



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

Wednesday, May 14, 2025

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

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

A. If ADA accessibility is needed to attend this meeting, please contact the District Office at 435-734-4800 before 4:00 p.m. the day prior to the meeting.

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

C. Award Presentation to Garland Elementary - Winner of the March 2025 Utah Trust Lands Video Contest

State Trust Lands Administration

Garland Bears Trustland Video

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

Coerina Fife, Executive Director of Personnel and Title IX

E. Nominate Pro Tempore to Conduct May 14, 2025 Board Meeting

Neil Stevens, Business Administrator

F. Administrative - 7:00 p.m.

1. Call to Order

Elected Pro Tempore

2. Reverence

Neil Stevens, Business Administrator

3. Flag Salute/Pledge of Allegiance

Stephanie DeFilippis, Board Member

4. Recognitions

Stephanie DeFilippis, Board Member

a. BRHS Sterling Scholars:

Maggie Parker - Dance

Alyssa O'Neal - Mathematics

Kate Logan - Visual Arts

Josi Jensen - Business & Marketing

Alysha Spotten - Family & Consumer Science

Reese Johnson - Social Sciences

Shelby Wilkinson - World Languages

Isabelle Christensen - Instrumental Music

Kendyl Archibald - English

Rachel Nelson - Skilled & Technical Sciences

Emily Robison - Science

Logun Knudsen - Computer Technology

CJ Kearnl - Speech/Theatre Arts/Forensics

b. Bear River FFA - State Awards

6 Chapter Awards:

- Five Star Chapter Award
- Superior Chapter Award
- Overall Chapter State Fair Sweepstakes Winner
- Ag Mechanics State Fair Sweepstakes Award
- Swine Exhibit State Fair Sweepstakes Award
 - Many other team and individual awards!

c. 2025 Ritchey Science Fair Awards:

Sarah Pace - 1st Place in Botany

Alliya Orellana - 2nd Place in Zoology/Microbiology

Anna Allred - 3rd Place in Medical/Health

Raylayne Logan - Excellent in Math/Physics/Astronomy/Earth and Space

d. Jennie Cross - District Office ELL Coach

e. Braun Bowden and BEHS Timy Home Construction Students and the Otherside Village

G. Certificated Employee and Volunteer Recognitions - 7:30 p.m.

Lewis Whitaker, President, BEAA

1. Outstanding District Administrator: Coerina Fife

Outstanding Elementary Administrator: Kristi Capener-Fielding

Outstanding Secondary Administrator: Chad Kirby-Bear River Middle

Outstanding Related Services: Kenley Kellerstrass-School Nurse

Outstanding Related Services: Eric Dutson-Speech Therapist

Outstanding Elementary Teacher: Chrissy Nelson-McKinley

Outstanding Elementary Teacher: Kristen Taylor-Discovery

Outstanding Secondary Teacher: Tom Davidson-BEHS

Outstanding Secondary Teacher: Daniel Francom-Harris

Outstanding Volunteer: Connie Toone-Harris Intermediate

Outstanding Volunteer: Emilee Stromness-Golden Spike

H. Approval of Agenda - 7:50 p.m.

I. Public Comment - 7:55 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.

J. First Public Comment on School Fees - 8:05 p.m.

K. Action Items - 8:15 p.m.

1. **Approval of Amendment to Century Elementary's 2024-25 SLT Plan** 30

Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning

2. **Approval of PBS Plans** 34

Megan Bushnell, Student Services Director

3. **Approval of Negotiation Teams** 79

Coerina Fife, Executive Director of Personnel and Title IX

4. **Approval of Modification of TSSA Framework** 85

Keith Mecham & Heidi Jo West, Assistant Superintendents of Curriculum

5. **Approval of 2025-2026 Board Meeting Calendar** 92

Steve Carlsen, Superintendent

L. Information Items - 8:35 p.m.

1. **ACT Data** 94

Jeff Morris - Assessment Director

2. **Adult Education State Audit Report (Sunrise High School)** 108

Randy Rasmussen, Sunrise High Principal

3. **Counseling Report** 115

Ben Wiley, CTE Director

4. **Report of Governor's Visit**

Keith Mecham, Asst. Superintendent of Secondary Teaching & Learning

5. **Monthly Financial Report** 118

Neil Stevens, Business Administrator

6. **Board Committee Reports**

a. **Student Board Member Report**

M. <u>Policy Review - 9:00 p.m.</u>	
1. Policies for Review with No Changes	
a. Policy 2020 Budget Implementation	141
b. Policy 2050 Payroll Deductions	142
c. Policy 2051 Deferred Compensation/Tax Sheltered Annuity Programs	143
d. Policy 2060 Deducted Absences	146
e. Policy 4020 Individual Learning Plan	147
f. Policy 4086 Comprehensive Counseling and Guidance Program	149
g. Policy 4087 Work-Based Learning	150
h. Policy 4090 Student Progress Reporting	154
i. Policy 4095 Student Attendance Reporting	155
j. Policy 5205 Use of Protective Eyewear	156
2. First Reading	
a. Policy 1190 District Annual Reports	157
b. Policy 2015 Cash investment and Management of School District Funds	159
c. Policy 2030 Procurement: Purchasing	160
d. Policy 3008 Employee Communications/Addressing Concerns	166
e. Policy 3035 Employee Criminal Background Checks and Arrest Disclosure Requirements	168
f. Policy 3086 Employee Use of Personal and District Electronic Devices	180
g. Policy 4050 Grades 6-8 Middle Level General Core Requirements	186
h. Policy 4067 Curriculum: Ethnic Studies	190
i. Policy 5110 Technology Security	191
j. Policy 5035 Attendance Requirements/Procedures	199
k. Policy 5270 Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct	204
3. Second Reading	
a. Policy 1110 Public Participation in Board Meeting	224
b. Policy 2150 Buildings and Grounds Security	226
c. Policy 3010 Employee Bullying and Hazing	227
d. Policy 3060 Accommodations for Employee Religious Belief or Conscience	242
e. Policy 3112 Certificated: Job Descriptions	246
f. Policy 3126 Certificated: Sickness, Absences and Leaves	248
g. Policy 3212 ESP: Paraprofessional Qualifications	261
h. Policy 4030 Elementary School Curriculum	265
N. <u>Consent Items - 9:10 p.m.</u>	
1. Minutes	267
2. Claims	278
3. Personnel	291
4. Out of State Trip Requests	293
5. 150 Trip Requests	297
6. Agreements	307
O. <u>Suggestions for Future Board Meetings - 9:15 p.m.</u>	<u>316</u>
P. <u>Upcoming Events</u>	
1. BEHS Graduation - May 27, 2025 at 6:00 pm at Dee Events Center	
2. BRHS Graduation - May 28, 2025 at 8:00 pm at the BRHS Field	
3. Sunrise Graduation - June 12, 2025 at 6:00 pm at BEHS Gymnasium	
4. Boys & Girls Club Annual Fundraiser - June 20, 2025	
Q. <u>Board Handbook</u>	<u>319</u>
R. <u>Closed Session to Discuss Collective Bargaining - 9:20 p.m.</u>	
S. <u>Adjournment - 9:50 p.m.</u>	
The next meeting of the Board of Education will be held on Monday, May 19, 2025, with a Work Session from 6:00	

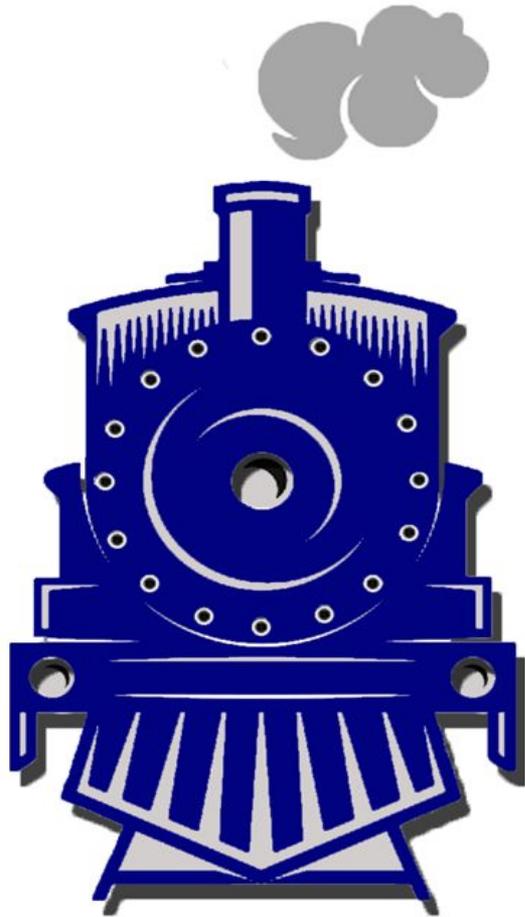
to 8:00 and June 11, 2025, with a Work Session at 5:30 and a Regular Session at 6:30 p.m., both at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.



BOX ELDER SCHOOL DISTRICT
BOARD OF EDUCATION
WILL BE HONORING
THE FOLLOWING RETIREES:

<i>Blaine Norris</i>	<i>Laura Lee Hull</i>
<i>Cheryl Thomson</i>	<i>Lola Baker</i>
<i>Colleen Mitchell</i>	<i>Mary Bingham</i>
<i>Daniel Francom</i>	<i>Michael Reeder</i>
<i>Diana Udy</i>	<i>Michelle Cooms</i>
<i>George Christensen</i>	<i>Nancy Anderson</i>
<i>Jan Christensen</i>	<i>Robert Mattson</i>
<i>Iwalani DiPrima</i>	<i>Robin Myers</i>
<i>Jeri Santos</i>	<i>Tami Bingham</i>
<i>Joylene Ritchie</i>	<i>Tresa Hunsaker</i>
<i>Kim Miller</i>	<i>Trudie Checketts</i>

Wednesday, May 14, 2025
6:00-6:30 pm, Reception
6:30-7:00 pm, Board Recognition
Harris Intermediate School - Cafeteria
Tremonton, UT



Retirees
2024-2025

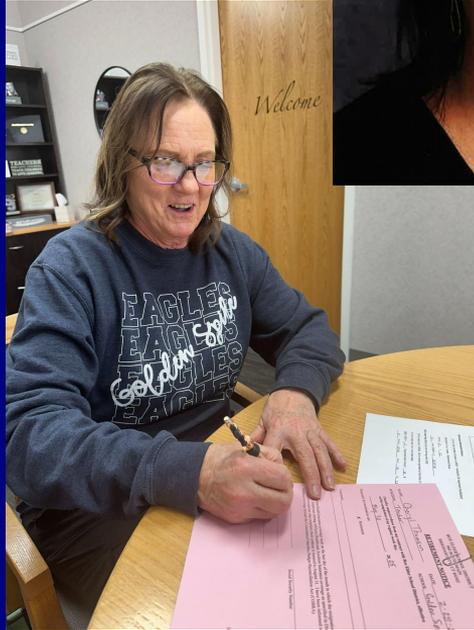
**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything



