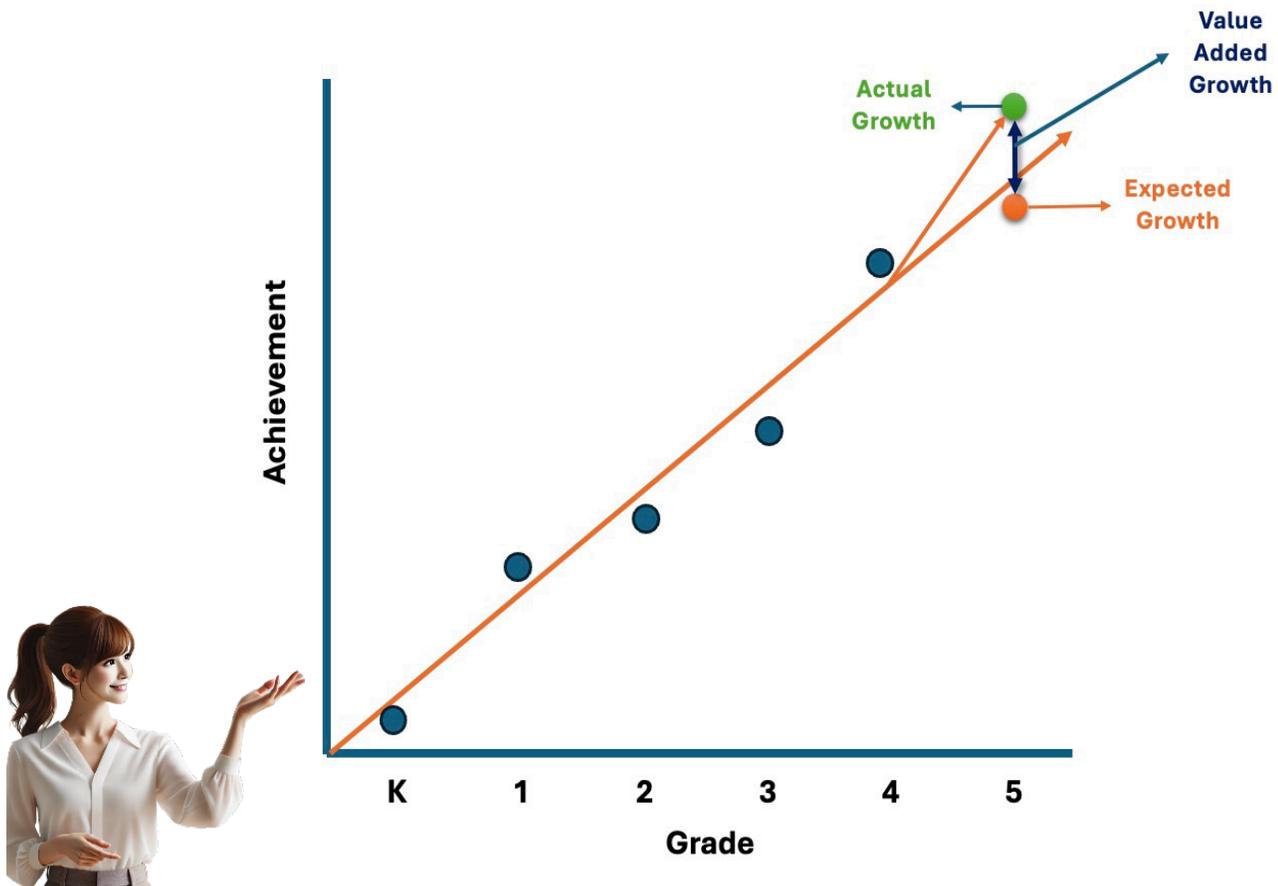
- student achievement/growth data,
- professional evaluations (teacher observation data),
- parent surveys, and
- other criteria (student and collaboration surveys)

Student Growth Data

For LEA-eligible teaching assignments, LEAs must use a valid and reliable student growth measure and implement established protocols for secure administration and scoring, including use of state-approved testing windows.

During the five-year TMA pilot, LEAs must use the Value-Added Model (VAM) provided by the CSF for teachers in state-tested subject areas. Teacher performance will be reported as the percent of students who experienced above-expected growth for the year (see Figure 7).

Figure 7
Value-Added Model Example



Using statistical modeling VAMs determine predicted student growth scores based on a student's previous student achievement scores across multiple years (or within a single year in kindergarten). VAM is recognized as a valid and reliable method to predict student growth and has been shown to predict which teachers produce the most learning in their students.

VAM is based on an accurate underlying statistical model that predicts future performance based on a student's past measured performance. A value-added model determines if a student experienced learning growth that exceeds what previous achievement data predicts. It compares a student's past assessments with a student's current achievement score on quality, normed assessments, such as Acadience®, RISE®, or ACT ASPIRE®. Student value-added growth for a given teacher is calculated by looking at students' expected growth compared to actual growth. If the student exceeded expected growth, then the student experienced "value-added learning growth." The VAM process involves complex statistical analyses that are often conducted by independent researchers. CSF will publish a "Student Growth" research and policy brief to explain student growth models in more detail. This brief will be published on the CSF website by early 2025.

Professional Evaluations (Teacher Observation Data)

Professional evaluations (teaching observations) may be based on the locally-adopted teacher observation evaluation system. It is strongly recommended that teaching observations be conducted three times annually by at least two raters, a school leader and other designated administrative or coaching staff, evenly spaced throughout the academic year.

Regardless of the teaching observation system adopted at the local level, all teacher observation ratings must be converted to a 5-point Likert-like scale with the third point on the scale indicating average/normal/expected. This change will produce consistency across participating LEAs and across different teacher performance data such as parent surveys and other optional measures. To minimize work for LEAs, and CSF, LEAs must convert their local observation form to a 5-point (Likert-like) scale *before* observations begin. The CSF also strongly recommends that all observers be trained in using the 5-point observation form before observations begin. Rater training improves consistency among raters and across observations. LEAs will need to include in their TMA system application a description of how they will ensure professional evaluations adhere to best practices and the listed recommendations above.

Parent Surveys

SB173 requires parent surveys to be included as part of the Utah TMA performance data. CSF recommends LEAs use the parent survey found in the *School Surveys of Educator Effectiveness and Stakeholder Input* (Swenson & Rorrer, 2016). This survey was developed on a 5-point scale and is therefore consistent with the scale used for teacher observations, student surveys, and collaboration surveys. The parent survey can be found on the CSF website [SB173 | USU](#).

If LEAs wish to use a different parent survey, LEAs will need to provide evidence of its sufficient psychometric properties, adapt the survey to a 5-point scale, and receive approval from CSF.

Other Criteria

SB173 allows LEAs to use “other” indicators of high teaching performance, such as student surveys and collaboration surveys. Student surveys were selected as “other criteria” because they have been demonstrated in the research literature to be predictive of student learning. Collaboration surveys were selected as “other criteria” because CSF conducted listening tours with Utah superintendents and principals who expressed concern about TMA systems possibly encouraging competition among teachers. CSF added a collaboration survey to encourage teachers to collaborate and to prevent teachers from viewing the TMA as a competitive award.

CSF recommends using the following surveys because they provide evidence of necessary psychometric properties of validity and reliability:

- Panorama Student Survey
(<https://www.panoramaed.com/products/surveys/student-survey>)
- TEAM Functioning Scale (Erickson, Noonan, Carter, McGurn, & Purifoy, 2015). *This scale evaluates a team’s effective functioning levels.*

These surveys can be found on the CSF website: [SB173 | USU](#).

If LEAs wish to select alternatives to these recommended surveys, they may do so, as long as the LEA demonstrates that the alternative selected surveys possess adequate psychometric properties of reliability and validity and make use of a 5-point Likert-like scale.

Spending Plan

The TMA Lead(s) will work with the LEA business office to consult with impacted departments. Teacher spending plans often require additional support from the LEA chief financial officer (CFO), payroll department, or human resources. Prior to completing the application, the LEA must finalize decisions on the timing and mode of compensation and ensure LEA departments have the capacity to implement the spending plan. These plans must be included in the LEA application.

LEAs will need to document how the TMA award will be rolled out through their finance office. LEAs are required to make a commitment of a payout to teachers within 45 days of obtaining merit award funds from the USBE. Once the LEA's application is approved, the best practice is to communicate the spending plan to teachers and stakeholders and make it accessible.

The TMA system application requires the LEA to outline how and when they will spend the allotment, plan for contingencies when identified teachers professionally relocate, and set a timeline for school board approval.

Spending Requirements

LEAs must spend 100% of the SB173 funds on teacher awards. SB173 indicates that up to four percent of the total bill's funds may be used to compensate participating LEAs for the development of their LEA TMA systems. LEAs will be appropriately compensated in a fair process of monetary distribution that is independent of their teachers' successes in the State Teacher Merit Award identification system. LEAs will be compensated after they flow merit award funds to their recognized teachers or after the deadline for the outflow of merit award funds.

Spending Plan for Teacher Movement

LEAs will need to outline in their application how they will allot the merit award to teachers who do not remain in the LEA.

- If an identified teacher leaves the LEA and moves to a different LEA in the state, then the TMA will move with the teacher to the new LEA.
- If an identified teacher retires or leaves the state before the USBE payout date, the awards stays with the USBE.

- If an identified teacher retires or leaves the state after the payout date, the award stays with the LEA.
- If a teacher moves from a low-poverty school to a high-poverty school, the TMA award will double.
- If a teacher moves from a high-poverty school to a low-poverty school, the TMA award will be cut by half.

Utah TMA awardees are responsible for notifying CSF of changes in their teaching assignment within their current LEA, of a transfer to a new LEA, or a transfer to an out of State of Utah LEA before the annual payout. Annually, CSF will provide awardees with a system to update the location of their teaching assignment.

Non-State Tested Subjects

A decision needs to be made early in the TMA application process whether LEAs wish to include teachers in non-state-tested subjects.

Determining student growth in state-tested subjects is fairly easy since the USBE tracks students' performance in reading, math, and science in certain grades through Acadience®, RISE®, and ACT ASPIRE®. All of these measures are standardized and have psychometric properties that determine they are reliable and valid assessments. However, LEAs may want to include teachers in non-state tested subjects in the TMA pilot program. If LEAs wish to include teachers in non-state tested subjects, the application must detail how teachers will measure student growth in their subject areas. Teachers must provide evidence of the reliability and validity of their assessments and detail how they plan to measure student growth above and beyond expected growth.

Successful TMA systems in other states have begun with teachers who teach state-tested subjects and have phased in teachers in non-state-tested subjects. This allows LEAs time to establish reliable and valid assessments and to determine how student growth will be measured in non-state-tested subjects. However, the Utah TMA is a pilot program with only one round of determining top-performing teachers. Therefore, gradual implementation allowing teachers in state-tested subjects to begin and then adding teachers in non-state-tested subjects is not possible in this pilot, but can occur if the TMA extends beyond pilot status.

If LEAs decide they want to include teachers in non-state-tested subjects, LEAs may choose from any of the following three TMA-recognized student growth measures, or a combination thereof, for each eligible teaching assignment in non-state-tested subjects.

- Third-Party or District-Developed Measures
- Student Learning Objectives (SLOs)
- Portfolios

Third-Party or LEA-Developed Measures

Sometimes, teachers in a variety of subject areas can locate a third-party assessment (e.g. the College Board AP standards, CTE standards, etc.). These tests must be aligned with state standards and objectives set by the teacher and would need to be administered at the beginning of a year or course as a pretest and then at the end of a year or course as a post-test. Questions on the test should have an appropriate level of rigor and challenge and cover the content of the course. Student growth targets should be established *before* the course begins, and these become expected growth targets at the end of the year or course.

Alternatively, LEAs can develop their own assessments for non-state-tested subjects, but these assessments take time and effort to develop. They must be administered as a pre- and post-test to demonstrate student growth, and they must demonstrate adequate reliability and validity. Further, teachers must demonstrate how they will differentiate expected student growth from exceeded student growth.

Piloting a test is often an effective way to improve a test and to demonstrate reliability. Comparison of test items to other similar tests may demonstrate test validity. The tests must include a standardization process and protocol for their administration. They also must assign a window or time frame in which tests are administered.

If LEAs allow the development of assessments in different subject areas, CSF recommends subject-area teachers collaborate to develop, pilot, and implement these tests. LEAs are also advised to collaborate with each other to develop student growth measures for non-state tested subjects.

CSF will produce a policy and research brief on reliable and valid assessments that will help LEAs as they consider whether to develop tests in untested subjects or use existing third-party tests. Key questions to ask when discussing and selecting student growth measures for different teaching subjects are:

- What student growth measures are best for each subject area and grade level?
- Is the LEA currently using any growth measures that are approved for TMA?

- How will the LEA set individual growth targets for each measure and track student progress?
- What role will teachers have in setting student growth goals?
- What is the current capacity for implementing different growth measures with fidelity?

If LEAs wish to use third-party or LEA-developed assessments, they need to consult CSF's policy and research brief, *Developing Reliable and Valid Assessments*, which can be found on the CSF website in January 2025.

Calculating Student Growth Using a Third-Party or LEA-Developed Test

To calculate the percentage of a teacher's students who met or exceeded expected growth, LEAs will need to divide the number of students who exceeded their expected growth target by the total number of students with an expected growth score who completed the final assessment.

Student Learning Objectives (SLOs)

Student Learning Objectives (SLOs) begin with a core skill or standard in a subject area drawn from the Utah Core Standards or from standards of other professional organizations. SLOs are developed by teachers and are designed to measure student growth over a period of time. Teachers use the standards to set growth targets at the beginning of the course, assess where each student is related to those targets, and collect a body of evidence of student growth in the targets over time. At least five pieces of evidence should be collected on each student. At the end of the course, teachers assess the extent to which each student has mastered the targeted skill or standard. Students who have exceeded the expected growth target are then divided by the total number of students in the class.

Developing SLOs is a lengthy and detailed process, as teachers will have to develop growth targets, assess where each student in their class falls on those growth targets at the beginning of the course, monitor each student's progress through the course, and then assess each student's progress at the end of the course. At least five pieces of evidence are needed to demonstrate student growth over the course. [TexasSLO.org](https://www.texaslo.org) is a website that provides detailed instructions and guidelines for teachers wishing to use SLOs in their class. Special attention needs to be paid to guidelines for determining student growth through SLOs. LEAs who have teachers in non-state-tested subjects who wish to use SLOs should provide evidence of their use of Texas's guidelines. As with third-party or LEA-developed tests, departments, charter schools, and LEAs are encouraged to collaborate if they have teachers wishing to use SLOs in non-state-tested subjects.

Portfolios

Portfolios can be developed as an alternative to SLOs and third-party or LEA-developed assessments for performance subjects, such as dance, pottery, ceramics, art, and music. To administer a portfolio for non-state-tested performance subjects, teachers will need to first develop a skill progression rubric that charts expected student growth over the course. Student work projects should be assessed using this skill progression rubric. A minimum of five artifacts should be collected as evidence of skill progression over time. The type of artifact presented as evidence will vary, depending on the subject area. Written, oral, audio, visual, digital, or performance-based evidence can be used.

LEAs and teachers should consult websites to learn how to develop portfolios for specific performance courses. Again, LEAs, departments, and teachers in a given performance subject should collaborate with others to demonstrate their process and results are reliable and valid. Students who have exceeded the expected growth target are then divided by the total number of students in the class.

Application Submission

The CSF will develop an online application form housed in the CSF website [SB173 | USU](#). The application form will include each of the guidelines along with a box for LEAs to fill in. Applications must be completed and submitted by **April 1, 2025**. The CSF is available via email or Zoom to answer any questions LEAs have. A set of frequently asked questions and answers will also be available online at the CSF website: [SB173 | USU](#).

Application Scoring and Resubmissions

Following initial submission, CSF will verify the extent to which the LEA applications follow the guidelines outlined in this Guidebook. LEAs will be notified if their application is accepted or not by **June 30, 2025**. LEAs must meet all guidelines for the application to be accepted. If an LEA does not pass CSF scoring, then CSF will consult with the LEA to assist them in reformulating their plans. The LEA may then submit a revised application. CSF allows a one-time resubmission. By **August 15, 2025**, LEAs who have resubmitted applications will receive a formal notification if their TMA procedure is accepted or denied.

Teacher Appeals Process

LEAs will need to develop and document an appeals process and include the process in their application. The appeals process is to be used when teachers wish to appeal LEA decisions about TMA within the 25% top-performing teachers or within the TMA performance levels (i.e., Master, Exemplary, and Recognized). The appeals process must be transparent to teachers, the LEA, and CSF.

CSF will also develop an appeals process that LEAs can use to appeal decisions about teacher selection in the State TMA process. A web-based appeals form will be developed and placed on the CSF website. CSF will respond to appeals within 5-7 business days. If additional information is needed, the LEA's TMA Lead can arrange an appointment for further discussion with CSF via Zoom or phone. All LEA appeals for the state must be funneled to this person who will contact the CSF.

4 Task 4 - Launch TMA Identification System

Once the LEA application system has been approved by CSF, the LEA begins the process of TMA identification.

5 Task 5 - Submit TMA Candidate List

In this task, each participating LEA produces a list categorizes teachers based on their LEA TMA performance levels. Teachers are to be identified in three groups: Master, representing the top 5% of performers; Exemplary, for those in the top 6-10%; and Recognized, for those in the top 11-25%. This ranking reflects what each LEA considers a high-performing teacher according to their weights and scores.

6 Task 6 - Payout Merit Award

The Utah State Board of Education (USBE) will provide funding for the merit awards to Local Education Agencies (LEAs) during the 2026-27 academic year, which is the third year of the SB173 pilot program. These merit award funds will be distributed to LEAs, and from there, they will be given to the teachers who have been identified to receive the award. The payouts will happen over three years, starting in year three (2026-2027 academic year) and continuing in years four (2027-2028 academic year) and five (2028-2029 academic year) of the program. This timeline ensures that LEAs and their top-performing teachers are recognized and awarded for their achievements according to the established criteria.

Reference

Panorama Education. Panorama Student Survey (<https://www.panoramaed.com/products/surveys/student-survey>).

Swenson, K. & Rorrer, A. (2016). *School Surveys of Educator Effectiveness and Stakeholder Input*. Utah Education Policy Center, University of Utah. <https://www.uepc.utah.edu/wp-content/uploads/sites/103/2017/01/online-satisfaction-survey-2013-2014.pdf>.

Published October 31, 2024



Emma Eccles Jones College of Education & Human Services
Center for the School of the Future
UtahStateUniversity.

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Recommendation to Approve

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

Recommendation:

It is recommended that an additional four 24-25 LEA Licenses be approved by the School Board:

Jason Jones: BEHS & BEMS (3 years)

Meagan Johnsen: BEHS (3 years)

Katie Johnson: BEHS (3 years)

Kylee Grow: District (3 Years)

Recommended Motion:

I move that the additional four 24-25 LEA Specific Licenses be approved by the School Board for:

Jason Jones: BEHS & BEMS (3 years)

Meagan Johnsen: BEHS (3 years)

Katie Johnson: BEHS (3 years)

Kylee Grow: District (3 Years)

Background:

Due to a lack of educators graduating with teaching degrees, we have a program to hire the right individuals for open positions and then assist them to earn the required 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. These educators were found to need licenses.

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 14 educators working on professional teaching licenses.

Recommendation to approve

Submitted by: Keith Mecham

Recommendation:

It is recommended that the BESD Board of Education approves the 24-25 School LAND Trust Plan Amendment from BRHS as recommended by principal, David Lee.

Recommended Motion:

I move that we approve the 24-25 School LAND Trust Plan Amendment from BRHS as recommended by principal, David Lee.

Background:

To whom it may concern, October 17th, 2024

The Bear River High School Community Council met on October 8th and as a part of their meeting discussed and voted (a unanimous vote) to support a proposal from our math department to provide a part-time math paraprofessional to support students who struggle in math. This person will work with students in small groups, assist with test reteaching and retakes, as well as to provide additional support during the you do part of the instructional day in classes that may not have the team-taught option.

We then submitted for approval an amendment to our plan to spend some of the carry-over funds that we had from last year along with some local school funds to pay the salary of this individual. They will work 29.75 hours per week. The cost will be approximately \$24,000. (\$13,000 will come out of SLT Funds and \$9,000 out of school funds.)

Thanks,
David Lee

[Monitoring Requirements of LEA](#)

Policy Implications:

None

Financial Implications:

No additional costs

Staff Implications:

No additional implications

New Proposal:

Action Plan Steps and Expenditures

close

1. Increase the number of students participating in a Healthy Habits class to teach and improve student skills, habits, and techniques to support learning for future graduation. (\$12,353)
2. Increase the number of students taking at least one Concurrent Enrollment or Advanced Placement classes or completing a CTE Pathway. Also, provide support for applications for post-secondary training opportunities. Expendables are poster printing and other paper and printing costs. (\$700)
3. Hire an at-risk aide(s) to support students to recover credit and get back on track for graduation. (\$81,518)
4. Provide tutoring for math students before and after school to help eliminate lost credits. (\$12,610)
5. Hire a part-time para to help support students in learning math through interventions and extensions. (\$13,000)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1, 2, 3, 4	\$107,080.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	2	\$100.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	#5 With some of last years carry-over, we will Hire a part-time math para to help support students in learning math through interventions and extensions. (\$13,000) This will help to support our school goal to increase ACT scores in Math.	\$13,000.00
Total:		\$120,180.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)	
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$18,000.00	
Books, Ebooks, online curriculum/subscriptions	\$12,000.00	
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$100.00	
Services, goods and fees not defined above	\$18,000.00	
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$13,000.00	
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$132,154.00	
Total:		\$193,254.00

Old Proposal:

Action Plan Steps and Expenditures

close

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

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

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)	
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$100.00	
Services, goods and fees not defined above	\$18,000.00	
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$18,000.00	
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$132,154.00	
Books, Ebooks, online curriculum/subscriptions	\$12,000.00	
Total:		\$180,254.00

Funding Estimates – Please Update

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

Recommendation to approve

Submitted by: Keith Mecham

Recommendation:

It is recommended that the BESD Board of Education approve the amendment of the 2024-2025 BESD General Student Fees and Deposits schedule resulting in the approval of the Snowboarding and & Ski Club at BRHS. The new club's participation fee will be \$120 per year for Lift Tickets and Food.

Recommended Motion:

I move that we approve the amendment of the 2024-2025 BESD General Student Fees and Deposits schedule by adding a \$120 amount for each participant in the newly created Snowboarding & Ski Club at BRHS.

[2024-2025 BESD General Student Fees and Deposits](#)

[24-25 BRHS Snowboarding & Ski Club estimated spending plan](#)

Background:

Annually, the General Student Fees and Deposits Schedule is approved by the School Board in early Spring following 2 official opportunities for community, parent and student input.

For the past several months, each school has reviewed the provided document and have made the necessary deletions, modifications and additions.

This increased proposed amount will affect only those members that participate in this new non-curricular Snowboarding & Ski Club

Policy Implications:

Policy 5230: [Student Fees/Fee Waiver](#)

Financial Implications:

There will be a \$120 increase in possible fees.

Staff Implications:

No additional implications

Box Elder School District
Secondary Club Application

1. Recommended club name Bear River Snowboard and Ski Club
2. What is the club's purpose? To take students skiing and/or snowboarding. To make new friends and to ensure fun memories, while trying new things.
3. What are the club's goals? To take as many students skiing or snowboarding as possible. To bring students together to make lasting memories of high school.
4. What activities will be planned for the club? Skiing/Snowboarding trips, meetings to plan events/activities.

5. Please indicate which of the following categories are appropriate for the proposed club:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Athletic | <input type="checkbox"/> Gaming |
| <input type="checkbox"/> Business/Economic | <input type="checkbox"/> Religious |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Community Service/Social Justice |
| <input type="checkbox"/> Art/Music/Performance | <input type="checkbox"/> Other (Please explain) |
| <input type="checkbox"/> Science | |

6. Are you asking for the club to be considered curricular or non-curricular ?

7. Meeting information:

Preferred meeting time during the day (must be non-instructional time) Fri - 7:00

Anticipated number of meetings per month one

2-3 ski trips/
school year

Preferred location for club meetings Presentation Room/School

8. Proposed faculty advisor Caleb Hardy

9. Financial information:

Will the club have a budget?

Up to \$250

What will the budget be? \$120.00

Ski days up to \$100/time \$5 bus/time

Where will the money come from?

Club members Fees will include pass + transportation

How will the money be spent?

Transportation, club shirts,

10. By submitting this application you are giving your assurance that the club will comply with the provisions of policies of the Box Elder Board of Education, the Utah State Board of Education, and the State of Utah.

Carson VanTassell Wyatt Reeder Nathan Hines

Signatures of at least three students (non-curricular club) with dates of signatures.

By signing as club advisor/sponsor below, I agree to oversee and supervise all activities of the proposed club.

CLB
Club Advisor/Sponsor (curricular club)

9-20-24
Date

11. Club's application approval:

Y (Yes or No) Daniel O'Z
Principal or Principal's Designee

9-23-24
Date

Y (Yes or No) Steve Co
Board President or Designee

9-30-24
Date

12. Club's name approval:

Y (Yes or No) Daniel O'Z
Principal or Principal's Designee

9-23-24
Date

Y (Yes or No) Steve Co
Board President or Designee

9-30-24
Date

North Park Elementary Blacktop Glow Up Project

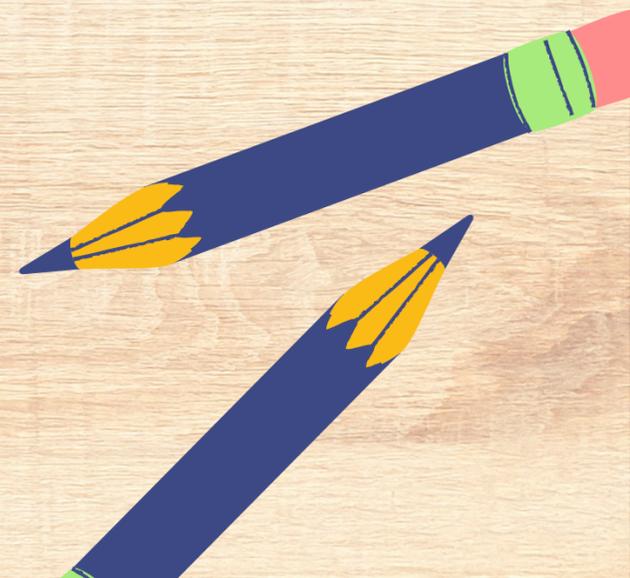
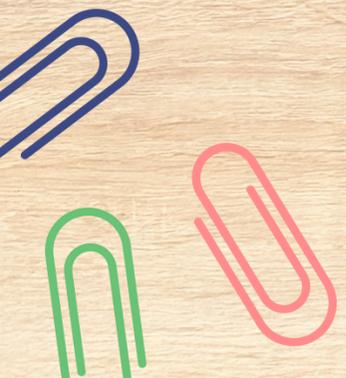
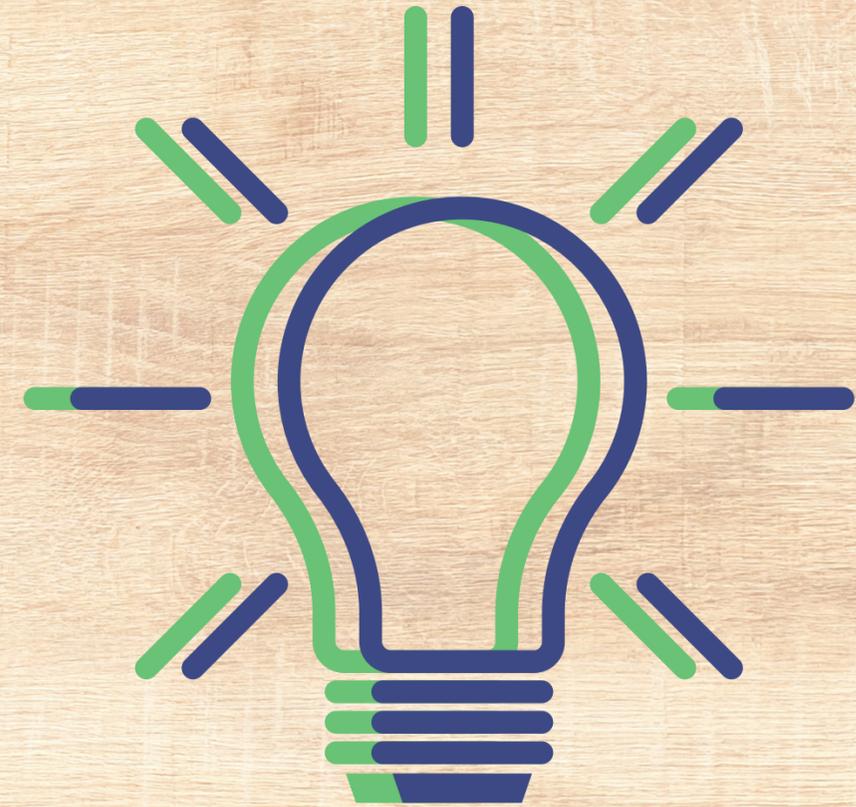
<https://gamma.app/docs/North-Park-Elementary-Blacktop-Glow-Up-Project-nstzb4tzeuyimq8?mode=doc>

The graphic features a light brown wood-grain background. In the center, a white rectangular area with a dark blue border contains the text. To the left, a green lined paper with a hole punch is partially visible. In the top right corner, there are three paper clips: a blue one, a green one, and a red one. In the bottom left corner, there are two pencils: a blue one with a yellow eraser and a blue one with a yellow eraser. In the bottom right corner, there is a blue and green marker.

**ELEMENTARY GIFTED
& TALENTED PLAN**

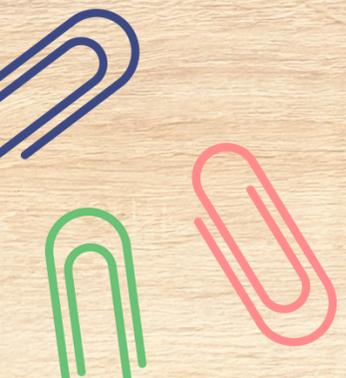
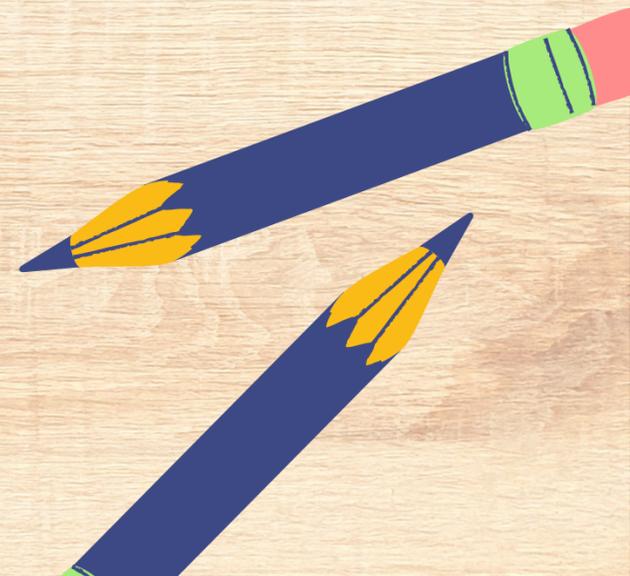
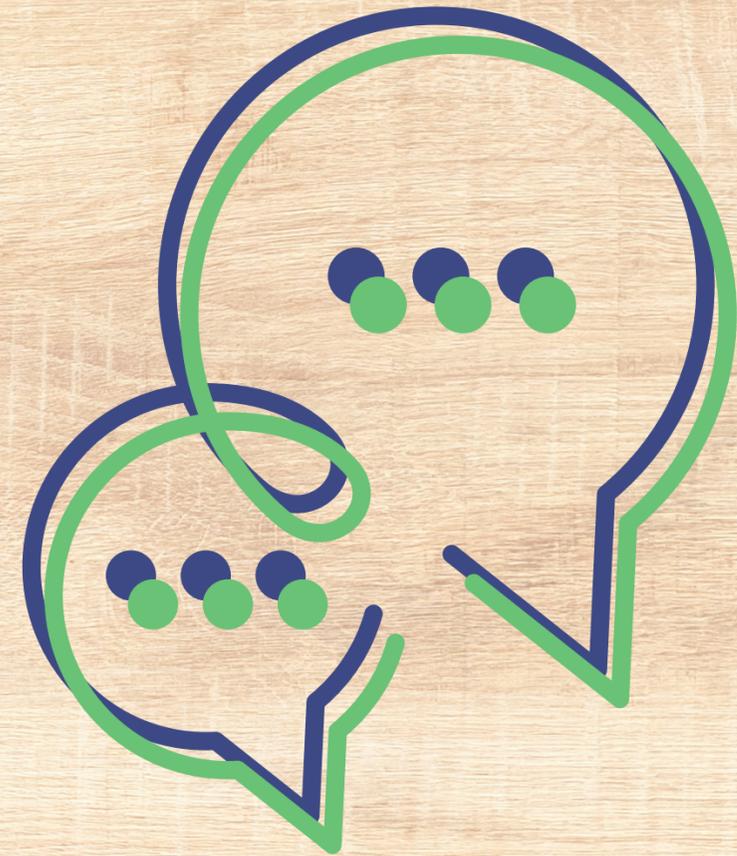
IDENTIFICATION

In March, all 3rd grade students district-wide are given the CoGat (Cognitive Abilities Test).



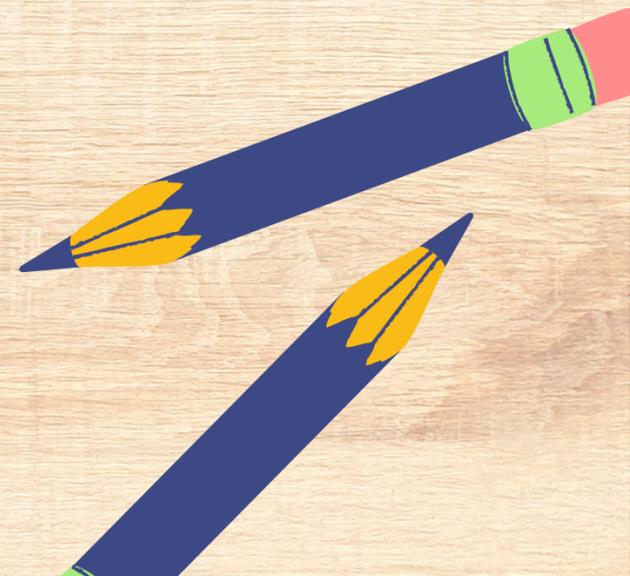
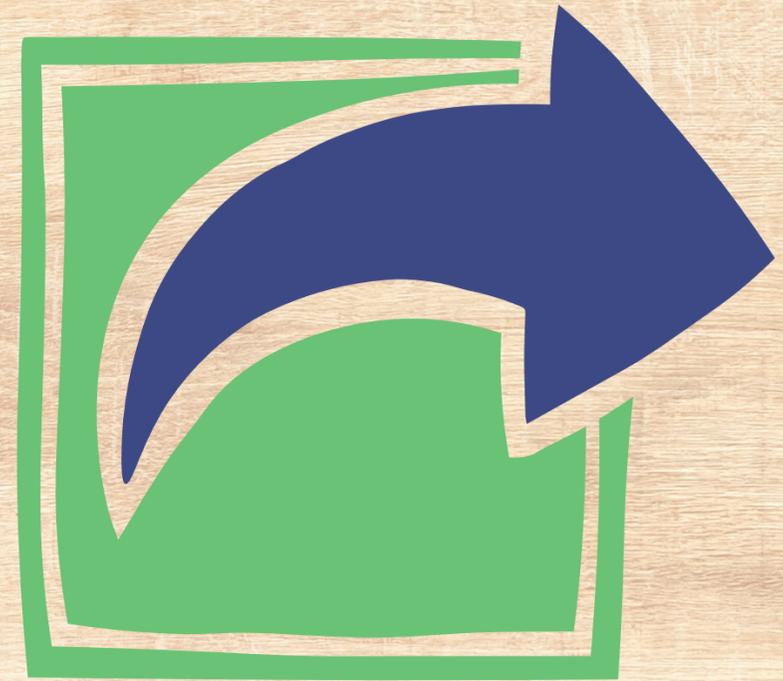
IDENTIFICATION

For students in the 75th percentile or above, Acadience & RISE data is analyzed to determine qualification for services.



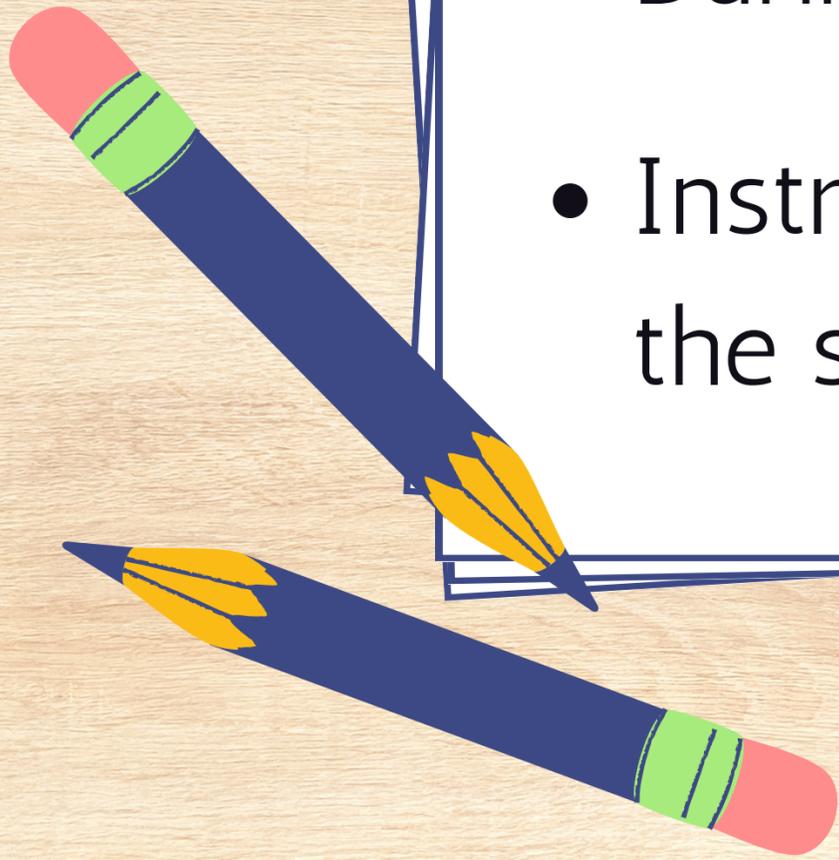
IDENTIFICATION

**Students may qualify
for Gifted and
Talented, or LEAP,
services in math,
reading, or both.**



LEAP INSTRUCTION

- 4th & 5th graders
- During Reading and Math intervention time
- Instruction is teacher-led and geared towards the state Gifted and Talented standards



STANDARDS

**Creative
Thinking**

**Critical
Thinking**

**Problem
Solving**

**Research
Skills**

ELA CLASSROOM ACTIVITIES

S.C.A.M.P.E.R.

- Substitute
- Combine
- Adapt
- Modify, Minify, Magnify
- Put To Another Use
- Eliminate
- Rearrange or Reverse

SCAMPER



Socratic Seminars - Ground Rules

1. Speak so that all can hear you.
2. Listen closely.
3. Speak without raising hands.
4. Refer to the text.
5. Talk to each other, not just to the leader.
6. Ask for clarification. Don't stay confused.
7. Invite and allow others to speak.
8. Consider all viewpoints and ideas.
9. Know that you are responsible for the quality of the seminar.

Women in Science Research

LEPRECHAUN TRAP FACT SHEET

1. What is the name of your trap?

2. What materials did you use to make your trap?

3. What simple machines did you use to make your trap? List each simple machine and what its function is on your trap.

4. Describe how your trap will catch a leprechaun.

5. Could you create the same trap without using simple machines? Would it be as effective? Explain.

Author Research

MATH CLASSROOM ACTIVITIES

Add Fractions with Decimal Sums

Directions: Using the digits 1 to 9 at most one time each, place a digit in each box to make the smallest possible decimal sum. Source: Kari Frazier

Open Middle® / May 27, 2023



3 Act: A Delicious Mix

Based on a task by www.mscahillsmath.com for CCSS Standard 4.NF.B.3.a.

Desmos



CodeHS (Legacy)



How Many Chip Bags Will There Be?

This real-world problem-based lesson challenges students to determine how many of each type of chips should come in a package based on class preferences.