Blaine Norris

McKinley
5th Grade
Teacher
26 Years

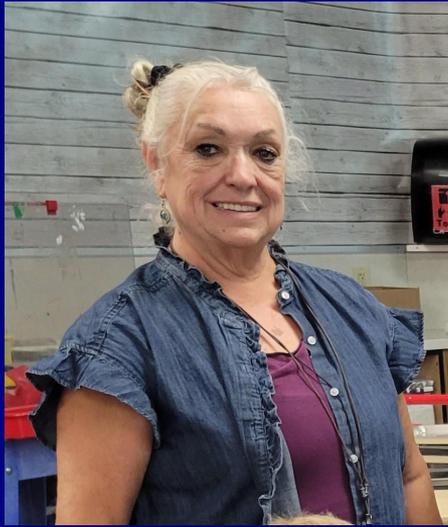


Cheryl
Thomson

Golden Spike

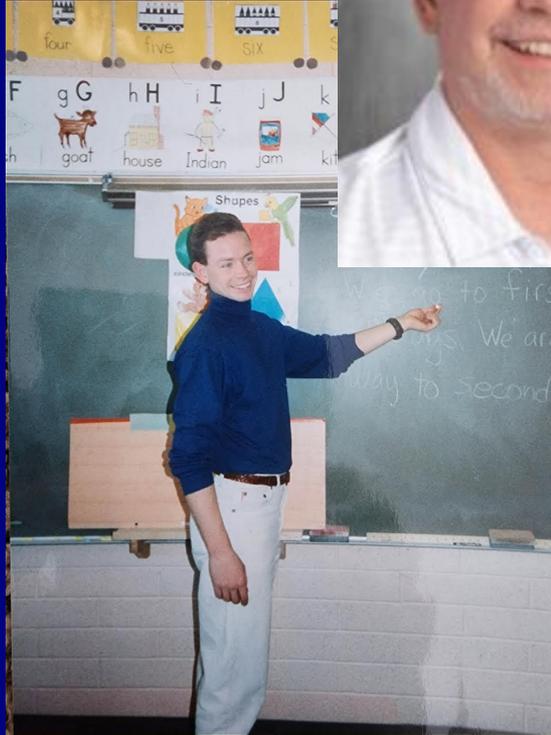
Preschool
Teacher

17 Years



Colleen
Mitchell

McKinley
SpEd Para
30 Years



Daniel
Francom

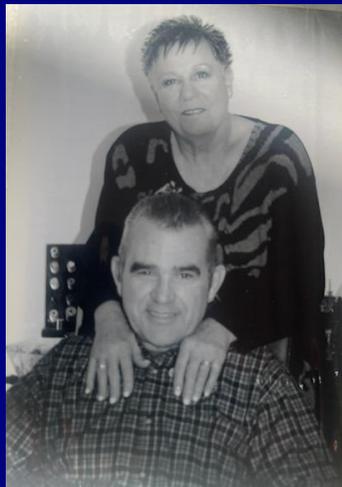
Harris
CTE/Spanish
Teacher
27 Years



Diana Udy

Young
Spanish/Health
Teacher

32 Years

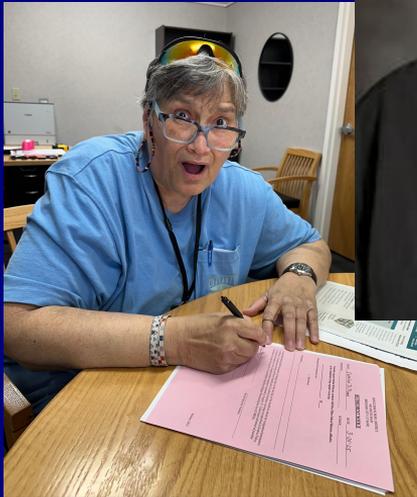
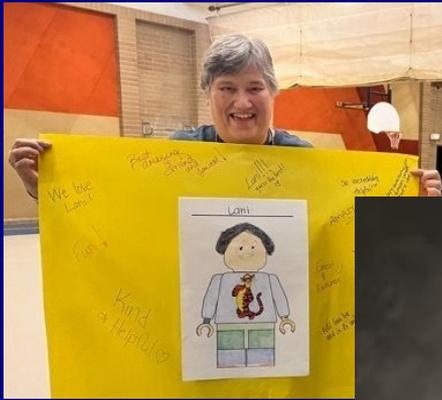


George
Christensen

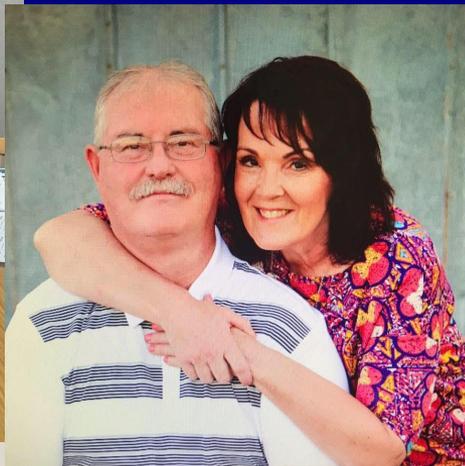
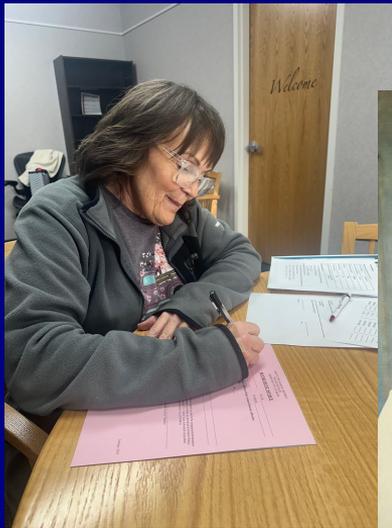
BRHS

Custodian

9.5 Years



Iwalani
DiPrima
Willard
Head Custodian
20 Years



Jan
Christensen
Transportation
Bus Driver
24 Years



Jeri Santos
District Office
Secondary/CTE
Secretary
32 Years



Joylene
Ritchie

Snowville
K-2 Teacher
26 Years

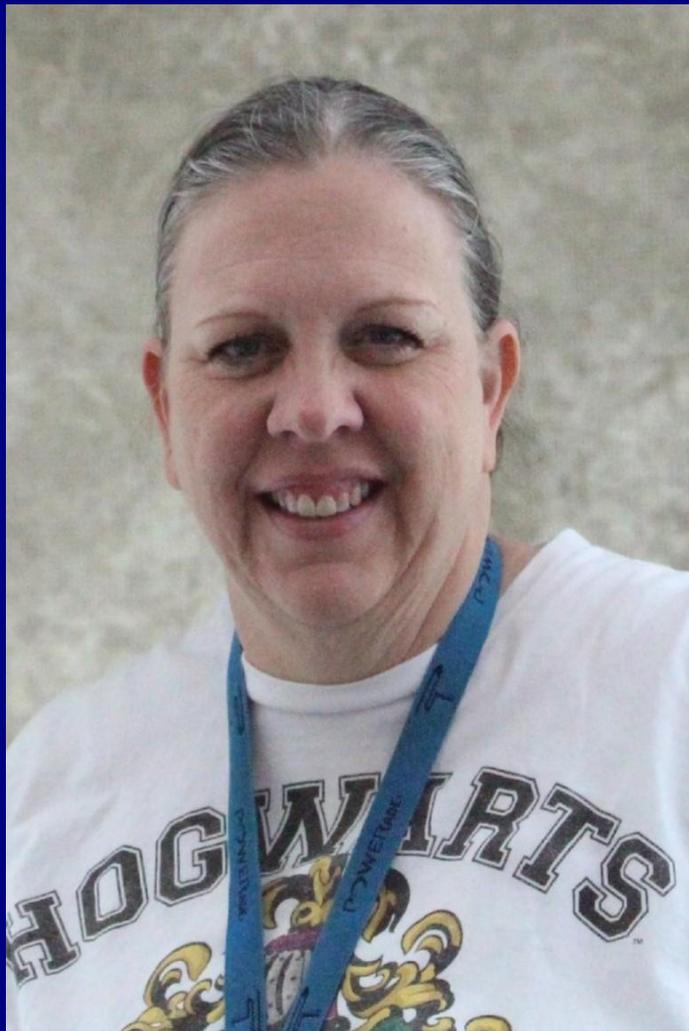


Kim Miller

Harris

Counselor

34 Years



Laura Lee
Hull

Harris
ELL Teacher
25.5 Years



Lola Baker

Fielding

Kindergarten Teacher

40 Years



Lola R. Baker
Kindergarten AM

Fielding Elementary
1998-1999

Jerry Jones
Principal

TOP ROW: Cameron Bair, Emily Pickett, Trevor Snyder, Tiffany Stoops, Hayden Marsh, Joey Hernandez, Jared Mathews, Jeremy Hulce ROW 2: Mrs. Baker, Kaitlyn Rudd, Hawkins Boyce, Hanna Ainsworth, Natosha Clark, Lindsay Hill, Austin Clark, Hunter Gunderson, Jordan Cornwall, Mr. Jones BOTTOM ROW: Candace Hughes, Ayla Scott, Austin Rose, Tavis Hansen, Glen Jackman, Shane Prsbrey, Stephen Gregory, Hyrum Anderson, Kelton Grover ABSENT: Brittany Joy, Tiauna Richards

Bill



Mary
Bingham

District Office

Medicaid
Secretary

25 Years

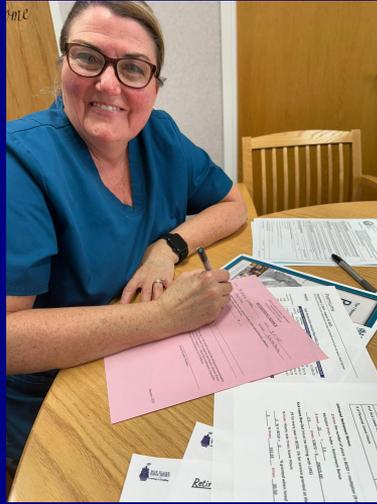


Michael
Reeder

BEHS

Band Teacher

30 Years



Michelle
Coombs

North Park

Kitchen
Manager

25 Years

Para: Nancy
Anderson



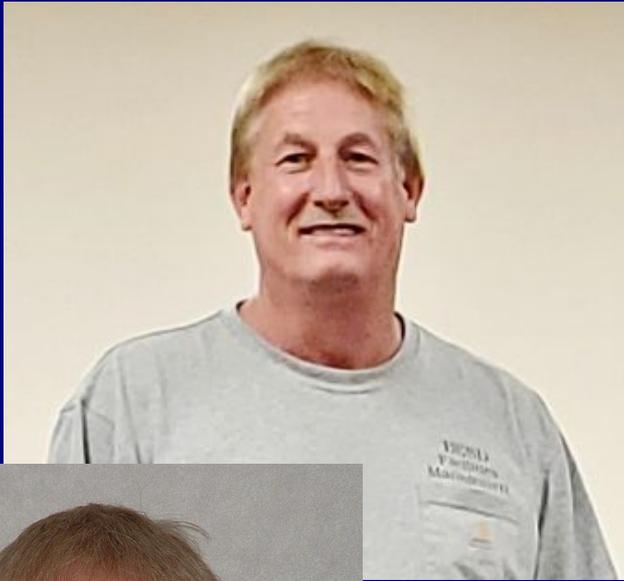
Nancy
Anderson

Sunrise

Para

17 Years





Robert
Mattson

District Office
Custodial/
Maintenance

37 Years



Robin Myers

Harris

Custodian

32 Years



Tami
Bingham

District Office
Payroll Clerk
24 Years



Tresa
Hunsaker
District Office
Nutrition
Training
Coordinator
30 Years



Trudie
Checketts

BEHS

Attendance
Secretary

30 Years

**Thank you
for all the years of
dedication to our
school district.**

Recommendation for Century Amendment School Land Trust Plan for 2024-2025

Submitted by:

Heidi Jo West *Assistant Superintendent Elementary Teaching and Learning*

Recommendation: It is recommended that the Box Elder School District Board of Education approve the amendment submitted to School Land Trust Plans for all Century submitted.

Under the Action Plan Steps and Expenditures we added \$4600 under the Action Plan Steps and Expenditures for #2 (Prioritize regular collaboration and data discussion to facilitate appropriate responses to intervention, improve school climate, and improve behavior. (\$4600)) and took the \$2000 off of #7 and #11 (7. Professional development for Teachers and paras. (\$2000), 11. Resources and supplies needed to implement the plan and support student learning. (\$2000)) which also required us to take \$600 from paraprofessional budget (was \$68,116.43, amended to \$67,516.43).

Recommended Motion:

I move that the BESD Board of Education approve the School Land Trust Plans Amendment for Century Elementary.

Background:

Annual submission

Policy Implications:

This action will have no policy implications.

Financial Implications:

There are no known negative consequences.

Staff Implications

Employees hired at the school level under the SLT plans are subject to ongoing funding and approval by the School Community Council

School Plan Amendment 2024-2025 - Century School

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

Goal #1

close

State Goal

close

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

Academic Area

close

- Reading

Measurements

close

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

Action Plan Steps and Expenditures

close

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction. (\$67,516.43)

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

intervention, improve school climate, and improve behavior. (\$4600)

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

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction. (\$68,000) 2. Guiding coalition collaboration meeting times.	\$72,116.43
	Total:	\$72,116.43

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$72,116.43
Total:	\$72,116.43

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2022-2023	\$12,332.82
Distribution for 2023-2024	\$75,131.88
Total Available Funds for 2023-2024	\$87,464.70

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

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

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2025-04-19

Comments

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

[BACK](#)

Recommendation to approve

Submitted by: Megan Bushnell

Recommendation:

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

Recommended Motion:

I move that the Board approves the PBS Plans.

Background:

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

Policy Implications:

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

Financial Implications:

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

Staff Implications:

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

School Prevention Plan (Due by)											
Century Elementary		Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance , Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.									
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope squad SEL Bullying Prevention Human Trafficking	Weekly in classrooms (SEL). Hope squad will meet weekly to plan.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	All staff. Teachers teach SEL in classrooms Justin supports	Justin will push in during a community council meeting to discuss second steps, bullying prevention, Hope Squad, peer support etc.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Hope Squad met weekly with either a teacher and the counselor or with the assigned teacher.	Not having a consistent counselor throughout the year made this challenging at times.	Fostering a positive and inclusive school culture, where kindness and positive interactions are the norm, creates a safer environment for all students. This is particularly important for students in protected classes	Continue plan
Bullying Prevention	Bullying prevention lessons in Second Steps taught by teachers and Justin	Weekly	Bullying Prevention Lessons (Second-Steps)	Teachers and Justin	Justin has informed teachers of the expectations and follows through to support. Justin will be able to support and train new teachers as needed.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	When we teach students bullying prevention lessons and how to identify, report, and address bullying, we cultivate a school environment characterized by respect, responsibility, and safety. This empowers them and contributes to a community where every student feels valued and safe.	Ensuring that the definition of bullying is understood by staff, students and parents.	Helping students understand what bullying is, and that there are supports when it is occurring.	Continue plan
Substance Abuse Prevention	DARE	10 weeks, starting January 7	None	Sherrif's office	5th grade team met and decided schedule to follow. The deputy will come starting in January.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Kids are engaged, gives them another trusted adult and new knowledge/ skills. Creates trust between students and the Sheriff's Department.	Time commitment.	Gives them skills, knowledge and another trusted adult	Continue plan
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers	Principal has set expectations for teaching second steps	0 lessons taught! 24-25 year so far	Counselor will check lesson completion with teachers.	Tier 1 lessons taught by the teacher and counselor.	Timing, some teachers were not as consistent with it as we had hoped.	Lessons are age appropriate and address real life issues.	Possible adopting a new program, adjust as needed.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25	Parent permission	Counselor, LCSW	Counselor/LCSW will communicate with parents to ensure permission	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Counselors took parent and teacher recommendations for tier 2-3 groups and students.	Not having a consistent counselor in the building throughout the year made this challenging at times.	These lessons support all groups of students.	Continue plan
Mental Health	Community Events - including Grade-Level nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTA, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTA	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement	About 300 people at OREO night	The PTA and the school hosted family nights with great community support.	Support and helping all families feel welcomed.	Helping students and families connect with the school and the community.	Continue plan
Attendance	Check-in intervention program	School Year 24-25	Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 16% at-Risk 0% On Track for Graduation 79% On-Track for College and Career	April 22, 2025 3% Critical 21% at-Risk 29% On Track for Graduation 48% On-Track for College and Career	Encouraging attendance and finding supports to help families increase attendance.	Even when it was a top priority, attendance still decreased throughout the middle of the year.	Average daily attendance is increasing again.	Continue plan
Bullying Prevention	Kindness Week	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	This week is fun and consists of students looking for ways to be kind. Teachers also participate in kindness activities. This helps our school climate.	Timing, and participation from all staff.	Kindness week encourages everyone to be kind to everyone.	Continue plan

Substance Abuse Prevention	Red Ribbon Week	Oct 28-31	PTA Planning	PTA	Students & Families	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Made a focus for the week at the school.	Timing and being able to make the level of impact we hope for within one week.	Helps students understand the significance of substance abuse prevention, and engages students and families within the school.	Continue plan
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor		Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Counselors from other schools completed these lessons successfully.	Difficult topic, especially for a counselor who does not know the students and for our younger classes.	Clarity on a tough topic.	Continue plan
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards	Whole School	Communication will be provided as needed	Panorama Data (BOY 2024) Supportive Relationships 92%, Self-Management 80%, Social Awareness 78%, Positive Feelings 75%, Challenging Feelings 57%	Panorama Data (EOY 2025) Supportive Relationships 93%, Self-Management 81%, Social Awareness 78%, Positive Feelings 73%, Challenging Feelings 57%	Students were recognized frequently.	Keeping staff consistent with addressing positive behaviors.	Students clearly understand the school rules and expectations for specific areas on campus.	Revise plan, consider what would have a bigger impact and help staff recognize students more frequently.
School Prevention Plan:											
Prevention Team Members: Dallin Gittins, Justin Bishop											
Date approved by School Community Council: 11/15/24											
Prevention Plan Learning Targets (A) Improve connectedness to the school, provide supports for those needing additional help, which will limit substance abuse and other negative responses.											
Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.											
Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.											
Data that will be collected to determine effectiveness: Panorama Survey results (twice a year), PBIS data, Educator Handbook, Teacher input, community involvement, and feedback.											