Robert Kaplinsky



ExploreLearning
Gizmos

NEXT YEAR GOALS

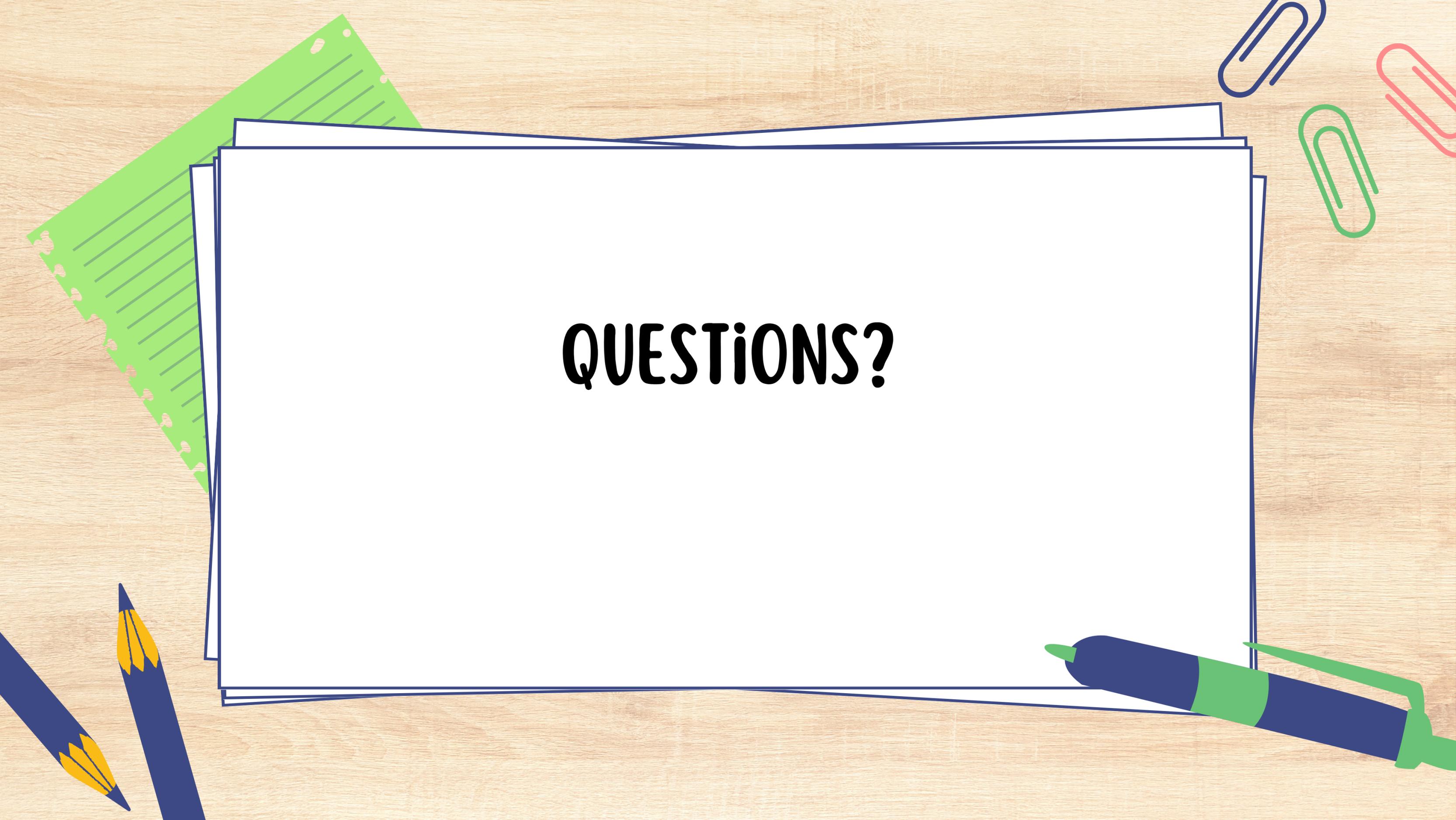


We want to increase participation with underrepresented student groups, specifically ELL students.



We will use the WIDA assessment as an additional line of evidence to determine eligibility.



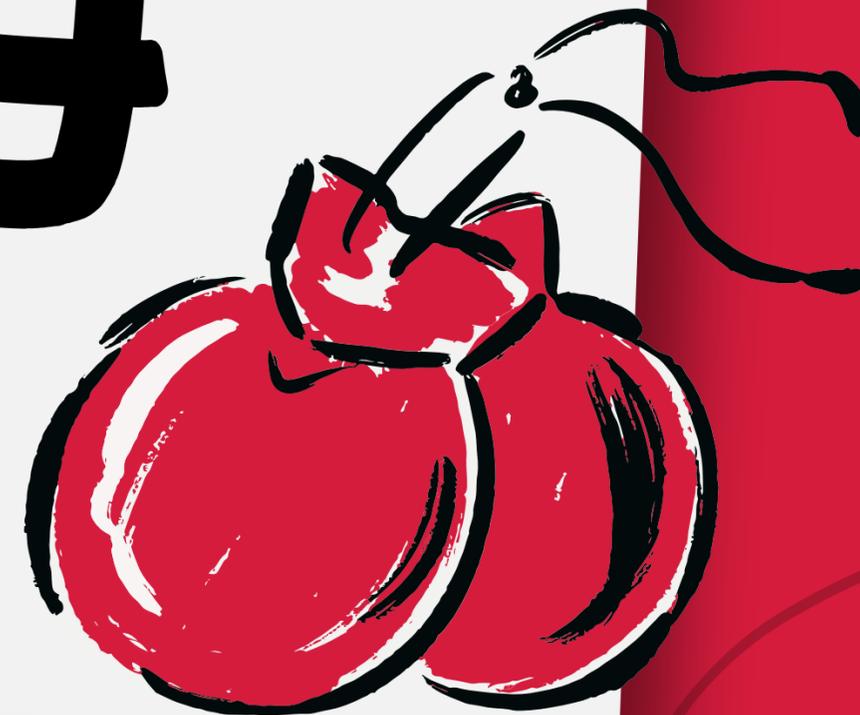
The image features a wooden desk background with a stack of papers in the center. The top paper is white with a dark blue border and contains the text 'QUESTIONS?'. To the left, a green sheet of lined paper is partially visible. On the right, three paper clips are shown in blue, green, and red. In the bottom left corner, there are two pencils, one blue and one yellow. In the bottom right corner, there is a blue and green marker.

QUESTIONS?



DUAL IMMERSION LOTTERY

Board Presentation November 2024



INFORMATION

- Learning Data in DLI
- Set cap at 27 kids per class.
- Open Lottery November 15th
close it on December 13th.
- Lottery December 19th
- **ELL**

Acadiance Reading Spring
2024

- DLI Students 82.7%
- Non-DLI Students 71.3%



DLI EN EL GRADO

EOY ACADIENCE READING

1st Grade

- DLI - 74%
- Not DLI - 71%

2nd Grade

- DLI - 81%
- Not DLI - 71%

3rd Grade

- DLI - 89%
- Not DLI - 72%

4th Grade

- DLI - 87%
- Not DLI - 72%

5th Grade

- DLI - 81%
- Not DLI - 69%



MEETING GROWTH GOALS

1st Grade

- DLI - 70%
- Not DLI - 72%

2nd Grade

- DLI - 74%
- Not DLI - 75%

3rd Grade

- DLI - 84%
- Not DLI - 78%

4th Grade

- DLI - 74%
- Not DLI - 67%

5th Grade

- DLI - 74%
- Not DLI - 70%

DLI EN LA ESCUELA

EOY ACADIENCE READING

Not including Kindergarten:

Garland

- DLI - 77%
- Not DLI - 68%

North Park

- DLI - 90%
- Not DLI - 67%

Golden Spike

- DLI - 92%
- Not DLI - 66%

Lake View

- DLI - 74%
- Not DLI - 66%

Three Mile

- DLI - 84%
- Not DLI - 76%

Willard

- DLI - 89%
- Not DLI - 86%



MEETING GROWTH GOALS

Not including Kindergarten:

Garland

- DLI - 70%
- Not DLI - 71%

North Park

- DLI - 89%
- Not DLI - 71%

Golden Spike

- DLI - 83%
- Not DLI - 70%

Lake View

- DLI - 74%
- Not DLI - 73%

Three Mile

- DLI - 72%
- Not DLI - 74%

Willard

- DLI - 66%
- Not DLI - 63%



*olé!

TAMAÑO DE LA CLASE

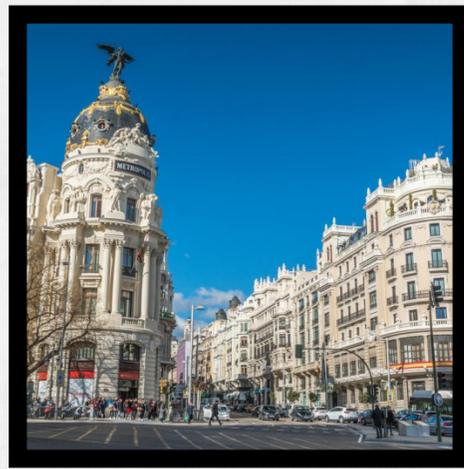


It has been the practice in DLI 1st Grade classes to place a larger amount of students there to mitigate class size reduction when students leave the program in upper grades. Some districts have put as many as 34 students per class. BESD has done 30 historically.

This has led non DLI classes to have lower numbers. We propose a cap of 27 per class (54/grade) in the lottery.



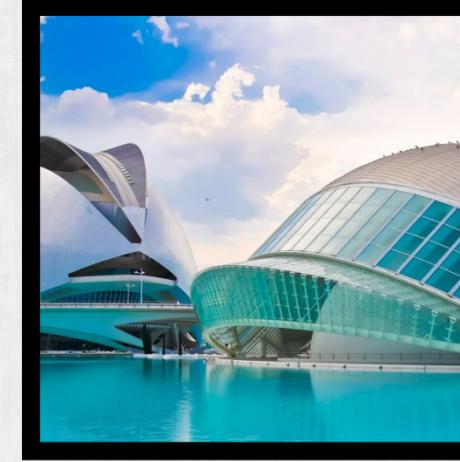
TODOS BUENOS EN BOX ELDER



Madrid



Barcelona



Valencia



Sevilla



BEMS 9th Grade 47 Students (Lake View)

8th Grade 91 Students (Lake View and TMC)

BRMS 9th grade 47 Students (Garland)

8th Grade 52 Students (Garland)

More Spanish cohorts coming:

- **Three Mile Creek (8th Grade)**
- **North Park (4th Grade)**
- **Golden Spike (1st Grade)**

LA RUTA A SER BILINGÜE



With an increasing retention rate, Retention is not a major concern.

2023 - 71%

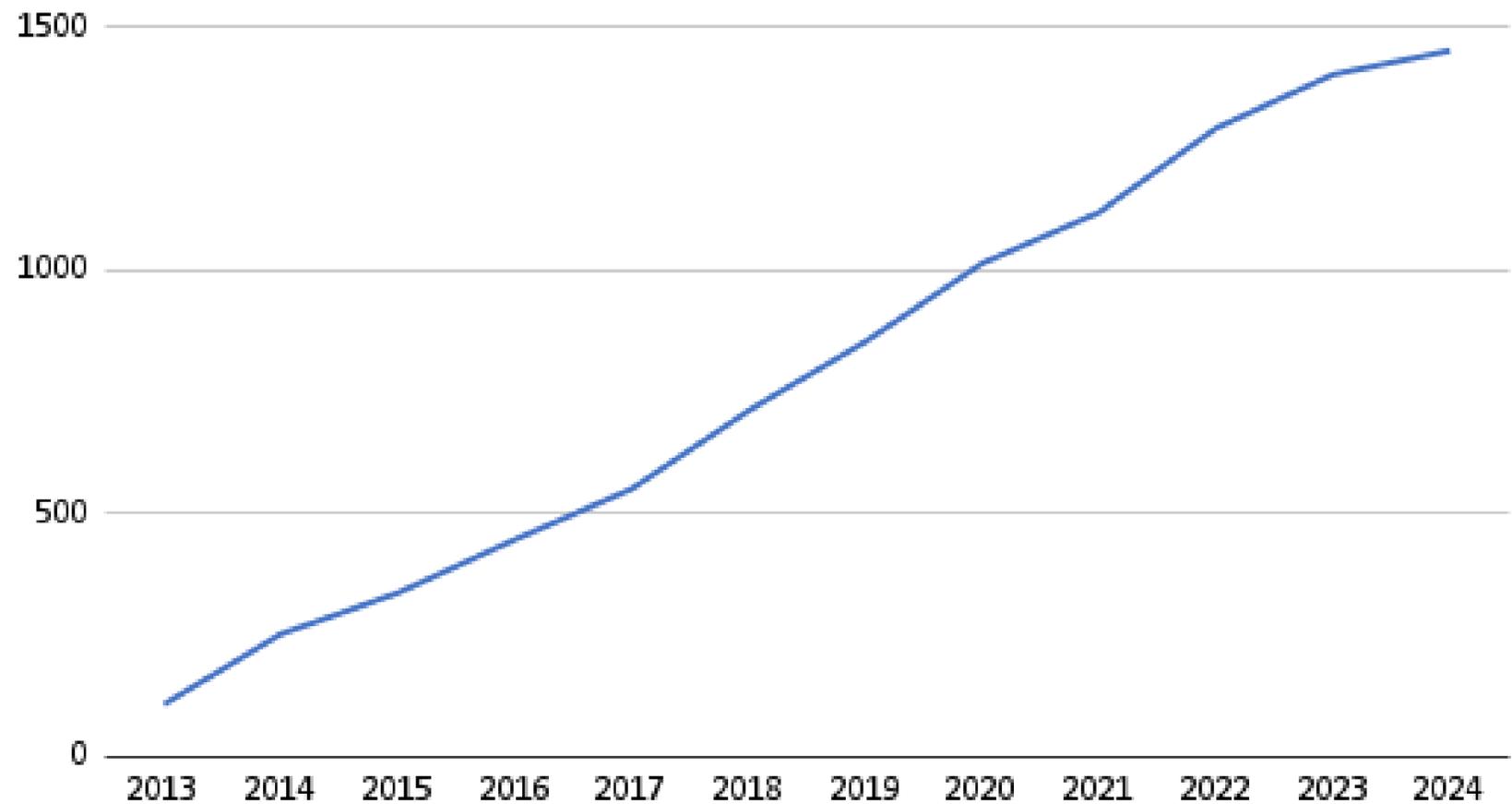
2024 - 74%

Now - 78%

27 Students per class will

- New ELL Students
- Support Title 1 Schools
- Reduce stress on over crowded DLI classrooms.

Spanish Participation Over Time



Spanish Counts each Year

1ST GRADE

- 2024 Lottery -
 - Gar - 54
 - NP - 58
 - GS - 60
 - LV - 52
 - Willard - 58





ELL AND DLI

Acadience Reading Fall
2024 FOR ELL Students

- DLI Students 41.1%
- Non-DLI Students 30.5%

“A growing research consensus shows that, over time, linguistically integrated “two-way” dual-language immersion (DLI) programs serve ELs best...These integrated programs best advance ELs’ linguistic and academic development, support these children’s emerging bilingualism, and are popular with a diverse range of families”

The Century Foundation

<https://tcf.org/content/report/ensuring-equitable-access-to-dual-language-immersion-programs-supporting-english-learners-emerging-bilingualism/>



Homeschool Students as of 10/15/24

Grade	#
0	17
1	48
2	45
3	55
4	54
5	62

Elementary	281	43%
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6	61
7	55
8	38
9	46
10	42
11	37
12	43

Secondary	322	50%
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Unknown	46	7%
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Total	649
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FY26 Proposed NESS Distribution Compared To FY25

District Name	FY26 Estimated District Factor	FY26 Estimated School-Based Factor	FY26 NESS Estimated Total	Estimated FY25 NESS	Difference	% Diff.
Alpine District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Beaver District	\$ 1,214,370	\$ 3,069,402	\$ 4,283,772	\$ 2,805,300	\$ 1,478,472	52.70%
Box Elder District	\$ -	\$ 988,680	\$ 988,680	\$ 878,272	\$ 110,408	12.60%
Cache District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Carbon District	\$ 749,594	\$ 934,752	\$ 1,684,346	\$ 1,172,547	\$ 511,799	43.60%
Daggett District	\$ 1,123,979	\$ 1,172,934	\$ 2,296,913	\$ 1,683,672	\$ 613,240	36.40%
Davis District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Duchesne District	\$ 607,134	\$ 4,053,588	\$ 4,660,722	\$ 3,163,038	\$ 1,497,684	47.30%
Emery District	\$ 984,079	\$ 2,503,158	\$ 3,487,237	\$ 3,329,745	\$ 157,492	4.70%
Garfield District	\$ 1,202,407	\$ 3,442,404	\$ 4,644,811	\$ 4,187,249	\$ 457,561	10.90%
Grand District	\$ 1,250,933	\$ 283,122	\$ 1,534,055	\$ 732,616	\$ 801,439	109.40%
Granite District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Iron District	\$ -	\$ 1,981,854	\$ 1,981,854	\$ 1,156,720	\$ 825,134	71.30%
Jordan District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Juab District	\$ 834,128	\$ -	\$ 834,128	\$ 215,760	\$ 618,368	286.60%
Kane District	\$ 1,245,178	\$ 3,392,970	\$ 4,638,148	\$ 3,664,287	\$ 973,861	26.60%
Millard District	\$ 759,464	\$ 1,465,044	\$ 2,224,508	\$ 1,857,208	\$ 367,301	19.80%
Morgan District	\$ 748,222	\$ 80,892	\$ 829,114	\$ 215,760	\$ 613,354	284.30%
Nebo District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
North Sanpete District	\$ 869,304	\$ 629,160	\$ 1,498,464	\$ 502,062	\$ 996,402	198.50%
North Summit District	\$ 1,445,090	\$ 1,038,114	\$ 2,483,204	\$ 1,549,417	\$ 933,786	60.30%
Park City District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Piute District	\$ 1,144,143	\$ 1,429,092	\$ 2,573,235	\$ 1,868,872	\$ 704,363	37.70%
Rich District	\$ 1,243,376	\$ 1,667,274	\$ 2,910,650	\$ 2,281,700	\$ 628,950	27.60%
San Juan District	\$ 799,392	\$ 4,790,604	\$ 5,589,996	\$ 5,183,139	\$ 406,857	7.80%
Sevier District	\$ 635,100	\$ 2,678,424	\$ 3,313,524	\$ 2,980,444	\$ 333,080	11.20%
South Sanpete District	\$ 754,707	\$ 1,181,922	\$ 1,936,629	\$ 1,530,607	\$ 406,021	26.50%
South Summit District	\$ 1,120,619	\$ 948,234	\$ 2,068,853	\$ 1,559,326	\$ 509,527	32.70%
Tintic District	\$ 1,143,009	\$ 1,649,298	\$ 2,792,307	\$ 2,013,753	\$ 778,554	38.70%
Tooele District	\$ -	\$ 2,368,338	\$ 2,368,338	\$ 2,452,534	\$ (84,196)	-3.40%
Uintah District	\$ 546,345	\$ 449,400	\$ 995,745	\$ 652,626	\$ 343,118	52.60%
Wasatch District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Washington District	\$ -	\$ 2,251,494	\$ 2,251,494	\$ 1,629,166	\$ 622,328	38.20%
Wayne District	\$ 1,199,723	\$ 1,168,440	\$ 2,368,163	\$ 2,150,490	\$ 217,673	10.10%
Weber District	\$ -	\$ 471,870	\$ 471,870	\$ 530,703	\$ (58,833)	-11.10%
Salt Lake District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Ogden City District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Provo District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Logan City District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Murray District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Canyons District	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Total	\$ 21,620,294 31.93%	\$ 46,090,464 68.07%	\$ 67,710,758 100.00%	\$ 51,947,012	\$ 15,763,746	30.30%

FY25 Ongoing Funding	FY26 Requested New Funding
48,910,500	\$18,800,258

4255 100 w Layton

**MONTHLY FINANCIAL REPORT
OCTOBER 31, 2024**

	ENDING OCT 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			33%	33%		
	Percent of 9 month contract completed			22%	22%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	31,750,300	820,454	2.6%	2.5%	795,514	32,194,260
6	Tuitions	250,000	97,813	39.1%	13.7%	74,076	542,648
7	Investment Earnings	1,250,000	460,194	36.8%	23.5%	510,705	2,170,032
8	Indirect Costs	325,000		0.0%	0.0%		-2,610
9	Rental Fees/Building/Ft	90,000	42,545	47.3%	8.6%	15,611	181,846
10	Other	990,250	178,920	18.1%	9.0%	139,474	1,548,991
11	State	95,937,450	32,673,791	34.1%	38.1%	36,077,974	94,724,699
12	Federal	5,525,000	991,341	17.9%	18.7%	1,694,331	9,063,864
13	Misc./ Fund Bal	5,000	2,554	51.1%	0.0%		
14	TOTAL M & O						
15	REVENUE	136,123,000	35,267,612	25.9%	28.0%	39,307,684	140,423,730
16	Beg Balance	1,642,130		28.0%			1,642,130
17	Less:						
18	Ending Balance	1,722,500					
19	TOTAL M & O FUNDS						
20	available	136,042,630	35,267,612	25.9%	27.7%	39,307,684	142,065,860
21							
22	EXPENDITURES:						
23	Instruction (1000)						
24	Salaries	62,490,300	14,452,847	23.1%	24.0%	14,197,732	59,043,206
25	Benefits	21,205,970	5,894,299	27.8%	20.3%	4,367,803	21,515,194
26	Purchased Serv.	3,824,110	940,913	24.6%	13.1%	339,948	2,592,404
27	Supplies/Texbooks	5,385,400	1,326,542	24.6%	32.4%	1,063,128	3,280,254
28	Equipment	1,050,000	109,779	10.5%	7.3%	19,422	265,298
29	Other	850,000	50	0.0%	2.3%	19,375	851,426
30	Total	94,805,780	22,724,431	24.0%	22.9%	20,007,407	87,547,781
31							
32	Student Services (2100)						
33	Salaries	4,268,550	1,185,016	27.8%	26.2%	1,200,593	4,583,585
34	Benefits	1,526,620	451,650	29.6%	26.1%	455,886	1,749,225
35	Other	410,000	77,529	18.9%	16.4%	52,381	320,071
36	Total	6,205,170	1,714,195	27.6%	25.7%	1,708,859	6,652,881
37							
38	Instructional Staff (2200)						
39	Salaries	1,925,280	540,731	28.1%	29.8%	531,169	1,781,246
40	Benefits	710,680	214,136	30.1%	31.2%	214,731	688,176
41	Other	662,870	272,895	41.2%	34.5%	262,173	759,454
42	Total	3,298,830	1,027,762	31.2%	31.2%	1,008,073	3,228,876
43							

**MONTHLY FINANCIAL REPORT
OCTOBER 31, 2024**

ENDING OCT 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			33%	33%		
Percent of 9 month contract completed			22%	22%		
44 District Administration (2300)						
45 Salaries	462,770	172,938	37.4%	33.4%	146,304	437,687
46 Benefits	215,820	73,165	33.9%	37.6%	66,793	177,767
47 Purch Services	270,000	93,891	34.8%	34.1%	100,912	296,128
48 Liability Insurance	218,920	229,120	104.7%	0.0%	0	182,427
49 Supplies	65,400	32,471	49.6%	33.9%	16,924	49,953
50 Other	45,500	27,515	60.5%	78.9%	25,177	31,913
51 Total	1,278,410	629,101	49.2%	30.3%	356,110	1,175,875
52						
53 School Administration (2400)						
54 Salaries	5,778,870	1,615,362	28.0%	30.8%	1,590,871	5,163,721
55 Benefits	2,187,420	617,024	28.2%	30.8%	614,363	1,992,425
56 Prof Serv/Travel	121,000	20,370	16.8%	18.5%	18,308	99,082
57 Other	16,500	14,545	88.2%	100.0%	14,169	14,169
58 Total	8,103,790	2,267,301	28.0%	30.8%	2,237,711	7,269,397
59						
60 Business & Support (2500)						
61 Salaries	795,050	232,782	29.3%	32.8%	234,499	714,792
62 Benefits	367,140	88,171	24.0%	32.1%	86,051	268,290
63 Purchased Services	210,060	121,886	58.0%	24.6%	44,394	180,412
64 Other	69,000	87	0.1%	-5.5%	-504	9,237
65 Total	1,441,250	442,926	30.7%	31.1%	364,439	1,172,731
66						
67 Operation & Maintenance (2600)						
68 Salaries	6,464,160	2,138,555	33.1%	33.1%	2,063,537	6,228,590
69 Benefits	2,310,960	804,163	34.8%	34.8%	799,169	2,297,186
70 Electricity	1,129,450	551,340	48.8%	23.4%	264,559	1,130,920
71 Purchased Service	802,000	264,522	33.0%	36.1%	241,946	670,249
72 Telephone	222,130	13,077	5.9%	26.9%	48,574	180,721
73 Natural Gas	895,300	34,073	3.8%	4.8%	39,369	816,578
74 Prop Insurance	345,000	206,810	59.9%	0.0%		313,870
75 Repair	650,250	77,332	11.9%	10.0%	58,494	582,800
76 Supplies	1,020,000	312,588	30.6%	33.8%	347,618	1,028,927
77 Other	1,000		0.0%	0.0%		350
78 ESSER III					1,667,618	
79 Total	13,840,250	4,402,460	31.8%	41.7%	5,530,883	13,250,192
80						

**MONTHLY FINANCIAL REPORT
OCTOBER 31, 2024**

	ENDING OCT 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			33%	33%		
	Percent of 9 month contract completed			22%	22%		
81	Transportation (2700)						
82	Salaries	4,200,440	1,052,013	25.0%	24.2%	949,532	3,925,597
83	Benefits	1,258,260	393,036	31.2%	27.5%	341,970	1,243,996
84	Purch Serv	352,770	140,445	39.8%	7.6%	37,445	492,284
85	Fuel	913,020	253,887	27.8%	17.7%	150,448	849,960
86	Supplies	605,490	152,576	25.2%	19.6%	109,599	559,681
87	Other/Property	5,000	-106,400	-2128.0%	0.0%		84,524
88	Total	7,334,980	1,885,557	25.7%	22.2%	1,588,994	7,156,042
89							
90	Community Services (3300)						
91	Salary	721,480	236,043	32.7%	30.0%	234,442	781,246
92	Benefits	211,680	69,839	33.0%	31.8%	66,392	208,674
93	Purchased Serv	16,450	3,788	23.0%	21.1%	4,954	23,437
94	Supplies/Util	114,050	21,849	19.2%	34.1%	31,320	91,958
95	Property	13,200	427	3.2%	39.8%	4,708	11,841
96	Other Objects	9,800	1,972	20.1%	31.6%	3,044	9,630
97	Desig. Fund Bal						
98	Total	1,086,660	333,918	30.7%	30.6%	344,861	1,126,786
99	Total Expenditures	137,395,120	35,427,652	25.8%	25.8%	33,147,337	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	35,427,652	25.79%	25.8%	33,147,337	128,582,688
105							

**MONTHLY FINANCIAL REPORT
OCTOBER 31, 2024**

	ENDING OCT 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			33%	33%		
	Percent of 9 month contract completed			22%	22%		
106	School Activity Fund (21)						
107							
108	REVENUE:						
109	School Deposits	4,600,000	2,002,319	43.5%	37.8%	1,894,687	5,012,442
110							
111	Other						
112	Total Revenue	4,600,000	2,002,319	43.5%	37.8%	1,894,687	5,012,442
113	EXPENDITURES:						
114	Purchased Services	750,000	71,977	9.6%	13.8%	92,323	668,906
115	Supplies	3,580,000	751,279	21.0%	28.5%	1,227,272	4,302,974
116	Equipment/Property	250,000	11,237	4.5%	0.0%		594
117	Desig/Other/Adm	20,000	76,070	380.3%	0.0%		200,133
118	Total Expenditures						
119	School Activity	4,600,000	910,563	19.8%	25.5%	1,319,595	5,172,607
120	DEBT SERVICE FUND (31)						
121							
122	REVENUE:						
123	Property Tax	3,222,550	88,665	2.8%	2.5%	94,779	3,835,694
124	Interest	102,220	115,992	113.5%	26.2%	112,411	428,549
125	Other						
126	Total	3,324,770	204,657	6.2%	4.9%	207,190	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
OCTOBER 31, 2024**

	ENDING OCT 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			33%	33%		
	Percent of 9 month contract completed			22%	22%		
136	CAPITAL OUTLAY FUND (32)						
137							
138	REVENUE:						
139	Property Tax	9,140,440	256,568	2.8%	2.5%	321,828	13,024,313
140	Interest	750,000	243,088	32.4%	29.4%	327,275	1,114,094
141	Other	52,000	20,172	38.8%	16.9%	16,807	99,423
142	State	45,000	142,794	317.3%	-0.1%	-1,515	1,553,498
143	Federal /MBA		10,056	0.0%	0.0%	15,084	16,684
144	Ins./Prop.Recry	20,000	8,414	42.1%	97.8%	920,591	941,006
145	Total Revenue	10,007,440	681,091	6.8%	9.6%	1,600,071	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	681,091	6.6%	9.6%	1,600,071	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	681,091	5.6%	8.3%	1,600,071	19,390,339

**MONTHLY FINANCIAL REPORT
OCTOBER 31, 2024**

ENDING OCT 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			33%	33%		
Percent of 9 month contract completed			22%	22%		
156 EXPENDITURES:						
157 Oper/Maint			0.0%	0.0%	1,666	3,078
158 Other Equipment		195,916	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	294,452	11.8%	57.2%	345,638	1,479,525
161 Improvement			0.0%			
162 Buildings Maint	2,500,000	1,510,593	60.4%	152.9%	846,635	1,239,136
163 Vehicles/Buses	510,000	-1,993	-0.4%	0.0%	47,518	1,624,060
164 Furniture/Equip	1,600,500	437,195	27.3%	0.0%	1,894,820	3,339,265
165 Other Objects/Supplies	190,000		0.0%	0.0%	340	340
166 Vehicle charges	310,000		0.0%			
167 Total Capital	7,615,500	2,246,247	29.5%	40.2%	3,139,117	7,809,497
168 Other/Portables	350,000		0.0%	0.0%		296,532
169 Grouse Creek	125,000		0.0%	582.1%	396,320	68,080
170 Golden Spike	200,000	-25,240	-12.6%	242.6%	1,373,525	566,168
171 School Small Capital	250,000	127,950	51.2%			
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	102,710	4.0%	88.4%	1,791,556	2,025,982
175 Desig. F Bal						
176 MBA/Bond Fee/Fund 50	1,990,500	1,670,509	83.9%	0.8%	15,499	1,906,771
177 Other					426	789
178 TOTAL EXPENDITURES *						
179 CAPITAL OUTLAY	12,156,000	4,215,382	34.7%	42.1%	4,946,597	11,743,039
180						

MONTHLY FINANCIAL REPORT
OCTOBER 31, 2024

	ENDING OCT 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			33%	33%		
	Percent of 9 month contract completed			22%	22%		
181	SCHOOL FOOD SERVICE FUND (49)						
182							
183	REVENUE:						
184	Lunch Sales	1,200,000	275,009	22.9%	17.0%	258,811	1,521,093
185	State	1,200,500	105,637	8.8%	30.8%	437,042	1,417,063
186	Federal	2,575,000	444,589	17.3%	13.1%	346,047	2,632,718
187	Other/Inventory Adj			0.0%	0.0%	0	-55,095
188	TOTAL REVENUE SCHOOL						
189	FOODS	4,975,500	825,234	16.6%	18.9%	1,041,900	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	5,958,417	144.2%	18.1%	1,041,900	5,753,917
195	EXPENDITURES:						
196	Salaries	1,950,000	467,896	24.0%	23.3%	471,004	2,018,213
197	Benefits	550,000	147,912	26.9%	28.9%	160,967	557,845
198	Food/Supplies	2,910,000	350,250	12.0%	19.1%	497,855	2,610,555
199	Equipment	129,000	133,181	103.2%	1.5%	1,457	98,507
200	Other Costs	111,500	18,409	16.5%	62.0%	61,069	98,564
201	Dir/Indirect Costs	325,000	0	0.0%	0.0%		-85,512
202	TOTAL EXPENDITURES SCHOOL						
203	FOODS	5,975,500	1,117,647	18.7%	22.5%	1,192,352	5,298,173
204							

**MONTHLY FINANCIAL REPORT
OCTOBER 31, 2024**

	ENDING OCT 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			33%	33%		
	Percent of 9 month contract completed			22%	22%		
205	Foundation Fund (75)						
206							
207	REVENUE:						
208	Total Revenue	350,000	181,060	51.7%	46.7%	260,518	557,267
209	Available Revenue	350,000	181,060	51.7%	46.7%	260,518	557,267
210	EXPENDITURE:						
211	Expenses	350,000	166,049	47.4%	42.1%	133,202	316,704
212	Changes/Desg Fund Bal						0
213	TOTAL EXPENDITURE	350,000	166,049	47.4%	42.1%	133,202	316,704
214							
215	Agency Fund (76)						
216							
217	REVENUE:						
218	Agent Services	32,500	65,914	202.8%	94.6%	22,000	23,250
219	State	6,000		0.0%	0.0%	3,781	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	65,914	171.2%	92.8%	25,781	27,767
224	EXPENDITURE:						
225	Instruction	1,000	105	10.5%	100.0%	105	105
226	NUCC	35,000	278	0.8%	50.2%	17,053	33,971
227	Other	2,500	444	17.8%	14.3%	494	3,465
228	Changes/Desg Fund Bal			0.0%	0.0%		
229	TOTAL EXPENDITURES						
230	AGENCY FUND	38,500	828	2.2%	47.0%	17,652	37,541
231							
232							
233		SUMMARY				SUMMARY	
234							
235	GRAND TOTAL FUNDS AVAILABLE						
236	ALL FUNDS	162,136,540	44,361,069	27.4%		44,337,831	
237	GRAND TOTAL EXPENDITURE						
238	ALL FUNDS	164,039,870	44,858,745	27.3%		43,706,508	92%

BRHS Turf Field Donations

Name	date donated	Amount Donated				
Rupp Trucking	In-kind donator	\$93,746.00				
Golden Spike Powersports	12/31/2020	\$25,000.00				
Nucor Steel	5/24/2021	\$40,000.00				
Golden Spike Powersports	6/14/21	\$25,000.00				
Crump Reese	6/24/21	\$50,000.00				
Lewis Construction Services	6/24/21	\$20,000.00				
Crump Reese	1/14/22	\$50,000.00				
Employee Donations via Foundation	07/14/22	\$220.00				
Golden Spike Powersports	08/19/22	\$25,000.00				
Shico, Inc.	9/28/22	\$5,000.00				
Chanshare Select, Inc.	9/29/22	\$10,000.00				
Lewis Construction Services	12/9/22	\$20,000.00				
Employee Donations via Foundation	7/11/23	\$240.00				
Chanshare Select, Inc.	8/23/23	\$10,000.00				
Shico, Inc.	10/11/23	\$5,000.00				
Golden Spike Powersports	11/20/23	\$25,000.00				
Lewis Construction Services	12/31/23	\$20,000.00				
Kent's Tremonton	8/5/24	\$10,000.00				
Employee Donations via Foundation	8/6/24	\$240.00				
3G Dental LLC	9/24/24	\$15,000.00				
Total Received		\$449,446.00	Total needed	\$465,848.00	Still Owing	\$16,402.00

BEHS Turf Field Donations

Name	date donated	Amount Donat
Proceeds from Jubilee of Trees	11/1/2022	\$20,790.20
Whitaker Construction	10/3/2023	\$60,000.00
Total Received		\$80,790.20
	Total Needed	\$600,000.00
	Still Owing	\$519,209.80

POLICY 2226

Transportation: Space Available Busing

- A. Regular Education buses with available space may serve ineligible students attending the school served by that bus if agreed upon by the transportation department. **Out of Boundary and DLI students are not eligible for consideration under this policy.** An ineligible student is defined as any student that lives within the established distance set by the USBE used to determine bus eligibility ([Utah Admin Rule R277-600-4](#)). The following guidelines will apply:
1. If an eligible bus route exists and space is available, ineligible students may ride the bus with approval from a transportation supervisor.
 2. Riders must go to an existing bus stop on an already established bus route. Buses will not stop at other than established stops.
 3. The total of eligible and ineligible riders may not exceed 76 for an elementary run, and 50 for a secondary run. Exceptions may occur based on the conditions, restraints and demographics for any bus route as deemed prudent by the transportation department.
 4. The Transportation Department will administer the space available policy following these guidelines:
 - a. Determine, with the help of the Transportation Route Coordinator, the number of potential seats available for ineligible students.
 - b. Offer a sign-up period for those students interested in space available busing.
 - c. Consideration will be given using the following priorities in order:
 - 1) Student needs (ex: attendance, medical, etc.) based on school administration,
 - 2) Students of district employees,
 - 3) Farthest out, first on,
 - 4) Age of student, younger students given priority, and/or existing siblings in the same household that have already been granted a pass,

- 5) First to apply, first to be granted a pass.
5. Space available passes will be implemented no later than October 15th, but after the October 1st head count for student ridership.
6. Requests for a space available pass will be available by request between September 15th – September 30th each year at a student's school, on a school-by-school basis.
7. Space available bus passes are for one year only, the current year of application,
8. Bus privileges may be revoked at any time, one and done (rules, behavior, space, etc.).
9. The same rules and conduct are applied to ineligible riders as applies to eligible riders.

POLICY 3020

Employment: Requirements and Restrictions

- A. Personnel shall possess and maintain valid certificates, licenses, or credentials before contracts are issued, duties assigned, or payment is made from any source of funds. Any person, who seeks employment in the district in a position which requires a certificate, license, or credential, must possess at the time of application or be eligible for the award of a valid certificate, license, or credential, before performance of contract in order for a contract with the board to be binding.
- B. Each employee of the Board of Education of the Box Elder School District agrees to serve in the capacity for which he/she was employed, in the place designated by the Board of Education, for the time specified in the calendar as adopted by the board, and for the salary adopted by the board as contained in the salary schedule for each employee designation; to perform faithfully the duties assigned under the control, direction and guidance of the superintendent of schools and the principal of the school to which he/she is assigned; and in the performance of these duties to be subject to all rules and regulations of the Board of Education of the Box Elder School District.
- C. Unless an express exception exists under law or under the rules of the Utah State Board of Education, to be employed in the District in a capacity covered by the following license areas of concentration, a person shall hold a valid license issued by the Utah State Board of Education the respective license areas of concentration:
1. Early Childhood
 2. Elementary
 3. Secondary
 4. Educational Leadership
 5. Career and Technical Education or "CTE"
 6. School Counselor
 7. School Psychologist
 8. Special Education
 9. Preschool Special Education

- 10. Deaf Education
- 11. Speech- Language Pathologist
- 12. Speech-Language Technician
- 13. School Social Worker
- 14. Communication Disorders

[Utah Admin. Rules R277-301](#)

- D. On an annual basis, the District shall request Local Education Agency (LEA) specific licenses and endorsements from the Utah State Board of Education for teachers assigned to teaching classes for which they are not licensed or endorsed by the Utah State Board of Education.

~~[Utah Admin. Rules R277-520-6](#)~~

- E. The District shall identify and distinguish between “teachers” who hold a Professional, Associate, or LEA Specific License. Lists of teachers and associate teachers shall be maintained at each school’s website and shall be available for review by any person upon request.
- F. School health care providers, including physicians and nurses, shall maintain appropriate licensure from the state of Utah.
- G. The district may require an employee to provide satisfactory evidence that he/she is mentally and physically qualified to perform the duties of the job. Satisfactory evidence may include, but is not limited to, regular mental or physical examinations by a qualified physician.
 - 1. Evidence of mental or physical condition provided by an employee pursuant to the previous section is deemed private and may be disclosed only to:
 - a. The employee, or a designated representative of the employee;
 - b. School officers and members of the Board;
 - c. The Department of Health;
 - d. Local health authorities;

- e. The physician or other authorized person(s) who performed the examination(s);
 - f. A health care professional who has legitimate need to know the test result in order to provide for the health care provider's protection and welfare; or
 - g. Persons or entities or classes of persons or entities authorized by written release signed by the employee.
- H. Any prospective employee must submit to a criminal background check ~~at the prospective employee's expense~~. Where reasonable cause exists, a current employee may be required to submit to fingerprinting and a criminal background check at the ~~Board's District's~~ expense.
- 1. An administrator may obtain any information in the possession of the State Office of Education, which is relevant to evaluating the employment of a current or prospective employee of the school. If a decision is made not to hire a prospective employee or to take action against a current employee based upon such information, the individual affected shall be given notice of the information and be provided an opportunity to refute or respond to the information. An administrator who, in good faith, discloses or receives information under this section is exempt from civil liability relating to that receipt or disclosure.
- I. A person is guilty of a class B misdemeanor if he/she knowingly gives or causes to be given false information to the District with a purpose of inducing a change in the person's licensing or certification status or the licensing or certification status of another.