School Prevention Plan (Due by)											
Discovery Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:											
End of Year Reflection (Due April 15, 2025)											
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next step? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new step(s)!
Suicide Prevention	Start w/ Hello	Sept 9th Week	School wide SEL lesson (kindness and harassment) taught by the counselor. School wide lunch station activities	School Counselor	School wide SEL lesson (kindness and harassment) taught by the counselor.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	This task went really well. It was easy to incorporate with PBIS at the start of the year.	The video about harassment from district leadership was difficult for the youngest groups.	Students learned what harassment is and who to go to for help.	Continue with more examples for younger students
Bullying Prevention	Second Steps Bullying Prevention Lessons	October Weekly in Oct Except Fall break. Review prevention throughout the year.	Second Steps Bullying Prevention Curriculum	Counselor,	Parents will be notified of the Bully Prevention lessons via school wide message system, school website. All students will participate in classroom lessons and the opportunity to participate in lunchtime activities.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	Students were engaged and recognized what is and isn't bullying and what to do.	Pre-Test was modified by Kindergarten teachers as the students were still learning to hold the pencil correctly and have never taken a test at that point.	Students learned to recognize bullying, what to do and where to get help.	I have been told we will be using a new program for next year.
Substance Abuse Prevention	Red Ribbon Week	Last week of October	PTA	PTA	All Students will participate in Red Ribbon Week the last week of October. Information was sent home using our school-wide messaging system and school webpage.	Educators Handbook	Very few incidents of students with substances.	Students participated in the weekly activities	Difficult theme this year.		Revise plans. Student Council will provide grade level lessons
Protective Factors	See Below	Beginning of Year		Counselor	All Students will participate.						
Mental Health	Find the Counselor- Ask for Help - The counselor goes into classrooms and explains what counselors do and different ways to ask for help—talking to parents, teachers, staff, and counselor. Can you find my office-challenge. Students write their names on a premade slip for the challenge and drop it in the metal box outside my office. We draw 5 winners from the names in the box after 10 days and hype it up. Be present in the lunchroom on a few popside days so students get used to asking for help with something simple. It is contagious. Easy trust-building and smiles.	24-25 School Year	Help Box, funding for drawing prizes	Counselor	Beginning of the year. All students will participate.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	78% of the students participated in this activity.	K-1 needed extra guidance. Limited ability in understanding room numbers. In addition some students were unable to see the slot in the top of the box attached to the wall outside my door.	I worked with ELL teacher to point out the counseling office daily for the last two weeks. This seemed to work well as the ELL students would knock on my office door any time they walked by and say, "Counselor" for the first two months of school.	I will use this some strategies making some adaptations for the younger grades.
Mental Health	Community Events - including Grade-Level nights, Family Nights,, Community Involvement Activities, PTA, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTA	Information will be communicated to all grade families through emails, teacher class texts, and notes, and school wide message system and webpage.	Estimate of students/families participating in activities, number of events showing consistent community involvement		Activities and events seem to well attended.	Conflicts with other events.	Students and families are provided opportunities to be included, supported and participating as a school community. Connectedness and belonging is essential for well-being.	
Attendance	Attendance Initiative- Students will be made aware of our school goal of 95% or more via video as we are setting a school-wide challenge. Students will learn the song, Dolphin Way , as a fun way to remind students of the importance of attending school.	Sept Kick Off	Incentives and recognition	Counselor and Teachers	Parents will be notified of the attendance challenge via website, students, social media. Schoolwide announcements at the end of each month or at the start of the next month on which class won the monthly challenge. Teachers are made aware throughout the month how our school is doing toward our goal of 95% attendance or more.	Attendance Data Spring 24 and month to month data	Attendance data Spring 25	Teachers were supportive of kickoff and in learning the song. Our music teacher helped with this significantly as well.	A few students chronically absent are still impacting the total class average. Even when they are out for medical reasons, I am unsure if those students with planned absence are also counted but assume so.		
Protective Factors	SEL classroom lessons Tier 1	24-25 School Year	SEL Curriculum Peekapak, Second Step	Volunteer teachers in grade k-3 to pilot this program	Students are						
Positive Behavior Support	Teachers will continuously teach school-wide expectations to Be Safe, Be Responsible, Be Respectful, Be Accountable. We will have posters in all common areas and staff will wear lanyards with expectation cards to review with students at any time. Expectations will be reviewed and retaught after vacations/breaks and any time the expectations are not being met. Students will be recognized for following these expectations with POD Cards which will be put into a fish tank by the office. When the fish tank is full, we will have a fun school-wide activity.	All year	POD Cards, fish tank, lanyards, expectation cards and posters	All Staff	Opening Faculty Meeting, First 2 weeks of school, after breaks, throughout the year	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	We called almost 3/4 of all students in the school at one point or another for the POD card rewards, pizza party, or a new student citizen award with Brigham City. We've had several successful POD Card activities that the students loved.	Making sure that all teachers are participating and that we're not always calling on the same students each time.	We made sure to include students with disabilities as much as possible. We're not sure what percentage of Hispanic students were rewarded.	Next year, we should keep track of students that are TSI to make sure they are getting the rewards at the same rate as others.
Suicide Prevention	Hope Squad	24-25 School Year. Monthly meetings and more frequently as needed.	Hope Squad funds, training, voting, meeting with admin to plan events and review expectations	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Hope Squad Members take pre and post test	Hope Squad Members take pre and post test	Students-leaders have done a great job. They attended the HOPE Squad conference to get training and have helped with activities through the year.	Scheduling a consistent time to meet weekly as we adjusted and adapted to schedule changes, testing schedules and school-wide activities.	Students vote for the peers they want in the HOPE Squad as people that are kind and trustworthy that they would go to for help. Students are taught and learn from their peers.	We will be doing "Help Squad" next year as funding this program exceeds our budget.
Substance Abuse Prevention	Botvin	24-25 School Year	Botvin manuals, teacher preparedness	Teachers	Spring 4th and 5th	evidence based program			Building it into the schedule and having students		We are considering another program. We are discussing this with 4th and 5th grades at the end of May.
Attendance	Daily Attendance Phone Calls-	Daily when a student is marked tardy or absent	Done with Principals	Principol, attendance secretary	Parent receive an automated call. Checking percentage of parents picking up the phone for automated calls.	Aspire	Aspire	Year to date, were at almost 93% attendance.	None	Hispanic students at Discovery had a lower attendance rate than the rest of the school, however, all, but 2 had over 80% attendance for the year.	Use Panorama tools to create attendance plans for students with chronic absenteeism.
Suicide Prevention	HOPE Week (Kindness and Inclusion)	March 24-25	Funding	Hope Squad, Counselor, Teachers	Parents will be notified of the Hope Week Kindness challenge via website, students, social media. Schoolwide announcements at the beginning of the day and the challenge is displayed at lunch. Kindness and inclusion also serve as protective factors.	Panorama Data (BOY 2024) Supportive Relationships 88%, Self-Management 80%, Social Awareness 74%, Positive Feelings 74%, Challenging Feelings 49%	Panorama Data (EOY 2025) Supportive Relationships 89%, Self-Management 74%, Social Awareness 73%, Positive Feelings 69%, Challenging Feelings 52%	Students were enthusiastic and participated at school and at home. Teachers were great supports in making sure students participated in activities and learning.		Students learned the importance of being kind and including others. Kindness is contagious.	Yes, we will do this again.
Protective Factors	Food Pantry and Clothing Assistance	24-25 School Year	Food and Clothing Donations	Counselor	Throughout the year. Parents are made aware of the pantry through school webpage and school wide message system and email.	26-30 bag week	8-12 bags per week	Students and parents felt supported	Time- discreetly handing out bags on days where I am teaching until the bell.	This helped students feel supported with their needs	Yes
Mental Health	Small groups	24-25 School Year	Access to curriculum.	Counselor	As needed	Individual growth	Individual growth and Panorama for students in grades 3-5	Counselors took parent and teacher recommendations for tier 2-3 groups and students.	Scheduling group times based on skills or needs across all grades. This forced me to schedule one grade level at a time and group sizes were irregular or multiple kids had to come out of the same class. Also, trying to find the balance of time out of class for kids that were provided other services that required time out of class as well.	Many students in groups showed significant growth in self awareness and social and emotional skills as well as strategies for coping with challenging feelings and self regulation.	Yes, we will do this again.
Positive Behavior Support	CHAT	Weekly	Weekly meetings, teachers are invited to talk about a student concerns	Todd, Eva, Suzanne Reeder (Behavior Coach), Maz		Educator Handbook	Educator Handbook and Intervention data	We met faithfully every Monday and discussed a lot of kids. We usually had several experts there (psych, behavior coach, resource teacher, instructional coach), we found lots of solutions	None really, CHAT has been great this year.	We discussed struggling students weekly, including many TSI students and found ways to help them.	I have contemplated having a teacher-leader attend CHAT weekly and receiving a stipend for it.
Protective Factors	3 Strands Human trafficking	24-25 School Year			Parents receive messages via school messaging system as well as school webpage and teacher class texts			Taught in every class to establish schoolwide baseline.	Time	It helped students increase awareness of safety and how to respond when your inner voice is telling you something is wrong.	Yes, I will be doing every other grade level as recommended.

School Prevention Plan (Due by)											
Discovery Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges come up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Positive Behavior Support	College and Career Days	April into May	Digital resources and scheduling flexibility	Counselor and Principal, teachers	Students will hear daily announcements, Explore strengths and start learning about different careers. Information will be sent out to parents by our message system and through social media as well as through students.			Due to the needs of the school, we needed to adjust this year. We are completing a minimal college and career focus.	Time	This helped students recognize the strengths they currently have as well as skills they want to improve upon. Students were also exposed to many jobs and careers to show how recognizing strengths can help them find and explore interests.	Based on teacher feedback students showed an increase in student engagement, and exposed to many more jobs and careers.
Mental Health	Tier 2 and Tier 3 Counseling Supports	24-25 School Year	Access to curriculum specific to needs of students, as needed.	Counselor and LCSW	As needed				Case loads very large at times for outside agencies		
School Prevention Plan:											
Prevention Team Members: Todd Barrow, Marlo Mazeraki, Danielle Scothern, Todd Barrow, Eva Tyger, Wendy Rupper, Rebecca Wilding, Madelyn Handley, Sadie Hyde											
Date approved by School Community Council:											
Prevention Plan Learning Targets (Address each of the 7 components):											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan: Panorama Data, Attendance Data, Educators Handbook office referrals and minor incidents,											

School Prevention Plan (Due by)

Fielding Elementary

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

Tasks for Prevention: End of Year Reflection (Due April 15, 2025)

Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet bi-monthly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events, transportation to Jr. Hope Squad Training, Leadership Training, T shirts, Parent contact,	School Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Hope Squad takes a pre test/survey administered by hope for utah. We do not receive that data.	Hope Squad takes a post test/survey administered by hope for utah. We do not receive that data.	Bully Blocker Beach animated book for RRW Kindness Week secret agents all weeklong help	By the end of the year our biweekly meetings start fizzling		New program. We like Erika's lighthouse and that will be a new exciting program that will help both facilitators and students.
Suicide Prevention	Detect Kindness Week 2025 Secret Tasks Dress ups	February	Access to slides, budget for items, and time to plan	Counselor	Information will be communicated to families through emails, hope squad, teacher class slides, and notes.	Panorama Data Fall 2024 Supportive Relationships 94% Self-Management 77% Social Awareness 78% Positive Feelings 76% Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Everything! It was very success all around. Students had fun, staff had fun, Hope Squad had a fun time. The daily Kindness challenges were really motivating for students.	Factoring in the new approval process for ordering items took a little longer so there was a few days of scrobbling to assemble daily gifts, but it worked out.	All students were involved, received lessons and handouts	Try to do a pre/post to collect data as it is happening
Suicide Prevention	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.
Suicide Prevention	Crisis Handbook Implementation Guide	Received revision Sept 2024	Handbook	Principal and Lead Counselor			Data is accumulated as an entire district via google form Kim Miller houses that information				
Bullying Prevention	Detect Kindness Week 2025 Secret Tasks Dress ups	February	Access to slides, budget for items, and time to plan	Counselor	Information will be communicated to families through emails, hope squad, teacher class slides, and notes.	Panorama Data Fall 2024 Supportive Relationships 94% Self-Management 77% Social Awareness 78% Positive Feelings 76% Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Everything! It was very success all around. Students had fun, staff had fun, Hope Squad had a fun time. The daily Kindness challenges were really motivating for students.	Factoring in the new approval process for ordering items took a little longer so there was a few days of scrobbling to assemble daily gifts, but it worked out.	All students were involved, received lessons and handouts	Try to do a pre/post to collect data as it is happening
Bullying Prevention	Hope Squad	Hope Squad will meet bi-monthly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events, transportation to Jr. Hope Squad Training, Leadership Training, T shirts, Parent contact,	School Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Hope Squad takes a pre test/survey administered by hope for utah. We do not receive that data.	Hope Squad takes a post test/survey administered by hope for utah. We do not receive that data.	Bully Blocker Beach animated book for RRW Kindness Week secret agents all weeklong help	By the end of the year our biweekly meetings start fizzling		New program. We like Erika's lighthouse and that will be a new exciting program that will help both facilitators and students.
Bullying Prevention	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.