POLICY 3023

Educator Induction, Mentoring, and Professional Learning

A. Educator Induction Program

1. The District and each school shall develop an educator induction program for educators who are: licensed as associate educators, licensed as professional educators and have less than 3 years of experience teaching in **Box Elder School District**, and licensed under District-specific licensure during the first 3 years of working in the District. The induction program shall provide for:
 - a. A plan for on-going support and development of an educator, which may include reflective goal setting, implementation of action steps, and evaluation of outcomes that lead to refinement in instructional practice.
 - b. Assistance in meeting the Utah Educator Standards ([Utah Admin. Rules R277-330](#)).
 - c. Mentoring (including observation and feedback beginning early in the program).
 - d. Evaluation consistent with [Policy 3047 Education Evaluation](#), including observation and feedback from the principal.
 - 1) For associate educators, support in meeting the requirements for a professional educator license.

[Utah Admin. Rules R277-308-3 \(April 9, 2024\)](#)

B. Mentoring for Provisional Educators

1. The principal or immediate supervisor of a provisional educator shall assign a mentor for the provisional educator. Mentors serving educators in the District's educator induction program must have received or will receive training in mentoring educators. Where possible, the mentor shall be a career educator with at least three years of experience and performing substantially the same duties as the provisional educator. The mentor shall assist the provisional educator to become effective and competent in the teaching profession and school system, including ~~be licensed as professional educators and shall be trained to advise, coach, consult, and guide the development of a new educator. The mentor shall assist the educator in meeting~~ the Utah Effective Educator Standards. A mentor may not act as the evaluator of an educator that the mentor is assigned to serve. An educator serving as a mentor may

receive compensation for mentoring services in addition to the educator's regular salary.

[Utah Code § 53G-11-509 \(2024\)](#)

[Utah Code § 53G-11-520\(13\) \(2024\)](#)

C. Learning Opportunities for Professional Educators

1. Each year, each District employee holding a professional educator license shall be provided professional learning opportunities which upon completion would enable the employee to complete the equivalent of 20 license renewal hours as defined by [Utah Administrative Rules R277-302-7](#), including trainings required by state law or State Board of Education rule. The District shall maintain documentation of these professional learning activities or shall provide the documentation to the employee. If an employee does not participate in these activities, the District shall notify the employee and the State Superintendent that the employee is not eligible to use the simplified license renewal provisions provided under [Utah Administrative Rules R277-302-4\(1\)\(a\)](#).

[Utah Admin. Rules R277-302-6 \(May 8, 2024\)](#)

D. Professional Learning Standards

1. Professional learning” means a comprehensive, sustained, and evidence-based approach to improving teachers’ and principals’ effectiveness in raising student achievement. “Evidence-based” means that a strategy (not including reading software) demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education). “Evidence-informed” means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education). Professional development plans shall implement high quality professional learning which meets the following standards:
 - a. It occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment;
 - b. It requires skillful leaders who develop capacity, advocate for professional learning and create support systems for professional learning;

- c. It requires prioritizing, monitoring, and coordinating resources for educator learning;
- d. It uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
- e. It integrates theories, research, and models of human learning to achieve its intended outcomes;
- f. It applies research on change and sustains support for implementation of professional learning for long-term change;
- g. It aligns its outcomes with:
 - 1) Performance standards for teachers and school administrators as described in rules of the State Board of Education and
 - 2) Performance standards for students as described in the core standards for Utah public schools adopted by the State Board of Education; and
- h. It incorporates the use of technology in the design, implementation, and evaluation of high-quality professional learning practices and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery; and
- i. It uses evidence-informed core materials and evidence-based instructional practices and intervention materials.

[Utah Code § 53G-11-303\(1\), \(2\) \(2023\)](#)

E. State-Funded Professional Development

1. "Paid professional hours" means hours outside of an educator's contracted hours which are "qualifying time." "Qualifying time" includes the hours spend engaged in professional learning, including time engaged in the professional learning and time spent traveling for the professional learning. "Qualifying time" does not include time spent outside of the professional learning environment or between the professional learning activities or sessions once the professional learning has ended for the day.

[Utah Code § 53F-7-203\(1\) \(2024\)](#)

2. The District shall use the funding provided by the State Board of Education under [Utah Code § 53F-7-203](#) to provide paid professional **development** hours to the

following educators: general education teachers, special education teachers, counselors, school administrators, school specialists, student support staff, school psychologists, speech language pathologists, and audiologists. The funds may only be used for educator salary and benefits and may not be used to cover indirect costs.

[Utah Code § 53F-7-203\(2\) \(2024\)](#)

[Utah Admin. Rules R277-629-3\(3\) \(November 7, 2023\)](#)

3. The paid professional **development** hours provided with this state funding shall provide educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards and may include activities that
 - a. Improve and increase an educator's:
 - 1) Knowledge of the academic subjects the educator teaches;
 - 2) Time to plan and prepare daily lessons based on student needs;
 - 3) Understanding of how students learn; and
 - 4) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on the analysis;
 - b. Are an integral part of broad school-wide and District-wide educational improvement plans;
 - c. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
 - d. Advance educator understanding of:
 - 1) Effective and evidence-based instructional strategies; and
 - 2) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of educators;
 - e. Are aligned with, and directly related to, academic goals of the school or District;
and
 - f. **as determined between an educator and principal, use qualifying time for professional learning that follows a comprehensive evidence-based approach to**

- improving an educator's effectiveness in raising student achievement including trainings, conferences, seminars, workshops, and coursework that is not related to requirements for a degree from an institution of higher education; and
- g. Include instruction in the use of data and assessments to inform and instruct classroom practice.
 - h. Paid professional hours may also include expenses an educator incurs for professional learning, including registration fees, travel related expenses at the allowable rates established by the Division of Finance under [Utah Code § 63A-3-106](#) and [Utah Code § 63A-3-107](#), required materials, and hourly pay for qualifying time equivalent to the educator's contracted hourly rate in the most recent school year.

[Utah Code § 53F-7-203\(4\) \(2024\)](#)

- 4. Each educator who desires to use paid professional **development** hours funded by the State Board of Education shall:
 - a. On or before ~~the fifth day of instruction for a given school year~~ **September 30**, create a plan in consultation with the educator's principal on how the educator plans to use the paid professional hours ~~during the school year~~; and
 - b. Before the end of a given ~~school~~ **fiscal** year, provide a written statement to the educator's principal of how the educator used the paid professional **development** hours ~~during the school year~~.
- 5. If an educator begins employment after ~~the fifth day of instruction in a given year~~ **September 30**, the educator may still qualify for paid professional hours. The paid professional hours may be prorated according to the portion of the school year that the educator is employed.

[Utah Code § 53F-7-203\(5\) \(2024\)](#)

[Utah Admin. Rules R277-629-3\(4\)\(c\) \(November 7, 2023\)](#)

POLICY 3092

Nursing Mothers in the Workplace

~~This policy is adopted in conformance with the provisions of Nursing Mothers in the Workplace, [Utah Code § 34-49-101 et seq.](#)~~

A. Reasonable Breaks

1. With regard to a breastfeeding employee, the District shall provide, for at least one year after the birth of the employee's child, reasonable breaks to accommodate the employee's needs to breast feed or express milk. The District shall consult with the employee to determine the frequency and duration of the breaks. A break shall, to the extent possible, run concurrent with any other break period otherwise provided to the employee.

[Utah Code § 34-49-202 \(2016\)](#)
[29 U.S.C. § 218d\(a\)\(1\)](#)

B. Private Location

1. The District shall provide for a breastfeeding employee a room or other location in close proximity to the breastfeeding employee's work area. The room or location may not be a bathroom or toilet stall. The room or location shall be maintained in a clean and sanitary condition, provide privacy shielded from the view of and intrusion from coworkers or the public, be available for the reasonable breaks as determined in consultation with the District and have an electrical outlet. The District is not required to provide a room or other location if compliance would create an undue hardship on the operations of the District by causing the District significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the District's operations.

[Utah Code § 34-49-202 \(2016\)](#)
[29 U.S.C. § 218d\(a\)\(2\)](#)

C. Refrigerator or Freezer

1. The District shall provide access to a clean and well-maintained refrigerator or freezer for the temporary storage of the employee's breast milk.

[Utah Code § 34-49-202 \(2016\)](#)

POLICY 3096

Reporting Substantial Threats Against a School

- A. A “substantial threat” is a threat made with serious intent to cause harm. Whenever any adult employee or volunteer of the District **either**
1. has reason to believe a substantial threat against a school, school employee, or student attending a school **or**
 2. is aware of circumstances that would reasonably result in a substantial threat against a school, school employee, or student attending a school
- B. The employee or volunteer shall immediately report the suspected substantial threat to one of the following: the state security chief, the local education agency that the threat would impact, or the nearest peace officer or law enforcement agency.
- C. If the District or any District representative receives a report of a substantial threat affecting a District student, employee, or school, the District shall immediately inform the appropriate local law enforcement agency and the state security chief. The District and District staff shall cooperate with the law enforcement agency’s investigation of the report of a substantial threat.

[Utah Code § 53-22-106\(1\), \(2\), \(3\) \(2024\)](#)

[Utah Code § 76-5-404.1\(a\)\(iv\)\(S\) \(2024\)](#)

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 Resignation

1. After 10 years of contracted employment, employees who voluntarily resign employment with the district who give notification of intent to resign at least two weeks (10 working days) prior to the intended resignation 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. **Unused sick leave compensation is not available to those who resign in lieu of termination.**

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. **Unused vacation compensation is not available to those who resign in lieu of termination.**

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/or 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 \$350 stipend and per diem 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 4016

Evaluation and Selection of Instructional Material

A. Definitions

1. The following definitions apply in this policy:

- a. “Learning material” means any learning material or resource used to deliver or support a student’s learning, including textbooks, reading materials, videos, digital materials, websites, and other online applications.

[Utah Code § 53G-4-402\(27\)\(a\)\(i\) \(2024\)](#)

- b. “Instructional material” means learning material which is approved by the Board of Education for use in District schools. It does not include learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class or another class with required instructional material that is not subject to selection by the Board of Education.

[Utah Code § 53G-4-402\(27\)\(a\)\(ii\) \(2024\)](#)

[Utah Code § 53G-10-103\(1\)\(a\) \(2024\)](#)

- c. “Supplemental material” means learning material that an educator selects for classroom use which the Board of Education has not considered and adopted, approved, or prohibited for classroom use.

[Utah Code § 53G-4-402\(27\)\(a\)\(iii\) \(2024\)](#)

- d. “School setting” means on school property (including but not limited to classrooms or a school library) or (regardless of location) an activity sponsored by the District or a school but which is conducted by an organization which is not part of the District. Such activities can include but are not limited to an assembly, a guest lecture, a live presentation, or another event.

[Utah Code § 53G-10-103\(1\)\(f\) \(2024\)](#)

- e. “Sensitive material” means instructional material that constitutes objective sensitive material or subjective sensitive material but does not include instructional material:

- 1) which is within the scope of and adopted by the Board of Education under [Policy 4088 Special Programs: Student Internships](#); or
- 2) for a concurrent enrollment course which would be objective sensitive material or subjective sensitive material but where a parent receives notice from the course provider of the material before enrollment of the parent's child and the parent gives consent by enrolling the child; or
- 3) for medical courses; or
- 4) for family and consumer science courses; or
- 5) for another course exempted by Utah State Board of Education Rule.

[Utah Code § 53G-10-103\(1\)\(h\)\(ii\) \(2024\)](#)

- f. "Objective sensitive material" means instructional material which includes any description or depiction of:

- 1) Human genitals in a state of sexual stimulation or arousal; or
- 2) Acts of human masturbation, sexual intercourse, or sodomy; or
- 3) Fondling or other erotic touching of human genitals or pubic region.

[Utah Code § 53G-10-103\(1\)\(e\) \(2024\)](#)

[Utah Code § 76-10-1227\(1\)\(a\)\(i\), \(ii\), \(iii\) \(2007\)](#)

- g. "~~Subjective sensitive material~~ ~~Pornographic or indecent~~" means instructional material that meets any of the following:

[Utah Code 76-10-1023](#)

- 1) Any description or representation, in whatsoever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse which, taken as a whole, appeals to the prurient interest in sex of minors, is patently offensive to the prevailing standards in the adult community as a whole with respect to what is suitable material for minors, and taken as a whole does not have serious value for minors (which includes only serious literary, artistic, political, or scientific value for minors);
- 2) A material or performance which the average person, applying contemporary community standards, finds that, taken as a whole, appeals

to prurient interest in sex, is patently offensive in the description of nudity, sexual conduct, sexual excitement, sadomasochistic abuse, or excretion, and does not have serious literary, artistic, political, or scientific value; **or**

- ~~3) A description or depiction of: human genitals in a state of sexual stimulation or arousal; acts of human masturbation, sexual intercourse, or sodomy; fondling or other erotic touching of human genitals or pubic region; or fondling or other erotic touching of the human buttock or female breast, where the material as a whole does not have serious value for minors; or~~
- ~~4) A description or depiction of a nude or partially denuded figure, which means human male genitals in a discernibly turgid state (even if completely or opaquely covered) or less than completely and opaquely covered human genitals, pubic region, buttock, or female breast below a point immediately above the top of the areola, where the material containing the nudity, taken as a whole, does not have serious literary, artistic, political, or scientific value for minors, taking into consideration the ages of all minors who could be exposed to the material.~~

[Utah Code § 53G-10-103\(1\)\(h\)\(iii\) \(2024\)](#)
[Utah Code § 76-10-1235\(1\)\(a\) \(2007\)](#)
[Utah Code § 76-10-1201\(5\) \(2013\)](#)
[Utah Code § 76-10-1203 \(1977\)](#)
[Utah Code § 76-10-1227\(1\)\(a\)\(iv\) \(2007\)](#)

- h. “Nudity” means the showing of the human male or female genitals, pubic area, or buttocks, with less than an opaque covering, or the showing of the female breast with less than an opaque covering, or any portion of the female breast below the top of the areola; or the depiction of covered male genitals in a discernibly turgid state.

[Utah Code § 76-10-1201\(10\) \(2013\)](#)

- i. “Sexual conduct” means acts of masturbation, sexual intercourse, or any touching of a person’s clothed or unclothed genitals, pubic area, buttocks, or, if the person is a female, breast, whether alone or between members of the same or opposite sex or between humans and animals in an act of apparent or actual sexual stimulation or gratification.

[Utah Code § 76-10-1201\(14\) \(2013\)](#)

- j. "Sexual excitement" means a condition of the human male or female genitals when in a state of sexual stimulation or arousal, or the sensual experiences of humans engaging in or witnessing sexual conduct or activity.

[Utah Code § 76-10-1201\(15\) \(2013\)](#)

- k. "Sadomasochistic abuse" means flagellation or torture by or upon a person who is nude or clad in undergarments, a mask, or in a revealing or bizarre costume or the condition of being fettered, bound, or otherwise physically restrained on the part of a person clothed in this way.

[Utah Code § 76-10-1201\(13\) \(2013\)](#)

- l. "Appeals to the prurient interest" means erotic in some significant way to the average person and having the capacity to provoke sexual responses over and beyond those that would be characterized as normal.
- m. "Age appropriate" means generally suitable for students of the same age or level of social, emotional, and cognitive development when taking into consideration the ages of all minors who could be exposed to the material.
- n. "Instructional material review committee" means a committee formed at the District or school level, as determined by the Superintendent, appointed as needed and consisting of an administrator or administrators, educators, and at least two parents. An administrator member of the committee shall serve as the committee chair. Parents appointed to an instructional material review committee shall be reflective of the members of the relevant school community and shall have a student who attends a District school.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\) \(2024\)](#)

[Utah Admin. Rules R277-468-3\(1\), \(2\) \(November 7, 2022\)](#)

B. Adoption of Instructional Material

1. Except for adoption of instructional material within the scope of [Policy 4105 Sex Education](#), the following process shall be followed in adopting instructional material for use in the District or a particular school in the District. The Superintendent or Superintendent's designee shall determine what learning material to recommend to the Board of Education for approval for use, taking into consideration recommendations and requests from District and school administrators and educators and after considering input and recommendations from an instructional material review committee. Depending on where the learning material being considered will be used, the instructional material review committee may be formed for the District as a whole, or for all the schools at a

particular level of instruction (elementary, middle school or junior high, or high school), or for a specific school.

2. After receiving recommendations from the Superintendent, the Board shall adopt or approve instructional material in an open and regular meeting of the Board. Before adopting or approving the material, the Board shall hold at least two public meetings on the Superintendent's recommendations at which parents of District students and District educators have the opportunity to express views and opinions on the recommendations. Prior to these meetings, the District shall post the recommended material online to allow public review or (for copyrighted materials) shall make the recommended material available at a District location for public review.
3. Subject to the foregoing hearing process, learning material which has been designated by the State Board of Education as within any of that Board's "Recommended" categories may be approved for use in the District. Learning material which has been designated by the State Board of Education as "Reviewed, but not recommended" may not be approved for use in the District.
 - a. In determining whether to recommend learning material for adoption, the instructional material review committee and the Superintendent may consider whether the learning material:
 - b. is consistent with the Utah core requirements;
 - c. is mapped and aligned to the Utah core and state assessments (if planned for use as primary instructional materials);
 - d. is high-quality, research-based, and proven to be effective in supporting student learning;
 - e. provides an objective and balanced viewpoint on issues;
 - f. includes enrichment and extension possibilities;
 - g. is appropriate to varying levels of learning;
 - h. is accurate and factual;
 - i. is arranged chronologically or systematically, or both;
 - j. ~~reflects the pluralistic character and culture of the American people and provides accurate representation of diverse ethnic groups~~ meets the requirements of [Utah Code § 53E-4-204.1](#);

- k. ~~is not prohibited discriminatory practice as described in [Utah Code § 53B-1-118](#);~~
- l. ~~is consistent with the principles of individual freedom as defined in [Utah Code § 53G-10-206](#) free from sexual, ethnic, age, gender, or disability bias and stereotyping;~~ and
- m. is of acceptable technical quality.

[Utah Code § 53E-4-403\(4\) \(2024\)](#)
[Utah Code § 53G-4-402\(27\)\(a\), \(c\) \(2024\)](#)
[Utah Admin. Rules R277-468-3\(1\) \(November 7, 2022\)](#)
[Utah Admin. Rules R277-469-3\(2\) \(July 8, 2024\)](#)
[Utah Admin. Rules R277-469-6\(1\) \(July 8, 2024\)](#)
[Utah Admin. Rules R277-469-7\(1\) \(July 8, 2024\)](#)

- n. Learning material cannot be approved for use in the District or used in District schools if the material contains ~~any pornographic or indecent sensitive~~ material as defined in this policy.

[Utah Code § 53G-10-103\(2\)\(a\) \(2024\)](#)
[Utah Admin. Rules R277-468-2\(1\) \(November 7, 2022\)](#)
[Utah Admin. Rules R277-469-3\(2\)\(c\) \(July 8, 2024\)](#)

- o. Before purchasing learning material, the District shall require the proposed vendor to provide a detailed core curriculum alignment relating to the material. Contracts with publishers for purchase of learning material shall include National Instructional Materials Accessibility Standard contract language and shall require that the publisher provide material consistent with Utah Code and administrative rules.

[Utah Admin. Rules R277-469-3\(4\) \(July 8, 2024\)](#)

C. Contract Requirements for Online or Digital Learning Material

- 1. If the District contracts with another party to provide online or digital learning material, the contract shall require the provider to give notice to the District anytime the provider makes a material change to the content of the material (excluding regular informational updates on current events).

[Utah Code § 53G-4-402\(27\)\(e\) \(2024\)](#)

D. Supplemental Material

1. Supplemental material shall be selected by educators as provided by [Policy 4018 Evaluation and Selection of Supplemental Material](#).

[Utah Code § 53G-4-402\(27\)\(d\) \(2024\)](#)

E. Review of instructional material **for sensitive material**

1. Requests for review of instructional material **for sensitive material** are limited as follows:

- a. Personal interest requirement. The following may request review of instructional material:

- 1) A student currently enrolled in and attending a District school;
- 2) A parent or guardian of a student currently enrolled in and attending a District school;
- 3) A District employee; **or**
- 4) A member of the Board of Education; ~~or~~

~~5) A current resident of the District.~~

[Utah Code § 53G-10-103\(3\)\(a\) \(2024\)](#)

- b. Limits on **request after unsuccessful challenges frequency**

- 1) **An “unsuccessful challenge” means that an instructional material is determined not to be sensitive material and is retained after an allegation that it contains sensitive material. Each individual is limited to three requests to review instructional material per school year.**
- 2) **After an individual has made three unsuccessful challenges in a given school year, the individual may not request sensitive material review for the remainder of that school year. Any item which has been subject to review, reviewed under this policy, and retained may not be subject to another request for review for at least three years.**

[Utah Code § 53G-10-103\(3\)\(b\) \(2024\)](#)

~~c. Preconditions to request for review~~

- ~~1) Any adult who wishes to file a request for review must first read or review the instructional material as a whole before filing the request (students are not to be required, requested, or encouraged to complete reading or reviewing instructional material in which they have discovered content they believe is pornographic or indecent).~~
2. ~~If the requirements and conditions for review are met, a~~An individual who desires review of instructional material for sensitive material must complete the Request for Review of Instructional Material form and provide it to the Superintendent or Superintendent's designee. The Superintendent or designee shall make an initial determination whether the form has been fully completed and the person is eligible to requirements for requesting a review ~~have been met~~. If so, the Superintendent or designee shall establish a District instructional material review committee to conduct the review.
3. Upon receipt of a request for sensitive materials review from an eligible individual, the Superintendent or designee will make an initial determination as to whether the request presents a plausible claim that the instructional material constitutes sensitive material, including whether the request includes excerpts and other evidence to support the allegation. If the request presents a plausible claim that the instructional material constitutes sensitive material, the District shall proceed with review of the material and shall immediately remove the instructional material from any school setting that provides student access to the material until the review process is complete.

[Utah Code § 53G-10-103\(4\)\(a\) \(2024\)](#)

4. The Superintendent or designee shall assign one or more administrators to evaluate the request and the challenged material and determine if the challenged material constitutes objective sensitive material. If the challenged material is determined to be objective sensitive material, then the District shall ensure that the material remains inaccessible to students in any school setting.

[Utah Code § 53G-10-103\(4\)\(b\) \(2024\)](#)

5. If the material is determined to not be objective sensitive material, the Superintendent or designee shall establish a District instructional material review committee to review the material to determine whether it constitutes subjective sensitive material. During review by the instructional material review committee, the District shall allow access to the challenged material to any student whose parent gives consent for the student to access the challenged material.
6. In conducting a requested review, the primary purpose of the District instructional material review committee shall be to determine whether the item constitutes

~~contains pornographic or indecent material~~ subjective sensitive material.

However, the committee may also evaluate whether the instructional material is age-appropriate and whether the prior approval of the material should be reconsidered in light of all appropriate factors. The committee's determinations shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).

7. After the chair of the District instructional material review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall schedule such meetings as are necessary for the committee to discuss the item and make its determinations.
8. In determining whether the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material, the committee shall determine whether the material meets any of the ~~four~~ three tests for ~~pornographic or indecent~~ subjective sensitive material set out in the definition above.
9. If the committee determines that the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material, then the item shall be designated as no longer approved for use in the District and removed from ~~student access in the school setting (regardless of whether the student's parent has consented to the student having access to the material)~~ District schools. If the committee determines that the item does not ~~contain pornographic or indecent~~ constitute subjective sensitive material, then the committee may, but is not required to, proceed to other considerations as set out in the following paragraphs.

[Utah Code § 53G-10-103\(4\)\(c\)\(iii\) \(2024\)](#)

10. The committee may elect to evaluate whether the item should be removed from all use or restricted in use based on considerations of age-appropriate use. In this evaluation, the committee shall use the definition of "age appropriate" set forth above in light of the prevailing standards in the adult community with regard to what is appropriate for children of that age.
11. The committee may also elect to reconsider the prior District approval of the item. In doing so, the committee shall consider the factors set forth above for initial approval of instructional material.
12. After the committee has made its determinations, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.

13. After the committee issues its report, the **Superintendent or designee chair of the committee** shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at [this website](#).

[Utah Code § 53G-10-103\(4\)\(b\)\(iii\) \(2022\)](#)

- ~~14. The determination of the District instructional material review committee is final and may not be further appealed. Any individual who is eligible to request a review for sensitive material may appeal a determination to the Board of Education. An appeal can be made regarding an objective sensitive material determination or a subjective sensitive material and can be made whether the decision was to remove or retain the material. The appeal shall be in writing, shall be submitted to the Board of Education within 30 days of the determination, and shall explain why the individual believes the determination was incorrect. In considering the appeal, the Board of Education may make use of whatever information it finds appropriate, including the committee report. The Board of Education's decision on the appeal shall be made by vote in public meeting. In making the decision, the Board of Education shall clearly identify the rationale for its decision and the determination on each component of the standards used in deciding the appeal (including the statutory standards and any additional policy standards the Board of Education may use). The District shall report the results of the appeal to the Utah State Board of Education using the website identified above.~~

[Utah Code § 53G-10-103\(5\) \(2024\)](#)

Request for Review of Instructional Material

1. Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____

~~2. Qualifying personal interest category or categories: _____~~

3. Brief statement explaining the request: _____

4. Type of material: Book (Print) E-Book (Digital) Audio Book Movie Magazine
 Other Audio Recording Digital Resource Game Newspaper Other

5. Title: _____

6. Author or Producer: _____

~~7. Are you a student? Yes No (If yes, do not finish reviewing the material)~~

~~8. Have you read or reviewed the entire material? Yes No (Not required of students)~~

9. ~~Pornographic or indecent~~ Sensitive material can be found at the following location or locations
(page, chapter, link, timestamp, etc.)

10. Other reasons (age appropriateness, other) that the item should be removed from use or
restricted in use:

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the ____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state/country)

Printed Name _____

Signature _____

POLICY 4017

Evaluation and Selection of Library Material

A. Definitions

1. In addition to the definitions in [Policy 4016 Evaluation and Selection of Instructional Material](#), the following definitions apply in this policy:

- a. “Library material” means any digital media (including audio or visual media) or physical text contained within a school library’s collection.

Utah Admin. Rules R277-628-1(1) (May 24, 2022)

- b. “School library” means the location, both physical and virtual, where library materials are housed and administered by professional staff hired to oversee the selection, maintenance, and access to school library materials.

Utah Admin. Rules R277-628-1(2) (May 24, 2022)

- c. “Self-selection” means the right and responsibility of individual students and the student’s parent or legal guardian to select materials from a school library.

- ~~d. “School library material review committee” means a committee formed at the school level, appointed as needed and consisting of a school administrator or administrators, at least one educator with a master’s degree or endorsement in library science, at least one other educator from the school, and at least two parents with students enrolled in and attending the school. An administrator member of the committee shall serve as the committee chair. Parents appointed to a library material review committee shall be reflective of the members of the relevant school community. The school library material review committee considering a particular request may not include either an individual who originally selected the material for inclusion in the library or the individual who has made the request or a family member of the individual making the request.~~

~~*Utah Code § 53G-10-103(3) (2022)*~~

- e. “~~District I~~Library material review committee” means a committee formed at the District level, appointed as needed and consisting of a District administrator or administrators, at least two educators with a master’s degree or endorsement in

library science, educators from at least two other schools of the same level (high school, middle or junior high, or elementary) as the school where the request arises, and at least three parents with students enrolled in and attending other District schools of the same level. An administrator member of the committee shall serve as the committee chair. Parents appointed to a ~~District~~ Library material review committee shall be reflective of the members of the District community. The ~~District~~ Library material review committee considering a particular request may not include a member of the school library material review committee who considered the original request, nor may it include either an individual who originally selected the material for inclusion in the library or the individual who has made the request or a family member of the individual making the request.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\) \(2024\)](#)

B. Policy Regarding Selection of Library Material

1. The Board of Education recognizes that it has broad discretion in managing and operating the schools of the District, including in selecting library material, and that it has delegated authority to District and school administration in this matter. The Board of Education also recognizes the importance of freedom of inquiry and study, the constitutional and First Amendment restrictions on the suppression of ideas, and that school libraries offer a place and opportunity for the exercise of intellectual freedom and the right to read, inquire, study, and evaluate outside of the setting of formal instruction. The Board of Education further recognizes that school libraries are different from public libraries in that they are not open to the public, primarily serve the school's students (who are minors), and are part of the instructional resources of the school. The Board has adopted this policy to serve and balance these interests while taking into account the values of the community.

C. Selection and Deselection of Library Materials

1. The school librarian, subject to the oversight of the principal and working in cooperation with school staff, shall select new library material taking into consideration the following criteria and subject to the overall requirements that the material is age appropriate and does not ~~include pornographic or indecent constitute sensitive~~ material as defined in [Policy 4016](#):
 - a. Overall purpose and educational significance
 - b. Contribution and relevance to core standards

- c. Teacher, parent, or student request
 - d. Validity, currency and appropriateness
 - e. Accuracy, timeliness and permanence
 - f. Favorable reviews, recommendations and/or award nominees found in standard selection sources or from professional personnel
 - g. Contributes to a balanced perspective
 - h. Potential appeal and interest
 - i. Recreational reading needs of students
 - j. Artistic quality and literary style
 - k. Reputation and significance of author, producer, or publisher
 - l. Value commensurate with cost and/or need
 - m. Uniqueness, diversity, and/or heritage of the state, region, or group
 - n. Support of second language learners
 - o. Support of special needs students
 - p. Merit of the work as a whole
2. The school librarian shall periodically review the library collection to determine what material should be removed or replaced (deselected). Criteria may include any of the considerations relating to initial section stated above and may also include:
- a. Poor physical condition
 - b. Superseded by more current information or contains subject matter no longer needed to support the core standards
 - c. Encourages stereotypes or biases
 - d. Receiving little use

- e. Provides wrong, inaccurate, or dated information

D. Access to Library Material

1. Student access to library material is based primarily on self-selection. Library staff are available to consult with students and with the parent or guardian of students to find appropriate material but are not responsible for final selections of the student. If a student's parent or guardian wishes to restrict that student's access to any particular library item (a specific work or title), the parent or guardian may make a written request to the library staff and the student will then not be allowed to check out that item.

E. Review of Library Material ~~in Response to Request for Sensitive Material~~

1. Requests for review of library materials ~~for sensitive material~~ are limited as follows:
 - a. Personal interest requirement
 - 1) A student ~~currently enrolled in and attending a District school may request review of a particular library item in the library of the school where their student is currently enrolled and attending.~~
 - 2) A parent or guardian ~~of a student currently enrolled in and attending a District school may request review of a particular library item in the library of any school where a child of the parent or guardian is currently enrolled and attending.~~
 - 3) A District employee; ~~may request review of a particular library item in the library of a school where the employee has professional responsibilities.~~
 - 4) A member of the Board of Education; ~~may request review of a particular library item in the library of a school within the local school board district the Board member represents.~~

[Utah Code § 53G-10-103\(3\)\(a\) \(2024\)](#)

b. Limits on ~~request after unsuccessful challenges frequency~~

- 1) An "unsuccessful challenge" means that an instructional material (including but not limited to library material) is determined not to be sensitive material and is retained after an allegation that it contains sensitive material ~~Each~~

~~individual is limited to three requests to review library materials per school year.~~

- ~~2) After an individual has made three unsuccessful challenges in a given school year, the individual may not request sensitive material review for the remainder of that school year Any item which has been subject to review, reviewed under this policy, and retained may not be subject to another request for review for at least three years within the scope of the review conducted (school or District).~~

[Utah Code § 53G-10-103\(3\)\(b\) \(2024\)](#)

~~c. Preconditions to request for review~~

- ~~1) Any adult who wishes to file a request for review must first read or review the library item as a whole before filing the request (students are not to be required, requested, or encouraged to complete reading or reviewing library material in which they have discovered content they believe is pornographic or indecent).~~
 - ~~2) Before filing a request for review regarding a library item, the individual shall first meet with the school librarian, who shall if able explain the intended purpose and use of the item in question.~~
 - ~~3) If the librarian is unable to provide this information or if the individual is not satisfied with the information provided, the individual shall then meet with the principal (or a school administrator designated by the principal) regarding the concern.~~
- d. ~~If after meeting with the administrator the~~ An individual who desires wishes to request review of library material for sensitive material must the item, the individual shall complete the Request for School Review of Library Material form and provide it to the Superintendent or Superintendent's designee principal of the school where the library with the item is located. The Superintendent or designee shall make and initial determination whether the form has been fully completed and the person is eligible to request review. principal or principal's designee shall make an initial determination whether the form has been fully completed and the requirements for request review have been met. If so, the principal or designee shall establish a school library materials review committee to conduct the review.
- e. Upon receipt of a request for sensitive materials review from an eligible individual, the Superintendent or designee will make an initial determination as to

whether the request presents a plausible claim that the library material constitutes sensitive material, including whether the request includes excerpts and other evidence to support the allegation. If the request presents a plausible claim that the library material constitutes sensitive material, the District shall proceed with review of the material and shall immediately remove the library material from any school setting that provides student access to the material until the review process is complete.

[Utah Code § 53G-10-103\(4\)\(a\) \(2024\)](#)

- f. The Superintendent or designee shall assign one or more administrators to evaluate the request and the challenged material and determine if the challenged material constitutes objective sensitive material. If the challenged material is determined to be objective sensitive material, then the District shall ensure that the material remains inaccessible to students in any school setting.

[Utah Code § 53G-10-103\(4\)\(b\) \(2024\)](#)

- g. If the material is determined to not be objective sensitive material, the Superintendent or designee shall establish a library material review committee to review the material to determine whether it constitutes subjective sensitive material. During review by the library material review committee, the District shall allow access to the challenged material to any student whose parent gives consent for the student to access the challenged material.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\), \(ii\) \(2024\)](#)

- ~~h. An item may not be removed from the library while the review process is pending, though a parent may restrict their student's access to the item by written request to the librarian.~~
- i. The sole purpose of the ~~school~~ library material review committee shall be to determine whether the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material as defined in [Policy 4016](#). An item may not be removed because of disagreement with the item's content relating to politics, religion, nationalism, or other matters of opinion. The committee's determination shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).

- j. After the chair of the library material review committee has confirmed that all members of the committee have reviewed the item, the chair shall schedule such meetings as necessary for the committee to discuss the item and determine whether it ~~contains pornographic or indecent~~ constitutes subjective sensitive material.
- k. In determining whether the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material, the committee shall determine whether the material meets any of the ~~four~~ three tests for ~~contains pornographic or indecent~~ subjective sensitive set out in the definition in [Policy 4016](#).
- l. After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.
- m. If the committee determines that the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material, then the item shall be removed from student access in the school setting (regardless of whether the student's parent has consented to the student having access to the material) ~~the library permanently or pending the outcome of an appeal from the school library materials review committee to a District library materials review committee~~. If the committee determines that the item does not ~~contains pornographic or indecent~~ constitute subjective sensitive material, then the item shall be retained. A reviewed item which is retained after review for pornographic or indecent material may nevertheless be deselected by the school librarian if the librarian determines that it meets other criteria for deselection.

[Utah Code § 53G-10-103\(4\)\(c\)\(iii\) \(2024\)](#)

- n. ~~If no District Appeal review is requested as described below,~~ The chair of the ~~school~~ library material review committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at [this website](#).

[Utah Code § 53G-10-103\(4\)\(d\) \(2024\)](#)

~~F.—Review by District Library Material Review Committee~~

- 1. ~~An individual who obtained review of an item by a school library material review committee and who is dissatisfied with the school committee's determination or wishes to have a determination that the item contains pornographic or indecent~~

~~material applied to all schools in the District may request review by a District library review committee. The chair of~~

- ~~2. An individual who obtained review by a District library material review committee shall complete the Request for District Review of Library Material form and provide it to the Superintendent or designee. The form must be submitted within 30 days of the report from the school library material review committee. The Superintendent or designee shall make an initial determination whether the form has been fully completed and the requirements for requesting review have been met. If so, the Superintendent or designee shall establish a District library material review committee to conduct the review.~~
- ~~3. The status of the item as determined by the school library material review committee (retained or removed) shall remain in place during review by the District library material review committee.~~
- ~~4. The sole purpose of the District LMRC shall be to determine whether the item contains pornographic or indecent material. However, where the item being reviewed is located in a school serving younger students (an elementary school or middle school or junior high school) and the concern relates to nudity, the District library material review committee may consider whether the item constitutes pornographic or indecent material for older students (students in middle school or junior high or high school as applicable). An item may not be removed because of disagreement with the item's content relating to politics, religion, nationalism, or other matters of opinion. The committee's determinations shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).~~
- ~~5. After the chair of the District library material review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall schedule such meetings as necessary for the committee to discuss the item and determine whether it contains pornographic or indecent material.~~
- ~~6. In determining whether the item contains pornographic or indecent material, the committee shall determine whether the material meets any of the four tests for pornographic or indecent material set out in the definition in Policy 4016 (including as appropriate standards relating to nudity with respect to older students). The committee may consider the report of the school library material review committee but is not bound by that report and is to conduct an independent review and assessment of the item.~~

- ~~7. After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.~~
- ~~8. If the committee determines that the item contains pornographic or indecent material, then the committee shall either direct that the item be removed from all school libraries within the District or, if the committee determines that an item with nudity is not pornographic or indecent material with regard to older students, may limit the removal to school libraries serving elementary and/or middle or junior high schools, according to the committee's determination. If the committee determines that the item does not contain pornographic or indecent material, then the item shall be retained and that determination shall apply to all school libraries within the District. A reviewed item which is retained after review for pornographic or indecent material may nevertheless be deselected by a school librarian if the librarian determines that it meets other criteria for deselection.~~
- ~~9. After the District library material review committee issues its report, the chair of the committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at [this website](#).~~
- ~~10. Any individual who is eligible to request a review for sensitive material may appeal a determination to the Board of Education. An appeal can be made regarding an objective sensitive material determination or a subjective sensitive material and can be made whether the decision was to remove or retain the material. The appeal shall be in writing, shall be submitted to the Board of Education within 30 days of the determination, and shall explain why the individual believes the determination was incorrect. In considering the appeal, the Board of Education may make use of whatever information it finds appropriate, including the committee report. The Board of Education's decision on the appeal shall be made by vote in public meeting. In making the decision, the Board of Education shall clearly identify the rationale for its decision and the determination on each component of the standards used in deciding the appeal (including the statutory standards and any additional policy standards the Board of Education may use). The District shall report the results of the appeal to the Utah State Board of Education using the website identified above.~~

[Utah Code § 53G-10-103\(5\) \(2024\)](#)

- ~~11. The determination of the District library material review committee is final and may not be further appealed.~~

Request for ~~School~~ Review of Library Material

1. Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____

~~2. Qualifying personal interest category or categories: _____~~

3. Brief statement explaining the request: _____

4. Type of material: Book (Print) E-Book (Digital) Audio Book Movie Magazine
 Other Audio Recording Library Digital Resource Game Newspaper Other

5. Title: _____

6. Author or Producer: _____

~~7. Are you a student? Yes No (If yes, do not finish reviewing the material)~~

~~8. Have you read or reviewed the entire material? Yes No (Not required of students)~~

9. Library material may only be removed because it ~~contains pornographic or indecent~~ **constitutes sensitive** material as defined in District [Policy 4016](#) and governing law. Library material may not be removed because it contains ideas that individuals disagree with based upon politics, nationalism, religion, or other matters of opinion. I acknowledge and understand that the scope of review will be limited to whether the material ~~contains pornographic or indecent~~ **constitutes sensitive** material.
Initial: _____

10. ~~The pornographic or indecent~~ **Sensitive** material can be found at the following location or locations (page, chapter, link, timestamp, etc.)

~~11. I understand that I must meet the personal interest requirement set out in Policy EEEA in order to obtain review. Initial: _____~~

~~12. I have met with the school librarian to discuss the item as required by Policy EEEA. Initial: _____~~

~~13. I have made _____ other requests for review of library materials during the current school year.~~

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the _____ day of _____, _____ at _____

(Day) (Month) (Year) (City or other location and
state/country)
Printed Name _____
Signature _____

Request for District Review of Library Material

1. ~~Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____~~

2. ~~Qualifying personal interest category or categories: _____~~

3. ~~Purpose of review: ___ Challenge school review result ___ Extend school review result to all schools~~

4. ~~Date of school library material review committee report: _____~~

5. ~~Type of material: ___ Book (Print) ___ E-Book (Digital) ___ Audio Book ___ Movie ___ Magazine~~

~~___ Other Audio Recording ___ Library Digital Resource ___ Game ___ Newspaper ___ Other~~

6. ~~Title: _____~~

7. ~~Author or Producer: _____~~

8. ~~Are you a student? ___ Yes ___ No (If yes, do not finish reviewing the material)~~

9. ~~Have you read or reviewed the entire material? ___ Yes ___ No (Not required of students)~~

10. ~~Library material may only be removed because it contains pornographic or indecent material as defined in District Policy EEE and governing law. Library material may not be removed because it contains ideas that individuals disagree with based upon politics, nationalism, religion, or other matters of opinion. I acknowledge and understand that the scope of review will be limited to whether the material contains pornographic or indecent material. Initial: _____~~

11. ~~The pornographic or indecent material can be found at the following location or locations (page, chapter, link, timestamp, etc.) _____~~

12. ~~I understand that I must meet the personal interest requirement set out in Policy EEEA in order to obtain review. Initial: _____~~

13. ~~I have made _____ other requests for review of library material during the current school year.~~

~~I declare under criminal penalty under the law of Utah that the foregoing is true and correct.~~

~~Signed on the _____ day of _____, _____ at _____~~

____ (Day) ____ (Month) ____ (Year) ____ (City or other location and
state/country)

Printed Name _____

Signature _____

POLICY 4018

Evaluation and Selection of Supplemental Material

A. Definitions

1. In addition to the definitions in [Policy 4016 Evaluation and Selection of Instructional Material](#) the following definitions apply in this policy:
 - a. “Supplemental material review committee” means a committee formed at the school level, appointed as needed and consisting of a school administrator or administrators, two educators from the school, and at least two parents with students enrolled in and attending the school. For a committee at a middle school or junior high or high school, at least one of the educators shall be licensed in the same area as the educator teaching in the classroom in question. An administrator member of the committee shall serve as the committee chair. Parents appointed to a supplemental material review committee shall be reflective of the members of the relevant school community. The supplemental material review committee considering a particular request may not include either the educator whose material is in question or an individual who has made the request or a family member of the individual making the request.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\) \(2024\)](#)

B. Supplemental material adoption

1. Learning material which ~~contains pornographic or indecent~~ constitutes sensitive material or which is otherwise prohibited by state law or State Board of Education rule may not be used as supplemental material. Apart from those restrictions, an educator may adopt supplemental material based on the educator’s professional judgment that the material is helpful in achieving instructional goals and is appropriate for the class where the material will be used.

[Utah Code § 53G-4-402\(27\)\(d\) \(2024\)](#)

2. In adopting supplemental material, it is recommended that the educator consider whether the material:
 - a. Is consistent with the Utah core requirements;

- b. Meets an appropriate instructional purpose;
- c. Is appropriate for the age, emotional development, ability level, and social development of the students being taught;
- d. Provides an objective and balanced viewpoint on issues;
- e. Is appropriate to varying levels of learning;
- f. Is accurate and factual;
- g. Is arranged chronologically or systematically, or both;
- h. ~~Reflects the pluralistic character and culture of the American people and provides accurate representation of diverse ethnic groups~~ meets the requirements of [Utah Code § 53E-4-204.1](#);
- i. ~~is not prohibited discriminatory practice as described in~~ [Utah Code § 53B-1-118](#);
- j. ~~Is free from sexual, ethnic, age, gender, or disability bias and stereotyping consistent with the principles of individual freedom as defined in~~ [Utah Code § 53G-10-206](#); and
- k. Is of acceptable technical quality.

[Utah Admin. Rules R277-469-6\(1\) \(July 8, 2024\)](#)

C. Parental Exemption from Objectionable Supplemental Material

1. Whether or not an item of supplemental material ~~contains pornographic or indecent~~ constitutes sensitive material, a parent or guardian from may by timely request exempt the child of the parent or guardian from a requirement to read or review an item of supplemental material if the parent or guardian finds the material objectionable. In that case, the child shall be provided with an alternate selection without penalty.

D. Review of Supplemental Material ~~for Sensitive Material in Response to Request~~

1. Requests for review of other supplemental material ~~for sensitive material~~ are limited as follows:

a. Personal interest requirement

- 1) A student currently enrolled in and attending a District school; ~~may request review of supplemental material in a classroom or class where the student is currently enrolled and attending.~~
- 2) A parent or guardian of a student currently enrolled in and attending a District school; ~~may request review of supplemental material in a classroom or class where a child of the parent or guardian is currently enrolled and attending.~~
- 3) A District employee; or
- 4) A member of the Board of Education ~~may request review of supplemental material in a classroom or class in a school within the local school board district the Board member represents.~~

[Utah Code § 53G-10-103\(3\)\(a\) \(2024\)](#)

b. Limits on ~~request after unsuccessful challenges review~~

- 1) An “unsuccessful challenge” means that an instructional material (including but not limited to supplemental material) is determined not to be sensitive material and is retained after an allegation that it contains sensitive material ~~Any item which has been reviewed under this policy and retained may not be subject to another review for at least three years.~~
- 2) After an individual has made three unsuccessful challenges in a given schoolyear, the individual may not request sensitive material review for the remainder of that school year.

[Utah Code § 53G-10-103\(3\)\(b\) \(2024\)](#)

~~c. Preconditions to review~~

- ~~1) Any adult who wishes to file a request for review of an item under this policy must first read or review the material as a whole before filing the request (students are not to be required, requested, or encouraged to complete reading or reviewing material in which they have discovered content they believe is pornographic or indecent material).~~

- ~~2) Before filing a request for review of an item of supplemental material, the individual shall first meet with the educator using the material, who shall if able explain the intended purpose and use of the material in question.~~
- ~~3) If the educator is unable to provide this information or the individual is not satisfied with the information provided, the individual shall then meet with the principal or designee regarding the concern.~~
- d. ~~If after meeting with the administrator the~~ An individual who desires wishes to request review of the supplemental material for sensitive material must ~~item, the individual shall~~ complete the Request for Review of Supplemental Material form and provide it to the principal of the school where the classroom with the material is located. The principal or designee shall make an initial determination whether the form has been fully completed and ~~the person is eligible to request review the requirements for requesting review have been met. If so, the principal or designee shall establish a supplemental material review committee to conduct the review.~~
- e. Upon receipt of a request for sensitive materials review from an eligible individual, the principal or designee will make an initial determination as to whether the request presents a plausible claim that the supplemental material constitutes sensitive material, including whether the request includes excerpts and other evidence to support the allegation. If the request presents a plausible claim that the supplemental material constitutes sensitive material, the school shall proceed with review of the material and shall immediately remove the material from any school setting that provides student access to the material until the review process is complete.

[Utah Code § 53G-10-103\(4\)\(a\) \(2024\)](#)

- f. The principal or designee shall assign one or more administrators or educators to evaluate the request and the challenged material and determine if the challenged material constitutes objective sensitive material. If the challenged material is determined to be objective sensitive material, then the school shall ensure that the material remains inaccessible to students in any school setting.

[Utah Code § 53G-10-103\(4\)\(b\) \(2024\)](#)

- g. If the material is determined to not be objective sensitive material, the principal or designee shall establish a supplemental material review committee to review the material to determine whether it constitutes subjective sensitive material. During review by the supplemental material

review committee, the school shall allow access to the challenged material to any student whose parent gives consent for the student to access the challenged material.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\), \(ii\) \(2024\)](#)

- h. In conducting a requested review, the primary purpose of the supplemental material review committee shall be to determine whether the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material. However, the committee may also evaluate whether the material is age-appropriate and whether the use of the material should be reconsidered in light of all appropriate factors. The committee's determinations shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).
- i. After the chair of the supplemental material review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall schedule such meetings as are necessary for the committee to discuss the item and make its determinations.
- j. In determining whether the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material, the committee shall determine whether the material meets any of the ~~four~~ three tests for ~~pornographic or indecent~~ subjective sensitive material set out in the definition in [Policy 4016](#).
- k. If the committee determines that the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material, then the item shall be designated as no longer approved for use and removed from use. If the committee determines that the item does not ~~contain pornographic or indecent~~ constitute subjective sensitive material, then the committee may, but is not required to, proceed to other considerations as set out in the following paragraphs.

[Utah Code § 53G-10-103\(4\)\(c\)\(iii\) \(2024\)](#)

- l. The committee may elect to evaluate whether the item should be removed from all use or restricted in use based on considerations of age-appropriate use. In this evaluation, the committee shall use the definition of "age appropriate" set forth in [Policy 4016](#) in light of the prevailing standards in the adult community with regard to what is appropriate for children of that age.

- m. The committee may also elect to consider whether the use of the materials should be discontinued in light of all appropriate factors.
- n. After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.
- ~~e. If the committee determines that the item contains pornographic or indecent material, then the item shall be removed from use permanently or pending the outcome of an appeal from the school supplemental or other learning material review committee to a District other learning material review committee. If the committee determines that the item does not contain pornographic or indecent material, then the item shall be retained.~~

~~Utah Code § 53G-10-103(2) (2022)~~

- ~~p. If no District review is requested as described below, the chair of the school other learning material review committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board.~~

~~Utah Code § 53G-10-103(4)(b)(iii) (2022)~~

- ~~2. The determination of the supplemental material review committee is final and may not be further appealed. Any individual who is eligible to request a review for sensitive material may appeal a determination to the Board of Education. An appeal can be made regarding an objective sensitive material determination or a subjective sensitive material and can be made whether the decision was to remove or retain the material. The appeal shall be in writing, shall be submitted to the Board of Education within 30 days of the determination, and shall explain why the individual believes the determination was incorrect. In considering the appeal, the Board of Education may make use of whatever information it finds appropriate, including the committee report. The Board of Education's decision on the appeal shall be made by vote in public meeting. In making the decision, the Board of Education shall clearly identify the rationale for its decision and the determination on each component of the standards used in deciding the appeal (including the statutory standards and any additional policy standards the Board of Education may use). The District shall report the results of the appeal to the Utah State Board of Education using the website identified above.~~

Policy 4018
Amended
February 14, 2024
First Reading
November 13, 2024

[Utah Code § 53G-10-103\(5\) \(2024\)](#)

Request for Review of Supplemental Material

1. Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____

~~2. Qualifying personal interest category or categories: _____~~

3. Classroom using material: _____

4. Brief statement explaining the request: _____

5. Type of material: Book (Print) E-Book (Digital) Audio Book Movie Magazine
 Other Audio Recording Digital Resource Game Newspaper Other

6. Title: _____

7. Author or Producer: _____

~~8. Are you a student? Yes No (If yes, do not finish reviewing the material)~~

~~9. Have you read or reviewed the entire material? Yes No (Not required of students)~~

10. ~~The pornographic or indecent~~ Sensitive material can be found at the following location or locations (page, chapter, link, timestamp, etc.)

11. Other reasons (age appropriateness, other) that the item should be removed from use:

~~12. I understand that I must meet the personal interest requirement set out in Policy 4019 in order to obtain review. Initial: _____~~

~~13. I have met with the educator using the material as required by Policy 4019. Initial: _____~~

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the _____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and

state/country)

Printed Name _____

Signature _____

Policy 4018
Amended
February 14, 2024
First Reading
November 13, 2024

POLICY 4019

Evaluation of Other Learning Material

A. Definitions

1. In addition to the definitions in [Policy 4016 Evaluation and Selection of Instruction Material](#), the following definitions apply in this policy:
 - a. “Other learning material” means learning material made available to students in a school setting but which is not instructional material, supplemental material, or library material as defined under Policies [4016](#), [4017 Evaluation and Selection of Library Material](#), and [4018 Evaluation and Selection of Supplemental Material](#).
 - b. “School other learning material review committee” means a committee formed at the school level, appointed as needed and consisting of a school administrator or administrators, two educators from the school, and at least two parents with students enrolled in and attending the school. An administrator member of the committee shall serve as the committee chair. Parents appointed to another learning material review committee shall be reflective of the members of the relevant school community. The school other learning material review committee considering a particular request may not include either an individual who originally selected the material or the individual who has made the request or a family member of the individual making the request.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\) \(2024\)](#)

- ~~c. “District other learning material review committee” means a committee formed at the District level, appointed as needed and consisting of a District administrator or administrators, educators from at least two other schools of the same level (high school, middle or junior high, or elementary) as the school where the request arises, and at least three parents with students enrolled in and attending other District schools of the same level. An administrator member of the committee shall serve as the committee chair. Parents appointed to a District other learning material review committee shall be reflective of the members of the District community. The District other learning material review committee considering a particular request may not include a member of the school other learning material review committee who~~

~~considered the original request, nor may it include either an individual who originally selected the material or the individual who has made the request or a family member of the individual making the request.~~

~~Utah Code § 53G-10-103(3) (2022)~~

B. Parental Exemption from Objectionable Materials

1. Whether or not an item of other learning material ~~contains pornographic or indecent~~ constitutes sensitive material, a parent or guardian may by timely request exempt the child of the parent or guardian from a requirement to read or review the item if the parent or guardian finds the material objectionable. In that case, the child shall be provided with an alternate selection without penalty.

C. Review of Other Learning Material ~~for Sensitive Material in Response to Request~~

1. Requests for review of other learning material ~~for sensitive material~~ are limited as follows:
 - a. Personal interest requirement
 - 1) A student ~~currently enrolled in and attending a District school may request review of other learning material presented in a school where the student is currently enrolled and attending;~~
 - 2) A parent or guardian ~~of a student currently enrolled in and attending a District school may request review of other learning material presented in a school where a child of the parent or guardian is currently enrolled and attending.;~~
 - 3) A District employee ~~may request review of other learning material presented in a school where the employee has professional responsibilities.;~~
 - 4) A member of the Board of Education ~~may request review of other learning material presented in a school within the local school board district the Board member represents.~~

Utah Code § 53G-10-103(3)(a) (2024)

2. Limits on ~~request after unsuccessful challenges review~~

- a. An “unsuccessful challenge” means that an instructional material (including but not limited to other learning material) is determined not to be sensitive material and is retained after an allegation that it contains sensitive material ~~Any item which has been reviewed under this policy and retained may not be subject to another review for at least three years.~~
- b. After an individual has made three unsuccessful challenges in a given school year, the individual may not request sensitive material review for the remainder of that school year.

[Utah Code § 53G-10-103\(3\)\(b\) \(2024\)](#)

3. ~~Preconditions to review~~

- a. ~~Any adult who wishes to file a request for review of an item under this policy must first read or review the material as a whole before filing the request (students are not to be required, requested, or encouraged to complete reading or reviewing material in which they have discovered content they believe is pornographic or indecent).~~
- b. ~~Before filing a request for review of an item of other learning material, the individual shall first meet with the educator using the material, who shall if able explain the intended purpose and use of the material in question.~~
- c. ~~If the educator is unable to provide this information or the individual is not satisfied with the information provided, the individual shall then meet with the principal (or a school administrator designated by the principal) regarding the concern.~~

4. ~~If after meeting with the administrator the~~ An individual who desires wishes to request review of the other learning material ~~must item, the individual shall complete the Request for Review of Other Learning Material form and provide it to the principal of the school where the material is presented. The principal or principal’s designee shall make an initial determination whether the form has been fully completed and the requirements for requesting review have been met. If so, the principal or designee shall establish another learning material review committee to conduct the review~~ the individual is eligible to request review.

5. Upon receipt of a request for sensitive materials review from an eligible individual, the principal or designee will make an initial determination as to whether the request presents a plausible claim that the other learning material

constitutes sensitive material, including whether the request includes excerpts and other evidence to support the allegation. If the request presents a plausible claim that the other learning material constitutes sensitive material, the school shall proceed with review of the material and shall immediately remove the material from any school setting that provides student access to the material until the review process is complete.

[Utah Code § 53G-10-103\(4\)\(a\) \(2024\)](#)

6. The principal or designee shall assign one or more administrators or educators to evaluate the request and the challenged material and determine if the challenged material constitutes objective sensitive material. If the challenged material is determined to be objective sensitive material, then the school shall ensure that the material remains inaccessible to students in any school setting.

[Utah Code § 53G-10-103\(4\)\(b\) \(2024\)](#)

7. If the material is determined to not be objective sensitive material, the principal or designee shall establish an other learning material review committee to review the material to determine whether it constitutes subjective sensitive material. During review by the other learning material review committee, the school shall allow access to the challenged material to any student whose parent gives consent for the student to access the challenged material.

[Utah Code § 53G-10-103\(4\)\(c\)\(i\), \(ii\) \(2024\)](#)

8. In conducting a requested review, the primary purpose of the other learning material review committee shall be to determine whether the item ~~contains pornographic or indecent~~ constitutes subjective sensitive material. However, the committee may also evaluate whether the material is age-appropriate and whether the use of the material should be reconsidered in light of all appropriate factors. The committee's determinations shall be made by majority vote of the members of the committee. An item may not be removed because of disagreement with the item's content relating to politics, religion, nationalism, or other matters of opinion. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).
9. After the chair of the other learning material review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall

schedule such meetings as are necessary for the committee to discuss the item and make its determinations.

10. In determining whether the item ~~contains pornographic or indecent~~ constitutes ~~subjective sensitive~~ material, the committee shall determine whether the material meets any of the four tests for pornographic or indecent material set out in the definition in [Policy 4016](#).
11. If the committee determines that the item ~~contains pornographic or indecent~~ constitutes ~~subjective sensitive~~ material, then the item shall be designated as no longer approved for use and removed from use. If the committee determines that the item does not ~~contain pornographic or indecent~~ constitute ~~subjective sensitive~~ material, then the committee may, but is not required to, proceed to other considerations as set out in the following paragraphs.

[Utah Code § 53G-10-103\(4\)\(c\)\(iii\) \(2024\)](#)

12. The committee may elect to evaluate whether the item should be removed from all use or restricted in use based on considerations of age-appropriate use. In this evaluation, the committee shall use the definition of “age appropriate” set forth in [Policy 4016](#) in light of the prevailing standards in the adult community with regard to what is appropriate for children of that age.
13. The committee may also elect to consider whether the use of the material should be discontinued in light of all appropriate factors.
14. After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.
15. ~~If the committee determines that the item contains pornographic or indecent material, then the item shall be removed from use permanently or pending the outcome of an appeal from the school other learning material review committee to a District other learning material review committee. If the committee determines that the item does not contain pornographic or indecent material, then the item shall be retained.~~

~~[Utah Code § 53G-10-103\(2\) \(2022\)](#)~~

16. ~~If no District review is requested as described below,~~ The chair of the school other learning material review committee shall report the results of the review to

the Utah State Board of Education using the reporting tool provided by the State Board at [this website](#).

[Utah Code § 53G-10-103\(4\)\(d\) \(2024\)](#)

~~D. Review By District Other Learning Material Review Committee~~

- ~~1. An individual who obtained review of an item by a school other learning material review committee and who is dissatisfied with the school committee's determination or wishes to have a determination that the item contains pornographic or indecent material applied to all schools in the District may request review by a District other learning material review committee. The chair of a school other learning material review committee may also, upon a determination that it would be beneficial to have a District-wide determination about whether the item contains pornographic or indecent material, request review by a District other learning material review committee.~~
- ~~2. The individual seeking review by a District other learning material review committee shall complete the Request for District Review of Other Learning Material form and provide it to the superintendent or superintendent's designee. The form must be submitted within 30 days of the report from the school other learning material review committee. The superintendent or superintendent's designee shall make an initial determination whether the form has been fully completed and the requirements for requesting review have been met. If so, the superintendent or designee shall establish a District other learning material review committee to conduct the review.~~
- ~~3. The status of the item as determined by the school other learning material review committee (retained or removed) shall remain in place during review by the District other learning material review committee.~~
- ~~4. In conducting a requested review, the primary purpose of the District other learning material review committee shall be to determine whether the item contains pornographic or indecent material. However, where the item being reviewed is located in a school serving younger students (an elementary school or a middle school or junior high school) and the concern relates to nudity, the District other learning material review committee may consider whether the item constitutes pornographic or indecent material for older students (students in middle school or junior high or high school as applicable). The committee may also evaluate whether the material is age-appropriate and whether the use of the material should be reconsidered in light of all appropriate factors. The committee's determinations shall be made by majority vote of the members of the~~

~~committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).~~

- ~~5. After the chair of the District other learning material review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall schedule such meetings as are necessary for the committee to discuss the item and make its determinations.~~
- ~~6. In determining whether the item contains pornographic or indecent material, the committee shall determine whether the material meets any of the four tests for pornographic or indecent material set out in the definition in Policy 4016 (including as appropriate standards relating to nudity with respect to older students). The committee may consider the report of the school other learning material review committee but is not bound by that report and is to conduct an independent review and assessment of the item.~~
- ~~7. If the committee determines that the item contains pornographic or indecent material, then the committee shall either direct that the item be removed from all schools within the District or, if the committee determines that an item with nudity is not pornographic or indecent material with regard to older students, may limit the removal to elementary and/or middle or junior high schools, according to the committee's determination. If the committee determines that the item does not contain pornographic or indecent material, then the committee may, but is not required to, proceed to other considerations as set out in the following paragraphs.~~

~~Utah Code § 53G-10-103(2) (2022)~~

- ~~8. The committee may elect to evaluate whether the item should be removed from all use or restricted in use based on considerations of age appropriate use. In this evaluation, the committee shall use the definition of "age appropriate" set forth above in light of the prevailing standards in the adult community with regard to what is appropriate for children of that age.~~
- ~~9. The committee may also elect to consider whether the use of the material should be discontinued in light of all appropriate factors.~~
- ~~10. After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.~~

- ~~11. After the District other learning material review committee issues its report, the chair of the committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at [this website](#).~~

~~[Utah Code § 53G-10-103\(4\)\(b\)\(iii\) \(2022\)](#)~~

- ~~12. The determination of the District other learning material review committee is final and may not be further appealed. Any individual who is eligible to request a review for sensitive material may appeal a determination to the Board of Education. An appeal can be made regarding an objective sensitive material determination or a subjective sensitive material and can be made whether the decision was to remove or retain the material. The appeal shall be in writing, shall be submitted to the Board of Education within 30 days of the determination, and shall explain why the individual believes the determination was incorrect. In considering the appeal, the Board of Education may make use of whatever information it finds appropriate, including the committee report. The Board of Education's decision on the appeal shall be made by vote in public meeting. In making the decision, the Board of Education shall clearly identify the rationale for its decision and the determination on each component of the standards used in deciding the appeal (including the statutory standards and any additional policy standards the Board of Education may use). The District shall report the results of the appeal to the Utah State Board of Education using the website identified above.~~

~~[Utah Code § 53G-10-103\(5\) \(2024\)](#)~~

Request for Review of Other Learning Material

Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____

~~Qualifying personal interest category or categories: _____~~

Educator using material: _____

Brief statement explaining the request: _____

Type of material: Book (Print) E-Book (Digital) Audio Book Movie
Magazine
 Other Audio Recording Digital Resource Game Newspaper Other

Title: _____

Author or Producer: _____

~~Are you a student? Yes No (If yes, do not finish reviewing the material)~~

~~Have you read or reviewed the entire material? Yes No (Not required of students)~~

The ~~pornographic or indecent sensitive~~ material can be found at the following location or locations (page, chapter, link, timestamp, etc.) _____

Other reasons (age appropriateness, other) that the item should be removed from use:

~~I understand that I must meet the personal interest requirement set out in Policy 4018 in order to obtain review. Initial: _____~~

~~I have met with the educator using the material as required by Policy 4018. Initial: _____~~

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the _____ day of _____, _____ at _____
(Day) (Month) (Year) (City or other location and state/country)

Printed Name _____
Signature _____

Request for District Review of Other Learning Material

Requester: _____ School: _____
Address: _____ City: _____ Zip: _____
Email: _____ Phone: _____

Qualifying personal interest category or categories: _____

Purpose of review: Challenge school review result Extend school review
result to all schools

Date of school other learning material review committee report: _____

Type of material: Book (Print) E-Book (Digital) Audio Book Movie
Magazine

Other Audio Recording Digital Resource Game Newspaper Other

Title: _____

Author or Producer: _____

Are you a student? Yes No (If yes, do not finish reviewing the material)

Have you read or reviewed the entire material? Yes No (Not required of
students)

The pornographic or indecent material can be found at the following location or
locations (page, chapter, link, timestamp, etc.) _____

Other reasons (age appropriateness, other) that the item should be removed from use:

I understand that I must meet the personal interest requirement set out in Policy 4018 in
order to obtain review. Initial: _____

I declare under criminal penalty under the law of Utah that the foregoing is true and
correct.

Signed on the _____ day of _____, _____ at _____

(Day) (Month) (Year) (City or other location and
state/country)

Printed Name _____

Policy 4019
Adopted
February 14, 2024
First Reading
November 13, 2024

Signature _____

POLICY 4033

Early Learning Plan

A. Establishment of Annual Early Learning Plan

1. The District shall annually establish an Early Learning Plan which includes ~~an Early Literacy Plan,~~ an Early Mathematics Plan, and one additional goal (related to literacy or mathematics) that:
 - a. is specific to the District,
 - b. is measurable,
 - c. based on data, addresses, current performance gaps in student literacy or mathematics proficiency, and
 - d. includes specific strategies for improving model plans provided by the State Board of Education but may also develop its own plan and component plans.
2. In establishing the plan and its components, the District may make use of model plans provided by the State Board of Education but may also develop its own plan and component plans. This plan and the component plans must be approved in a public meeting of the Board of Education. After approval, and by September 1 of each year, the Early Learning Plan shall be submitted to the State Superintendent for approval, together with ~~the reading curriculum adopted by the Board of Education and documentation confirming an assurance that~~
 - a. ~~the Board of Education has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading,~~
 - b. ~~the Board of Education's reading strategies meet the criteria outlined in [Utah Code § 53G-11-303](#), and~~
 - c. ~~that the Board of Education reviewed and approved the plan in an open meeting and that the plan was uploaded to the appropriate system as required by the State Superintendent.~~

[Utah Code § 53G-7-218\(1\) to \(3\) \(2024\)](#)
[Utah Admin. Rules R277-406-4\(1\), \(3\) \(July 22, 2022\)](#)

~~B. Early Literacy Plan~~

~~1. The District's Early Literacy Plan shall incorporate the following components:~~

~~a. Core instruction in:~~

- ~~1) phonological awareness;~~
- ~~2) phonics;~~
- ~~3) fluency;~~
- ~~4) comprehension;~~
- ~~5) vocabulary;~~
- ~~6) oral language; and~~
- ~~7) writing;~~

~~b. Intervention strategies that are aligned to student needs;~~

~~c. Assessments that support adjustments to core and intervention instruction;~~

~~d. A District growth goal that:~~

- ~~1) is based upon student learning gains as measured by benchmark assessments administered under Policy 4037 Reading Assessment for K-3; and~~
- ~~2) includes a target of at least 60% of all students in grades 1 through 3 meeting the growth goal;~~

~~e. Subject to other direction from the State Superintendent at least one District-specific goal that:~~

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

~~Utah Code § 53F-2-503(4) (2022)
Utah Admin. Rules R277-406-5(2) (July 22, 2022)~~

C. Early Mathematics Plan

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

[Utah Code § 53E-3-521 \(2020\)](#)

[Utah Admin. Rules R277-406-2\(3\) \(June 7, 2024\)](#)

2. The District's Early Mathematics Plan shall also incorporate the following components:
 - a. A District growth goal that:
 - 1) is based upon student learning gains as measured by the benchmark assessment administered under [Policy 4038 Mathematics Assessment for K-3](#); and
 - 2) includes a target of at least 60% of all students in grades 1 through 3 meeting the growth goal;
 - b. Subject to other direction from the State Superintendent, one District-specific goal that:
 - 1) Is measurable;
 - 2) addresses current performance gaps in student mathematics proficiency based on data; and
 - 3) includes specific strategies for improving outcomes.

[Utah Code § 53G-7-218\(1\)\(b\) \(2022\)](#)

[Utah Admin. Rules R277-406-6\(2\) \(June 7, 2024\)](#)

D. Goal Achievement Reporting

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

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

E. Reporting to the Board

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

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

F. Report Submitted to the State Board of Education

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

[Utah Admin. Rules R277-406-6\(1\) \(June 7, 2024\)](#)

POLICY 4037

Reading Assessment for K-3

- A. Subject to legislative appropriations, District elementary schools shall annually administer the ~~State Board of Education approved benchmark Acadience~~ reading assessments in kindergarten, grade 1, grade 2, and grade 3 within the following testing windows:
1. The first benchmark before September 30
 2. The second benchmark between December 1 and January 31
 3. The third benchmark between April 15 and June 15
- B. Following each benchmark assessment, the school shall notify parents of their student's results by October 30, February 28, and June 30, respectively. The District shall also report the results to the State Superintendent by the same dates, together with the additional information required by [Rule R277-406-4\(6\)](#).
- C. If a benchmark assessment or a supplemental reading assessment indicates that a student is scoring below benchmark, the school shall take the notification and reading remediation interventions outlined below.

[Utah Admin. Rules R277-406-4\(1\) to \(5\) \(June 7, 2024\)](#)

D. Scoring Below Benchmark

1. A student scores below or well below benchmark when the student performs below or well below the benchmark score on the benchmark reading assessment and requires additional instruction beyond that provided to typically developing peers to close the gap between the student's current level of achievement and that expected of all students in that grade.
2. For any **kindergarten**, first, second, or third grade student who **lacks competency in a reading skill, is demonstrating characteristics of dyslexia, or lagging behind other students in the student's grade in acquiring a reading skill through assessment is determined to be scoring below or well below benchmark**, the school shall take the following actions:
 - a. Notify the student's parent that the student is reading below grade level;

- b. Administer diagnostic assessments to the student;
 - c. Using data from the diagnostic assessment, provide specific, focused, and individualized intervention or tutoring to develop the reading skill;
 - d. Administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;
 - e. Inform the parent of activities that he or she may engage in with the student to assist the student in improving reading proficiency;
 - f. Provide information to the parent of the student regarding reading interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school; and
 - g. Provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.
3. In meeting these standards, “evidence-based” means that a strategy (not including reading software) demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education). “Evidence-informed” means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education).
4. **Dyslexia is a learning disorder that is neurological in origin and is characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities and typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.**

[Utah Code § 53E-4-307\(1\)\(c\), \(4\)\(a\) \(2024\)](#)

[Utah Code § 53G-11-303\(1\) \(2023\)](#)

[Utah Admin. Rules R277-406-2\(12\) \(June 7, 2024\)](#)

[Utah Admin. Rules R277-406-4\(3\)\(a\) \(June 7, 2024\)](#)

POLICY 4038

Mathematics Assessment for K-3

- A. Subject to legislative appropriations, District elementary schools shall annually administer the ~~State Board of Education approved benchmark mathematics~~ **Acadience Math** assessments in kindergarten, grade 1, grade 2, and grade 3 within the following testing windows:
1. The first benchmark before September 30
 2. The second benchmark between December 1 and January 31
 3. The third benchmark between the April 15 and June 15.
- B. Following each benchmark assessment, the school shall notify parents of their student's results by October 30, February 28, and June 30, respectively. The District shall also report the results to the State Superintendent by the same dates, together with the additional information required by [Rule R277-406-4\(6\)](#).

[Utah Code § 53E-4-307.5 \(2020\)](#)

[Utah Admin. Rules R277-406-4\(1\) to \(5\) \(June 7, 2024\)](#)

C. Scoring Below Benchmark

1. A student scores below or well below benchmark when the student performs below or well below the benchmark score on the benchmark mathematics assessment and requires additional instruction beyond that provided to typically developing peers to close the gap between the student's current level of achievement and that expected of all students in that grade.

[Utah Admin. Rules R277-406-2\(12\) \(June 7, 2024\)](#)

2. If a benchmark assessment indicates that a student is scoring below or well below benchmark, the school shall take the following actions:
 - a. Notify the student's parent that the student's mathematics performance is below grade level;
 - b. Administer diagnostic assessments to the student;

- c. Using data from the diagnostic assessment, provide specific, focused, and individualized intervention or tutoring to develop the mathematics skill;
 - d. Administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;
 - e. Inform the parent of activities that he or she may engage in with the student to assist the student in improving mathematics proficiency;
 - f. Provide information to the parent of the student regarding mathematics interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school; and
 - g. Provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.
3. In meeting these standards, “evidence-based” means that a strategy (not including reading software) demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education). “Evidence-informed” means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education).

[Utah Code § 53E-4-307\(4\)\(a\) \(2024\)](#)

[Utah Code § 53G-11-303\(1\) \(2023\)](#)

[Utah Admin. Rules R277-406-2\(12\) \(June 7, 2024\)](#)

[Utah Admin. Rules R277-406-4\(3\)\(a\), \(b\) \(June 7, 2024\)](#)

Policy 5272

Transgender Students

A. Definitions

1. "Sex." This is the biological, physical condition of being male or female, determined by an individual's genetics and anatomy at birth.

[Utah Code § 53E-9-205\(1\)\(d\) \(2023\)](#)

2. "Gender identity." This is the individual's internal sense of gender, and "identified gender" refers to the gender that matches this internal sense. Gender identity can be shown by information including but not limited to medical history, care or treatment of the gender identity, consistent and uniform assertion of the gender identity, or other evidence that the gender identity is sincerely held, part of a person's core identity, and not being asserted for an improper purpose.
3. "Gender expression" means the external cues or indications used to communicate gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.
4. "Transgender" means that an individual's sex differs from the individual's gender identity.
5. "Transgender boy" (or "transgender man") is an individual whose sex is female but whose gender identity is male.
6. "Transgender girl" (or "transgender woman") is an individual whose sex is male but whose gender identity is female.

[Utah Code § 34A-5-102 \(1\)\(o\) \(2016\)](#)
[In re Childers-Gray, 2021 UT 13, ¶ 5 & n.7, 487 P.3d 96](#)

B. Records and References

1. The official records of the student shall reflect the student's legal name and gender, which is the name and gender listed on the student's birth certificate or as changed by court order. Access to this portion of official student records shall be restricted with respect to persons other than the student's parent to maintain the confidentiality of a student's transgender status. Official records which reflect a student's sex,

gender, or gender identity may not be changed to a gender or gender identity which does not conform with the student's sex without written permission of the student's parent.

[Utah Code § 42-1-1 \(1933\)](#)
[Utah Code § 53E-9-205 \(2023\)](#)

2. The unofficial records of the student shall reflect the preferred name and gender identity of the student. Students shall be addressed or referred to by the pronouns associated with the identified gender: transgender boys shall be referred to using "he" "his" and "him" and transgender girls shall be referred to using "she" and "her." Unofficial records which reflect a student's sex, gender, or gender identity may not be changed to a gender or gender identity which does not conform with the student's sex without written permission of the student's parent.

[Utah Code § 53E-9-205 \(2023\)](#)

3. A student's transgender status shall not be disclosed to individuals other than the student's parent without the student's consent except as expressly authorized by the superintendent following such legal consultation as the superintendent determines is appropriate.

[Utah Code § 53E-9-205 \(2023\)](#)

C. Facilities

1. ~~In determining which gender-segregated school facilities (restrooms and locker rooms) are to be used by transgender students, the school administrator shall take into consideration the desires of the individual transgender student and of the student's parents as well as the privacy interests of other students. In addition to having the transgender student use the facilities corresponding with the gender identity, potential accommodations include use of single user restrooms or changing spaces or using facilities at a different time than other students. If the desired use by the transgender student is in significant conflict with privacy interests of other students, the school administrator should consult with the superintendent and as appropriate with legal counsel. See Policy 5273 Use of Sex-Designated Facilities.~~

D. Classes and Activities

1. When classes or intramural activities are segregated by gender, transgender students are to be grouped according to the student's gender identity. Where students are grouped according to qualities which may have some association with gender (such as vocal quality for singing groups), the pertinent quality shall be

evaluated without regard to sex or transgender status. Where school activities involve overnight travel, lodging arrangements for transgender students shall take into consideration the desires of the individual transgender student and of the student's parents as well as the privacy interests of other students. If the arrangement desired by the transgender student is in significant conflict with privacy interests of other students, the school administrator should consult with the superintendent and as appropriate with legal counsel.

E. UHSAA Extracurricular Activities

1. Participation by students in activities under the oversight of the Utah High School Activities Association is subject to UHSAA rules and policies. Therefore, participation of transgender students in such activities shall be governed by those rules and policies.

[Utah High Schools Activities Association Handbook 2022-23, Interps. & Guidelines 1.1.4 \(P. 26-27\)](#)

F. Bullying and Harassment

1. [Policy 5270 Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct](#), which prohibits bullying, cyberbullying and harassment regardless of the motivation for such misconduct, applies to prohibit bullying, cyberbullying or harassment of students because of their transgender status or gender expression. When the parent of a transgender student is given the required notification of a bullying or harassment incident against a transgender student which is motivated by transgender status or gender expression, care should be taken to avoid disclosing the student's transgender status to the student's parents if the student has not consented to such disclosure.
2. When a student has been bullied, cyberbullied, or harassed because of the student's transgender status or gender expression, consideration should be given to what support, counseling, or other assistance the student may need to prevent such mistreatment from adversely affecting the student's ability to learn and function in the school setting.

Policy 5273

Use of Sex-Designated Facilities

A. Definitions

1. "Sex" means an individual's biological sex, either male or female, at birth, according to distinct reproductive roles as manifested by:
 - a. sex and reproductive organ anatomy;
 - b. chromosomal makeup; and
 - c. endogenous hormone profiles.
2. "Female" means the characteristic of an individual whose biological reproductive system is of the general type that functions in a way that could produce ova.
3. "Male" means the characteristic of an individual whose biological reproductive system is of the general type that functions to fertilize the ova of a female.
4. "Intersex individual" means the same as defined in [Utah Code § 26B-8-101\(15\)](#).
5. "Gender identity" means the individual's internal sense of gender. Gender identity can be shown by information including but not limited to medical history, care or treatment of the gender identity, consistent and uniform assertion of the gender identity, or other evidence that the gender identity is sincerely held, part of a person's core identity, and not being asserted for an improper purpose.
6. "Sex-designated" means a facility that is designated specifically for males or females and not the opposite sex.
7. "Unisex" means designated for the use of both sexes or not sex-designated.
8. "Privacy space" means a restroom or changing room.
9. "Restroom" means any space including a toilet.
10. "Men's restroom" means a restroom that is designated for the exclusive use of males and not females.
11. "Women's restroom" means a restroom that is designated for the exclusive use of females and not males.

12. “Changing room” means a space designated for multiple individuals to dress or undress within the same space. It includes a locker room, shower room, dressing room, or fitting room and includes a restroom when the changing room contains or is attached to the restroom.
13. “Single-occupant” means a privacy space that has floor-to-ceiling walls, an entirely encased and locking door, and is designated for single occupancy.

[Utah Code § 63G-31-101\(1\), \(4\), \(5\), \(7\), \(9\), \(10\), \(11\), \(12\), \(13\) \(2024\)](#)

[Utah Code § 68-3-12.5\(12\), \(18\), \(33\) \(2024\)](#)

[Utah Code § 26B-8-101\(15\) \(2024\)](#)

[Utah Code § 34A-5-102\(1\)\(o\) \(2024\)](#)

B. Use of Sex-Designated Privacy Spaces

1. Students may only access operational sex-designated privacy spaces designated for student use if the student’s sex corresponds with the sex designation of the privacy space. This restriction does not apply to intersex students.

[Utah Code § 63G-31-301\(1\), \(5\)\(b\) \(2024\)](#)

2. If a student requests use of a privacy space other than the sex-designated privacy space that corresponds with the student’s sex, because of the student’s gender identity or because of reasonable fear of bullying, the District shall coordinate with the student’s parent to develop a privacy plan that provides the student with reasonable access to a unisex or single-occupant facility or reasonable access to a faculty or staff restroom. If such access is unavailable, the student shall be provided with reasonable access to private use of an otherwise sex-designated privacy space through staggered scheduling or other arrangement providing temporary private access.

[Utah Code § 63G-31-301\(2\) \(2024\)](#)

[Utah Code § 63G-31-303 \(2024\)](#)

3. Students shall be given notice of the requirements of this policy and each school shall take administrative action to address violations and promote compliance with this policy.

[Utah Code § 63G-31-301\(3\) \(2024\)](#)

See [Policy 5272 Transgender Students](#)

POLICY 5380

Notification Received from Juvenile Courts

A. Definition of “Serious Offense”

1. “Serious offense” means a violent felony as defined in [Utah Code § 76-3-203.5](#), a violation of [Utah Code Title 76, Chapter 6, Part 4](#), Theft when the property stolen is a firearm, or an offense that is a violation of [Utah Code Title 76 Chapter 10, Part 5, Weapons](#).