School Prevention Plan (Due by)

School Prevention Plan (Due by)											
Tasks for Prevention:											End of Year Reflection (Due April 15, 2025)
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Fielding Elementary	Please make sure that you address Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance , Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.										
Bullying Prevention	Red Ribbon Week 2025	Oct 2025	Access to slides, budget for items, and time to plan and organize and assemble handouts	Counselor, Hope Squad	website, newsletter, social media, teachers			Such a fun theme. Students really enjoyed this.		All students were involved, received lessons and handouts	need to collect pre/post as it is happening, that could help gauge understanding
Bullying Prevention	High School Hope Squad Assembly- Drug Free/Bully Free	RRW	Gym	HS Counselor and Hope Squad				Kids enjoy the skits from the "big kids"			
Substance Abuse Prevention	see above links										
Substance Abuse Prevention	Bulvin Lessons- 8 lessons	Throughout the year	Digital lessons	5th grade teachers	teachers to parents						
Mental Health	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.
Mental Health	Tier 2 and Tier 3 Counselor Support-groups	As needed, School Year 24-25		Conselor, LCSW and Community MH resources	Counselors/LCSW will communicate with parents to ensure permission						
Mental Health	Tier 3- We are Friends Program	As needed, School Year 24-25	log in access, create profile per students	Counselor or behavior aide	parents to ensure permission		Only data is lesson completion rate. Individual	Students who participated showed communication growth with peers and adults	student frustration with some of the games		Continue it for next year for our Tier 3 needs
Mental Health	Tier3 Check ins	As needed, School Year 24-25	lpad, mini lesson	Counselor or behavior aide							
Mental Health	Community Events - including Turkey Trot, Fall Carnival, Veterans Day Assembly/Singing, Summer Kick Off, Community Involvement Activities, Halloween parade, etc.	School Year 24-25	schedule of events	PTA Committee, Counselor, Principal	Social media, thrillshare texts and emails, morning announcements	These events had been successful in the past, so we included them on our calendar for this school year!	We have an average of 100 adults supporting each activity. All students without injury or serious disability walked or ran the turkey trot.				
Mental Health	LCSW and Mental Health Screenings	Held two Mental Health Screening Evenings with LCSW	Available to either event or qr code	LCSW, Principal, and Counselor	Start and Mid Year						
Attendance	Daily Attendance Phone calls	Daily when student is tardy or absent	Thrillshare set up correctly (done with EL Ed. principals)	principal/ Secretary	parents receive outomated phone call	Aspire Data 1st tri Attendance: 97%	2nd Tri Attendance: 95.6% 3rd Tri Attendance: Unknown until June 25				
Attendance	Home Visits/Personal calls			Principal nad secretary		Aspire					
Attendance	Second Steps and Counseling Lessons	School Year 24-25	Access to computer, classrooms, printer for printed material	Counselor and Teachers	Teacher and Counselor split lesson delivery. Counselor delivers Bullying Units along with Unit 2 and 3. Teachers are responsible to cover Units 1 and 4. Most cover these on the opposite week that the counselor is not pushing into the class. Counselor is in classroom twice a month	Panorama Data Fall 2024 Supportive Relationships 94%, Self-Management 77%, Social Awareness 78%, Positive Feelings 76%, Challenging Feelings 57%	Panorama Data Spring 2025 Supportive Relationships 95%, Self-Management 79%, Social Awareness 77%, Positive Feelings 77%, Challenging Feelings 58%	Was able to get into all classroom throughout the year. Meaningful lessons and SS material presented to students	Sometimes adjustments have to be made - for example not doing a lower grade lesson because that week falls on panorama window, or changing things up for vacation or conferences	All students were involved, received lessons and handouts	Collected data for lessons. Goal was every grade, each tri. Still recording data. Takes a lot of time. Still need 3rd tri.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations Blessing closet- Ms. T.	Principal & Counselor and secretary filling out monthly food packets with district	Those identified as having a need (teacher notices, parent notifies us, families with historical need)	15 students receiving weekly food support	24 students receiving weekly food support				

School Prevention Plan (Due by)

Garland Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet at least monthly to plan activities.	Tshirts, parent notification, budget allotment for conference. Space for meetings	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Our HOPE Squad is full of genuinely NICE kids that treat others with respect and kindness. They also work hard. We are providing an excellent leadership opportunity for these students. The school counselor was able to meet once a month with the Hope Squad to do lessons and did several school wide activities that the Hope Squad assisted with. The Hope Squad loved helping the presenters during C&CW.	The school counselor has had way too much on her plate this year since we don't have an asst principal yet. She had to work hard to find time to meet with her HOPE squad--but she did!	Students in protected classes are at higher risk for suicide. By promoting kindness and positive vibes, we are creating a culture where all students can feel safer.	HOPE Squad is not going to be a thing next year! We are collaborating with other schools in our district to determine what student-led suicide prevention team we can create. We're liking Erikas Lighthouse.
Suicide Prevention	Start With Hello Week	Sept. 16-20, 2024	Hope Squad members, name badges, posters, other prizes/treats	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them. It was good to have an activity led by our new counselor that students remember from last year. Great connection!	No challenges.	All students were able to participate in the Hello week lunch stations.	We like HELLO week as a kick off for students to remember our friendly culture at Garland.
Suicide Prevention	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!		We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.
Suicide Prevention	Suicide & Bully Prevention Plan (see attached) Garland Suicide Prevention Program	Various weeks throughout the year		Character Ed teacher & Sch	Counselor, Admin, Teachers	Panorama Data (BOY 2023)- Will update as soon as 2024 BOY surveys are completed	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	We take every threat of suicide seriously and don't rest until we feel like our students are safe and getting the help they need.	It seems like often the students that are really struggling with suicide aren't being vocal about it. So reaching those that genuinely need the support means we have to reach out to all!	100% of students attend character ed and receive age appropriate suicide prevention measures.	See note above--same!
Suicide Prevention	The Great Kindness Challenge School-wide Initiative	Yearly on the last week of January	prizes teacher buy in principal support	Counselor	School Facebook page, emails/texts, announcements	This initiative is done to create a culture of kindness in our building.		We had a great kindness/Hope week this year! The lesson taught my the school counselor in character ed was great! The kids enjoyed learning how to be bucket fillers and each of them got a bucket to fill. The lunch stations were also great to continue spreading kindness and hope.	empower students to	All the students throughout the entire school got the bucket filling lesson and were able to participate in the lunch stations if they wanted to.	Continue with the school wide initiative next year with our new student suicide squad that we create.

School Prevention Plan (Due by)

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

Tasks for Prevention:											End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!	
Bullying Prevention	PBIS schoolwide implementation: We are SAFE, We are RESPECTFUL, We are RESPONSIBLE (Bear Pride Tickets and Store)	24-25 school year	Bear Pride tickets, Data trackers, Training for teachers, supplies for monthly parties, rewards for daily drawings, monthly prizes for bigger rewards	Principal, Secretaries, Behavior paras	Back to School faculty meeting, follow up throughout year in faculty meetings, morning announcements, school wide assemblies, parent emails	Educator Handbook incidents 23-24 vs. 24-25, Counting the tickets submitted	Educator's Handbook and Bear Pride Tickets: We gave out approximately 20,000 Bear Pride Tickets to students this year for being Safe, Respectful and Responsible. We spent over \$4,000 on prizes throughout the year for students to purchase at the Bear Pride store with their tickets. Educator's Handbook office referrals for 24-25 are 183 with minor offenses at 636. School year 23-24 had 299 office referrals and 816 minors. This is 116 less office referrals and 180 less minor offenses.	Based on EH data, our Bear Pride Ticket system led to less negative behaviors being reported in our tracking system.	The principal and her secretary were in charge of keeping the store stocked and running with the support of the student council. It took a lot of time to keep it going. Also, it was EXPENSIVE!	The reward system is universal. All students have access to getting tickets. Our SPED teachers (functional and ED) helped their students keep track of their tickets in special "wallets." The store was open privately to these students before others so they had premiere access to the items purchased for the store. Our ELL teacher used tickets as a thank you for great effort and behavior.	Next steps are determining if the actual financial and time costs of running the store are worth the gains we got with decreased recorded behavior incidents. If it is determined to be "worth it," then how do we continue the store feasibly. We also need to address integrity in giving the tickets.	
Bullying Prevention	Start With Hello Week	Sept. 16-20, 2024	Hope Squad members, name badges, posters, other prizes/treats	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Students recognize this initiative from the previous years. The reason behind this initiative is becoming more meaningful for them. It was good to have an activity led by our new counselor that students remember from last year. Great connection!	No challenges.	All students were able to participate in the Hello week lunch stations.	We like HELLO week as a kick off for students to remember our friendly culture at Garland.	
Bullying Prevention	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!	Hopefully since all students are receiving this information, they all have access to preventing themselves from being bullied or becoming bullies.	We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.	
Bullying Prevention	The Great Kindness Challenge School-wide Initiative	Yearly on the last week of January	prizes teacher buy in principal support	Counselor	School Facebook page, emails/texts, announcements	This initiative is done to empower students to create a culture of kindness in our building.		We had a great kindness/Hope week this year! The lesson taught by the school counselor in character ed was great! The kids enjoyed learning how to be bucket fillers and each of them got a bucket to fill. The lunch stations were also great to continue spreading kindness and hope.		All the students throughout the entire school got the bucket filling lesson and were able to participate in the lunch stations if they wanted to.	Continue with the school wide initiative next year with our new student suicide squad that we create.	