[Utah Code § 80-6-103\(1\)\(d\) \(2024\)](#)

B. Superintendent to Notify Principal

1. Within three days of receiving a notification from juvenile court or a law enforcement agency that a student of the district has been taken into temporary custody for a ~~violent felony as defined by Utah Code § 76-3-203.5, or a violation of Title 76, Chapter 10, Part 5, Weapons~~ serious offense, the Superintendent or Superintendent’s designee shall notify the principal of the school that the juvenile attends or last attended. The Superintendent or designee shall inform the principal:
 - a. The name of the student;
 - b. The offense for which the student was taken into custody or admitted to detention; and
 - c. If available, the name of the victim, if the victim is a student of the School District and:

C. Resides in the district; or

D. Attends the same school as the student in custody

1. Within three days of receiving notification of a juvenile court’s disposition and orders following a detention hearing for a student of the District who is alleged to have committed a ~~violent felony as defined by Utah Code § 76-3-203.5 or a violation of Utah Code Title 76, Chapter 10, Part 5, Weapons~~ serious offense, the Superintendent or designee shall inform the principal of the court’s disposition and orders. The Superintendent or designee shall inform the principal:
 - a. The name of the student;

- b. The offense for which the student was adjudicated;
- c. If available, the name of the victim, if the victim is a student of the District and:
 - 1) Resides in the District; or
 - 2) Attends the same school as the student in custody.
- 2. Within three days of receiving notification of a juvenile court's disposition and orders following a detention hearing for a student of the District who is alleged to have committed a serious offense, the superintendent or superintendent's designee shall inform the principal of the court's disposition and orders.
- 3. Upon receipt of the information from the Superintendent or designee, the principal shall make a notation in a secure file other than the student's permanent file and shall, with the school multidisciplinary team, use the information to assess the level of threat the student poses, including potential for self-harm, suicide ideation, harm to others, or harm to school property. In making this assessment, the principal and multidisciplinary team shall use an evidence-based threat assessment approved by the State Board of Education.

[Utah Code § 53G-8-402 \(2023\)](#)

[Utah Code § 53G-8-403 \(2024\)](#)

[Utah Code § 80-6-102\(20\) \(2024\)](#)

[Utah Code § 80-6-103 \(2024\)](#)

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

E. Dissemination of Information to School Staff

- 1. The principal and multidisciplinary team shall determine, based on the level of threat posed by the student, the appropriate school staff who should receive the information about the student. In cases where the information demonstrates possible imminent harm to the student or others, the principal may share information as necessary to ensure the safety of the student, the victim, and the school's general population without first consulting with the multidisciplinary team. In determining what information should be shared and which staff members should receive the information, the principal and multidisciplinary team should share only the information and data needed to ensure the safety of the student, the victim, and the school's general population.

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

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

F. Student Reintegration Plan

1. Within five **school** days of receiving a notification from juvenile court or a law enforcement agency that a student of the district has been arrested for, charged with, or adjudicated in juvenile court for a **serious offense violent felony as defined by ~~Utah Code § 76-3-203.5~~ or a violation of ~~Utah Code Title 76, Chapter 10, Part 5, Weapons~~**, the school shall develop a reintegration plan for the student with a multidisciplinary team, the student, and the student's parent or guardian. The plan must address a behavioral intervention for the student, a short-term mental health or counseling service for the student, and an academic intervention for the student, **and (if the offense was a violent felony and was directed at a school employee or another student within the school) notification of the reintegration plan to that employee or student and the student's parent. A student may not be reintegrated into school where a student or staff member has a protective order against the student or where a student or staff member is the victim of a sexual crime committed by the student.** The school may deny admission to the student until the reintegration plan is completed. The multidisciplinary team involved in developing the reintegration plan will consist of the District, the juvenile court, the Division of Juvenile Justice Services, **a school safety and security specialist, the school safety and security director**, and (if applicable) a school resource officer and any other relevant party that should be involved in a reintegration plan. **A student resource officer shall be given the opportunity to provide input regarding the safety risks the student may pose upon reintegration. Where a student is on probation, the reintegration plan shall include providing notice to the student resource officer of the school where the student attends of that probation status.**

[Utah Code § 53G-8-213 \(2024\)](#)

[Utah Code § 80-6-103\(1\)\(d\) \(2024\)](#)

[Utah Code § 53G-8-203\(4\)\(b\)\(iii\), \(iv\) \(2024\)](#)

G. Action Against Student Based on Information

1. Any action taken against a student based on the information received must be consistent with restorative justice practices. ([See Policy 5270 Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct.](#))

[Utah Admin. Rules R277-736-3\(6\) \(June 22, 2020\)](#)

H. Transfer of Information to Another School

1. Beginning July 1, 2025, the school shall digitally maintain the secure file information regarding the notification or (if available) the student's reintegration plan for one year after receiving a notification from juvenile court or a law enforcement agency and shall ensure that the secure file follows the student if the student transfers to a different school or local educational agency.

[Utah Code § 53G-8-403\(6\) \(2024\)](#)

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 Business Administrator 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, 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 second testing of the initial 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 3041

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 too 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 6th-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 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.



2024-25

Version 1.0

Utah Teacher Merit Award Guidebook



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Center for the School of the Future
UtahStateUniversity.

Contents

Introduction	2
What Is the Utah Teacher Merit Award?	3
What Purpose Does the TMA Guidebook Serve and Who is its Audience?	4
What Practices are Associated with Successful Merit-Award Programs?	5
Who Can Participate in Utah’s TMA Program?	5
What Are the Merit Award Performance Levels?	6
What Are the Award Amounts for the Three Performance Merit Award Levels?	6
What TMA Criteria Are Required to Identify High-Performing Teachers at the LEA Level?	7
What is the Purpose of Recommended TMA Weight Ranges for Required Criteria Used to Identify High-Performing Teachers?	8
What is Overarching Utah TMA System and What are its Primary Components?	9
Stage 1: LEA TMA Identification System – Short Description	9
Stage 2: State TMA Identification System – Short Description	10
What is the Timeline for an LEA to Develop and Implement Their TMA System?	11
What Are the Major Tasks in Developing a LEA TMA Identification System?	13
Task 1: Announce Participation by 12/31/2024	13
Task 2: Participate in SB173 Trainings	13
Task 3: Develop TMA Identification System	14
Initial LEA Steps	14
Recruiting a Planning Committee	14
Documenting the Process	14
Developing an LEA TMA Identification System	15
Teacher Eligibility	15
How Do LEAs Capture Data for Teachers in Multiple Assignments?	16
Teacher Performance Data	16
Student Growth Data	17
Professional Evaluations (Teacher Observation Data)	18
Parent Surveys	19
Other Criteria	19
Spending Plan	20
Spending Requirements	20
Spending Plan for Teacher Movement	20
Non-State Tested Subjects	21
Third-Party or LEA-Developed Measures	22
Calculating Student Growth Using a Third-Party or LEA-Developed Test	23
Student Learning Objectives (SLOs)	23
Portfolios	24
Application Submission	24
Application Scoring and Resubmission	24
Teacher Appeal Process	25
Task 4: Launch TMA Identification System	25
Task 5: Submit TMA Candidate List	25
Task 6: Payout Merit Award	25
References	26

Introduction

The Utah Teacher Merit Award was created by the Utah Legislature in 2024 to increase teacher retention in the classroom, especially in high-poverty schools, and simultaneously increase the recruitment of new teachers into the system. The Utah State Legislature and the Utah State Board of Education heard many hours of testimony from district superintendents, school leaders, charter school leaders, deans of colleges and schools of education in Utah, and scores of education advocates, policy experts, and other interested stakeholders. After months of research, discussion, and deliberation, the Utah State Legislature chose to enact the Utah Teacher Merit Award pilot study to investigate the value of a new method for recognizing and remunerating highly effective classroom teachers by moving teacher compensation toward six figures.



Thanks to bipartisan efforts between the members of the Utah House and Senate, Senate Bill 173 (SB173) was passed by the Utah Legislature in 2024 and signed by Governor Spencer Cox. This sweeping and historic teacher merit award bill provides funding for monetary awards for those teachers who are highly effective, especially those working in high-poverty schools and districts. As such, SB173 has the potential to transform education by incentivizing teachers to remain in the classroom and to choose teaching as a life-time professional commitment.

What Is the Utah Teacher Merit Award?



The Teacher Merit Award (TMA) was established with the goal of providing a mechanism for identifying Utah’s highest performing 25% of teachers and rewarding them financially. The TMA program and its funding began July 1, 2024, and is administered by the Center for the School of the Future (CSF) at Utah State University (USU). To learn more about Center for the School of the Future, visit their website: [Center for the School of the Future | CEHS | USU](#).

The TMA is not a grant. TMA is a statutory funding provision authorized in Senate Bill 173 [<https://le.utah.gov/~2024/bills/static/SB0173.html>]. Local Education Agency (LEA) participation in this bill is entirely voluntary. Those LEAs who opt to participate develop a TMA identification system(s), allowing them to identify their top 25% of teachers, using single or multiple years of data, as candidates for potential TMA recognition at the state level. TMA funding is distributed by the Utah State Board of Education (USBE) to LEAs employing State TMA awardees for monetary awards (see *Title 63J, Chapter 1, Budgetary Procedures 305* Act of S.B. 173).

SB173 is a five-year pilot program. During the first two years of the pilot program (2024-2026), participating LEAs develop an application outlining their TMA identification system, which must align with the CSF guidelines embodied in this guidebook. When submitted, CSF reviews and approves the application, and then LEAs implement their TMA identification system. If an application requires refinements to be approved, CSF will provide timely feedback so the LEA can revise their application to address the identified revisions. TMA funds are dispersed in years three through five of the pilot program (2026-2029). The TMA pilot provides a one-time, three-year period of recognition in terms of merit award performance level and level of monetary compensation.



What Purposes Does the TMA Guidebook Serve and Who is its Audience?

Generally, this Utah TMA Guidebook is a comprehensive guide for LEAs who elect to participate in the voluntary Utah Teacher Merit Award (TMA) pilot study as authorized by Utah's SB173. This guide provides LEAs with processes, policies, timelines, and answers to frequently asked questions about the design of their LEA TMA identification system. LEA TMA systems allow LEAs to identify the top-performing 25% of their teachers and nominate those identified for inclusion in the State TMA recognition pool. SB173 provides for the recognition of the top-performing 25% of teachers in the State of Utah. There are three levels of statewide TMA performance recognition: recognized teacher, exemplary teacher, and master teacher. Each performance level receives a monetary merit award associated with the performance level.

Additionally, the Utah TMA Guidebook serves three purposes:

- 1 Supplies LEAs with sufficient information to determine whether or not to participate in the SB173 pilot.
- 2 Provides LEAs with clear steps to develop an LEA TMA identification system.
- 3 Communicates to participating LEAs about unanticipated changes to TMA as part of the pilot, that would enhance processes and activities to maximize the achievements of TMA in relation to its stated purposes (i.e., recruit teachers, retain high-performing teachers, and encourage high-performing teachers to remain in, or move to high-poverty schools).

Though no significant updates are expected for the Utah TMA guidebook, due to the nature of pilot studies in general and the collaborative actions directed by SB173 between LEAs and CSF, the TMA program may evolve, and therefore, the TMA Guidebook may likewise evolve. Over the course of the pilot, CSF will keep the TMA guidebook current. LEAs and other interested stakeholders may access the latest copies of the Utah TMA guidebook at [SB173|USU](https://www.usu.edu/sb173) after guidebook 1.0 is published (early November 2024).

What Practices are Associated with Successful Merit-Award Programs?

Utah's Office of the Legislative Auditor General recently conducted and reported on its nationwide review of teacher merit award programs. Included in their report are five practices associated with successful, merit-based award programs that have positively influenced teacher retention and student learning (see Figure 1). Utah's TMA program incorporates all the elements of these programs as well as some unique elements particular to Utah's TMA system as required by SB173.

Figure 1
Successful Merit Award Practices



Who Can Participate in Utah's TMA Program?

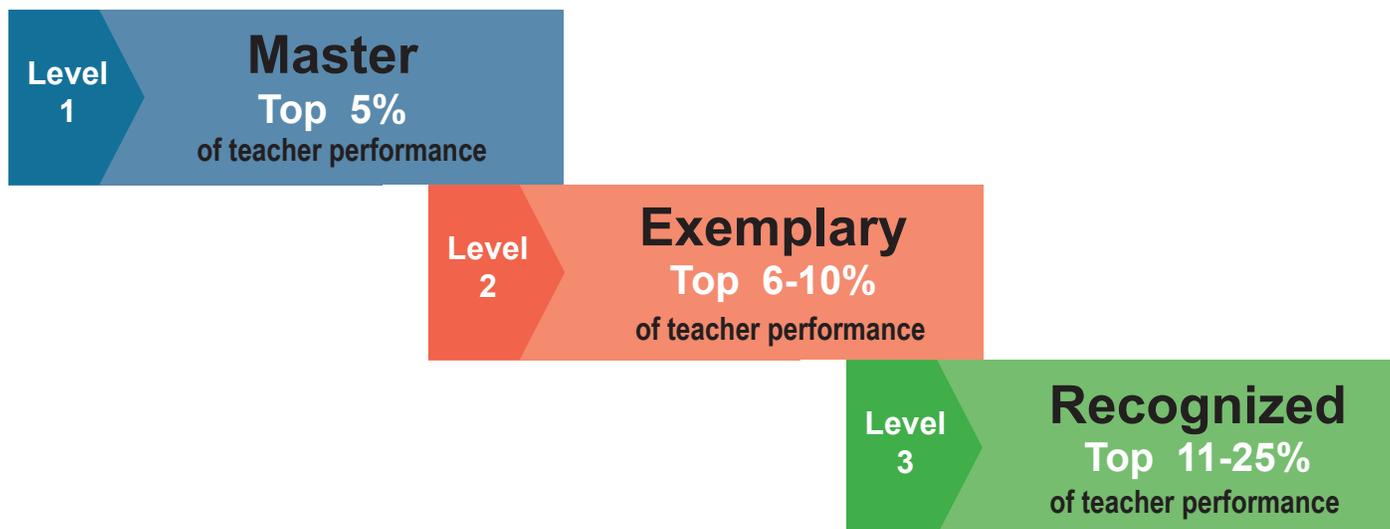
All publicly funded LEAs in Utah are eligible to participate in and design an LEA TMA identification system.

An LEA is defined in SB173 as:

- A school district
- A charter school, or
- A regional education service agency (SESC, SEDC, CUES, NUES)

What Are the Merit Award Performance Levels?

Utah TMA merit award performance levels differentially recognize and reward high-performing teachers. An LEA TMA identification system recognizes its highest performing 25% of teachers at three levels of performance:



LEAs will receive a funding allotment for each State TMA-identified teacher they employ. TMA funding allotments are based on the teacher’s identified performance merit award level, with enhanced funding for awardees who teach in high-poverty schools (Section 53F-2-5-513-1c). TMA funds incentivize TMA-identified teachers to remain in the classroom and prioritize teaching in or transferring to teach in high-poverty schools.

What Are the Award Amounts for the Three Performance Merit Award Levels?

Figure 2 displays the award amounts for each of the three performance levels and also displays the doubling of merit awards for teachers working in high-poverty schools (as identified in Section 53F-2-5-513-1c). “High-poverty school” means a public school in which, during the previous school year, based on the October 1 enrollment as of the year-end data submission, more than 20% of the enrolled students are classified as children affected by intergenerational poverty (as identified in Section 35A-9-102) or 70% or more of the enrolled students qualify for free or reduced lunch. “Intergenerational poverty” means poverty in which two or more successive generations of a family continue in the cycle of poverty and government dependance. “Cycle of poverty” or “poverty cycle” means the set of factors or events by which the long-term poverty of a person is likely to continue and be experienced by each child of the person when the child becomes an adult, unless there is outside intervention.

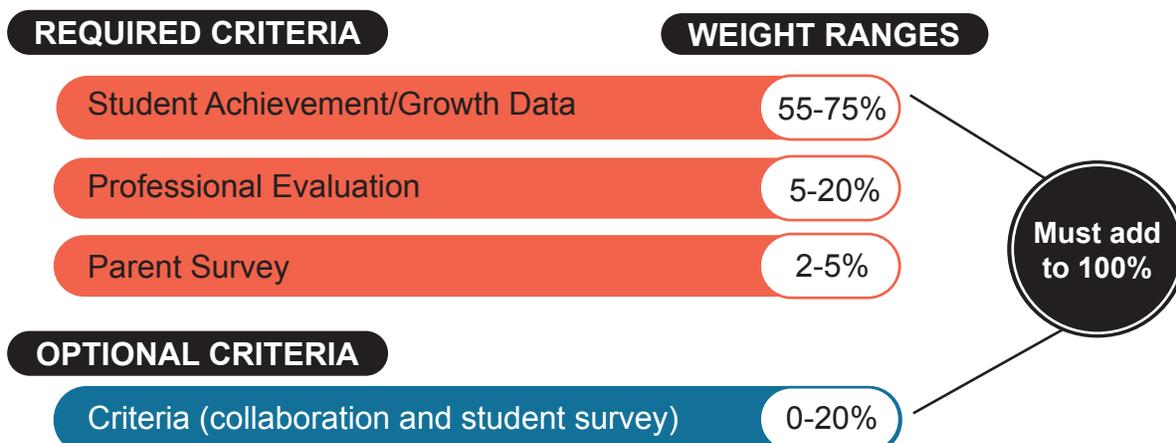
Figure 2
Three Performance Levels and Merit Award

Performance Level	Merit Award 3 payouts (one per year)	High-Poverty School Merit Award 3 payouts (one per year)
MASTER Teacher Top 5%	\$10,000	\$20,000
EXEMPLARY Teacher Top 6% - 10%	\$5,000	\$10,000
RECOGNIZED Teacher Top 11% - 25%	\$2,000	\$4,000

What TMA Criteria Are Required to Identify High-Performing Teachers at the LEA Level?

Figure 3 clarifies that approved LEA TMA identification systems must include three criteria to identify high-performing teachers (i.e., student achievement and growth, professional evaluation, and parent survey) and may include a fourth, optional “other criteria.” Each criterion must be assessed using valid and reliable measures. SB173 allows LEAs to use “other criteria,” which CSF must approve. Currently, CSF’s listening and informational tour with LEAs resulted in two common areas of interest in the “other criteria,” (i.e., teacher collaboration and student surveys). LEAs expressed that teacher collaboration is a valued characteristic of a high-performing teacher and that criterion should be allowable for inclusion by participating LEAs. Additionally, LEAs and research reviews indicate that student surveys were an important criterion for identifying high-performing teachers. Again, these “other criteria” are optional.

Figure 3
TMA Required Criteria



What Is the Purpose of Recommended TMA Weight Ranges for Required Criteria Used to Identify High-Performing Teachers?

SB173 directs that LEA TMA identification systems use multiple criteria for recognizing high-performing teachers. Collectively, these criteria form an acceptably robust system for identifying high-performing teachers drawn from a national review of research about effective merit award systems. A teacher's weighted score for each criterion eventually forms a composite score so the teacher's score can be placed among other teachers' scores, ranked highest to lowest, to allow identification of the top 25% of teachers.

Because the desired outcome of high-performing teaching is high levels of student achievement/growth, as based on reviews of associated research literature and from LEA feedback during listening tours, CSF established a weight range (see Figure 3) from which a TMA system may select its final determined weight for student achievement/growth (an SB173 required criteria). For example, an LEA may choose to set the weight for student achievement and growth at 64%, which falls within the guidelines (i.e., 55-75%).

We acknowledge that there are many aspects of excellent teaching that are not captured by student growth alone. Professional evaluations weight ranges between 5-20% of a TMA's total system. This range is notably less due to the power of professional evaluations to predict student learning. The weight range for parent surveys was further reduced, due to its comparatively low power to predict student learning. Finally, the portion of total weight directed to "other criteria" is 0-20% of the total weight. Selected TMA criteria weights must total 100%.

What is the Overarching Utah TMA System and What are its Primary Components?

The Utah TMA is a single integrated system composed of two sequential stages (see Figure 4). The first stage is the LEA TMA identification system, and the second stage is the State TMA identification system. Each of the components is described below.

Because the LEA and state TMAs are in the overarching Utah TMA system, it is important for readers to understand both stages before developing their system. Note that development of an LEA TMA identification systems will be supported by this Guidebook and also by an online tool with fillable fields that LEAs will use to complete their plan before submitting it to CSF for review and approval.

Utah's TMA system's two sequential stages are described below and are followed by a short description.

Stage 1: LEA TMA Identification System – Short Description

- 1** Each LEA develops a TMA identification system aligned with Utah's TMA Guidebook. This includes selecting weights within the ranges identified in the Guidebook. The TMA identification system also includes plans and procedures for conducting professional evaluations, parent surveys, and other criteria, if desired.
- 2** Each LEA TMA identification system has the option to include "other criteria." If an LEA chooses to do so, the selected constructs and associated measures must receive approval from the CSF. These selections, including the weights assigned within the specified ranges for the required criteria, reflect the LEAs values regarding what constitutes a "high-performing teacher." All data from "other criteria" need to be adjusted to a 5-point scale. Once approved by CSF, each LEA deploys their TMA identification system.
- 3** Deployment of the LEA TMA system produces composite scores for all participating teacher categories (see discussion below about participating teacher categories).
- 4** Composite scores are calculated and ordered from highest to lowest. Cut marks are inserted for the Master (top 5%), Exemplary (top 6-10%) and Recognized merit award performance levels (top 11-25%).

- 5** The product of this stage is an LEA TMA-supplied list of teachers, itemized by merit award performance levels (i.e., Master [top 5%]; Exemplary [6-10%] and Recognized [11-25%]), which expresses what the respective LEA perceives a top performing teacher to be. The only constraints to an LEA's TMA view of a top-performing teacher are the limits of the weight ranges offered in the TMA Guidebook and CSF's approval of "other criteria."
- 6** The LEA will need to provide CSF with professional evaluation data on a 5-point scale. The LEA will also need to supply the parent survey data for each teacher participating in the pilot. These data will likewise need to be on a 5-point scale. If included in their TMA identification system, the LEA will also provide their teacher collaboration data and student survey data, which must be on a 5-point scale.
- 7** At this point, the LEA TMA identification system has done its work. It has produced a categorical list of the LEA's top-performing 25% of teachers and will have provided CSF with the teacher data needed in the State TMA system.

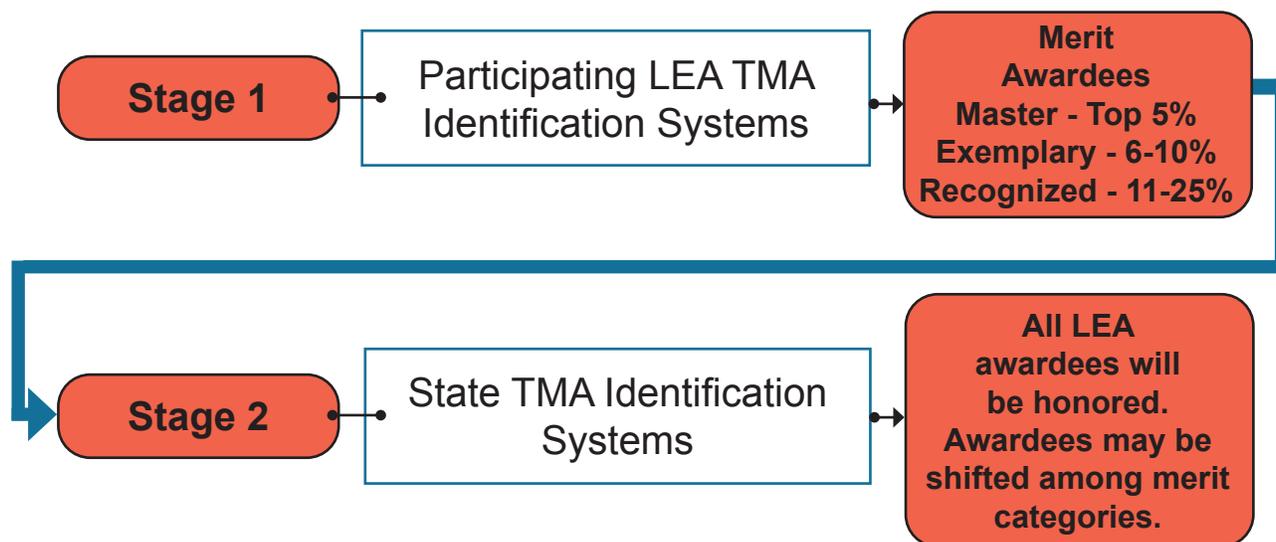
Stage 2: State TMA Identification System – Short Description

- 1** The State developed a TMA identification system that is driven by data drawn from the LEA TMA identification systems.
- 2** The State TMA identification system averages all participating LEAs' weightings for each of the high-performing teacher merit award criteria (i.e., achievement/ growth, professional evaluation, parent survey, collaboration, and/or student survey) to produce a State TMA weighting for each respective criterion. For example, if 5 LEAs' achievement/growth weight selections were LEA 1 = 55%, LEA 2 = 60%, LEA 3 = 58%, LEA 4 = 74%, and LEA 5 = 56%, the average would be 60.6%, which would be rounded up to 61%. Therefore, the State TMA weight for achievement/growth would be 61%, leaving 39% of the weight for other criteria. The product of these weights must add to 100%. If not, CSF will add equal points or fractions of points to each criterion to bring the collective weights to 100%.
- 3** The State TMA will constrain the "other criteria" to two constructs (i.e., collaboration and student surveys). If an LEA elects to add additional constructs to the "other" criteria, they can be part of their LEA TMA but will not be factored into the State TMA identification system—only teacher collaboration and the student surveys. CSF will meet with all participating LEAs

in January 2025 to discern whether there are any other elements the participating LEAs collectively want included in the “other criteria” and for which a psychometrically sound measure can be found. If so, CSF will add it. These actions will result in a standardization of the “other criterion.”

- 4** Using the determined State TMA weights, all LEA-submitted teachers will receive new composite scores and will be ordered from highest to lowest. Cut marks will be inserted for Master, Exemplary, and Recognized levels using the performance levels ranges previously described.
- 5** LEAs will be notified of the outcomes of the state TMA identification system. State TMA- teachers will be distinguished by their performance level and the associated TMA monetary award. All LEA awardees will be honored. Though, awardees may be shifted among merit categories.

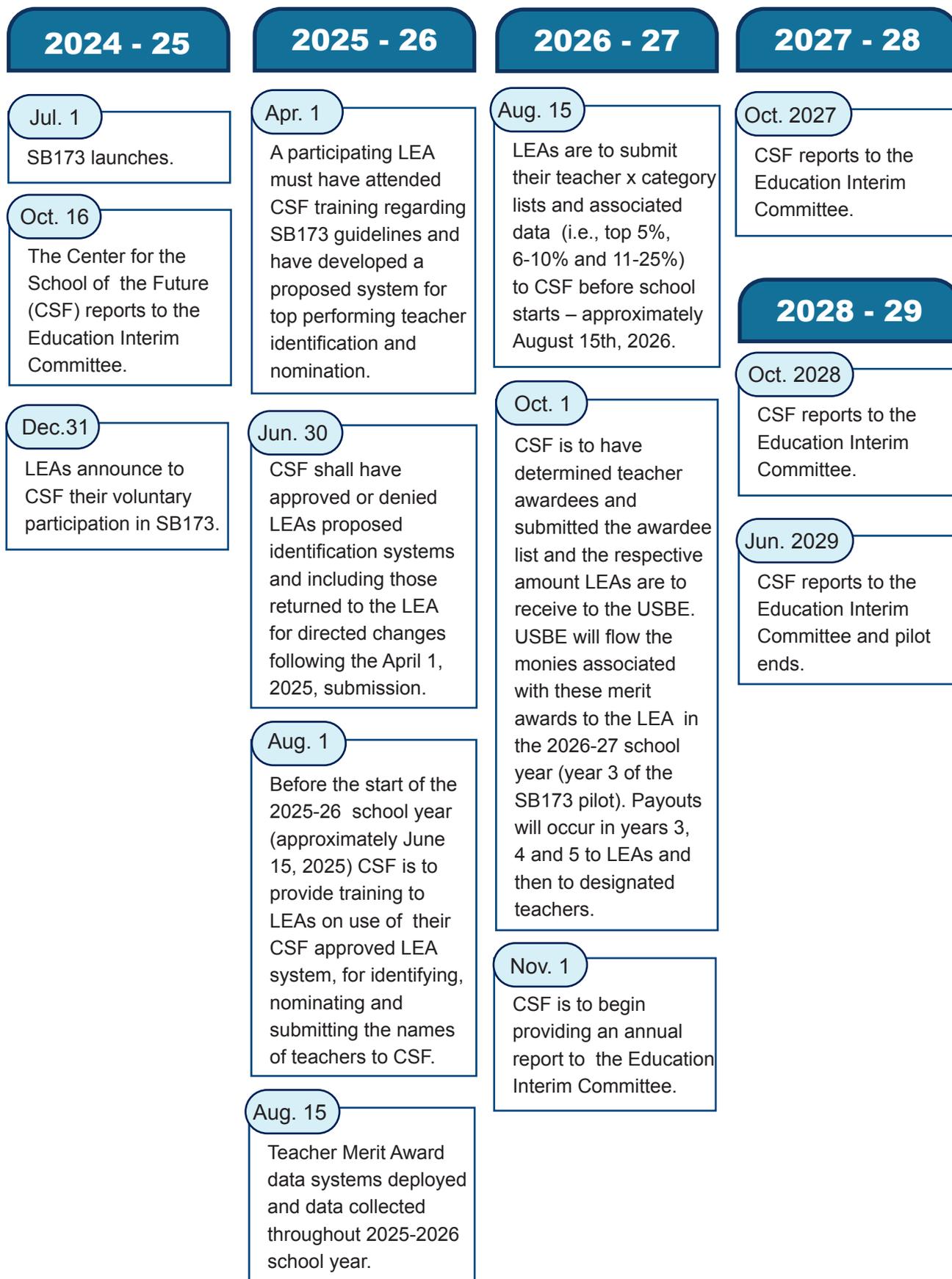
Figure 4
Teacher Merit Award – A Single System



What Is the Timeline for an LEA to Develop and Implement Their TMA System?

Figure 5 displays the current SB173 timeline. Several timeline changes have been identified, which will improve the development and implementation of the TMA identification systems. These proposed changes will be considered in the 2025 legislative session. If approved, this timeline will be updated. For now, the timeline elements nesting under 2024 and 2025 are accurate, except for 8/15/2025, which will likely be moved to 2026. We anticipate changes to the 2026 timeline elements.

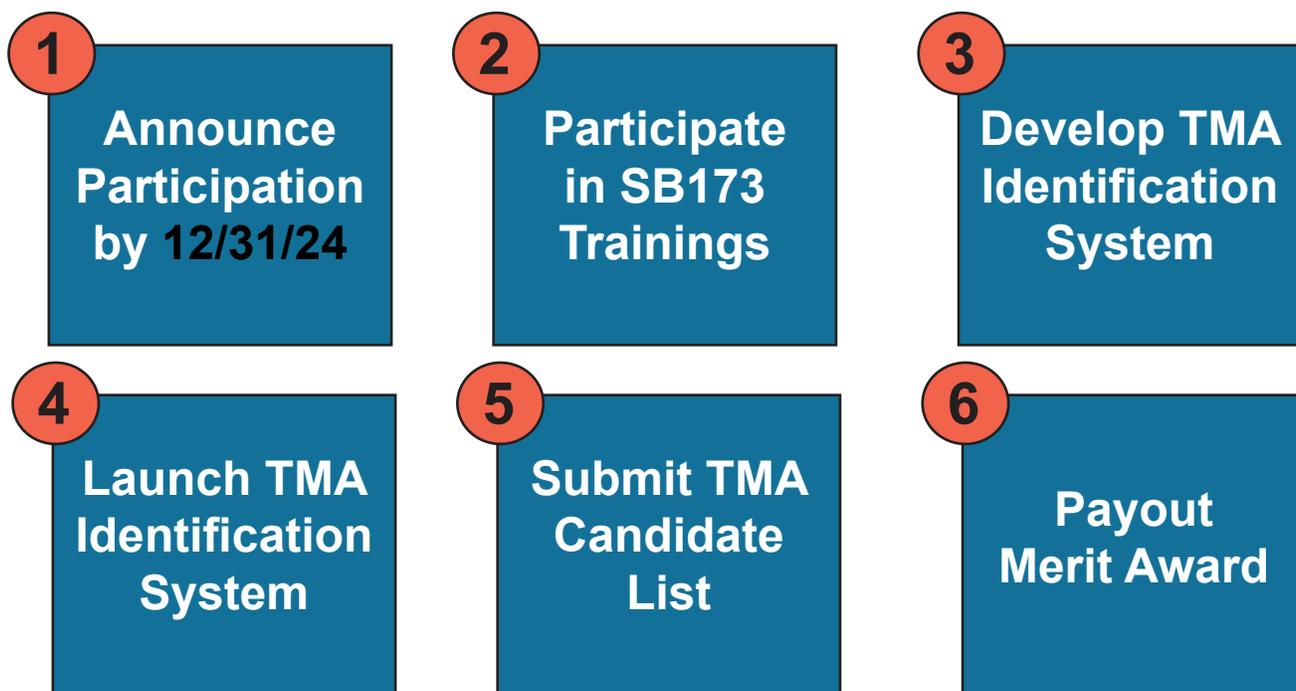
Figure 5
SB173 Pilot Implementation Timeline (School Years)



What Are the Major Tasks in Developing a LEA TMA Identification System?

There are six major tasks associated with participating in the SB173 TMA pilot. Major tasks are identified in Figure 6. Most major tasks have subtasks beneath them. The objective of this section is to provide LEA readers with sufficient information within each task so they can begin developing their LEA TMA identification system.

Figure 6
LEA TMA Major Development and Implementation Tasks



1 Task 1 – Announce Participation by 12/31/24

As stated in SB173, LEA participation in this bill is entirely voluntary. Participation requires submitting a registration form by December 31, 2024. LEAs can find the form on the following webpage: <https://cehs.usu.edu/csf/sb173/sb173-form>.

2 Task 2 – Participate in SB173 Trainings

The participating LEAs engage in two training sessions. The first training focuses on guiding LEAs in developing an (TMA) identification system. During this session, LEAs will learn about the application

process and the foundational principles and steps needed to create an effective TMA identification system that aligns with the descriptions in the TMA Guidebook. The training also provides sample cases to help participants understand the process in a practical, hands-on manner. By the end of the first training, LEAs will be equipped with the knowledge and tools necessary to begin designing their LEA TMA identification system along with submission of their system to the CSF. The second training builds on the first, ensuring that LEAs are prepared for the full implementation of the TMA identification system.

3 Task 3 – Develop TMA Identification System

Initial LEA Steps

After a thorough read and review of the TMA Guidebook, LEAs designate TMA Lead(s). The TMA Lead(s) will serve as the contact person(s) with the CSF and will coordinate with various stakeholders, departments, schools, etc. as the application is developed and implemented (see Figure 6).

Recruiting a Planning Committee

Once TMA Lead(s) are established, the LEA recruits a Planning Committee. It is recommended that the Planning Committee consist of at least 50% teachers. This ensures teacher participation, and teacher support for the LEA TMA. The size of the Planning Committee may vary depending on the size of the LEA and other factors.

Planning Committee members must read and review the TMA Guidebook thoroughly. Guided by the TMA Lead(s), the Planning Committee then develops the LEA TMA identification system. The proposed system for developing the TMA identification system should be vetted by various stakeholders throughout the process.

Documenting the Process

Early in the planning stages, LEAs will need to determine where and how LEA plans and meetings are documented, shared, and stored. These plans are critical to documenting the tier performance level process LEAs go through and to provide information if and when Lead(s) and committee members change. Both digital and hard-copy plans should be kept, including meeting attendance, minutes of meetings, action plans, and decisions. LEA leadership outside of the Planning Committee should have access to these plans and processes.

Developing an LEA Teacher Merit Award Identification System

The LEA TMA Identification System is determined by:

- 1) teacher eligibility,
- 2) teacher performance data (including weights for performance levels), and
- 3) a spending plan.

Teacher Eligibility

The LEA will decide which teachers will be eligible for a TMA. LEAs have options for this pilot program. LEAs can include only teachers who teach in state-tested subjects or all teachers who teach in both assessed and non-state tested subjects (e.g. health, civics, biology, chemistry, the performance arts, etc.).

Therefore, the first step in determining teacher eligibility is to determine whether the LEA wishes to include teachers in tested and/or non-state-tested subjects. LEAs are encouraged to read carefully the process teachers will need to go through to develop reliable and valid student growth assessments in non-state tested subjects (see pp. 21-24). Best practices from other Teacher Merit programs indicate that it may be best to start in state-tested subjects only because there is more complexity and difficulty in determining student growth in non-state tested subjects. Once this has been decided, LEAs can proceed to determine which eligible teachers will be included in the LEA TMA identification system.

Each eligible teaching assignment in the local TMA identification system must be licensed by the Utah State Board of Education (see <https://schools.utah.gov/licensing/pathways>), hold a position that includes a classroom teaching assignment, and have a valid and reliable student achievement/growth measure.

LEAs may begin the teacher eligibility process by looking at student growth measures in tested subjects already available in Utah through the Utah State Board of Education's data capture and reporting of student achievement via state mandated assessments: Acadience®, RISE®, ACT, and ASPIRE®.

CSF, as per statutory eligibility requirements in SB173, limits TMA identification to teachers of record in state licensed teaching fields with a current classroom teaching assignment. LEAs may also include licensed support teachers, such as special education teachers, if they are licensed and employed as a teacher in the LEA and have a valid and reliable student growth measure available.

In the LEA Application, LEAs must confirm eligible teachers' licensing and teaching assignments. To confirm teaching licensing, we recommend using the Utah State Board of Education's list of state licensed teaching fields. This may be obtained at: <https://schools.utah.gov/licensing/pathways>.

LEAs will need to have on file evidence of their teachers' employment credentials, including a current, valid Utah teaching license. If a teacher is nominated for TMA but his or her Utah teaching license has been suspended or revoked before or after the payout date of October 1, 2026, they will not be eligible to receive a TMA.

In developing an LEA TMA identification system that includes subject area teachers as eligible teachers, a secondary school course coding system must be developed or used, if it exists. Teachers must be linked to local course codes for the courses they teach and may have more than one course code.

How Do LEAs Capture Data for Teachers in Multiple Assignments?

This is a local decision. Best practice is to communicate with teachers and school administrators early in the year. For teachers who work across assignments in the same eligible teaching category, the LEA can choose to combine data from multiple assignments or use a single assignment. Teachers can only be recognized in subjects they are licensed to teach.

Example A: A self-contained third-grade teacher's students take RISE reading and math. If third-grade math and reading fall under the same eligible teaching assignment category, the LEA may choose to either collect both reading and math data for TMA or only use one set of data.

Example B: An eighth-grade math teacher also teaches sections of US history, for which the LEA uses two different growth measures. In this case, the LEA and school leader would determine one assignment to be used for capturing statewide performance data.