School Prevention Plan (Due by)

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

Tasks for Prevention:										End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Substance Abuse Prevention	Red Ribbon Week	Oct 28-31, 2024	PTA Planning Character Ed lesson planned to every class	PTA Counselor	Thrillshare reminders, facebook, weekly email	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Community volunteers (PTA) run this week for us. The dress up days are SO fun for the students. They really love them and we have very high participation!	Tying in the crazy and fun dress up days in meaningful ways to prevention.	School wide participation. Bilingual marketing of events	We had a vape found during the same week our 5th graders were getting vape lessons. We need to keep talking about how tempting and how serious these things are.
Substance Abuse Prevention	Botvin	Spring Trimester	Botvin manuals, teacher preparedness	Character Ed teacher and School Counselor	Email notification to parents	https://www.lifeskillstraining.com/fact-sheet/		Collaboration between counselor and Char. Ed teacher led to highly engaging lessons.	Getting kids to take it seriously.		We will continue to teach Botvin lessons on an annual basis as required.
Mental Health	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!		We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25	The counselors skills and a referral system that is equitable.	Conselors, LCSW and Community MH resources	Counselors/LCSW will communicate with parents to ensure permission	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	When Chelsea has time to meet with students, she is very personable. She connect well with our studentts and give powerful redirection ideas. She remembers students and follows up when she says she will.	Ms. Chelsea is so strapped for TIME because she is often called upon to do tasks an assistant principal would need to do.		Next year, Chelsea wont have to deal with behaviors so often!! We will have an assistant principal! So we need to support Chelsea in building a Tier 2/3 schedule that is workable for her.

School Prevention Plan (Due by)

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

Tasks for Prevention:												End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!		
Mental Health	Community Events - including Family January, Turkey Trot, Fall Carnival, Community Involvement Activities, Halloween parade, etc.	School Year 24-25	schedule of events	PTA Committee	Social media, thrillshare texts and emails, morning announcements	These events had been successful in the past, so we included them on our calendar for this school year!	Over 500 people attended our fall carnival/color run. The Halloween parade had our sidewalks fully lined by parents and other supporters. Turkey Trot had almost 100% participation walking/running from students in attendance that day. Family January had good attendance at the after school activities, but very low attendance for the Friday movie night.	High attendance, positive PR for our school. Student excitement and enthusiasm is high for these events!	Marketing is key to getting attendance at these events, and that often falls to administration. So, making time for good marketing that gets people excited to attend is tricky sometimes!	We try hard to make sure all events are accessible to all students. Marketing emails are sent in English and Spanish. During the turkey trot, the principal strategically runs slow so that everyone beats her no matter their ability. We hold a turkey trot event for our Functional Skills students that has a modified course to allow them to be successful.	Discontinue the movie night and instead find a fun literacy-based activity for families to participate in since we are lacking that at Garland.		
Attendance	Daily Attendance Phone calls	Daily when student is tardy or absent	Thrillshare set up correctly (done with EL Ed. principals)	Vanica Crane-principal	parents receive automated phone call	Zero automated calls received because the system hadn't been set up yet.	The calls are working because we sometimes get a panicked call from a tardy students' parents wondering if their child is at school for sure. So we know the calls are going out.	For invested parents, the little nudge is often more than enough to motivate them to get their students to school.	It's easy to ignore a phone call from a number that calls you every day...	All tardy or absent students receive a phone call to their ASPIRE contacts.	Based on our decrease in attendance this year, we have got to find a way to fight harder for kids to be at school. We need some sort of attendance team to help guide this work.		
Attendance	Home Visits/Personal calls	After a student reaches 10 absences, before we send a 10 day letter, a personal call or home visit will be attempted	Contact info of students, data from Aspire	Principal & Counselor	Counselor and Principal will collaborate on tracking data and then parents will be contacted	Aspire Fall 24, we had a 30 day average of 94% attending	Aspire and Panorama, Spring 25 we had a 91.1% average attendance rate for 30 days, with a 91.6% attendance rate overall.	We got a chronically absent student attending better than ever. We got the a few DLI students to stop missing.	Parents get very upset when you call them out for their child's attendance, even when it is stated in a way that is supportive. Deciding what method to attempt to get students attending and finding the time to commit to supporting it!	Some of our most chronically absent students are those with severe special needs. We work hard to communicate with parents and to offer all available resources to get them attending again. We translate into other languages as needed when communicating about attendance.	Our current plan is lacking. It's too disjointed and we aren't successfully supporting students that chronically miss school. We have got to find better ways to motivate, and an organized system to get them attending.		
Protective Factors	Food & Clothing Assistance Program	School Year 23-24	clothing & food donations	Principal & Counselor	Those identified as having a need (teacher notices, parent notifies us, families with historical need)	Apx. 57 food bags are given out each week.	Apx. 57 food bags are given out each week. Several families (apx 11) were assisted this year during the holidays by a local church and their Angel Tree program. We have also given out coats, hats, gloves and boots to children in need. All students that receive a food bag were given a worm hat during the winter. 11 children received clothing assistance through the Kind Fund this school year.	Our counselor was able to train our behavior para to support her in getting food bags out each week. They are discreet in delivery and students really look forward to getting the weekly bags.	Sometimes Fridays are crazy, so we have to get creative with delivery times and who is supporting the bags being given out.		We will continue to support families and students in need by giving out food bags weekly. We will seek donations as appropriate to build up our pantry when needed.		
Protective Factors	Second Steps	School Year 24-25	digital lesson plans, teacher participation	Teacher led with collaboration with the Counselor	Teachers are to take 30 minutes each week to teach these lessons to their class.	Panorama Data, Spring 2024 Supportive Relationships 92%, Self-Management 77%, Social Awareness 74%, Positive Feelings 71%, Challenging Feelings 57%	Panorama Data, Spring 2025 Supportive Relationships 93%, Self-Management 74%, Social Awareness 73%, Positive Feelings 71%, Challenging Feelings 54% <i>These numbers appear overall to be lower than last spring, however, they are all 2-4% higher than our fall 24 numbers. So we helped students feel a little better this year.</i>	Teachers are willing to do this work and see value in it.	TIME!		We need to address challenging feelings and how to deal with them in a more direct and intentional way! We will use the panorama playbook to get ideas and put them into implementation next year.		
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons, (or other similar program)	School Year 24-25	lesson materials	Counselor	Lessons will be taught in the character ed classroom by counselor and her para to every student. Lessons are broken up by grade level. There is a lower elementary lesson (K-2) and upper (3-5)	Because of our circumstances from the previous year we declined to have Safe Touch be taught to our students for the 2022-23 school year. Because of this we made the choice to have every grade get the 3 Strands lessons.		All students received the 3 Strands lesson in Character Ed during a two week period in January.	The 3 Strands lesson is hard to understand for the younger grades. It doesn't explicitly teach what Safe Touch is so the district is looking at getting the counselors trained in Safe Touch.		We are required to teach a safe touch lesson so this will continue just unsure what program we will use for sure next school year.		

School Prevention Plan (Due by)

Garland Elementary	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.										
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Date approved by School Community Council: Oct. 21, 2024											
Community Council Members: Jessica Nielsen, Danielle Taylor, Megan Moyer, Alex Larson, Ben Olsen, Jacquie Miller, Nathalia Soares, Sara Merrick, Alyson Yeates, Vanica Crane											
Prevention Plan Learning Targets (Address each of the 7 components): See each component above.											
Prevention Plan Description:											
Prevention Plan Success Criteria:											
Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by)

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

Tasks for Prevention:											End of Year Reflection (Due April 22, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!	
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (BOY 2023): Will update as soon as 2024 BOY surveys are completed Supportive Relationships 92%, Self-Management 75%, Social Awareness 73%, Positive Feelings 68%, Challenging Feelings 56%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 75%, Social Awareness 72%, Positive Feelings 70%, Challenging Feelings 58%	Counselors met with the HOPE Squad regularly, including taking them to a conference to support unity and advance their skills.	There is a lot on the counselor's plate, making it tricky to support all initiatives.	Creating a positive school culture helps support all students, especially those groups of students that are more prone to being disconnected from school. We tried to ensure that all kinds of students are involved in HOPE Squad.	We still no longer be implementing HOPE Squads next year but another program will take its place.	
Suicide Prevention	Suicide Prevention Plan (See Attached) Kindness Week Second-Steps Monthly Lessons Red Ribbon Week Lessons	Various weeks throughout the year		Counselor	Counselor, Admin, Teachers	Panorama Data (BOY 2023): Will update as soon as 2024 BOY surveys are completed	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 75%, Social Awareness 72%, Positive Feelings 70%, Challenging Feelings 58%	Weekly focus were presented as planned.	Time and working around the yearly schedule is always a factor, however getting these on the calendar early helps mitigate these issues.	These kinds of focus weeks support fun and engagement in school, as well as help students understand what is important in school.	We will continue.	
Bullying Prevention	Kindness Week	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2023): Will update as soon as 2024 BOY surveys are completed Supportive Relationships 91%, Self-Management 75%, Social Awareness 73%, Positive Feelings 68%, Challenging Feelings 56%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 75%, Social Awareness 72%, Challenging Feelings 58%	Bullying prevention lessons and awareness weeks create a culture of respect, empathy, and safety. By teaching students how to recognize, report, and respond to bullying, we empower them to be upstanders and build a school community where everyone feels valued and protected.	Ensuring that everyone understands the formal definition of bullying and are handling these incidents early helps appropriately and within district guidelines. Teaching parents.	I think we have done a better job helping students understand the significance of bullying and applying appropriate corrections and supportive measures for all involved.	We will continue.	
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers			Admin will complete fidelity checks for Second Steps lesson completion.		Some teachers did not teach the lessons due to time and admin followed up as appropriate.	These lessons are appropriate for all groups of students.	We are adopting a new program last year and will adjust as necessary to ensure all students get the necessary lessons in a timely manner	
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselor, LCSW	Counselors/LCSW will communicate with parents to ensure permission			Counselors took parent and teacher recommendations for tier 2-3 groups and students.	Time is always a factor in ensuring all students needs are being met in a timely manner. We have clarified how behaviors and other incidents are to be reported in order to protect valuable counselor time.	These lessons support all groups of students.	Continue.	
Mental Health	Community Events - including Grade-Level Nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, teacher class texts, and notes.		The PTO and others sponsored various family nights with various levels of success.	These events help students and families connect to the school.	Some of our more marginalized groups to not participate in these events. The challenge is how to remove barriers so they feel welcome and are able to attend.	Continue, making sure we provide various types of activities for families.	
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 6% at-Risk 16% On Track for Graduation 72% On-Track for College and Career	EOY 2025	The check in program was successful and resulted in improved attendance for about half of the students that participated.	Having sufficient staff available to check-in and manage these individual attendance plans.	It positively impacted about half of the students, including those from at-risk populations.	Continue plan and revise as necessary.	
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 31 food bags are given out each week	Apx. 40 bags are given out each week	This continues to be a success thanks to donations from school, community and community partners.	Ensuring we are reaching all students that need it.	removing food barriers helps students focus on their learning.	Continue.	
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor			Admin will complete fidelity checks for Second Steps lesson completion.	Lessons were taught as scheduled			Continue based on the new adopted program.	
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor				Counselors completed these lessons successfully.	This is a difficult topic to relay to students.		continue as directed by district admin	
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed			Due to the needs of the school, we needed to adjust our focus this year. We are completing a minimal college and career focus.			We will look at timeline of when to do this next year.	
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards (Brag Tags)	Whole School	Communication will be provided as needed			Students were taught and expected to maintain the school rules. Not all students/ages bought into the idea of brag tags for behavior support.	The younger students wanted to earn brag tags for positive behavior but the younger students did not or teachers of older students did not make it a priority to use these as a reward. We attempted to provide support staff with tools (gold tickets) to also support positive behavior practices.	This supports positive behavior and connections for all students	We will collect some data from students and teachers and make adjustments for next year.	