Teacher Performance Data

Teacher performance data includes:

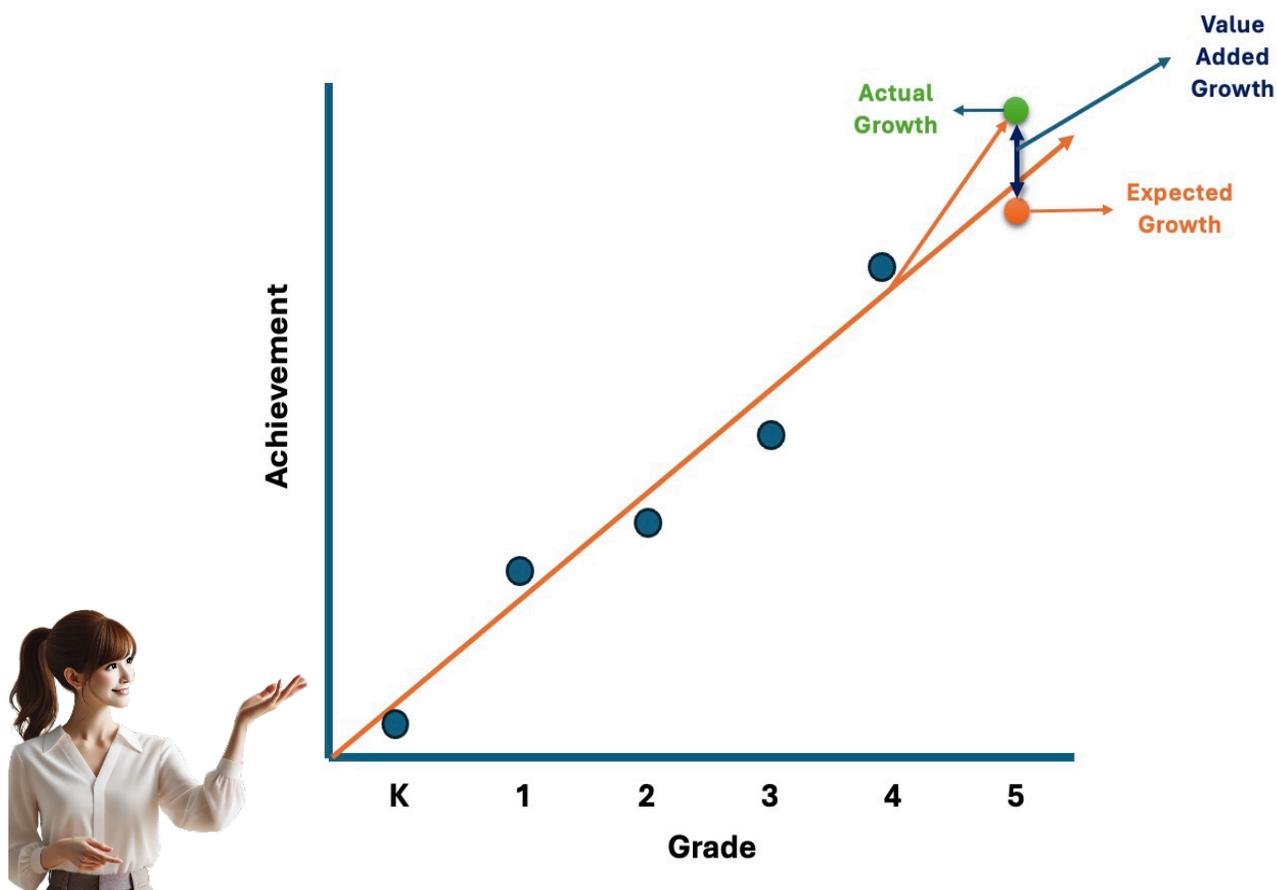
- student achievement/growth data,
- professional evaluations (teacher observation data),
- parent surveys, and
- other criteria (student and collaboration surveys)

Student Growth Data

For LEA-eligible teaching assignments, LEAs must use a valid and reliable student growth measure and implement established protocols for secure administration and scoring, including use of state-approved testing windows.

During the five-year TMA pilot, LEAs must use the Value-Added Model (VAM) provided by the CSF for teachers in state-tested subject areas. Teacher performance will be reported as the percent of students who experienced above-expected growth for the year (see Figure 7).

Figure 7
Value-Added Model Example



Using statistical modeling VAMs determine predicted student growth scores based on a student's previous student achievement scores across multiple years (or within a single year in kindergarten). VAM is recognized as a valid and reliable method to predict student growth and has been shown to predict which teachers produce the most learning in their students.

VAM is based on an accurate underlying statistical model that predicts future performance based on a student's past measured performance. A value-added model determines if a student experienced learning growth that exceeds what previous achievement data predicts. It compares a student's past assessments with a student's current achievement score on quality, normed assessments, such as Acadience®, RISE®, or ACT ASPIRE®. Student value-added growth for a given teacher is calculated by looking at students' expected growth compared to actual growth. If the student exceeded expected growth, then the student experienced "value-added learning growth." The VAM process involves complex statistical analyses that are often conducted by independent researchers. CSF will publish a "Student Growth" research and policy brief to explain student growth models in more detail. This brief will be published on the CSF website by early 2025.

Professional Evaluations (Teacher Observation Data)

Professional evaluations (teaching observations) may be based on the locally-adopted teacher observation evaluation system. It is strongly recommended that teaching observations be conducted three times annually by at least two raters, a school leader and other designated administrative or coaching staff, evenly spaced throughout the academic year.

Regardless of the teaching observation system adopted at the local level, all teacher observation ratings must be converted to a 5-point Likert-like scale with the third point on the scale indicating average/normal/expected. This change will produce consistency across participating LEAs and across different teacher performance data such as parent surveys and other optional measures. To minimize work for LEAs, and CSF, LEAs must convert their local observation form to a 5-point (Likert-like) scale *before* observations begin. The CSF also strongly recommends that all observers be trained in using the 5-point observation form before observations begin. Rater training improves consistency among raters and across observations. LEAs will need to include in their TMA system application a description of how they will ensure professional evaluations adhere to best practices and the listed recommendations above.

Parent Surveys

SB173 requires parent surveys to be included as part of the Utah TMA performance data. CSF recommends LEAs use the parent survey found in the *School Surveys of Educator Effectiveness and Stakeholder Input* (Swenson & Rorrer, 2016). This survey was developed on a 5-point scale and is therefore consistent with the scale used for teacher observations, student surveys, and collaboration surveys. The parent survey can be found on the CSF website [SB173 | USU](#).

If LEAs wish to use a different parent survey, LEAs will need to provide evidence of its sufficient psychometric properties, adapt the survey to a 5-point scale, and receive approval from CSF.

Other Criteria

SB173 allows LEAs to use “other” indicators of high teaching performance, such as student surveys and collaboration surveys. Student surveys were selected as “other criteria” because they have been demonstrated in the research literature to be predictive of student learning. Collaboration surveys were selected as “other criteria” because CSF conducted listening tours with Utah superintendents and principals who expressed concern about TMA systems possibly encouraging competition among teachers. CSF added a collaboration survey to encourage teachers to collaborate and to prevent teachers from viewing the TMA as a competitive award.

CSF recommends using the following surveys because they provide evidence of necessary psychometric properties of validity and reliability:

- Panorama Student Survey
(<https://www.panoramaed.com/products/surveys/student-survey>)
- TEAM Functioning Scale (Erickson, Noonan, Carter, McGurn, & Purifoy, 2015). *This scale evaluates a team’s effective functioning levels.*

These surveys can be found on the CSF website: [SB173 | USU](#).

If LEAs wish to select alternatives to these recommended surveys, they may do so, as long as the LEA demonstrates that the alternative selected surveys possess adequate psychometric properties of reliability and validity and make use of a 5-point Likert-like scale.

Spending Plan

The TMA Lead(s) will work with the LEA business office to consult with impacted departments. Teacher spending plans often require additional support from the LEA chief financial officer (CFO), payroll department, or human resources. Prior to completing the application, the LEA must finalize decisions on the timing and mode of compensation and ensure LEA departments have the capacity to implement the spending plan. These plans must be included in the LEA application.

LEAs will need to document how the TMA award will be rolled out through their finance office. LEAs are required to make a commitment of a payout to teachers within 45 days of obtaining merit award funds from the USBE. Once the LEA's application is approved, the best practice is to communicate the spending plan to teachers and stakeholders and make it accessible.

The TMA system application requires the LEA to outline how and when they will spend the allotment, plan for contingencies when identified teachers professionally relocate, and set a timeline for school board approval.

Spending Requirements

LEAs must spend 100% of the SB173 funds on teacher awards. SB173 indicates that up to four percent of the total bill's funds may be used to compensate participating LEAs for the development of their LEA TMA systems. LEAs will be appropriately compensated in a fair process of monetary distribution that is independent of their teachers' successes in the State Teacher Merit Award identification system. LEAs will be compensated after they flow merit award funds to their recognized teachers or after the deadline for the outflow of merit award funds.

Spending Plan for Teacher Movement

LEAs will need to outline in their application how they will allot the merit award to teachers who do not remain in the LEA.

- If an identified teacher leaves the LEA and moves to a different LEA in the state, then the TMA will move with the teacher to the new LEA.
- If an identified teacher retires or leaves the state before the USBE payout date, the awards stays with the USBE.

- If an identified teacher retires or leaves the state after the payout date, the award stays with the LEA.
- If a teacher moves from a low-poverty school to a high-poverty school, the TMA award will double.
- If a teacher moves from a high-poverty school to a low-poverty school, the TMA award will be cut by half.

Utah TMA awardees are responsible for notifying CSF of changes in their teaching assignment within their current LEA, of a transfer to a new LEA, or a transfer to an out of State of Utah LEA before the annual payout. Annually, CSF will provide awardees with a system to update the location of their teaching assignment.

Non-State Tested Subjects

A decision needs to be made early in the TMA application process whether LEAs wish to include teachers in non-state-tested subjects.

Determining student growth in state-tested subjects is fairly easy since the USBE tracks students' performance in reading, math, and science in certain grades through Acadience®, RISE®, and ACT ASPIRE®. All of these measures are standardized and have psychometric properties that determine they are reliable and valid assessments. However, LEAs may want to include teachers in non-state tested subjects in the TMA pilot program. If LEAs wish to include teachers in non-state tested subjects, the application must detail how teachers will measure student growth in their subject areas. Teachers must provide evidence of the reliability and validity of their assessments and detail how they plan to measure student growth above and beyond expected growth.

Successful TMA systems in other states have begun with teachers who teach state-tested subjects and have phased in teachers in non-state-tested subjects. This allows LEAs time to establish reliable and valid assessments and to determine how student growth will be measured in non-state-tested subjects. However, the Utah TMA is a pilot program with only one round of determining top-performing teachers. Therefore, gradual implementation allowing teachers in state-tested subjects to begin and then adding teachers in non-state-tested subjects is not possible in this pilot, but can occur if the TMA extends beyond pilot status.

If LEAs decide they want to include teachers in non-state-tested subjects, LEAs may choose from any of the following three TMA-recognized student growth measures, or a combination thereof, for each eligible teaching assignment in non-state-tested subjects.

- Third-Party or District-Developed Measures
- Student Learning Objectives (SLOs)
- Portfolios

Third-Party or LEA-Developed Measures

Sometimes, teachers in a variety of subject areas can locate a third-party assessment (e.g. the College Board AP standards, CTE standards, etc.). These tests must be aligned with state standards and objectives set by the teacher and would need to be administered at the beginning of a year or course as a pretest and then at the end of a year or course as a post-test. Questions on the test should have an appropriate level of rigor and challenge and cover the content of the course. Student growth targets should be established *before* the course begins, and these become expected growth targets at the end of the year or course.

Alternatively, LEAs can develop their own assessments for non-state-tested subjects, but these assessments take time and effort to develop. They must be administered as a pre- and post-test to demonstrate student growth, and they must demonstrate adequate reliability and validity. Further, teachers must demonstrate how they will differentiate expected student growth from exceeded student growth.

Piloting a test is often an effective way to improve a test and to demonstrate reliability. Comparison of test items to other similar tests may demonstrate test validity. The tests must include a standardization process and protocol for their administration. They also must assign a window or time frame in which tests are administered.

If LEAs allow the development of assessments in different subject areas, CSF recommends subject-area teachers collaborate to develop, pilot, and implement these tests. LEAs are also advised to collaborate with each other to develop student growth measures for non-state tested subjects.

CSF will produce a policy and research brief on reliable and valid assessments that will help LEAs as they consider whether to develop tests in untested subjects or use existing third-party tests. Key questions to ask when discussing and selecting student growth measures for different teaching subjects are:

- What student growth measures are best for each subject area and grade level?
- Is the LEA currently using any growth measures that are approved for TMA?

- How will the LEA set individual growth targets for each measure and track student progress?
- What role will teachers have in setting student growth goals?
- What is the current capacity for implementing different growth measures with fidelity?

If LEAs wish to use third-party or LEA-developed assessments, they need to consult CSF's policy and research brief, *Developing Reliable and Valid Assessments*, which can be found on the CSF website in January 2025.

Calculating Student Growth Using a Third-Party or LEA-Developed Test

To calculate the percentage of a teacher's students who met or exceeded expected growth, LEAs will need to divide the number of students who exceeded their expected growth target by the total number of students with an expected growth score who completed the final assessment.

Student Learning Objectives (SLOs)

Student Learning Objectives (SLOs) begin with a core skill or standard in a subject area drawn from the Utah Core Standards or from standards of other professional organizations. SLOs are developed by teachers and are designed to measure student growth over a period of time. Teachers use the standards to set growth targets at the beginning of the course, assess where each student is related to those targets, and collect a body of evidence of student growth in the targets over time. At least five pieces of evidence should be collected on each student. At the end of the course, teachers assess the extent to which each student has mastered the targeted skill or standard. Students who have exceeded the expected growth target are then divided by the total number of students in the class.

Developing SLOs is a lengthy and detailed process, as teachers will have to develop growth targets, assess where each student in their class falls on those growth targets at the beginning of the course, monitor each student's progress through the course, and then assess each student's progress at the end of the course. At least five pieces of evidence are needed to demonstrate student growth over the course. [TexasSLO.org](https://www.texaslo.org) is a website that provides detailed instructions and guidelines for teachers wishing to use SLOs in their class. Special attention needs to be paid to guidelines for determining student growth through SLOs. LEAs who have teachers in non-state-tested subjects who wish to use SLOs should provide evidence of their use of Texas's guidelines. As with third-party or LEA-developed tests, departments, charter schools, and LEAs are encouraged to collaborate if they have teachers wishing to use SLOs in non-state-tested subjects.

Portfolios

Portfolios can be developed as an alternative to SLOs and third-party or LEA-developed assessments for performance subjects, such as dance, pottery, ceramics, art, and music. To administer a portfolio for non-state-tested performance subjects, teachers will need to first develop a skill progression rubric that charts expected student growth over the course. Student work projects should be assessed using this skill progression rubric. A minimum of five artifacts should be collected as evidence of skill progression over time. The type of artifact presented as evidence will vary, depending on the subject area. Written, oral, audio, visual, digital, or performance-based evidence can be used.

LEAs and teachers should consult websites to learn how to develop portfolios for specific performance courses. Again, LEAs, departments, and teachers in a given performance subject should collaborate with others to demonstrate their process and results are reliable and valid. Students who have exceeded the expected growth target are then divided by the total number of students in the class.

Application Submission

The CSF will develop an online application form housed in the CSF website [SB173 | USU](#). The application form will include each of the guidelines along with a box for LEAs to fill in. Applications must be completed and submitted by **April 1, 2025**. The CSF is available via email or Zoom to answer any questions LEAs have. A set of frequently asked questions and answers will also be available online at the CSF website: [SB173 | USU](#).

Application Scoring and Resubmissions

Following initial submission, CSF will verify the extent to which the LEA applications follow the guidelines outlined in this Guidebook. LEAs will be notified if their application is accepted or not by **June 30, 2025**. LEAs must meet all guidelines for the application to be accepted. If an LEA does not pass CSF scoring, then CSF will consult with the LEA to assist them in reformulating their plans. The LEA may then submit a revised application. CSF allows a one-time resubmission. By **August 15, 2025**, LEAs who have resubmitted applications will receive a formal notification if their TMA procedure is accepted or denied.

Teacher Appeals Process

LEAs will need to develop and document an appeals process and include the process in their application. The appeals process is to be used when teachers wish to appeal LEA decisions about TMA within the 25% top-performing teachers or within the TMA performance levels (i.e., Master, Exemplary, and Recognized). The appeals process must be transparent to teachers, the LEA, and CSF.

CSF will also develop an appeals process that LEAs can use to appeal decisions about teacher selection in the State TMA process. A web-based appeals form will be developed and placed on the CSF website. CSF will respond to appeals within 5-7 business days. If additional information is needed, the LEA's TMA Lead can arrange an appointment for further discussion with CSF via Zoom or phone. All LEA appeals for the state must be funneled to this person who will contact the CSF.

4 Task 4 - Launch TMA Identification System

Once the LEA application system has been approved by CSF, the LEA begins the process of TMA identification.

5 Task 5 - Submit TMA Candidate List

In this task, each participating LEA produces a list categorizes teachers based on their LEA TMA performance levels. Teachers are to be identified in three groups: Master, representing the top 5% of performers; Exemplary, for those in the top 6-10%; and Recognized, for those in the top 11-25%. This ranking reflects what each LEA considers a high-performing teacher according to their weights and scores.

6 Task 6 - Payout Merit Award

The Utah State Board of Education (USBE) will provide funding for the merit awards to Local Education Agencies (LEAs) during the 2026-27 academic year, which is the third year of the SB173 pilot program. These merit award funds will be distributed to LEAs, and from there, they will be given to the teachers who have been identified to receive the award. The payouts will happen over three years, starting in year three (2026-2027 academic year) and continuing in years four (2027-2028 academic year) and five (2028-2029 academic year) of the program. This timeline ensures that LEAs and their top-performing teachers are recognized and awarded for their achievements according to the established criteria.

Reference

Panorama Education. Panorama Student Survey (<https://www.panoramaed.com/products/surveys/student-survey>).

Swenson, K. & Rorrer, A. (2016). *School Surveys of Educator Effectiveness and Stakeholder Input*. Utah Education Policy Center, University of Utah. <https://www.uepc.utah.edu/wp-content/uploads/sites/103/2017/01/online-satisfaction-survey-2013-2014.pdf>.

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Emma Eccles Jones College of Education & Human Services
Center for the School of the Future
UtahStateUniversity.

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TENTATIVE MINUTES OF A WORK MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
OCTOBER 9, 2024

Work Session for bond discussion of the Board of Education, Box Elder School District, held Wednesday evening October 9, 2024 at 5:30 p.m. at Independent Life Skills Center.

The Bond Town Hall meetings were discussed and what could be highlighted or changed. The dates of the upcoming meetings were reviewed.

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

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
OCTOBER 9, 2024

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening October 9, 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, Bryan Smith, Nancy Kennedy, Danielle Wright, Karen Cronin, and Student Board Member Easton Johnson. Also, present were Superintendent Steve Carlsen, Assistant Superintendent Heidi Jo West, Special Education Executive Director Catherine Allen, Human Resources Executive Director Emily Williams, Technology Director Robert Gordon, and Business Administrator David Roberts; members of the press, employees and patrons.

Left to Right: Easton Johnson, Nancy Kennedy, Karen Cronin, Julie Taylor, Wade Hyde, Connie Archibald, Bryan Smith, Danielle Wright and Tiffani Summers.

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

Reverence offered by Board Member Karen Cronin.

Flag Salute/Pledge of Allegiance by Easton Johnson, Student Board Member.

Recognitions

Julie Taylor, Board Member – donation to western schools of school supplies and other necessities from Pastor Jimi Pitts from Ogden. Author Ann Bowen donated signed copies of her books. Teachers and students moved to tears for their incredible generosity.

Approval of Agenda:

Nancy Kennedy made the motion to approve the agenda, second by Bryan Smith. The motion passed unanimously.

Nancy Kennedy – Yes

Karen Cronin – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Bryan Smith – Yes

Danielle Wright – Yes

Tiffani Summers – Yes

Public Comment:

Stephanie Defilipps, speaking on behalf of Laura Wheatley, regional PTA president would like to thank the District for the bond information being sent out to the public.

Melanie Day, Theater teacher at Box Elder High School performed an invitation through song and dance to the School Board members to the upcoming *Beauty and the Beast* production.

Public Meeting for the Presentation of Arguments in Favor and Against the Ballot Proposition Relating to the Board's Proposed \$220,000,000 of General Obligation Bonds

Karen Cronin made the motion to go into public meeting for the presentation of arguments in favor and against the ballot proposition relating to the Board's proposed \$220,000,000 of general obligation bond, second by Julie Taylor. The motion passed unanimously. Roll call vote as follows:

Nancy Kennedy – Yes

Karen Cronin – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Bryan Smith – Yes

Danielle Wright – Yes

Tiffani Summers – Yes

Superintendent Carlsen read the argument in favor of the general obligation bond ballot proposition relating to the Board's proposed \$220,000,000 of general obligation bond. There was no opposing argument sent in to the School District.

Bryce Day spoke in favor of the bond. The need for improvements to our schools is necessary. He appreciates that we are willing to do this bond. He asked that we consider striving to prevent the taxes from decreasing, so that the District can continue to fund the needs of the District. He asserted that we owe it to our kids and constituents.

Tiffani Summers made the motion to leave the public meeting for the presentation of Arguments in favor and against the ballot proposition relating to the Board's proposed \$220,000,000 of general obligation bond, second by Connie Archibald. The motion passed unanimously. Roll call vote as follows:

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

Action Items:

Approval of Positive Behavior Support (PBS) Plans: Megan Bushnell, Student Services Director, presented the recommendation for the approval of the Positive Behavior Support plans from school teams. Teams usually consist of Guiding Coalitions and counselors.

Bryan Smith made the motion to approve the Positive Behavior Support Plans, second by Nancy Kennedy. The motion passed unanimously.

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

Approval of Construction Management General Contractor for Two Middle Schools Tied to the Bond Election: Corey Thompson, Facilities Director

Connie Archibald made the motion to approve DWA Construction as the Construction Management General Contractor for the two middle schools, second by Tiffani Summers. The motion passed unanimously.

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

Approval of Real Estate Agent: David Roberts, Business Administrator, explained that interviews happened just earlier that day and the tabulations of scores had not been reviewed.

Bryan Smith made the motion to table the approval of a Real Estate Agent until Thursday, October 17th, second by Danielle Wright. The motion passed unanimously.

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

Approval of 2024-25 LEA Specific Licenses and LEA Specific Endorsements: Emily Williams, Executive Director of Personnel and Title IX

Nancy Kennedy made the motion to approve the 2024-2025 LEA Specific Licenses and LEA Specific Endorsements, second by Julie Taylor. The motion passed unanimously.

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

Information Items:

RISE and Utah Aspire Plus Data: Jeff Morris, Assessment Director – State reports just came out last week. RISE scores demonstrate proficiency. Mr. Morris presented the District’s progress, scores and compared with other Districts in the State.

October 1 Enrollment Report: Emily Williams, Executive Director of Personnel/Title IX – presented the October 1 Enrollment Report. Total students - 12,242; there is an increase of enrollment on the north end and a decline on the south end; kindergarten enrollment has been below 900 the past three years.

Conflict of Interest Form: Emily Williams, Executive Director of Personnel/Title IX – presented a new form based on the regulations from the State.

Monthly Financial Report: David Roberts, Business Administrator – presented the financial report ending September 2024.

Board Committee Reports

Long Term Capital met, Julie Taylor and Tiffani Summers reported that decisions for moving forward are dependent upon the bond decision. An update on the progress of the projects that were approved in the spring was provided.

BESD Foundation Jubilee of Trees, November 20-22 was reported by Tiffani Summers. Any donations or gift baskets would be welcomed.

Student Board Member Report: Easton Johnson, Student Board Member, reported on BEHS successful homecoming week, student section is lacking, can drive for the food pantry with five schools including three elementary schools participating, and Sadie Hawkins dance. BRHS dances and student section are great. BRHS met with Becky Christensen who presented future service opportunities. Student Council will work toward a service project each month. Fundraiser week is in December. Teachers from both schools reported positively on Friday interventions and the number of failing students have decreased.

Policy Review

Policy 3047 is supposed to be listed as Policy 3041 Educator Evaluation. This is a typo error and will be fixed.

Policy to Delete: (information moved to 3041)

Policy 3110 Certificated: Educator Evaluation

Karen Cronin made the motion to approve Policies to Delete, seconded by Tiffani Summers. The motion passed unanimously.

Nancy Kennedy – Yes

Karen Cronin – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes
Bryan Smith – Yes
Danielle Wright – Yes
Tiffani Summers – Yes

Policy Change from Negotiations (not for vote - for review only)

Policy 3124 Certificated: Retirement
Policy 3208 ESP: Fringe Benefits and Leave of Absence
Policy 3210 ESP: Retirement

First Reading:

Policy 1071 Electronic Meetings
Policy 1160 Superintendent Termination
Policy 1185 Business Administrator Termination
Policy 2070 Cash Receipts, Expenditures, and Purchasing
Policy 2090 Contracts for School Resource Officer Services
Policy 2181 District Emergency Response Plan
Policy 2224 Transportation: Drug Testing of Bus Drivers
Policy 3047 Educator Evaluation
Policy 3200 ESP: General Statement
Policy 5005 Safe Schools: Student Discipline/Behavior
Policy 5291 Drug & Alcohol Testing of Students Participating in Extracurricular Activities
Policy 5310 Fundraising
Policy 5320 Student Travel

Karen Cronin made the motion to approve Policies on First Reading as amended, seconded by Bryan Smith. The motion passed unanimously.

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

Second Reading

Policy 1036 Board Member Conflict of Interest
Policy 1040 Board Member Elections and Redistricting
Policy 1070 Board Meeting Procedures
Policy 1072 Board Meetings: 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 4040 Grade Level Acceleration/Retention of Students
Policy 4062 Curriculum: College Course Work
Policy 4100 Elementary Homework
Policy 4190 Driver Training
Policy 5090 Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting

Nancy Kennedy made the motion to approve Polices on Second Reading, seconded by Connie Archibald. The motion passed unanimously.

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

Consent Items:

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

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

The consent items included the following items:

Approval of the minutes of the work and regular meetings held on September 11, 2024 and September 24, 2024.

Approval of claim

00051192, 00051384, 00051408, 00051417 – 00051671, 02092424, 05091024, 07093024, 08093024, 09092024, and 09093024

Personnel Actions

See attachment to agenda.

Exemption from Compulsory Attendance: Steve Carlsen, Superintendent

Out of State Travel

See attachments to agenda.

Suggestions for Future Board Meetings:

Master Board Certification for Board Members was requested by the President Hyde, The Board Members are confused on how to participate. Superintendent Carlsen will look into it to make sure everyone can participate.

Upcoming Events

- 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
- 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
- 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
- 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.
- Meet with Legislators – School Board Work Session on Wednesday, December 11, 2024 at 5:00 p.m.
- USBA Conference – January 9-11, 2025

Closed Session to Discuss the Character, Professional Competence, or Physical or Mental Health of an Individual

Motion by Nancy Kennedy to go into closed session to discuss the character, professional competence, or physical or mental health of an individual, second by Tiffani Summers. The motion passed unanimously, roll call vote. Met in closed session at 8:15 p.m. Adjourn the regular board meeting.

Roll Call Vote:

Nancy Kennedy – Yes

Karen Cronin – Yes

Julie Taylor – Yes

Wade Hyde – Yes

Connie Archibald – Yes

Bryan Smith – Yes

Danielle Wright – Yes

Tiffani Summers – Yes

Nancy Kennedy made the motion by to leave the closed session to discuss the character, professional competence, or physical or mental health of an individual, second by Bryan Smith. The motion passed unanimously, roll call vote

Roll Call Vote:

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

Closed session for the character. Professional competence, or physical or mental health of an individual ended at 10:25 p.m.

Karen Cronin made the motion to adjourn regular session of the Board of Education, seconded by Danielle Wright. The motion passed unanimously.

Nancy Kennedy – Yes
 Karen Cronin – Yes
 Julie Taylor – Yes
 Wade Hyde – Yes
 Connie Archibald – Yes
 Bryan Smith – Yes
 Danielle Wright – Yes

Adjournment:

With the announcement that the next meeting will be held on Thursday, October 17, 2024 with a Regular Session at 6:00 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah in conjunction with the Virtual Bond Town Hall Meeting, the Regular Board Meeting adjourned at 10:30 p.m.

APPROVED: _____

ATTESTED: _____
 School Business Administrator

 President, Board of Education

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
OCTOBER 9, 2024

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening October 17, 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, Tiffani Summers, Nancy Kennedy, Danielle Wright, and Karen Cronin. Julie Taylor and Bryan Smith were excused. Also, present were Superintendent Steve Carlsen, Assistant Superintendents Keith Mecham and Heidi Jo West, Special Education Executive Director Catherine Allen, Human Resources Executive Director Emily Williams, Technology Director Robert Gordon, and Facilities Director Corey Thompson; members of the press, employees and patrons.

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

Approval of Agenda:

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

Karen Cronin – Yes
Danielle Wright – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Nancy Kennedy – Yes

Action Items:

Approval of Real Estate Agent: Corey Thompson, Facilities Director

Tiffani Summers made the motion to table the approval of the real estate agent until the next Board Meeting, second by Nancy Kennedy. The motion passed unanimously.

Karen Cronin – Yes
Danielle Wright – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Nancy Kennedy – Yes

Information Items:

Virtual Town Hall Meeting: The Virtual Town Hall meeting was held and questions from patrons were answered.

Karen Cronin made the motion to adjourn regular session of the Board of Education, seconded by Danielle Wright. The motion passed unanimously.

Karen Cronin – Yes
Danielle Wright – Yes
Wade Hyde – Yes
Connie Archibald – Yes
Tiffani Summers – Yes
Nancy Kennedy – Yes

Adjournment:

With the announcement that the next meeting 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, the Regular Board Meeting adjourned at 8:00 p.m.

APPROVED: _____

ATTESTED: _____
School Business Administrator

President, Board of Education

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051317	CV	10/16/2024	1	JORDAN HARPER OR GRIFFIN HOLMGREN	-200.00
01	00051672	C	10/03/2024	812477	ALSCO/AMERICAN LINEN	888.55
01	00051673	C	10/03/2024	85556	BEAR RIVER HEALTH DEPARTMENT	65.00
01	00051674	C	10/03/2024	100913	BORDER STATES INDUSTRIES, INC	8,117.56
01	00051675	C	10/03/2024	104320	BOX ELDER COUNTY TREASURER	591.01
01	00051676	C	10/03/2024	108217	BRIGHAM CITY CORPORATION	730.00
01	00051677	C	10/03/2024	113116	BRYSON SALES & SERVICE	7,808.25
01	00051678	C	10/03/2024	107994	CERTIFIED SHRED	141.00
01	00051679	C	10/03/2024	104223	CODALE ELECTRIC	275.80
01	00051680	C	10/03/2024	162470	CRUS OIL INC	1,144.35
01	00051681	C	10/03/2024	38091	DATAIO LLC	100.00
01	00051682	C	10/03/2024	71633	ANGELICA DUONG	60.00
01	00051683	C	10/03/2024	32263	TIFFANY EDDINGTON	950.03
01	00051684	C	10/03/2024	71277	ELAN PUBLISHING	117.47
01	00051685	C	10/03/2024	107136	ERS HEATING & COOLING	45,845.02
01	00051686	C	10/03/2024	71668	CHELSEA ESCALANTE	541.75
01	00051687	C	10/03/2024	58955	BECKY EZOLA	418.95
01	00051688	C	10/03/2024	278640	TONY FERDERBER	34.00
01	00051689	C	10/03/2024	67407	MALISSA FREEZE	33.12
01	00051690	C	10/03/2024	324430	GRAYBAR ELECTRIC COMPANY INC	1,178.42
01	00051691	C	10/03/2024	111125	IML SECURITY SUPPLY	10,456.09
01	00051692	C	10/03/2024	455120	JACKS TIRE & OIL INC	2,829.90
01	00051693	C	10/03/2024	67644	MICHELLE JENSEN	1,270.08
01	00051694	C	10/03/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	9,141.48
01	00051695	C	10/03/2024	489240	KENTS MARKET PL/TREMONTON	50.73
01	00051696	C	10/03/2024	42064	JENNIE MONSEN-HANSEN	666.54
01	00051697	C	10/03/2024	57622	DAVID MORRIS	930.89
01	00051698	C	10/03/2024	29858	MOUNTAINLAND SUPPLY COMPANY	2,787.28
01	00051699	C	10/03/2024	71331	TASHA NORTON	133.40
01	00051700	C	10/03/2024	111273	NUCO2 LLC	3,108.82
01	00051701	C	10/03/2024	49859	JACKSON GROUP LOCKBOX	5,092.20
01	00051702	C	10/03/2024	892645	ROCKY MOUNTAIN POWER	26,809.56
01	00051703	C	10/03/2024	59625	SCRUB SHOPPE	438.48
01	00051704	C	10/03/2024	110789	CORE BUSINESS TECHNOLOGIES (SIP)	39.95
01	00051705	C	10/03/2024	810361	STANDARD PLUMBING SUPPLY	11.78
01	00051706	C	10/03/2024	110914	SUPERIOR WATER AND AIR INC	35.95
01	00051707	C	10/03/2024	111109	TOM RANDALL DIST	3,651.71
01	00051708	C	10/03/2024	511570	UTAH LABOR COMMISSION DIVISION OF	170.00
01	00051709	C	10/03/2024	924155	WASTE MGMT OF UTAH INC	7,252.10
01	00051710	C	10/03/2024	32824	YES PRINT COPY N MORE, LLC	119.94
01	00051711	C	10/03/2024	38032	AMAZON CAPITAL SERVICES INC	16,835.41
01	00051712	C	10/03/2024	71617	BEN EDEN INTERNATIONAL	750.00
01	00051713	C	10/03/2024	47937	BOYLE APPLIANCE LLC	889.00
01	00051714	C	10/03/2024	212299	EDUTEK CORPORATION	609.12
01	00051715	C	10/03/2024	71579	ENERGY MANAGEMENT CORPORATION	3,788.80
01	00051716	C	10/03/2024	110413	FULL COMPASS SYSTEM LTD	695.03
01	00051717	C	10/03/2024	386370	HYKO SUPPLY CO	4,652.61
01	00051718	C	10/03/2024	40797	IN-POSITION TECHNOLOGIES LLC	9,258.00
01	00051719	C	10/03/2024	102697	INTERCONNECT SERVICES INC	9,140.80
01	00051720	C	10/03/2024	111125	IML SECURITY SUPPLY	4,140.69
01	00051721	C	10/03/2024	1791	INTERSTATE ALL BATTERIES CENTER	103.70
01	00051722	C	10/03/2024	45560	LAKESHORE LEARNING MATERIALS	38,644.10
01	00051723	C	10/03/2024	105708	NICKYS FOLDERS/ROCHESTER 100	108.00
01	00051724	C	10/03/2024	633340	OFFICE DEPOT	2,227.36
01	00051725	C	10/03/2024	699420	PERMA BOUND BOOKS	277.74
01	00051726	C	10/03/2024	719580	PRO ED	260.70
01	00051727	C	10/03/2024	103604	SCHOLASTIC MAGAZINES	4,505.52
01	00051728	C	10/03/2024	54313	SCHOOL SPECIALTY, LLC	1,864.96
01	00051729	C	10/03/2024	48666	SEFAC USA, INC	1,742.97
01	00051730	C	10/03/2024	25976	SHERWIN-WILLIAMS	1,285.80
01	00051731	C	10/03/2024	157371	STAPLES	1,142.55
01	00051732	C	10/03/2024	891133	UTAH/YAMAS CONTROLS INC	420.00

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051733	C	10/03/2024	71625	YOUNG TRUCK AND TRAILER CENTER, LLC	6,970.00
01	00051734	C	10/04/2024	71110	VOYA FINANCIAL	8,792.22
01	00051735	C	10/10/2024	1	CARRIE JOHN	23.25
01	00051736	C	10/10/2024	14575	AIRMOTIVE SERVICE	192.99
01	00051737	C	10/10/2024	10103	CATHERINE ALLEN	159.75
01	00051738	C	10/10/2024	67091	MARIA BAUER	208.87
01	00051739	C	10/10/2024	102956	BEAR RIVER MENTAL HEALTH	802.00
01	00051740	C	10/10/2024	85768	BEAR RIVER SEWER DEPT	255.50
01	00051741	C	10/10/2024	68098	SHARICE BLACKER	364.72
01	00051742	C	10/10/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	155.00
01	00051743	C	10/10/2024	108217	BRIGHAM CITY CORPORATION	85,296.75
01	00051744	C	10/10/2024	57991	EMILEE BURNHAM	118.85
01	00051745	C	10/10/2024	3271	CANON SOLUTIONS AMERICA	11,865.78
01	00051746	C	10/10/2024	819370	CLASSICAL STRINGS / G WILHELMOSEN	550.00
01	00051747	C	10/10/2024	70440	JOSE CONTRERAS	213.84
01	00051748	C	10/10/2024	49654	J DAVID COOK	112.00
01	00051749	C	10/10/2024	62596	KELLY COPPIETERS	357.64
01	00051750	C	10/10/2024	39888	MICHAEL CORBRIDGE	85.00
01	00051751	C	10/10/2024	158220	COVER UP	124.46
01	00051752	C	10/10/2024	67105	DEANNA CROCKETT	342.04
01	00051753	C	10/10/2024	49050	JENETTE CROSS	240.00
01	00051754	C	10/10/2024	62626	ANN DAVIS	196.67
01	00051755	C	10/10/2024	109514	MICHAEL DRAPER	90.00
01	00051756	C	10/10/2024	203737	EAST GROUSE CREEK WATER	675.00
01	00051757	C	10/10/2024	729332	ECONO WASTE INC	7,436.66
01	00051758	C	10/10/2024	55557	ELIZABETH FERTIG	565.81
01	00051759	C	10/10/2024	286060	FLINN SCIENTIFIC	975.00
01	00051760	C	10/10/2024	27510	LINDSI FLORENCE	105.00
01	00051761	C	10/10/2024	304217	GARLAND CITY	4,693.84
01	00051762	C	10/10/2024	58300	JOSH HOCHSTETTLER	85.00
01	00051763	C	10/10/2024	61530	INTELEPEER CLOUD COMMUNICATIONS, LLC	4,958.12
01	00051764	C	10/10/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	13,303.39
01	00051765	C	10/10/2024	3603	CASEY LILJENQUIST	85.00
01	00051766	C	10/10/2024	58246	LINDE GAS & EQUIPMENT INC	9,951.35
01	00051767	C	10/10/2024	62588	DIANE LOOKEBILL	203.74
01	00051768	C	10/10/2024	66869	STEVEN MOORE	293.92
01	00051769	C	10/10/2024	21300	JEFF MORRIS	240.00
01	00051770	C	10/10/2024	71714	NATIONAL BENEFIT SERVICES OPERATIONS	200.00
01	00051771	C	10/10/2024	110444	ASHLEE NELSON	159.75
01	00051772	C	10/10/2024	40525	PATRICIA NOVOA	22.68
01	00051773	C	10/10/2024	700077	PERRY CITY	264.81
01	00051774	C	10/10/2024	71439	PILOT THOMAS LOGISTICS, LLC	20,155.63
01	00051775	C	10/10/2024	732367	RAFT RIVER RURAL	940.30
01	00051776	C	10/10/2024	29750	CINDY SUE ROMNEY	240.00
01	00051777	C	10/10/2024	55336	S & D CARWASH MANAGEMENT, LLC	215.91
01	00051778	C	10/10/2024	103604	SCHOLASTIC MAGAZINES	1,708.97
01	00051779	C	10/10/2024	44040	LISA SMITH	400.36
01	00051780	C	10/10/2024	802087	SNOWVILLE WATERWORKS INC	782.25
01	00051781	C	10/10/2024	112080	SQUIRE & COMPANY	10,000.00
01	00051782	C	10/10/2024	109177	STATE OF UTAH DEPARTMENT ADM	519,080.00
01	00051783	C	10/10/2024	65374	SUMMIT FIRE & SECURITY LLC	5,103.00
01	00051784	C	10/10/2024	9890	KAYLEY THROOP	92.23
01	00051785	C	10/10/2024	55034	UTAH PARENT CENTER, INC	2,407.73
01	00051786	C	10/10/2024	892916	DGO FUEL NETWORK TEAM	58,182.78
01	00051787	C	10/10/2024	70394	LISA WEEMS	299.05
01	00051788	C	10/10/2024	48178	HEIDI JO WEST	159.75
01	00051789	C	10/10/2024	941217	WILLARD CITY CORP	220.74
01	00051790	C	10/10/2024	70467	ALYSON YEATES	99.36
01	00051791	C	10/10/2024	38032	AMAZON CAPITAL SERVICES INC	14,701.63
01	00051792	C	10/10/2024	110672	ANCORA PUBLISHING	54.00
01	00051793	C	10/10/2024	110222	BENCHMARK EDUCATION CO	22,500.00
01	00051794	C	10/10/2024	43370	BRAINPOP, LLC	3,030.00