School Prevention Plan (Due by)

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

Tasks for Prevention:											End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!	
Suicide Prevention	Hope Squad	Hope Squad will meet monthly for lessons and to plan activities. They will also do hope week and some monthly activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (BOY 2024) Supportive Relationships 87%, Self-Management 72%, Social Awareness 71%, Positive Feelings 67%, Challenging Feelings 50%	Panorama Data (EOY 2025) Supportive Relationships 88%, Self-Management 75%, Social Awareness 74%, Positive Feelings 69%, Challenging Feelings 57%	Our hopesquad recieved valuable training that they were able to share with the school through different activities. Hope week had alot of participations and positive feedback.	We included more Hope Squad members this year which brought some extra challenges. Finding space to meet with a large group was hard which meant we had less lessons for a shorter amount of time.	Having the Hope Squad with certain activities during the year helped improve our school culture. We wanted all students to feel included during our activities and did different activities that didnt just include those who wanted to participate but included everyone.	We are not going to be using Hope Squad program next year but change to a difrent program with a similar purpose. Changes that I would like to implement is a smaller group of students, with a monthy theme that they can spread around the school.	
Suicide Prevention	Suicide Prevention Plan , See Attached , Kindness Week and Fundraiser Second-Steps Monthly Lessons Red Ribbon Week Lessons	Various weeks throughout the year	Teacher support and PTA support	Counselor	Counselor, Admin, Teachers	Panorama Data (BOY 2024) Supportive Relationships 87%, Self-Management 72%, Social Awareness 71%, Positive Feelings 67%, Challenging Feelings 50%	Panorama Data (EOY 2025) Supportive Relationships 88%, Self-Management 75%, Social Awareness 74%, Positive Feelings 69%, Challenging Feelings 57%	Kindness week went great. PTA was involved and was able to get community resources to come support our kindness week along with Red Ribbon week. Second-Steps was taught along with classroom lessons by the counselor on being resilient, problem solving and bullying prevention.	communication between parties involed in activities can be improved. (PTA and school)	All students were able to recive lesson and had the opportunity to participate.	Improve our communication with parents and teachers to let them know what we are teaching and how they can help.	
Bullying Prevention	Kindness Week 4 Bullying Prevntion Lessons using Second Step Curriculum.	Various activities focused on kindness and connection	Teachers are teaching the 4 lessons. counselor Supporting the lessons. Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 87%, Self-Management 72%, Social Awareness 71%, Positive Feelings 67%, Challenging Feelings 50%	Panorama Data (EOY 2025) Supportive Relationships 88%, Self-Management 75%, Social Awareness 74%, Positive Feelings 69%, Challenging Feelings 57%	Majority of teachers taught all 4 bullying prevention lessons with counselor support.	Teachers were asked to teach it during a certain month but because of some scheduling issues, not all were taught during that month.	These lessons were taught to all students.	Let teachers know at the beginning of the year their expectation of what to teach and when.	
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor, teachers			Admin will complete fidelity checks for Second Steps lesson completion.	Most of our teachers are on schedule and taught the lessons	A few teachers did not teach second steps with fidelity.	All students were able to recive lesson and had the opportunity to participate.	Follow up from Admin on those teachers who get behind. This needs to happen each trimester.	
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Counselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission			Counselors took parent and teacher recommendations for tier 2-3 groups and students.	Scheduling is always hard to find time to pull these students for small groups.	Small groups were based off of teacher and parent recommendations.	Using Panorama and educator handbook data to add students to tier 2 groups.	
Mental Health	Community Events - including Grade-Level nights, Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, colendor of events showing consistent community involvement						
Substance Abuse Prevention	Botvin	Spring of 24-25 school year	Botvin Curriculum	4th and 5th grade teachers								
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Sept. 16 2024 6% Critical 6% at-Risk 16% On Track for Graduation 72% On-Track for College and Career	EOY 2025					
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 50 food bags are given out each week						
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Counselor			Admin will complete fidelity checks for Second Steps lesson completion.					
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor								
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed							
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	Blue slips, training, program curriculum and rewards (Brag Tags)	Whole School	Communication will be provided as needed							

School Prevention Plan:
 Prevention Team Members: Austin Storey, London Clarke
 Date approved by School Community Council: 10/23
 Prevention Plan Learning Targets (Address each of the 7 components): Improve connectedness to the school, provide supports for those needing additional help, which will limit substance abuse and other negative responses.
 Prevention Plan Description: Improve connectedness to the school, provide supports for those needing additional help, which will limit substance abuse and other negative responses.
 Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.
 Data that will be collected to determine the effect of plan: Panorama Student survey, attendance data, Educator's Handbook referrals

School Prevention Plan (Due by)

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

Tasks for Prevention:

								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data is used.
Protective Factors	Second Steps Weekly Lessons	School Year 24-25	2nd steps program	Counselor	Teachers teach lessons to all classroom students		81% completion 391 lesson taught	all but 1 teacher has taught second steps lessons	at the beginning of the year it was unsure what program we were going to use.	Most students got Tier 1 in SEL	Next year we are going to a new program. With the new program we need to ensure that all teachers are teaching SEL.
Bullying Prevention	Hello Week	Week of competitions and fun activities around saying hello to others and helping everyone feel welcome	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Each class will keep track of how many people they said hi to as school.	All students love Hello Week. Students said hello 14,390 times in one day.	Teachers engage in daily activities and talk about being and making friends. also have very positive interactions with community members with clap in the first day.	Not every teacher does daily activities, which stops some classes from participating in the challenges	Helped students get out of their comfort zone and say hello	continue plan, students look forward to hello week.
Bullying Prevention	Student Leadership (this group functions as our leaders and similar to a hope squad	Twice a Month meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.	We have a cougar leaders organizations	They have done a great job and helped in multiple leadership ways in the school.	They did a great job helping with all of the various activities at the school. They helped run different groups among the other grades as well.	It is always a challenge organizing a group but overall it has been very good this year.	Leadership has helped students feel more comfortable at school and have someone to talk to if they need help. The cougar leaders are visible, and help others all feel welcome.	Keep this going next year.
Bullying Prevention	Kindness Week	Week of competitions and fun activities around saying hello to others and helping everyone feel welcome	TBD	Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Each class will keep track of how many acts of kindness	During kindness week our school competed 34,522 acts of kindness.	Secret Agents of Kindness is an established tradition in the school that the students look forward too. This week is full of students looking for opprotunities to be kind. Teachers are also participating in kindness activities. The school climate is positive and stays positive during January and into February	Getting 100% poticipation from teachers and studnets is always a challenge	Kindness week encourages everyone to be kind to everyone. All students groups are included	continue plan, students look forward to kindness week
Substance Abuse Prevention	Red Ribbon Week	Oct 23-Oct. 31	PTA Planning	PTA	Students & Families	n/o	We had great participation in our various dress up activities, It brought a lot of fun to our school.	Students learned about healthy choices and how to create healthy habits.	Getting all the teachers and students to participate	Anytime you can have activities that engage students and the community it is worth while	Keep working with the PTA to have a red ribbon week.
Substance Abuse Prevention	Tough club assembly	Oct. 24	Tough club from the high school puts on an assembly	Principal, cougar leaders	Students and families through email	N/A	We had our assembly	It was a great assembly and the students and teachers love it.	N/A	This event also talks about healthy choices and the skits help our students understand this better.	We will continue to work with the High School to have the Tough Club come to McKinley.
Bullying Prevention	Second Steps 4 Lessons Bully Prevention	School Year 24-25	2nd steps materials	Teachers	Lessons weekly teacher led discussions	N/A	N/A	That is hard to assess.	ensuring that all teachers teach the 4 lessons		
Protective Factors	Community Events - including Family Movie Nights, Turkey Trot, Community Involvement Activities, PTO, etc.	School Year 24-25	schedule of events	PTA Committee/ Coaches	Information will be communicated to 5th grade families through emails, Teacher class texts, and notes.	N/A	We had a wonderful family engagement night.	We had over 300 people attend this event	Knowing how many people are going to attend	Anytime to get the community in the school is a good time.	Keep doing our family engagement night.
Positive Behavior Support	Community events for students and families	School Year 24-25	Schedule of events	PTA,	Fall festival, Turkey Trot,	N/A	We had a fall festival and our annual turkey trot	Parents and students love this event.	Planning with the PTA	All students participate and it is always a really fun time. This event adds a level of excitement before the thanksgiving holiday and parents come and watch the festivities	Keep ensuring that these activities continue to happen.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	N/A	27 studnets receiving food packs, 31 families recieved shoe and winter coat donations	self referral from families in need	Para support on fridays to deliver food packs	available to all students	Revise- sending out referral form more often during the year
Protective Factors	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed	N/A	33 presentors from community, studnet families & Bear River High School	Planning, PTA support and presenter signups	overall organizing and flow of event are stressfull every year	Opprotunity for students to learn about all types of career and education paths. We highlights jobs that need degrees and jobs that dont need degrees	continue with plan, involve PTA more with organizing
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards	Whole School/ Behavior coach, counselor	Communication will be provided as needed	N/A	Students are doing positive things and teachers are looking for positive things. Each of our expectations is taught and retaught.	We have had a very successful positive cart that students can buy prizes off of.	The level and amount of positive tickets handed out varies by each teacher.	All students benefit from this and are taught positive expectations in all areas of the school.	We need to revise parts of our plan. Having a monthly focus area, or positive behavior focus will increase the students engagement in this activity.

School Prevention Plan (Due by)

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

Tasks for Prevention:

Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	End of Year Reflection (Due April 15, 2025)			
								What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data

School Prevention Plan:

Prevention Team Members: Laura Tureson, Amyjo Summers, Shaunie Owen, Jacob Balls

Date approved by School Community Council: Oct. 7th

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

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

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

Data that will be collected to determine the effect of plan: Panorama Survey results, PBIS data, Educator Handbook, Teacher input, community involvement, and feedback.