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051795	C	10/10/2024	70939	CAMFIL USA, INC	385.74
01	00051796	C	10/10/2024	71510	CAREER TECH MEDIA, LLC	3,900.00
01	00051797	C	10/10/2024	44504	CROWN EQUIPMENT CORP	487.86
01	00051798	C	10/10/2024	71684	DELOITTE SERVICES LP	8,250.00
01	00051799	C	10/10/2024	180241	DEMCO INC	284.28
01	00051800	C	10/10/2024	62235	DEX IMAGING LLC	1,368.30
01	00051801	C	10/10/2024	111247	ESTRELLITA	954.00
01	00051802	C	10/10/2024	31534	HOLBROOK SERVCO LP	33,350.78
01	00051803	C	10/10/2024	386370	HYKO SUPPLY CO	161.60
01	00051804	C	10/10/2024	102697	INTERCONNECT SERVICES INC	20,280.78
01	00051805	C	10/10/2024	21296	LINCOLN ELECTRIC CO	225.00
01	00051806	C	10/10/2024	29858	MOUNTAINLAND SUPPLY COMPANY	9,572.22
01	00051807	C	10/10/2024	633340	OFFICE DEPOT	649.97
01	00051808	C	10/10/2024	157371	STAPLES	1,209.16
01	00051809	C	10/10/2024	71595	STUKENT, INC	3,000.00
01	00051810	C	10/10/2024	861085	TVS PRO	8,779.95
01	00051811	C	10/10/2024	69078	USA CLEAN BY JON-DON	325.28
01	00051812	C	10/10/2024	109355	VOYAGER SOPRIS LEARNING	5,528.00
01	00051813	C	10/10/2024	71080	YOUNG POWERSPORTS OF PLEASANT VIEW	15,219.75
01	00051814	C	10/17/2024	1	ANN WAGER	42.70
01	00051815	C	10/17/2024	6617	ACME WATER CO	543.82
01	00051816	C	10/17/2024	10260	ADELE C YOUNG INTERM SCH	1,573.27
01	00051817	C	10/17/2024	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	2,626.75
01	00051818	C	10/17/2024	104338	BOX ELDER HIGH SCHOOL	733.45
01	00051819	C	10/17/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	121.00
01	00051820	C	10/17/2024	43907	BRIGHAM GLASS	395.74
01	00051821	C	10/17/2024	24236	BRODY CHEMICAL	644.66
01	00051822	C	10/17/2024	40363	CIO MEDICAL SERVICES	970.00
01	00051823	C	10/17/2024	14958	CULLIGAN	101.50
01	00051824	C	10/17/2024	71072	KYLIE EDGINGTON	3,000.00
01	00051825	C	10/17/2024	64084	ALDER EDUCATION LAW	1,000.00
01	00051826	C	10/17/2024	71307	PARKER GIBBY	3,000.00
01	00051827	C	10/17/2024	110559	HARMONY HOME HEALTH LLC	4,229.11
01	00051828	C	10/17/2024	62600	VARINIA HILL	252.61
01	00051829	C	10/17/2024	49646	CODY HOWARD	85.00
01	00051830	C	10/17/2024	71730	SADIE HYDE	316.92
01	00051831	C	10/17/2024	100774	JEPPESEN DISTRIBUTING/JEFF JEPPESEN	13,568.48
01	00051832	C	10/17/2024	102123	VALERIE JOSEPHSON	54.00
01	00051833	C	10/17/2024	106013	RACHEL E LOTT	1,733.00
01	00051834	C	10/17/2024	38695	NEWSOLA INC	1,848.00
01	00051835	C	10/17/2024	892645	ROCKY MOUNTAIN POWER	21,408.21
01	00051836	C	10/17/2024	60020	RON KELLER TIRE INC	5,362.46
01	00051837	C	10/17/2024	10731	SMITH'S CUSTOMER CHARGES	28.99
01	00051838	C	10/17/2024	852617	TREMONTON CITY CORP	9,842.87
01	00051839	C	10/17/2024	9113	EVA TYGER	54.00
01	00051840	C	10/17/2024	999009	UTAH RETIREMENT SYSTEMS	1,020.12
01	00051841	C	10/17/2024	892964	UTAH STATE TAX COMMISSION	1,772.38
01	00051842	C	10/17/2024	102931	ZIONS BANK NATIONAL BANK	150.92
01	00051843	C	10/17/2024	102931	ZIONS BANK PUBLIC FINANCE	15,000.00
01	00051844	C	10/17/2024	38032	AMAZON CAPITAL SERVICES INC	7,051.30
01	00051845	C	10/17/2024	106497	APPLE STORE	447.00
01	00051846	C	10/17/2024	3271	CANON SOLUTIONS AMERICA	4,110.00
01	00051847	C	10/17/2024	59048	CHROMEBOOKPARTS.COM	8.99
01	00051848	C	10/17/2024	62235	DEX IMAGING LLC	57.38
01	00051849	C	10/17/2024	103155	EAI EDUCATION	511.30
01	00051850	C	10/17/2024	45772	EKAHAU INC	5,385.00
01	00051851	C	10/17/2024	111247	ESTRELLITA	7,801.00
01	00051852	C	10/17/2024	32948	N2Y LLC	424.98
01	00051853	C	10/17/2024	633340	OFFICE DEPOT	840.36
01	00051854	C	10/17/2024	60291	RENEGADE RENTALS LLC	328.78
01	00051855	C	10/17/2024	157371	STAPLES	961.86
01	00051856	C	10/17/2024	326670	STOTZ EQUIPMENT	1,459.19

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051857	C	10/17/2024	111788	THE LIFE GUARD STORE	844.99
01	00051858	C	10/17/2024	29947	WILSON LANE SERVICE	23,200.00
01	00051859	C	10/24/2024	1	TRISHA SILVESTER	787.40
01	00051860	C	10/24/2024	10260	ADELE C YOUNG INTERM SCH	475.00
01	00051861	C	10/24/2024	347560	ALICE C HARRIS INTERM SCH	3,761.00
01	00051862	C	10/24/2024	71781	KARSON BARKER	184.00
01	00051863	C	10/24/2024	59315	TODD BARROW	184.00
01	00051864	C	10/24/2024	12033	BOB'S BODY SHOP	1,500.00
01	00051865	C	10/24/2024	70327	KAITLIN BOTT	184.00
01	00051866	C	10/24/2024	104338	BOX ELDER HIGH SCHOOL	2,470.78
01	00051867	C	10/24/2024	104348	BOX ELDER MIDDLE SCHOOL	1,277.42
01	00051868	C	10/24/2024	890740	CENTURYLINK	379.92
01	00051869	C	10/24/2024	819370	CLASSICAL STRINGS / G WILHELMSSEN	1,167.55
01	00051870	C	10/24/2024	62235	DEX IMAGING LLC	559.00
01	00051871	C	10/24/2024	60313	DUO GROUP LLC	1,500.00
01	00051872	C	10/24/2024	278640	TONY FERDERBER	483.52
01	00051873	C	10/24/2024	30368	LESLIE FRIDAL	510.77
01	00051874	C	10/24/2024	68080	CHRISTINA HUFF	272.16
01	00051875	C	10/24/2024	71773	MAEGYN IPSEN	184.00
01	00051876	C	10/24/2024	59145	CHANELLE JOHNSON	103.00
01	00051877	C	10/24/2024	9970	COLLEEN LAMBRIGHT	351.11
01	00051878	C	10/24/2024	57568	LANGUAGE ACCESS NETWORK LLC	100.43
01	00051879	C	10/24/2024	3344	HEATHER MORRY	184.00
01	00051880	C	10/24/2024	64149	MADELINE MOUNTEER	184.00
01	00051881	C	10/24/2024	62081	NICOLE HESS VINYL	15.00
01	00051882	C	10/24/2024	111273	NUCO2 LLC	1,729.73
01	00051883	C	10/24/2024	66435	OBSERVERTAB, LLC	6,000.58
01	00051884	C	10/24/2024	104992	PRINT SHOP	442.00
01	00051885	C	10/24/2024	109484	PUBLIC CONSULTING GROUPS INC	19,243.98
01	00051886	C	10/24/2024	892645	ROCKY MOUNTAIN POWER	38,296.13
01	00051887	C	10/24/2024	103604	SCHOLASTIC MAGAZINES	6,022.03
01	00051888	C	10/24/2024	65374	SUMMIT FIRE & SECURITY LLC	712.50
01	00051889	C	10/24/2024	804825	SUNRISE HIGH SCHOOL	700.00
01	00051890	C	10/24/2024	9113	EVA TYGER	184.00
01	00051891	C	10/24/2024	924370	WATKINS PRINTING	11,994.37
01	00051892	C	10/24/2024	38032	AMAZON CAPITAL SERVICES INC	9,309.35
01	00051893	C	10/24/2024	23698	BIO CORPORATION	431.29
01	00051894	C	10/24/2024	70416	BRAND-CO CUSTOM APPAREL LLC	1,104.59
01	00051895	C	10/24/2024	108473	CENGAGE LEARNING	10,360.35
01	00051896	C	10/24/2024	101699	CENTRAL RESTAURANT PRODUCTS	18,596.84
01	00051897	C	10/24/2024	158220	COVER UP	244.90
01	00051898	C	10/24/2024	103155	EAI EDUCATION	2,970.56
01	00051899	C	10/24/2024	109704	FOLLETT SCHOOL SOLUTIONS	220.49
01	00051900	C	10/24/2024	107027	HOUGHTON MIFFLIN HARCOURT	1,436.80
01	00051901	C	10/24/2024	102697	INTERCONNECT SERVICES INC	17,789.44
01	00051902	C	10/24/2024	1791	INTERSTATE ALL BATTERIES CENTER	49.00
01	00051903	C	10/24/2024	106477	JUNIOR LIBRARY GUILD	1,192.62
01	00051904	C	10/24/2024	11894	LIBRARY STORE	229.27
01	00051905	C	10/24/2024	71765	MIRACLE METHOD	1,205.00
01	00051906	C	10/24/2024	100987	PEARSON EDUCATION CENTER	1,371.81
01	00051907	C	10/24/2024	157371	STAPLES	6,663.89
01	00051908	C	10/24/2024	69078	USA CLEAN BY JON-DON	221.60
01	00051909	C	10/31/2024	1	SHELBY HILL	20.00
01	00051910	C	10/31/2024	10260	ADELE C YOUNG INTERM SCH	1,000.00
01	00051911	C	10/31/2024	347560	ALICE C HARRIS INTERM SCH	1,000.00
01	00051912	C	10/31/2024	38040	AMERICAN SIGN LANGUAGE COMMUNICATION	280.00
01	00051913	C	10/31/2024	25909	AMERIGAS PROPANE	1,422.69
01	00051914	C	10/31/2024	110066	NANCY ANDERSON	76.54
01	00051915	C	10/31/2024	85748	BEAR RIVER MIDDLE SCHOOL	1,000.00
01	00051916	C	10/31/2024	100913	BORDER STATES INDUSTRIES, INC	6,576.32
01	00051917	C	10/31/2024	104338	BOX ELDER HIGH SCHOOL	1,000.00
01	00051918	C	10/31/2024	104348	BOX ELDER MIDDLE SCHOOL	1,000.00

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051919	C	10/31/2024	104321	BOX ELDER SCHOOL DISTRICT	10,000.00
01	00051920	C	10/31/2024	108217	BRIGHAM CITY CORPORATION	8,777.37
01	00051921	C	10/31/2024	24236	BRODY CHEMICAL	154.43
01	00051922	C	10/31/2024	1384	KEN BUNCE	1,377.03
01	00051923	C	10/31/2024	62243	TIFFANY BURNHOPE	103.00
01	00051924	C	10/31/2024	64017	COPPER CANYON APPAREL	225.00
01	00051925	C	10/31/2024	56197	DENTONS DURHAM JONES PINEGAR PC	222.00
01	00051926	C	10/31/2024	107136	ERS HEATING & COOLING	348.00
01	00051927	C	10/31/2024	60950	ROBERT FRANCKOWIAK	174.98
01	00051928	C	10/31/2024	71048	GEORGE'S POINT S TIRE	1,683.99
01	00051929	C	10/31/2024	361	INTERMOUNTAIN HEALTHCARE	658.57
01	00051930	C	10/31/2024	49026	IVY LANE PEDATRICS	23,860.42
01	00051931	C	10/31/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	24,050.30
01	00051932	C	10/31/2024	58319	KIWANIS INTERNATION INC BRIGHAM CITY	750.00
01	00051933	C	10/31/2024	58246	LINDE GAS & EQUIPMENT INC	1,218.99
01	00051934	C	10/31/2024	71862	KARALEE MARSHALL LYMAN	3,000.00
01	00051935	C	10/31/2024	56839	KIRK G MCRAE	732.45
01	00051936	C	10/31/2024	62081	NICOLE HESS VINYL	31.50
01	00051937	C	10/31/2024	690789	PARK VALLEY SCHOOL	1,000.00
01	00051938	C	10/31/2024	35955	PROMO PLUS	816.95
01	00051939	C	10/31/2024	12289	REAL CURRICULUM LLC	978.35
01	00051940	C	10/31/2024	60291	RENEGADE RENTALS LLC	1,713.35
01	00051941	C	10/31/2024	892645	ROCKY MOUNTAIN POWER	5,879.69
01	00051942	C	10/31/2024	59625	SCRUB SHOPPE	86.61
01	00051943	C	10/31/2024	110968	SKY BLUE INDUSTRIES INC	209.13
01	00051944	C	10/31/2024	46272	ELIZABETH STRONG	1,440.00
01	00051945	C	10/31/2024	804825	SUNRISE HIGH SCHOOL	1,000.00
01	00051946	C	10/31/2024	63177	VALANT MEDICAL SOLUTIONS, INC	157.50
01	00051947	C	10/31/2024	24580	VERIZON WIRELESS	6,018.88
01	00051948	C	10/31/2024	62510	JESSICA WAITE	106.38
01	00051949	C	10/31/2024	102931	ZIONS BANK PUBLIC FINANCE	1,660,301.64
01	00051950	C	10/31/2024	38032	AMAZON CAPITAL SERVICES INC	8,538.30
01	00051951	C	10/31/2024	70416	BRAND-CO CUSTOM APPAREL LLC	376.38
01	00051952	C	10/31/2024	59048	CHROMEBOOKPARTS.COM	139.95
01	00051953	C	10/31/2024	100293	DELL INC	2,725.41
01	00051954	C	10/31/2024	180241	DEMCO INC	668.11
01	00051955	C	10/31/2024	1961	DESTINY EXPRESS/FOLLETT SCHOOL SOLUTIONS	294.61
01	00051956	C	10/31/2024	109704	FOLLETT SCHOOL SOLUTIONS	194.80
01	00051957	C	10/31/2024	110413	FULL COMPASS SYSTEM LTD	539.93
01	00051958	C	10/31/2024	100148	HIGH NOON BOOKS	818.72
01	00051959	C	10/31/2024	386370	HYKO SUPPLY CO	248.52
01	00051960	C	10/31/2024	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	355.85
01	00051961	C	10/31/2024	422180	INDUSTRIAL TOOL & SUPPLY	563.68
01	00051962	C	10/31/2024	102697	INTERCONNECT SERVICES INC	61,576.85
01	00051963	C	10/31/2024	1104	KELVIN	265.10
01	00051964	C	10/31/2024	633340	OFFICE DEPOT	77.93
01	00051965	C	10/31/2024	699420	PERMA BOUND BOOKS	1,753.59
01	00051966	C	10/31/2024	35270	QUADIENT, INC	4,472.00
01	00051967	C	10/31/2024	157371	STAPLES	1,297.89
01	00051968	C	10/31/2024	65374	SUMMIT FIRE & SECURITY LLC	2,074.00
01	00051969	C	10/31/2024	110040	WALL 2 WALL	1,810.00
01	00051970	C	10/31/2024	102737	YOUNG CHEVROLET CO	7,932.00
01	00051971	C	10/31/2024	999027	B E SCHOOL BOARD FUND	80.00
01	00051972	C	10/31/2024	999024	BOSTON MUTUAL LIFE INS CO - W	501.35
01	00051973	C	10/31/2024	999055	BOX ELDER FOUNDATION	228.00
01	00051974	C	10/31/2024	999023	BOX ELDER SCHOOL DISTRICT	100.00
01	00051975	C	10/31/2024	999033	BUREAU CHILD SUPPORT SERV	1,353.00
01	00051976	C	10/31/2024	65781	DELTA DENTAL INSURANCE COMPANY	33,327.98
01	00051977	C	10/31/2024	999021	ELEVATE CREDIT UNION	6,500.00
01	00051978	C	10/31/2024	999019	EMI HEALTH	389.20
01	00051979	C	10/31/2024	999017	GLOBE LIFE INSURANCE CO	69.12
01	00051980	C	10/31/2024	999035	HORACE MANN INSURANCE COMPANY	34,391.84

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00051981	C	10/31/2024	51080	IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	451.00
01	00051982	C	10/31/2024	999111	MEADE RECOVERY SERVICES LLC	531.72
01	00051983	C	10/31/2024	999084	NATIONAL BENEFITS SERVICES LLC	10,857.29
01	00051984	C	10/31/2024	999081	NATIONAL BENEFITS SERVICES LLC	8,799.84
01	00051985	C	10/31/2024	999156	OLSON SHANER	1,351.84
01	00051986	C	10/31/2024	999008	OPTICARE	3,582.77
01	00051987	C	10/31/2024	999079	PEHP	775,394.82
01	00051988	C	10/31/2024	999032	PRE-PAID LEGAL SERVICES	1,269.05
01	00051989	C	10/31/2024	999018	THE HARTFORD	21,415.68
01	00051990	C	10/31/2024	999012	UESP	200.00
01	00051991	C	10/31/2024	999007	UTAH EDUCATION ASSOCIATION	15,264.22
01	00051992	C	10/31/2024	999025	UTAH SCHOOL EMPLOYEES ASSOCIATION	7,311.20
01	00051993	C	10/31/2024	999004	UTAH STATE TAX COMMISSION	641.34
01	00051994	C	10/31/2024	999003	UTAH STATE TAX COMMISSION	242,680.86
01	00051995	C	10/31/2024	999004	UTAH STATE TAX COMMISSION	360.17
01	00051996	C	10/31/2024	71110	VOYA FINANCIAL	8,655.59
01	02101624	M	10/15/2024	109177	UTAH DEPARTMENT OF WORKFORCE SERVICES	9,277.98
01	05101024	M	10/09/2024	888540	US BANK	188,061.04
01	07103124	M	10/31/2024	999070	HEALTH EQUITY INC	345,266.65
01	08103124	M	10/31/2024	999005	UTAH STATE RETIREMENT FUND	1,538,881.27
01	09101824	M	10/31/2024	999140	BANK OF UTAH	168,401.24
01	09103124	M	10/31/2024	999140	BANK OF UTAH	1,337,285.93
01	9101824A	M	10/31/2024	999140	BANK OF UTAH	23,929.20
Total Bank: 01						\$8,157,662.92
02	00101390	C	10/03/2024	10260	ADELE C YOUNG INTERM SCH	1,000.00
02	00101391	C	10/03/2024	38032	AMAZON CAPITAL SERVICES INC	2,634.15
02	00101392	C	10/03/2024	109248	J W PEPPER MUSIC	1,986.70
02	00101393	C	10/03/2024	13560	PERIPOLE, INC	163.35
02	00101394	C	10/10/2024	10260	ADELE C YOUNG INTERM SCH	300.00
02	00101395	C	10/10/2024	71536	ALLIANCE FOR A HEALTHIER GENERATION	535.00
02	00101396	C	10/10/2024	38032	AMAZON CAPITAL SERVICES INC	387.71
02	00101397	C	10/10/2024	104338	BOX ELDER HIGH SCHOOL	300.00
02	00101398	C	10/10/2024	104348	BOX ELDER MIDDLE SCHOOL	300.00
02	00101399	C	10/10/2024	100148	HIGH NOON BOOKS	764.96
02	00101400	C	10/10/2024	109248	J W PEPPER MUSIC	490.99
02	00101401	C	10/10/2024	13625	PLANK ROAD PUBLISHING INC	276.00
02	00101402	C	10/17/2024	10260	ADELE C YOUNG INTERM SCH	1,000.00
02	00101403	C	10/24/2024	38032	AMAZON CAPITAL SERVICES INC	2,109.42
02	00101404	C	10/24/2024	664141	OTC BRANDS	209.09
02	00101405	C	10/24/2024	2780	RIFTON EQUIPMENT	352.50
02	00101406	C	10/31/2024	38032	AMAZON CAPITAL SERVICES INC	2,185.18
02	00101407	C	10/31/2024	104321	BOX ELDER SCHOOL DISTRICT	661.31
02	00101408	C	10/31/2024	26638	FITNESS FINDERS INC	94.50
02	00101409	C	10/31/2024	62502	FORESTRY SUPPLIERS INC	525.61
02	00101410	C	10/31/2024	109248	J W PEPPER MUSIC	566.08
02	00101411	C	10/31/2024	457370	JAMES STANFIELD PUB CO	599.00
02	00101412	C	10/31/2024	14567	MOBYMAX EDUCATION	390.00
02	00101413	C	10/31/2024	891181	LB 410033	1,000.00
02	00101414	C	10/31/2024	891181	UTAH STATE UNIVERSITY/BRIGHAM CAMPUS	175.00
Total Bank: 02						\$19,006.55
11	01105849	A	10/03/2024	108695	AIRGAS USA LLC - CENTRAL DIVISION	15.78
11	01105850	A	10/03/2024	104132	BEAZER LOCK & KEY	1,424.49
11	01105851	A	10/03/2024	101520	BELL JANITORIAL	2,995.12
11	01105852	A	10/03/2024	102177	BRADY INDUSTRIES LLC	110.95
11	01105853	A	10/03/2024	134250	CEM SALES & SERVICE	208.76
11	01105854	A	10/03/2024	53473	CHARLIE'S PRODUCE	12,167.98
11	01105855	A	10/03/2024	60500	DOABLE WELLNESS	7,750.00
11	01105856	A	10/03/2024	728870	DOMINION ENERGY UTAH	5,213.21
11	01105857	A	10/03/2024	322776	GRAINGERS INC	73.11
11	01105858	A	10/03/2024	59129	DESI LARSEN	976.50
11	01105859	A	10/03/2024	111457	KEITH MECHAM	317.52
11	01105860	A	10/03/2024	16934	SANNA NELSON	211.72

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01105861	A	10/03/2024	35718	O C TANNER RECOGNITION COMPANY	998.76
11	01105862	A	10/03/2024	100590	WAXIE SANITARY SUPPLY	350.85
11	01105863	A	10/10/2024	54828	MCKENZIE ANDERSON	72.00
11	01105864	A	10/10/2024	101520	BELL JANITORIAL	3,845.17
11	01105865	A	10/10/2024	48011	GAILE BINGHAM	36.00
11	01105866	A	10/10/2024	60933	MICHAEL BIRD	69.00
11	01105867	A	10/10/2024	49476	MICHAEL BOWEN	34.00
11	01105868	A	10/10/2024	39616	JOHN BRYAN	164.00
11	01105869	A	10/10/2024	104843	WAYNE BURRELL	102.00
11	01105870	A	10/10/2024	105301	CACHE VALLEY ELECTRIC INC	1,311.30
11	01105871	A	10/10/2024	106437	CARSON ELEVATOR CO INC	342.20
11	01105872	A	10/10/2024	31380	JOSE M CEDILLO	258.00
11	01105873	A	10/10/2024	134250	CEM SALES & SERVICE	1,574.74
11	01105874	A	10/10/2024	53473	CHARLIE'S PRODUCE	5,576.65
11	01105875	A	10/10/2024	4090	MARY CLARK	140.00
11	01105876	A	10/10/2024	69868	ARCHER CRAWFORD	46.00
11	01105877	A	10/10/2024	106815	MAILEE FORREST	47.00
11	01105878	A	10/10/2024	46116	ROBERT GORDON	112.00
11	01105879	A	10/10/2024	322776	GRAINGERS INC	247.50
11	01105880	A	10/10/2024	40320	JACINDA HEYDER	47.00
11	01105881	A	10/10/2024	110864	JEFF HUNT	46.00
11	01105882	A	10/10/2024	29777	JAMES O MAY	46.00
11	01105883	A	10/10/2024	43982	MIKE MOORE	584.06
11	01105884	A	10/10/2024	25640	RAMONA MORA	36.00
11	01105885	A	10/10/2024	56103	KARA MORRIS	36.00
11	01105886	A	10/10/2024	54356	MARISSA NELSON	59.00
11	01105887	A	10/10/2024	23817	CYNTHIA A PAGE	46.00
11	01105888	A	10/10/2024	55930	MCKELLEN RADER	47.00
11	01105889	A	10/10/2024	45349	LADAWN RICHINS	62.00
11	01105890	A	10/10/2024	58858	ANNA SHERMAN	318.00
11	01105891	A	10/10/2024	58866	RACHEL SMITH	73.00
11	01105892	A	10/10/2024	69876	MARTIN SOHOLT	59.00
11	01105893	A	10/10/2024	100590	WAXIE SANITARY SUPPLY	5,116.60
11	01105894	A	10/10/2024	28150	KARIE WEAVER	142.00
11	01105895	A	10/10/2024	40002	MAURY WHEATLEY	46.00
11	01105896	A	10/10/2024	69442	TRINA WINNINGHAM	303.00
11	01105897	A	10/17/2024	101520	BELL JANITORIAL	78.20
11	01105898	A	10/17/2024	66958	CDW GOVERNMENT, LLC	2,173.00
11	01105899	A	10/17/2024	53473	CHARLIE'S PRODUCE	1,406.11
11	01105900	A	10/17/2024	70602	COMPLETE MARKETING, INC	6,000.00
11	01105901	A	10/17/2024	728870	DOMINION ENERGY UTAH	5,899.95
11	01105902	A	10/17/2024	27243	KELLY SERVICES INC	104,442.90
11	01105903	A	10/17/2024	100590	WAXIE SANITARY SUPPLY	1,488.18
11	01105904	A	10/17/2024	71749	STEVE WISCOMBE	151.00
11	01105905	A	10/24/2024	109023	ARBITERPAY TRUST ACCOUNT	20,000.00
11	01105906	A	10/24/2024	102177	BRADY INDUSTRIES LLC	64.77
11	01105907	A	10/24/2024	53473	CHARLIE'S PRODUCE	1,856.98
11	01105908	A	10/24/2024	27243	KELLY SERVICES INC	28,390.00
11	01105909	A	10/24/2024	111502	SWANK MOVIE LICENSING USA	22,178.00
11	01105910	A	10/24/2024	47686	TNT ENGRAVING	5.25
11	01105911	A	10/24/2024	100590	WAXIE SANITARY SUPPLY	3,943.39
11	01105912	A	10/31/2024	101520	BELL JANITORIAL	983.15
11	01105913	A	10/31/2024	101520	BELL JANITORIAL	2,181.75
11	01105914	A	10/31/2024	53473	CHARLIE'S PRODUCE	1,615.55
11	01105915	A	10/31/2024	728870	DOMINION ENERGY UTAH	7,470.60
11	01105916	A	10/31/2024	27243	KELLY SERVICES INC	29,406.60
11	01105917	A	10/31/2024	108310	RANDY RASMUSSEN	63.72
11	01105918	A	10/31/2024	100590	WAXIE SANITARY SUPPLY	914.58

Total Bank: 11 \$294,572.65

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
15	00000123	C	10/01/2024	1	LEANNE BOYLE	5.00
15	00000124	C	10/01/2024	64017	COPPER CANYON APPAREL	866.19
15	00000125	C	10/01/2024	14958	CULLIGAN	139.95
15	00000126	C	10/01/2024	71641	ASHLEY TUFT	42.79
15	00000127	C	10/01/2024	38032	AMAZON CAPITAL SERVICES INC	246.07
15	00000128	C	10/01/2024	105708	NICKYS FOLDERS/ROCHESTER 100	898.80
15	00000129	C	10/01/2024	633340	OFFICE DEPOT	425.53
15	00000130	C	10/07/2024	702688	PETTY CASH	75.00
15	00000131	C	10/08/2024	1	ALESIYA DANA	2.00
15	00000132	C	10/08/2024	1	ANNA TOLMAN	7.00
15	00000133	C	10/08/2024	1	HOLLY GROVER	10.00
15	00000134	C	10/08/2024	158220	COVER UP	26.67
15	00000135	C	10/08/2024	489240	KENTS MARKET PL/TREMONTON	213.42
15	00000136	C	10/08/2024	66834	MOUNTAIN VALLEY PRINTING	2,809.00
15	00000137	C	10/08/2024	110914	SUPERIOR WATER AND AIR INC	30.00
15	00000138	C	10/08/2024	38032	AMAZON CAPITAL SERVICES INC	192.84
15	00000139	C	10/08/2024	633340	OFFICE DEPOT	136.15
15	00000140	C	10/08/2024	13560	PERIPOLE, INC	1,215.66
15	00000141	C	10/15/2024	104321	BOX ELDER SCHOOL DISTRICT	447.09
15	00000142	C	10/15/2024	158220	COVER UP	152.24
15	00000143	C	10/15/2024	489250	KENTS MARKET PL/BRIGHAM	66.90
15	00000144	C	10/15/2024	489240	KENTS MARKET PL/TREMONTON	85.42
15	00000145	C	10/15/2024	67652	WENDI REES	322.91
15	00000146	C	10/15/2024	47686	TNT ENGRAVING	15.75
15	00000147	C	10/15/2024	38032	AMAZON CAPITAL SERVICES INC	236.45
15	00000148	C	10/22/2024	158220	COVER UP	112.41
15	00000149	C	10/22/2024	14958	CULLIGAN	139.95
15	00000150	C	10/22/2024	489240	KENTS MARKET PL/TREMONTON	755.16
15	00000151	C	10/22/2024	111656	SCHOLASTIC BOOK	1,919.69
15	00000152	C	10/22/2024	38032	AMAZON CAPITAL SERVICES INC	556.60
15	00000153	C	10/29/2024	64017	COPPER CANYON APPAREL	1,100.52
15	00000154	C	10/29/2024	30490	JUNIOR ACHIEVEMENT OF UTAH	605.00
15	00000155	C	10/29/2024	38032	AMAZON CAPITAL SERVICES INC	499.71
15	00000156	C	10/29/2024	45560	LAKESHORE LEARNING MATERIALS	441.95
Total Bank: 15						\$14,799.82
29	16800583	C	10/23/2024	999140	BANK OF UTAH	200.00
29	16800584	C	10/24/2024	104321	BOX ELDER SCHOOL DISTRICT	855.80
29	16800585	C	10/30/2024	45934	KUNZLER CATERING	50.00
29	16800586	C	10/30/2024	38032	AMAZON CAPITAL SERVICES INC	225.01
29	16800587	C	10/30/2024	38032	AMAZON CAPITAL SERVICES INC	130.31
Total Bank: 29						\$1,461.12
33	30403083	C	10/01/2024	38032	AMAZON CAPITAL SERVICES INC	1,240.72
33	30403084	C	10/01/2024	66834	MOUNTAIN VALLEY PRINTING	270.00
33	30403085	C	10/01/2024	709060	PITSCO EDUCATION, LLC	180.90
33	30403086	C	10/01/2024	5908	WALMART COMMUNITY	235.35
33	30403087	C	10/03/2024	489240	KENTS MARKET PL/TREMONTON	527.72
33	30403088	C	10/08/2024	38032	AMAZON CAPITAL SERVICES INC	974.21
33	30403089	C	10/08/2024	51055	BULK BOOKSTORE	269.00
33	30403090	C	10/08/2024	769715	SAM'S CLUB BUSINESS PAYMENTS	513.36
33	30403091	C	10/17/2024	38032	AMAZON CAPITAL SERVICES INC	369.09
33	30403092	C	10/17/2024	104321	BOX ELDER SCHOOL DISTRICT	1,432.88
33	30403093	C	10/17/2024	158220	COVER UP	110.00
33	30403094	C	10/17/2024	52434	SUNSHINE & SUGAR- JANET KING	1,500.00
33	30403095	C	10/28/2024	38032	AMAZON CAPITAL SERVICES	8.99
33	30403096	C	10/28/2024	38032	AMAZON CAPITAL SERVICES INC	702.96
33	30403097	C	10/28/2024	5908	WALMART COMMUNITY	603.18
Total Bank: 33						\$8,938.36

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
34	30803645	C	10/07/2024	38032	AMAZON CAPITAL SERVICES	605.28
34	30803646	C	10/07/2024	103289	BERT MURDOCK MUSIC	40.00
34	30803647	C	10/07/2024	104321	BOX ELDER SCHOOL DISTRICT	750.00
34	30803648	C	10/07/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	145.00
34	30803649	C	10/07/2024	71242	IRON GATE CATERING	870.00
34	30803650	C	10/07/2024	40509	LIGHTSPEED TECHNOLOGIES	73.00
34	30803651	C	10/07/2024	5908	WALMART COMMUNITY	2,343.36
34	30803652	C	10/21/2024	1	ANGIE ZERKLE	39.00
34	30803653	C	10/21/2024	1	JESENIA WALKER	10.00
34	30803654	C	10/21/2024	1	LAURIE DEWBERRY	54.00
34	30803655	C	10/21/2024	1	MANDY HODGSON	25.00
34	30803656	C	10/21/2024	1	MICHELE BARKER	20.00
34	30803657	C	10/21/2024	112046	ACE HARDWARE - BRIGHAM	206.00
34	30803658	C	10/21/2024	38032	AMAZON CAPITAL SERVICES INC	461.07
34	30803659	C	10/21/2024	103289	BERT MURDOCK MUSIC	240.00
34	30803660	C	10/21/2024	104321	BOX ELDER SCHOOL DISTRICT	693.81
34	30803661	C	10/21/2024	71242	IRON GATE CATERING	870.00
34	30803662	C	10/21/2024	109248	J W PEPPER MUSIC	227.24
34	30803663	C	10/21/2024	633340	OFFICE DEPOT	380.76
34	30803664	C	10/21/2024	5070	SAVON	492.00
34	30803665	C	10/21/2024	47686	TNT ENGRAVING	90.00
34	30803666	C	10/28/2024	1	JANET HAGEN	54.00
34	30803667	C	10/28/2024	1	MONICA ECHEVERRIA	39.00
34	30803668	C	10/28/2024	38032	AMAZON CAPITAL SERVICES	1,371.04
34	30803669	C	10/28/2024	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	108.50
34	30803670	C	10/28/2024	64017	COPPER CANYON APPAREL	200.00
34	30803671	C	10/28/2024	71242	IRON GATE CATERING	870.00
34	30803672	C	10/28/2024	5908	WALMART COMMUNITY	929.55
Total Bank: 34						\$12,207.61
35	40403364	C	10/08/2024	1724	ACE HARDWARE TREMONTON	326.82
35	40403365	C	10/08/2024	38032	AMAZON CAPITAL SERVICES INC	1,306.91
35	40403366	C	10/08/2024	158220	COVER UP	3,401.50
35	40403367	C	10/08/2024	327480	GREER'S HARDWARE	79.90
35	40403368	C	10/08/2024	109248	J W PEPPER MUSIC	55.00
35	40403369	C	10/08/2024	110914	SUPERIOR WATER AND AIR INC	39.95
35	40403370	C	10/09/2024	38032	AMAZON CAPITAL SERVICES INC	191.99
35	40403371	C	10/10/2024	1	BEN WILEY	60.00
35	40403372	C	10/10/2024	1	DEVON ROBERTS	50.00
35	40403373	C	10/10/2024	489240	KENTS MARKET PL/TREMONTON	839.52
35	40403374	C	10/15/2024	104321	BOX ELDER SCHOOL DISTRICT	1,087.37
35	40403375	C	10/30/2024	1	KARI BALMFORTH	83.00
35	40403376	C	10/30/2024	38032	AMAZON CAPITAL SERVICES INC	2,896.86
35	40403377	C	10/30/2024	31437	LIBBY CHRISTENSEN	126.00
35	40403378	C	10/30/2024	158220	COVER UP	975.95
35	40403379	C	10/30/2024	109248	J W PEPPER MUSIC	55.00
35	40403380	C	10/30/2024	729276	QUILL CORPORATION	219.30
35	40403381	C	10/30/2024	32824	YES PRINT COPY N MORE, LLC	188.95
Total Bank: 35						\$11,984.02

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
36	40804562	C	10/01/2024	1	GRETCHEN WESTER	73.19
36	40804563	C	10/01/2024	1	MIRANDA FOLAU	76.03
36	40804564	C	10/01/2024	4960	OLD GRIST MILL BREAD	166.20
36	40804565	C	10/01/2024	19879	SHEET MUSIC PLUS	342.75
36	40804566	C	10/01/2024	10731	SMITH'S CUSTOMER CHARGES	310.57
36	40804567	C	10/01/2024	7609	UTAH FBLA-PBL	440.00
36	40804568	C	10/01/2024	38032	AMAZON CAPITAL SERVICES INC	4,108.59
36	40804569	C	10/10/2024	1	LINDSAY SMITH	85.00
36	40804570	C	10/10/2024	1	SCOTT C. HAMMOND, PHD	200.00
36	40804571	C	10/10/2024	112046	ACE HARDWARE - BRIGHAM	194.45
36	40804572	C	10/10/2024	104338	BOX ELDER HIGH SCHOOL	948.00
36	40804573	C	10/10/2024	489250	KENTS MARKET PL/BRIGHAM	58.70
36	40804574	C	10/10/2024	12912	LIFETOUCH NSS	1,580.71
36	40804575	C	10/10/2024	46353	HEATHER RENEE LYMAN	220.00
36	40804576	C	10/10/2024	709060	PITSCO EDUCATION, LLC	122.65
36	40804577	C	10/10/2024	19879	SHEET MUSIC PLUS	356.68
36	40804578	C	10/10/2024	51063	SHRED IT STERICYCLE, INC	106.84
36	40804579	C	10/10/2024	27383	UTAH RESTAURANT ASSOCIATION	160.00
36	40804580	C	10/17/2024	38032	AMAZON CAPITAL SERVICES INC	342.09
36	40804581	C	10/17/2024	104321	BOX ELDER SCHOOL DISTRICT	2,074.38
36	40804582	C	10/17/2024	57703	MIKAROSE LLC	749.00
36	40804583	C	10/17/2024	10731	SMITH'S CUSTOMER CHARGES	154.21
36	40804584	C	10/17/2024	54232	Z MACHINE AUTO AND GUNS	508.00
36	40804585	C	10/22/2024	38032	AMAZON CAPITAL SERVICES INC	354.71
36	40804586	C	10/22/2024	158220	COVER UP	151.88
36	40804587	C	10/22/2024	109248	J W PEPPER MUSIC	77.99
36	40804588	C	10/22/2024	32930	OZARK DELIGHT CANDY COMPANY INC	738.00
36	40804589	C	10/22/2024	19879	SHEET MUSIC PLUS	61.75
36	40804590	C	10/22/2024	27383	UTAH RESTAURANT ASSOCIATION	220.00
36	40804591	C	10/29/2024	38032	AMAZON CAPITAL SERVICES INC	116.37
36	40804592	C	10/29/2024	104348	BOX ELDER MIDDLE SCHOOL	40.00
36	40804593	C	10/29/2024	158220	COVER UP	973.57
36	40804594	C	10/29/2024	3263	IMAGE MATTERS	1,014.56
36	40804595	C	10/29/2024	19879	SHEET MUSIC PLUS	84.04
36	40804596	C	10/29/2024	5908	WALMART COMMUNITY	180.42
Total Bank: 36						\$17,391.33
37	70414538	CV	10/09/2024	111030	LOWE'S	-2,038.91
37	70414671	C	10/01/2024	62308	BEST WESTERN PREMIER BRIAN HEAD HOTEL	1,841.10
37	70414672	C	10/01/2024	104321	BOX ELDER SCHOOL DISTRICT	3,613.00
37	70414673	C	10/01/2024	107994	CERTIFIED SHRED	112.00
37	70414674	C	10/01/2024	4790	HOME DEPOT CREDIT SERVICE	434.45
37	70414675	C	10/01/2024	100550	JOSTENS INC	12.50
37	70414676	C	10/01/2024	21296	LINCOLN ELECTRIC CO	900.00
37	70414677	C	10/01/2024	14460	MALAD HIGH SCHOOL	400.00
37	70414678	C	10/01/2024	62391	KATIE PROFAIZER	55.00
37	70414679	C	10/01/2024	28967	ROBOTICS ED & COMPETITION FOUNDATION	37.11
37	70414680	C	10/01/2024	769715	SAM'S CLUB BUSINESS PAYMENTS	3,604.72
37	70414681	C	10/01/2024	47686	TNT ENGRAVING	115.00
37	70414682	C	10/01/2024	863370	UASSP/UTAH ASSOCIATION OF	250.00
37	70414683	C	10/01/2024	11843	UTAH SHAKESPEARE FESTIVAL	1,820.00
37	70414684	C	10/01/2024	43869	UTAH VOLLEYBALL COACHES ASSOCIATION	65.00
37	70414685	C	10/01/2024	17760	UNITED SPIRIT ASSOCIATION	1,225.00
37	70414686	C	10/01/2024	16535	VEX ROBOTICS	461.33
37	70414687	C	10/01/2024	5908	WALMART COMMUNITY	958.80
37	70414688	C	10/03/2024	71218	7TH SOUTH DESIGNS, LLC	1,149.40
37	70414689	C	10/03/2024	38032	AMAZON CAPITAL SERVICES INC	1,583.75
37	70414690	C	10/03/2024	106895	BADGER SCREEN PRINTING CO	14,393.64
37	70414691	C	10/03/2024	104321	BOX ELDER SCHOOL DISTRICT	500.00
37	70414692	C	10/03/2024	157371	STAPLES	1,169.48
37	70414693	C	10/03/2024	109476	UTAH FCCLA	240.00
37	70414694	C	10/03/2024	67466	UTAH STATE FAIR CORPORATION	4,008.55
37	70414695	C	10/08/2024	41998	BEAR RIVER FLORAL & GIFTS	90.00

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70414696	C	10/08/2024	62308	BEST WESTERN PREMIER BRIAN HEAD HOTEL	803.60
37	70414697	C	10/08/2024	106055	BLICK ART MATERIALS	187.54
37	70414698	C	10/08/2024	65587	ELITE SPORTSWEAR, L.P.	642.50
37	70414699	C	10/08/2024	6890	FBLA - PBL	187.00
37	70414700	C	10/08/2024	327480	GREER'S HARDWARE	61.37
37	70414701	C	10/08/2024	10839	HIGHLAND HIGH SCHOOL	240.00
37	70414702	C	10/08/2024	489240	KENTS MARKET PL/TREMONTON	5,898.39
37	70414703	C	10/08/2024	71692	SCOTT LILJENQUIST	1,617.56
37	70414704	C	10/08/2024	66834	MOUNTAIN VALLEY PRINTING	3,698.00
37	70414705	C	10/08/2024	67164	RAMADA INN	1,599.23
37	70414706	C	10/08/2024	58084	SAUNDERS TOURS	500.00
37	70414707	C	10/08/2024	830460	TACO TIME/TREMONTON	769.94
37	70414708	C	10/08/2024	5290	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	2,030.00
37	70414709	C	10/08/2024	27812	WEISSMAN'S THEATRICAL SUPPLY	1,037.42
37	70414710	C	10/08/2024	71706	BEN WYNN	110.32
37	70414711	C	10/10/2024	1724	ACE HARDWARE TREMONTON	1,311.59
37	70414712	C	10/10/2024	38032	AMAZON CAPITAL SERVICES INC	483.08
37	70414713	C	10/10/2024	111287	BOWCUTT'S FLOWERS & GIFTS	500.00
37	70414714	C	10/10/2024	109248	J W PEPPER MUSIC	365.97
37	70414715	C	10/10/2024	51764	JONES SHIRTS & SIGNS	206.64
37	70414716	C	10/10/2024	70645	KEARNS OQUIRRH PARK FITNESS CENTER	2,650.00
37	70414717	C	10/10/2024	56049	MICHELLE BARKER PHOTOGRAPHY	50.00
37	70414718	C	10/10/2024	4910	NATIONAL FFA ORGANIZATION	2,977.00
37	70414719	C	10/10/2024	7242	PINNEAE GREENHOUSES	1,820.00
37	70414720	C	10/10/2024	28967	ROBOTICS ED & COMPETITION FOUNDATION	3,035.00
37	70414721	C	10/10/2024	7323	SQUARE ONE PRINTING	480.00
37	70414722	C	10/10/2024	32824	YES PRINT COPY N MORE, LLC	197.78
37	70414723	C	10/15/2024	104321	BOX ELDER SCHOOL DISTRICT	13,107.06
37	70414724	C	10/15/2024	104321	BOX ELDER SCHOOL DISTRICT	2,200.00
37	70414725	C	10/18/2024	1	ALEXIE RHYNSBURGER	76.34
37	70414726	C	10/18/2024	1	KAREN VAN MEER	220.00
37	70414727	C	10/18/2024	1	TRAVIS VANDENBERG	25.00
37	70414728	C	10/18/2024	1	ZJANI JULANDER	74.82
37	70414729	C	10/18/2024	38032	AMAZON CAPITAL SERVICES INC	1,649.67
37	70414730	C	10/18/2024	108563	BEST WESTERN PLUS ABBEY INN	1,014.25
37	70414731	C	10/18/2024	106055	BLICK ART MATERIALS	87.92
37	70414732	C	10/18/2024	104321	BOX ELDER SCHOOL DISTRICT	2,907.16
37	70414733	C	10/18/2024	104321	BOX ELDER SCHOOL DISTRICT	1,500.00
37	70414734	C	10/18/2024	31658	BSN SPORTS	10,322.54
37	70414735	C	10/18/2024	230	CAROLINA BIOLOGICAL	37.59
37	70414736	C	10/18/2024	40363	CIO MEDICAL SERVICES	1,041.00
37	70414737	C	10/18/2024	37672	EWELL EDUCATIONAL SERVICES INC	324.00
37	70414738	C	10/18/2024	38644	GREEN CANYON HIGH SCHOOL	300.00
37	70414739	C	10/18/2024	57959	TRISTON HARTFIEL	3,000.00
37	70414740	C	10/18/2024	3263	IMAGE MATTERS	477.51
37	70414741	C	10/18/2024	7161	MILLER GAS CO, INC	12.53
37	70414742	C	10/18/2024	66834	MOUNTAIN VALLEY PRINTING	6,000.00
37	70414743	C	10/18/2024	67326	PIZZA PLUS OF TREMONTON	2,875.68
37	70414744	C	10/18/2024	25453	PRIDE EMBROIDERY & SCREEN PRINTING	1,623.00
37	70414745	C	10/18/2024	28967	ROBOTICS ED & COMPETITION FOUNDATION	440.00
37	70414746	C	10/18/2024	39667	SIGN GYPSIES BOX ELDER	80.00
37	70414747	C	10/18/2024	103945	SKYWAY GOLF COURSE	7,592.84
37	70414748	C	10/18/2024	157371	STAPLES	45.02
37	70414749	C	10/18/2024	110914	SUPERIOR WATER AND AIR INC	40.00
37	70414750	C	10/18/2024	18244	TENNIS WAREHOUSE	3,363.55
37	70414751	C	10/18/2024	7625	UTAH CROSS COUNTRY & TRACK COACHES ASSOC	150.00
37	70414752	C	10/18/2024	7552	UTAH FFA ASSOCIATION	377.00
37	70414753	C	10/18/2024	5932	VARSITY SPIRIT FASHIONS	196.65
37	70414754	C	10/18/2024	16535	VEX ROBOTICS	573.60
37	70414755	C	10/30/2024	104321	BOX ELDER SCHOOL DISTRICT	4,684.00
37	70414756	C	10/30/2024	20290	J BRIAN SMOKEHOUSE, INC	635.00
37	70414757	C	10/31/2024	1	LISA GROBERG	70.27

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70414758	C	10/31/2024	1	SARAH PETERSON	71.28
37	70414759	C	10/31/2024	1	WENDY WARDLE	70.78
37	70414760	C	10/31/2024	38032	AMAZON CAPITAL SERVICES INC	1,407.16
37	70414761	C	10/31/2024	67121	TROY MECHAM	120.00
37	70414762	C	10/31/2024	85738	BEAR RIVER HIGH SCHOOL	87.50
37	70414763	C	10/31/2024	158220	COVER UP	287.55
37	70414764	C	10/31/2024	6890	FBLA - PBL	51.00
37	70414765	C	10/31/2024	286060	FLINN SCIENTIFIC	136.36
37	70414766	C	10/31/2024	4790	HOME DEPOT CREDIT SERVICE	2,818.89
37	70414767	C	10/31/2024	102697	INTERCONNECT SERVICES INC	1,734.56
37	70414768	C	10/31/2024	361	INTERMOUNTAIN HEALTHCARE	8,333.33
37	70414769	C	10/31/2024	55255	KW STRIPING	350.00
37	70414770	C	10/31/2024	46965	LITTLE REDS LLC	2,675.00
37	70414771	C	10/31/2024	22640	MUHL TECH	230.00
37	70414772	C	10/31/2024	25453	PRIDE EMBROIDERY & SCREEN PRINTING	492.20
37	70414773	C	10/31/2024	110975	RIDDELL ALL AMERICAN SPORTS	819.20
37	70414774	C	10/31/2024	28967	ROBOTICS ED & COMPETITION FOUNDATION	3,445.00
37	70414775	C	10/31/2024	71935	RUBY REDS THREADS, LLC	27.69
37	70414776	C	10/31/2024	769715	SAM'S CLUB BUSINESS PAYMENTS	2,182.77
37	70414777	C	10/31/2024	42935	DAVID SHAFFER	748.15
37	70414778	C	10/31/2024	67776	SIMPLY SWEET	788.00
37	70414779	C	10/31/2024	7323	SQUARE ONE PRINTING	529.28
37	70414780	C	10/31/2024	157371	STAPLES	328.06
37	70414781	C	10/31/2024	787	TAMMYS COUNTRY RUFFLES	570.00
37	70414782	C	10/31/2024	7536	GAME ONE	2,063.00
37	70414783	C	10/31/2024	16535	VEX ROBOTICS	1,032.91
37	70414784	C	10/31/2024	5908	WALMART COMMUNITY	750.48
Total Bank: 37						\$169,735.00
38	70814665	CV	10/09/2024	16314	HOSA-FUTURE HEALTH PROFESSIONALS	-910.00
38	70814704	C	10/04/2024	1	CHELSEA YATES	56.00
38	70814705	C	10/04/2024	1	DALLAN DAVIDSON	600.00
38	70814706	C	10/04/2024	112046	ACE HARDWARE - BRIGHAM	110.03
38	70814707	C	10/04/2024	38032	AMAZON CAPITAL SERVICES INC	9,729.04
38	70814708	C	10/04/2024	58211	ARTS PEOPLE	597.55
38	70814709	C	10/04/2024	53457	BLACK STITCH LLC	120.00
38	70814710	C	10/04/2024	104321	BOX ELDER SCHOOL DISTRICT	219.00
38	70814711	C	10/04/2024	31658	BSN SPORTS	267.30
38	70814712	C	10/04/2024	230	CAROLINA BIOLOGICAL	40.95
38	70814713	C	10/04/2024	64017	COPPER CANYON APPAREL	1,373.00
38	70814714	C	10/04/2024	102017	CLEARFIELD HIGH SCHOOL	68.00
38	70814715	C	10/04/2024	71676	DKWK ENTERPRISES, INC	13,970.00
38	70814716	C	10/04/2024	57789	DO GOOD DESIGNS UTAH	1,442.00
38	70814717	C	10/04/2024	58157	GIMKIT, INC	1,000.00
38	70814718	C	10/04/2024	38644	GREEN CANYON HIGH SCHOOL	300.00
38	70814719	C	10/04/2024	103961	INTERMOUNTAIN WOOD PRODUCTS	543.95
38	70814720	C	10/04/2024	4839	INTSEL STEEL WEST LLC	678.00
38	70814721	C	10/04/2024	109248	J W PEPPER MUSIC	344.78
38	70814722	C	10/04/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	641.36
38	70814723	C	10/04/2024	69256	JFS WHOLESale	252.03
38	70814724	C	10/04/2024	44172	NORCO INC	1,556.67
38	70814725	C	10/04/2024	4979	O'REILLY AUTOMOTIVE	4.99
38	70814726	C	10/04/2024	111637	OASIS STAGE WERKS	352.87
38	70814727	C	10/04/2024	698980	PEPSI-COLA OF OGDEN	226.00
38	70814728	C	10/04/2024	804825	SUNRISE HIGH SCHOOL	160.00
38	70814729	C	10/04/2024	5223	SWIRE COCA-COLA	283.14
38	70814730	C	10/04/2024	19488	T SHIRT CHOP SHOP	3,579.45
38	70814731	C	10/04/2024	47686	TNT ENGRAVING	18.00
38	70814732	C	10/04/2024	63355	TWISTED SUGAR OF BRIGHAM	47.40
38	70814733	C	10/04/2024	5290	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	100.00
38	70814734	C	10/04/2024	7625	UTAH CROSS COUNTRY & TRACK COACHES ASSOC	50.00
38	70814735	C	10/04/2024	14923	WEBER HIGH SCHOOL	150.00
38	70814736	C	10/10/2024	1	ALYSON HURD	31.00

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70814737	C	10/10/2024	1	CHAD PAINTER	97.31
38	70814738	C	10/10/2024	1	KELLI REED	96.02
38	70814739	C	10/10/2024	112046	ACE HARDWARE - BRIGHAM	199.00
38	70814740	C	10/10/2024	38032	AMAZON CAPITAL SERVICES INC	3,718.96
38	70814741	C	10/10/2024	58211	ARTS PEOPLE	314.45
38	70814742	C	10/10/2024	104348	BOX ELDER MIDDLE SCHOOL	85.00
38	70814743	C	10/10/2024	104321	BOX ELDER SCHOOL DISTRICT	2,982.23
38	70814744	C	10/10/2024	31658	BSN SPORTS	1,553.15
38	70814745	C	10/10/2024	64017	COPPER CANYON APPAREL	703.50
38	70814746	C	10/10/2024	109652	DREWES FLORAL & GIFTS	61.50
38	70814747	C	10/10/2024	103987	EWING IRRIGATION	617.76
38	70814748	C	10/10/2024	16314	HOSA-FUTURE HEALTH PROFESSIONALS	210.00
38	70814749	C	10/10/2024	109248	J W PEPPER MUSIC	65.00
38	70814750	C	10/10/2024	69256	JFS WHOLESale	269.95
38	70814751	C	10/10/2024	52515	JODIE'S CUSTOM DANCEWEAR	3,500.00
38	70814752	C	10/10/2024	543168	MADDOX RANCH HOUSE	1,635.08
38	70814753	C	10/10/2024	62111	MATHEMATICAL ASSOCIATION OF AMERICA INC	147.00
38	70814754	C	10/10/2024	56049	MICHELLE BARKER PHOTOGRAPHY	150.00
38	70814755	C	10/10/2024	4910	NATIONAL FFA ORGANIZATION	2,730.00
38	70814756	C	10/10/2024	4979	O'REILLY AUTOMOTIVE	50.60
38	70814757	C	10/10/2024	4960	OLD GRIST MILL BREAD	322.03
38	70814758	C	10/10/2024	71722	PACIFIC FITNESS PRODUCTS, LLC	24,722.00
38	70814759	C	10/10/2024	4995	PRECISION PARTS CO	61.08
38	70814760	C	10/10/2024	65196	HEATHER ROSE ROBINSON	230.00
38	70814761	C	10/10/2024	5215	SUPREME AUTOMOTIVE	18.38
38	70814762	C	10/10/2024	6149	THE LOGO SHOP	850.40
38	70814763	C	10/10/2024	5290	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	4,890.00
38	70814764	C	10/10/2024	21814	UHSBCA	100.00
38	70814765	C	10/10/2024	20494	UTAH HOSA	700.00
38	70814766	C	10/10/2024	43869	UTAH VOLLEYBALL COACHES ASSOCIATION	35.00
38	70814767	C	10/16/2024	1	TREYSON AND LONI LEFGREN	100.00
38	70814768	C	10/16/2024	112046	ACE HARDWARE - BRIGHAM	105.88
38	70814769	C	10/16/2024	58211	ARTS PEOPLE	436.05
38	70814770	C	10/16/2024	108543	B & H PHOTO VIDEO	1,005.08
38	70814771	C	10/16/2024	109695	BELLAS FRESH MEXICAN GRILL	1,170.91
38	70814772	C	10/16/2024	64017	COPPER CANYON APPAREL	1,711.00
38	70814773	C	10/16/2024	109652	DREWES FLORAL & GIFTS	8.00
38	70814774	C	10/16/2024	37672	EWELL EDUCATIONAL SERVICES INC	226.00
38	70814775	C	10/16/2024	10723	NORTHRIDGE HIGH SCHOOL	3,500.00
38	70814776	C	10/16/2024	698980	PEPSI-COLA OF OGDEN	284.00
38	70814777	C	10/16/2024	4987	PICTURELINE INC	159.06
38	70814778	C	10/16/2024	35955	PROMO PLUS	669.00
38	70814779	C	10/16/2024	71757	REBEL ATHLETIC INC	2,867.00
38	70814780	C	10/16/2024	804825	SUNRISE HIGH SCHOOL	164.00
38	70814781	C	10/16/2024	5223	SWIRE COCA-COLA	230.18
38	70814782	C	10/16/2024	7552	UTAH FFA ASSOCIATION	377.00
38	70814783	C	10/22/2024	104321	BOX ELDER SCHOOL DISTRICT	26,027.56
38	70814784	C	10/23/2024	112046	ACE HARDWARE - BRIGHAM	66.23
38	70814785	C	10/23/2024	38032	AMAZON CAPITAL SERVICES INC	4,233.39
38	70814786	C	10/23/2024	58211	ARTS PEOPLE	477.85
38	70814787	C	10/23/2024	35777	AUTOZONE	189.64
38	70814788	C	10/23/2024	45500	BOX ELDER SCHOOL DISTRICT	130.00
38	70814789	C	10/23/2024	106055	BLICK ART MATERIALS	1,505.90
38	70814790	C	10/23/2024	31658	BSN SPORTS	1,356.99
38	70814791	C	10/23/2024	40363	CIO MEDICAL SERVICES	1,160.00
38	70814792	C	10/23/2024	12653	DJO GLOBAL LLC	125.23
38	70814793	C	10/23/2024	107267	DOMINO'S PIZZA / BRIGHAM	51.23
38	70814794	C	10/23/2024	109652	DREWES FLORAL & GIFTS	90.00
38	70814795	C	10/23/2024	71650	HUMPHRYS COVER SPORTS	1,062.80
38	70814796	C	10/23/2024	4839	INTSEL STEEL WEST LLC	705.80
38	70814797	C	10/23/2024	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	565.00
38	70814798	C	10/23/2024	110154	MEDCO SCHOOL	73.59

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70814799	C	10/23/2024	4979	O'REILLY AUTOMOTIVE	31.96
38	70814800	C	10/23/2024	4960	OLD GRIST MILL BREAD	505.55
38	70814801	C	10/23/2024	111189	PATRICK PARKER	104.00
38	70814802	C	10/23/2024	4987	PICTURELINE INC	291.00
38	70814803	C	10/23/2024	5029	ROY HIGH SCHOOL	1,902.50
38	70814804	C	10/23/2024	5045	RSM FOOD SERVICE	2,046.69
38	70814805	C	10/23/2024	28495	SYRACUSE HIGH SCHOOL	44.00
38	70814806	C	10/23/2024	47686	TNT ENGRAVING	48.15
38	70814807	C	10/23/2024	71838	UNIVERSAL CHEER ASSOCIATION	5,484.00
38	70814808	C	10/23/2024	18392	USA WRESTLING UTAH	75.00
38	70814809	C	10/23/2024	7609	UTAH FBLA-PBL	120.00
38	70814810	C	10/23/2024	109804	WARD'S NATURAL SCIENCE	374.97
38	70814811	C	10/28/2024	38032	AMAZON CAPITAL SERVICES INC	533.85
38	70814812	C	10/28/2024	45500	BOX ELDER SCHOOL DISTRICT	195.00
38	70814813	C	10/28/2024	16705	BIGFOOT GRAFIX	270.00
38	70814814	C	10/28/2024	104321	BOX ELDER SCHOOL DISTRICT	83.44
38	70814815	C	10/28/2024	104321	BOX ELDER SCHOOL DISTRICT	2,597.43
38	70814815	CV	10/29/2024	104321	BOX ELDER SCHOOL DISTRICT	-2,597.43
38	70814816	C	10/28/2024	31658	BSN SPORTS	1,209.46
38	70814817	C	10/28/2024	64017	COPPER CANYON APPAREL	300.00
38	70814818	C	10/28/2024	4790	HOME DEPOT CREDIT SERVICE	2,269.33
38	70814819	C	10/28/2024	67768	JED CRANER MEDIA	3,500.00
38	70814820	C	10/28/2024	55255	KW STRIPING	650.00
38	70814821	C	10/28/2024	25119	SIZZLING PLATTER	69.99
38	70814822	C	10/28/2024	8168	MARIANNO, KELLI	370.00
38	70814823	C	10/28/2024	10731	SMITH'S CUSTOMER CHARGES	1,355.62
38	70814824	C	10/28/2024	804825	SUNRISE HIGH SCHOOL	48.00
38	70814825	C	10/28/2024	111790	SUNSTONE POTTERY	1,182.75
38	70814826	C	10/28/2024	5215	SUPREME AUTOMOTIVE	59.18
38	70814827	C	10/28/2024	71854	TECHFALL GEAR CO.	4,560.00
38	70814828	C	10/28/2024	47686	TNT ENGRAVING	282.50
38	70814829	C	10/28/2024	5290	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	200.00
38	70814830	C	10/28/2024	5908	WALMART COMMUNITY	8,199.38
38	70814831	C	10/28/2024	40193	WHEELWRIGHT LUMBER COMPANY INC	6,429.24
Total Bank: 38						\$182,747.84
39	77800607	C	10/17/2024	104321	BOX ELDER SCHOOL DISTRICT	152.27
39	77800608	C	10/17/2024	103604	SCHOLASTIC MAGAZINES	329.68
Total Bank: 39						\$481.95

Total Computer Checks:	\$4,991,059.55
Total Manual Checks:	\$3,611,103.31
Total ACH Checks:	\$294,572.65
Total Other Checks:	\$0.00
Total Electronic Checks:	\$0.00
Total Computer Voids:	-\$5,746.34
Total Manual Voids:	\$0.00
Total ACH Voids:	\$0.00
Total Other Voids:	\$0.00
Total Electronic Voids:	\$0.00
Grand Total:	\$8,890,989.17
Number of Checks:	810

Batch Year	Batch	Amount
25	000190	1,781.70
25	000213	-2,038.91
25	000286	-200.00
25	000399	215.31
25	000400	682.01
25	000419	93,537.84

Check Register Summary

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Batch Year	Batch	Amount
25	000513	-910.00
25	000559	32,742.51
25	000560	37,944.03
25	000561	102,410.80
25	000562	46,257.04
25	000563	3,354.66
25	000564	5,102.19
25	000565	1,053.93
25	000566	1,570.40
25	000596	1,408.74
25	000600	15,905.01
25	000601	4,108.59
25	000602	1,926.97
25	000624	23,044.82
25	000628	527.72
25	000629	636,286.58
25	000630	93,713.25
25	000631	45,011.32
25	000632	167,082.42
25	000633	1,000.00
25	000634	3,098.09
25	000635	1,544.65
25	000636	8,792.22
25	000637	38,881.51
25	000638	5,402.07
25	000640	4,826.64
25	000641	75.00
25	000649	19,472.87
25	000651	1,756.57
25	000659	949.52
25	000664	51,146.40
25	000670	14,077.06
25	000675	4,033.03
25	000684	169,204.85
25	000685	37,694.85
25	000686	5,758.20
25	000687	58,159.77
25	000688	457.39
25	000689	1,090.31
25	000690	236.45
25	000694	15,307.06
25	000696	1,087.37
25	000702	13,013.16
25	000705	1,911.97
25	000707	481.95
25	000711	46,427.67
25	000714	1,500.00
25	000715	3,827.68
25	000730	26,027.56
25	000734	126,007.82
25	000735	38,676.05
25	000736	9,889.74
25	000737	55,131.96
25	000738	639.32
25	000739	2,671.01
25	000740	2,927.21
25	000741	556.60
25	000745	3,808.88
25	000751	1,604.33
25	000758	22,821.47
25	000759	200.00
25	000760	855.80
25	000766	188,061.04
25	000770	1,772,270.87
25	000771	28,146.54
25	000772	8,591.12

Check Register Summary

Box Elder School District

Batch Year: 25 Bank: All Date Range: 10/01/2024 - 10/31/2024

Batch Year	Batch	Amount
25	000773	97,680.14
25	000774	818.72
25	000775	6,196.68
25	000776	1,705.52
25	000777	941.66
25	000778	1,315.13
25	000779	31,767.74
25	000783	3,572.09
25	000786	4,589,472.17
25	000788	2,408.96
25	000796	4,545.06
25	000801	5,319.00
25	000808	50.00
25	000809	225.01
25	000810	130.31
25	000813	32,220.42

For November 13, 2024 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
District Office	David Roberts	Business Administrator	Resigned
Three Mile Creek	Jacob Stockett	SpEd Para	
District Office	Angela Gilmore	Menu Coordinator	Resigned
District Office	Amber Stanworth	Roam Custodian	
McKinley	Katherine Gilmore	Media Para	
Transportation	Tarsha Murray	Bus Driver	Resigned
McKinley	Wendi Rees	Head Secretary	Resigned

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>
District Office	Kylee Grow	SLP
BRHS	Ashley Robinson	Functional Skills Para
ACHI	Jennifer Richardson	Functional Skills Para
Three Mile Creek	Andrea Stacey	ED Para

Box Elder School District
Secondary Club Application

1. Recommended club name Bible Club
2. What is the club's purpose? To learn more about and read the stories of the bible.
3. What are the club's goals? Provide additional opportunities for students who want to learn and study the bible to gather.
4. What activities will be planned for the club? Weekly meetings for approximately 45 minutes each.
5. Please indicate which of the following categories are appropriate for the proposed club:

<input type="checkbox"/> Athletic	<input type="checkbox"/> Gaming
<input type="checkbox"/> Business/Economic	<input checked="" type="checkbox"/> Religious
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Community Service/Social Justice
<input type="checkbox"/> Art/Music/Performance	<input type="checkbox"/> Other (Please explain)
<input type="checkbox"/> Science	
6. Are you asking for the club to be considered curricular or non-curricular ?
7. Meeting information:

Preferred meeting time during the day (must be non-instructional time) 2:15-3:00

Anticipated number of meetings per month 4

Preferred location for club meetings B7
8. Proposed faculty advisor Mr. Baker

9. Financial information:

Will the club have a budget? No

What will the budget be? N/A

Where will the money come from? N/A

How will the money be spent? N/A

10. By submitting this application you are giving your assurance that the club will comply with the provisions of policies of the Box Elder Board of Education, the Utah State Board of Education, and the State of Utah.

[Signature] [Signature] [Signature] [Signature]

Signatures of at least three students (non-curricular club) with dates of signatures.

By signing as club advisor/sponsor below, I agree to oversee and supervise all activities of the proposed club.

[Signature]
Club Advisor/Sponsor (curricular club)

9/24/2024
Date

11. Club's application approval:

(Yes or No) Jamie Kent 10-2-24
Principal or Principal's Designee Date

(Yes or No) [Signature] Oct 10, 24
Board President or Designee Date

12. Club's name approval:

(Yes or No) Jamie Kent 10-2-24
Principal or Principal's Designee Date

(Yes or No) [Signature] Oct 10, 24
Board President or Designee Date

Box Elder High School

Bible Club

Advisor: Jim Baker

2024/2025 Disclosure Statement and Permission Form

This form must be signed and returned for participation.

The Box Elder High School (BEHS) Bible Club enhances personal development and understanding of the writings of the Bible. The purpose of the Bible Club is to provide BEHS students an additional avenue to read, study, and learn about the Bible with other students at BEHS. As this is a non-curricular club, this club will not be attributed to any coursework or classes taught at BEHS.

BEHS Bible club will not participate in any field trips or other activities that would require transportation or funding. Students will be responsible for providing their own copy of the Bible to read and use during meetings. The Bible club is primarily an opportunity for students to meet together outside of the normal school day, while still at school, to learn from and teach each other about the Bible.

The Bible Club will have weekly after school meetings starting in September. Each meeting will last approximately 45 minutes. The day of the week will be established after Mr. Baker has determined other curricular responsibilities. For 2024-2025 it will be on Tuesdays. The club will meet in room B7 or B4 from 2:15 until 3:00.

Some basic rules of the club will be that students are:

- Always treat others with respect.
 - Time
 - Feelings
 - Property
- Work to find understanding in the event of a disagreement.
 - Assume the best in others.
 - Don't be dismissive of evidence shared.

I, _____, from the BEHS Bible Club, promise to abide by the rules presented above. I understand that any infraction of these rules may result in me being asked to leave meeting. Repeated infractions will result in requesting that you no longer participate in any meetings.

Participation Acknowledgement

I have read, understand, and accept the responsibilities and consequences as outlined above. I may appeal any decision of the advisors to the vice-principals, then the principal, and then the superintendent if the need arises.

Student Name Printed		Date	
Student Signature			
Parent Name Printed		Date	
Parent Signature			
Advisor Name Printed		Date	
Advisor Signature			
Administrator Name Printed		Date	
Administrator Signature			

Box Elder School District
Secondary Club Application

1. Recommended club name Mud Club
2. What is the club's purpose? make ceramics
3. What are the club's goals? Further enjoyment of ceramics. Sell the ceramics.
4. What activities will be planned for the club? Making and selling ceramics
5. Please indicate which of the following categories are appropriate for the proposed club:

<input type="checkbox"/> Athletic	<input type="checkbox"/> Gaming
<input type="checkbox"/> Business/Economic	<input type="checkbox"/> Religious
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Community Service/Social Justice
<input checked="" type="checkbox"/> Art/Music/Performance	<input type="checkbox"/> Other (Please explain)
<input type="checkbox"/> Science	
6. Are you asking for the club to be considered curricular or non-curricular ?
7. Meeting information:

Preferred meeting time during the day (must be non-instructional time) After School

Anticipated number of meetings per month 3

Preferred location for club meetings Ceramics Room
8. Proposed faculty advisor Mr. Lloyd

9. Financial information:

Will the club have a budget?

yes

What will the budget be?

Where will the money come from?

add income from selling ceramics

How will the money be spent?

same supplies

10. By submitting this application you are giving your assurance that the club will comply with the provisions of policies of the Box Elder Board of Education, the Utah State Board of Education, and the State of Utah.

Ever Wilson Millie [unclear] Zaira Coronado
Signatures of at least three students (non-curricular club) with dates of signatures.

10/22/2024

By signing as club advisor/sponsor below, I agree to oversee and supervise all activities of the proposed club.

Tim Lloyd
Club Advisor/Sponsor (curricular club)

10/28/2024
Date

11. Club's application approval:

X (Yes or No)

Jamie Kent
Principal or Principal's Designee

11-7-24
Date

____ (Yes or No)

[Signature]
Board President or Designee

11-7-24
Date

12. Club's name approval:

X (Yes or No)

Jamie Kent
Principal or Principal's Designee

11-7-24
Date

____ (Yes or No)

[Signature]
Board President or Designee

11-7-24
Date

Box Elder School District
Secondary Club Application

1. Recommended club name BOX Elder Competitive anglers (anglers)
2. What is the club's purpose? TO help students who have little to no experience fishing as well as create a friendly competitive atmosphere.
3. What are the club's goals? Get more students into this growing sport. Potentially compete on the state and national level.
4. What activities will be planned for the club? Socials, days at the school where students learn about different techniques, and taking students to a place where they can implement what they have learned, as well as compete in tournaments
5. Please indicate which of the following categories are appropriate for the proposed club:
- | | |
|--|---|
| <input checked="" type="checkbox"/> Athletic | <input type="checkbox"/> Gaming |
| <input type="checkbox"/> Business/Economic | <input type="checkbox"/> Religious |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Community Service/Social Justice |
| <input type="checkbox"/> Art/Music/Performance | <input type="checkbox"/> Other (Please explain) |
| <input checked="" type="checkbox"/> Science | |
6. Are you asking for the club to be considered curricular or non-curricular ?
7. Meeting information:
- Preferred meeting time during the day (must be non-instructional time) 2:30
- Anticipated number of meetings per month Four
- Preferred location for club meetings Mr. Bowden's Room
8. Proposed faculty advisor Mr. Bowden / Mr. Hawkes

Looking at sponsors & renting possibilities

* Do we need a waiver if they are on the water?
* They want to compete at the state level so they need to do a fundraiser if approved. (Need about for comp.)

students need own fishing license

fees from students
shirt, equipment

\$10.00

9. Financial information:

Will the club have a budget?

What will the budget be?

Where will the money come from?

How will the money be spent?

By submitting this application you are giving your assurance that the club will comply with the provisions of policies of the Box Elder Board of Education, the Utah State Board of Education, and the State of Utah.

Signatures of at least three students (non-curricular club) with dates of signatures.

L. Wain
Isiah Hardy
Eric Sabin
Eric Lindgren
10/9/24

By signing as club advisor/sponsor below, I agree to oversee and supervise all activities of the proposed club.

Club Advisor/Sponsor (curricular club)
Club Advisor/Sponsor (non-curricular club)
Date 10/9/24

11. Club's application approval:

X (Yes or No)

Jamie Kort
Principal or Principal's Designee

10/10/24
Date

X (Yes or No)

Jamie Kort
Board President or Designee

10/10/24
Date

12. Club's name approval:

X (Yes or No)

Jamie Kort
Principal or Principal's Designee

10/10/24
Date

X (Yes or No)

Jamie Kort
Board President or Designee

10/10/24
Date

Box Elder School District
Secondary Club Application

1. Recommended club name Bear River Anglers
2. What is the club's purpose? Improve members fishing skills. Help promote conservation of wildlife and preservation of natural areas.
3. What are the club's goals? Fishing education, wildlife conservation, develop teamwork skills and a positive angler community.
4. What activities will be planned for the club? Fishing trips, workshops, competitions and Tournaments, conservation projects

5. Please indicate which of the following categories are appropriate for the proposed club:

Athletic

Gaming

Business/Economic

Religious

Agriculture

Community Service/Social Justice

Art/Music/Performance

Other (Please explain)

Science

Outdoor recreation

6. Are you asking for the club to be considered curricular or non-curricular ?

7. Meeting information:

Preferred meeting time during the day (must be non-instructional time) Friday after school

Anticipated number of meetings per month 2

Preferred location for club meetings Commons

8. Proposed faculty advisor Mr. Nelson

9. Financial information:

Will the club have a budget?

Yes
What will the budget be? Shirt/hat
\$20 Each Transportation

Where will the money come from?

members & SPONSORS
How will the money be spent?

Planned fishing trips including transportation & food if needed.

10. By submitting this application you are giving your assurance that the club will comply with the provisions of policies of the Box Elder Board of Education, the Utah State Board of Education, and the State of Utah.

1 Bryson Winkles

2 Aiden Miller

[Signature] [Signature] [Signature]

Signatures of at least three students (non-curricular club) with dates of signatures.

9-11-2024 9/11/24 9/11/24

By signing as club advisor/sponsor below, I agree to oversee and supervise all activities of the proposed club.

[Signature] Taylor Jackson 9/11/24
Club Advisor/Sponsor (curricular club) Date

11. Club's application approval:

✓ (Yes or No) [Signature] 9/23/24
Principal or Principal's Designee Date

✓ (Yes or No) [Signature] 10-30-24
Board President or Designee Date

12. Club's name approval:

✓ (Yes or No) [Signature] 9/23/24
Principal or Principal's Designee Date

✓ (Yes or No) [Signature] 10-30-24
Board President or Designee Date

Suggestions for Future Board Meetings

December 11, 2024 – (tentative)

- Meeting with Legislators
- Approval of New Courses – Keith Mecham
- Audit Report – Sherri Harper
- Policy Review
- Busing Protocol for Courtesy Riders –
- Building and Ground Rental and Supervision Policies –

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
- Foundation Report – Colleen Shaffer
- 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 – Ben Wiley
- ACT Data – Jeff Morris
- Child Nutrition Report –
- 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 –
- Approval of Budget –
- Approval of 2023-24 Tax Rates –
- Approval of Internal and Independent Auditors –
- MBA Meeting –
- 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 –
- Policy Review

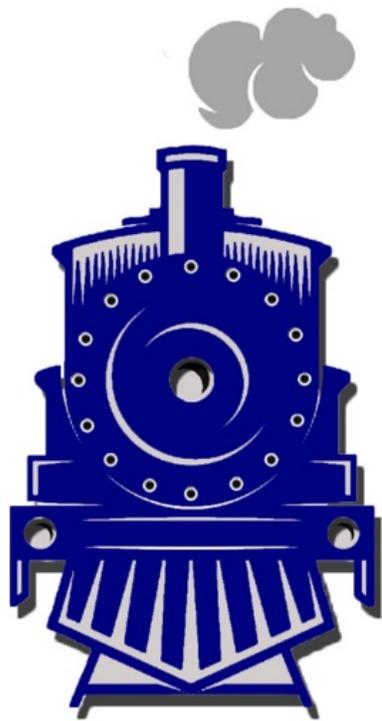
October 15, 2025 – (tentative)

- Walmart Grants Presentation
- 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
- Policy Review

November 12, 2025 – (tentative)

- Policy Review
- Complete MBA

BOX ELDER SCHOOL DISTRICT BOARD OF EDUCATION HANDBOOK



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

REVISED
OCTOBER 9, 2019
BOX ELDER SCHOOL DISTRICT

Box Elder School District Board of Education Handbook Table of Contents

Contents

BOARD OF EDUCATION HANDBOOK INTRODUCTION	2
Authority and Responsibilities of the Board	2
Principles of Board Leadership	2
Making School Board Decisions	3
Holding Closed Meetings	4
Collaborative Relationships: Shared Governance	6
Essentials of A Professional Learning Community	6
Authority of Individual Board Members	7
Nominations and Elections for Board Leadership	7
Board Leadership Responsibilities	8
New Board Member Orientation	8
Board of Education Code of Conduct	9
Board Member Commitments and Ethics	9
Disciplining Board Members	11
Policies Governing the Board	12
Guidelines and Parliamentary Motions	12
Simplified Chart of Parliamentary Motions	13
Board Policies Relevant to Board of Education Legal Status, Responsibilities, and Ethics	14
Board Policies Relevant to School Board Meetings	15

BOARD OF EDUCATION HANDBOOK INTRODUCTION

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

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

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

Authority and Responsibilities of the Board

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

Principles of Board Leadership

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

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

[Utah Code § 53G-4](#)

Making School Board Decisions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Holding Closed Meetings

A closed meeting may be held if:

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

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

Minutes of the closed meeting shall contain:

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

Purpose of a closed meeting:

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

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

Record of closed meetings:

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

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

Collaborative Relationships: Shared Governance

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

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

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

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

Essentials of A Professional Learning Community

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

3. Collaborative teacher teams will focus on the following four questions:
 - a. What is it that our students are expected to know and do?
 - b. How will we know if they know and can do what is expected?
 - c. How will we respond if they don't know and can't do what is expected?
 - d. How will we respond if they already know and can do it?

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

Authority of Individual Board Members

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

Nominations and Elections for Board Leadership

Nominations

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

Elections

- A. Elections and nominations must conform to the procedure prescribed by the Utah State Law and Board Policy.

- B. In case of a tie vote, the election is decided by lot unless the organization adopts a motion to do otherwise.
- C. Elections are decided by a roll call vote, not by secret ballot. Election to the office is determined by a simple majority.

Board Leadership Responsibilities

The board president will:

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

The board vice president will:

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

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

New Board Member Orientation

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

Board of Education Code of Conduct

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

Board members shall:

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

Board Member Commitments and Ethics

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

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

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

A. Board of Education Code of Ethics

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

violation of [Utah Code, § 67-16-4](#).

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

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

Disciplining Board Members

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

Policies Governing the Board

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

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

Guidelines and Parliamentary Motions

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

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

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

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

Simplified Chart of Parliamentary Motions

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

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

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

Policy 1010 School Board’s Legal Status

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371387/1010-School_Board_Legal_Status.pdf

Policy 1020 Board Power and Duties

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371388/1020-Board_Powers__Duties.pdf

Policy 1025 Administration Relations

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371389/1025-Administration_Relations.pdf

Policy 1034 Board of Education Code of Conduct

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371392/1034-Board_of_Education_Code_of_Conduct.pdf

Policy 1035 Board Member Commitments and Ethics

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371393/1035-Board_Member_Commitments_and_Ethics.pdf

Policy 1036 Conflict of Interest: Board Member and Employee

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371394/1036-Board_Member_Employee_Conflict_of_Interest.pdf

Policy 1037 Employment/Assignment of Relatives (Nepotism) (Reference - [Utah Code 52-3](#))

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371395/1037-Employee_Assignment_of_Relatives.pdf

Board Policies Relevant to School Board Meetings

Policy 1070 Board Meeting Procedures

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371399/1070-Board_Meeting_Procedures.pdf

Policy 1072 Board Meetings: Notice Requirements

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371400/1072-Board_Meetings_Notice_Requirements.pdf

Policy 1074 Board Meetings: Closed Meetings

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371401/1074-Board_Meetings_Closed_Meetings.pdf

Policy 1080 Board Committees

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371402/1080-Board_Committees.pdf

Policy 1090 Rules of Order

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371403/1090-Rules_of_Order.pdf

Policy 1100 Minutes

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371404/1100-Minutes.pdf

Policy 1110 Public Participation in Board Meeting

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371405/1110_Public_Participation_in_Board_Meeting.pdf