School Prevention Plan (Due by)

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

Tasks for Prevention:											
								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53%	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54%	We were able to meet 28+ times and really do some fun activities, learn some skills, and take leadership in our school.	Maintaining hope squad reading a book in other classes along with other activities. This was our first year implementing this activity.	All classes had the chance to have the Jr Hope Squad come into their class for 15 minutes a month and read a story to them. This allowed students to get to know who members of the Hope Squad is and be more familiar faces to everyone.	Continue to use some sort of squad focusing on kindness, listening, and reaching out to those in need. We will continue to teach emotion regulation as part of the squad so they are equipped to help themselves and others.
Suicide Prevention	Kindness Week Second-Steps Monthly Lessons 24-25 Suicide Prevention Program	Various weeks throughout the year		Counselor	Counselor, Admin, Teachers	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53% 2024 Second Steps Lesson Completion=371	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54% 2025 Second Steps Lesson Completion = 495 (as of 4.22.2025)	Having a pacing guide for teachers to follow and help pace their year with Second Steps and include the school wide programs. Also allowing collaboration aides to help assist in teaching SEL for extra time	Teachers finding time to teach second steps lessons consistently and referring back to the language and skills to build upon for students.	All students and classes were taught lessons from Second Steps and able to learn social emotional skills.	Next year we will be using a different SEL program for teachers to teach so we will need to be trained on how to implement it the best we can.
Bullying Prevention	Kindness Week 24-25 Bullying Prevention	Various activities focused on kindness and connection	Still developing the focus for that week	Counselor, Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53%	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54%	All activities planned were completed	Planning enough time to get the topic across to students with planning around academic time and other planned events.	All students were included and had a handout or prize	Try to create some data collection during the week
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Teachers		2024 Second Steps Lesson C	Admin will complete fidelity checks for Second Steps lesson completion. 2025 Second Steps Lesson Completion = 495 (as of 4.22.2025)	Having a pacing guide for teachers to follow and help pace their year with Second Steps. Also allowing collaboration aides to help assist in teaching SEL for extra time	Teachers finding time to teach second steps lessons consistently and referring back to the language and skills to build upon for students.	All students and classes were taught lessons from Second Steps and able to learn social emotional skills.	Next year we will be using a different SEL program for teachers to teach so we will need to be trained on how to implement it the best we can.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Conselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission	Fall Panorama (BOY 2024) Supportive Relationships 91% Self-Management 75% Social Awareness 75% Positive Feelings 71% Challenging Feelings 53%	Panorama Data (EOY 2025) Supportive Relationships 91% Self-Management 78% Social Awareness 76% Positive Feelings 73% Challenging Feelings 54%	Parents and teachers could refer a student to tier 2 or 3 support.	Finding time to ensure that the individual students' needs are met is very difficult. Especially with the size of the school and one counselor.	All students can be referred to have tier 2 or 3 support.	SEL aide helped provide some tier 2 groups for students to give the most support needed.
Mental Health	Community Events - Light the Hill, Carnival, Parent/Child Relationship Night, etc.	School Year 24-25	schedule of events	Grade-Level Teams, PTO	Information will be communicated to all grade families through emails, teacher class texts, and notes.	Estimate of students/families participating in activities, calendar of events showing consistent community involvement					
Attendance	Check-in intervention program	School Year 24-25	Panorama or other attendance reports Attendance Postcards	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	At the end of 2023-24 school year 42%- On track for College/Career Readiness 36%- On track for Graduation 16% At risk 5%- Critical	As of April 28, 2025 44%- On track for College/Career Readiness 31%- On track for Graduation 21%- At risk 3%- Critical	Having the SEL aide do daily checkins allowed for this to be possible- we saw a decrease in critical attendance students and moving to at risk.	If SEL is gone the check ins were not able to be done and can feel a bit less motivating for students. Being able to motivate the students based on their actual motivation rather than just a treasure box.	Students with health concerns or other individual needs were not pressured on attendance or had an individual punch pass to track.	Data shows we improved on tier 3 work, so continue to do check ins and find the students real motivation to be able to utilize this strategy at its peak.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Apx. 48 food bags are given out each week	Apx 53 food bags are given out each week.	Sending out the paper with a fruit snack home with all new kindergarteners allowed me to really reach more Kindergarten students & families	Always trying to find ways to spread the word to all parents and families about the resources we have.	Information is on monthly newsletter, link on the website, posted on FB, and printed papers to Kindergarten families and in the hallway by counseling office.	Continue the reoccurring links and information because we had people sign up and drop off throughout the year.
Protective Factors	Second Steps Monthly Lessons	School Year 24-25	Second Steps Access, lesson schedule	Teachers	Teachers will deliver lessons to students and any information be relayed to parents if needed.	2024 Second Steps Lesson C	Admin will complete fidelity checks for Second Steps lesson completion. 2025 Second Steps Lesson Completion = 495 (as of 4.22.2025)	Counselor created and sent out a pacing guide for teachers. PBIS team talked about the lesson completions weekly and counselor or principal would reach out to teachers	Time for teachers to fit SEL into their schedule and maintain the consistency of teaching Second Steps	We allowed collaboration subs to teach second steps making it more likely that all classes and students receive the lessons	Have teachers schedule SEL time into their master schedule again and have more fidelity checks

School Prevention Plan (Due by)

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

Tasks for Prevention: **End of Year Reflection (Due April 15, 2025)**

Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Protective Factors	Human Trafficking Lessons	School Year 24-25	Lessons (will update with program once it has been decided)	Counselor	Letter send home to parents for Opt out by counselor and principal. Handouts given to students from counselor from the lesson	Pre Test/Post Test data	Trimester 2: 4th- 87.23% improved or maintained 100% 5th- 70.30% improved or maintained 100% Total- 79.80% of students improved or maintained 100%	Taught all of the classes and students both lessons. Handouts to help provide the information in a summary form for students.	This takes two lesson for each class so that is 62 lessons for the counselor to teach in the month of February for this lesson.	All students that were in attendance received the lesson. All parents received the opportunity to opt out their student (s) if needed.	Continue to teach a SafeTouch program and teach all grades because of how important it is.
Positive Behavior Support	College & Career Days	School Year 24-25	guest speakers	Principal & Counselor	Communication will be provided as needed				Time to plan and what time of year to plan CCW. Teachers voted for the middle of May to be done with testing and have some fun activities to do after.		
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards (OWL tickets)	Whole School	Communication will be provided as needed						
Attendance	Grade Level Attendance Races	School Year 24-25	Bulletin Board, Aspire and Panorama for Attendance reports	Counselor and Counselor Aide	Monthly Newsletter updates, grade level announcements	At the end of 2023-24 school year 42%- On track for College/Career Readiness 36%- On track for Graduation 16%- At risk 5%- Critical	As of April 28, 2025 44%- On track for College/Career Readiness 31%- On track for Graduation 21%- At risk 3%- Critical	Counselor created a video and slideshow each month for students to see who won the attendance challenge of the month. Students checked the bulletin board and was invested- especially after winning a reward	Time, having correct data at the beginning because some teachers were not turning in their attendance so it wasn't accurate.	All students count into the attendance percentage for their grade. Still working on seeing if there can be exceptions into the data for certain students	Continue encouraging students monthly. Videos are great for students to see and they love hearing the results.
Attendance	Attendance H.E.R.O week	September 23-27, 2024	Budget for prizes, powerpoint, and time to plan and deliver	Counselor	Flyer printed around school, posted on social media and website and teacher sent out to parents. Emails to teachers and a slideshow and video to students.	At the end of 2023-24 school year 42%- On track for College/Career Readiness 36%- On track for Graduation 16%- At risk 5%- Critical	As of April 28, 2025 44%- On track for College/Career Readiness 31%- On track for Graduation 21%- At risk 3%- Critical	Started the year with some fun activities and continued to talk about attendance H.E.R.O each month	Getting parents on board and in support of our school wide attendance goal of 93%	All students received the same handouts, slideshow activities, and lessons	
Bullying Prevention	SEL Monthly Lessons	School Year 24-25	Curriculum based on ASCA requirements, schedule and time for 30 minutes in 31 classes each month	Counselor	Counselor will deliver lessons to students and send home resources with students/teachers, updates will also be added to counselor's monthly newsletters.	Trimester 1: 2nd grade- 80.9% improved or maintained 100% 3rd grade- 75.53% improved or maintained 100% 4th grade- 72.29% improved or maintained 100% 5th grade- 81.40% improved or maintained 100% Total- 94.07% of students improved or maintained 100%	Trimester 2: 4th- 87.23% improved or maintained 100% 5th- 70.30% improved or maintained 100% Total- 79.80% of students improved or maintained 100%	Counselor was able to teach every single class monthly and twice a month in September and February.	Scheduling 31 classroom lessons with groups and any individuals and meetings within month.	All classes and students are taught the classroom lessons	Continue Pre/Post test data to see students maintaining and learning skills.
Substance Abuse Prevention	Red Ribbon Week	Oct 21- 31	PTA planning	PTA, Counselor helps provide a slideshow for education	Counselor will send out the slideshow to teachers to have daily education about substance abuse and prevention. PTA will deliver activities throughout the week.			K-2 3-5 Counselor made 2 presentations that all classes could learn from	Having PTA plan RRW does complicate the learning aspect for students. Counselor reached out to PTA to have them help with a different week instead of RRW next year.	All classes and students had access to the slideshow	Counselor planning the whole week with teaching about RRW and planning activities that will help support the learning.

School Prevention Plan:

Prevention Team Members: Ryan Greene, Dacio Pitcher,

Date approved by School Community Council:

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

Prevention Plan Description:

Prevention Plan Success Criteria:

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

School Prevention Plan (Due by September 30)											
TMC Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Second Steps Monthly Lessons	24-25 School Year		Counselor		Fall 24-25 Panorama Data Supportive Relationships 89% Self-Management 76% Social Awareness 77% Positive Feelings 72% Challenging Feelings 56%	Spring 24-25 Panorama Data Supportive Relationships 93% Self-Management 81% Social Awareness 79% Positive Feelings 74% Challenging Feelings 62%	Lessons taught in all classrooms	none	all students participated	continue this next year
Bullying Prevention	Kindness Week	24-25 School Year	TBD	Counselor/Admin	Information will be communicated to families through emails, teacher class texts, and notes.			Kids celebrated kindness week with special tickets for being kind, making a banner, learning about friendship	This activity had no challenges	All students in the school participated	continue this next year
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Counselor	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.			Hope squad training, meetings, and students teaching lessons in classrooms	Finding additional things that these students could be in charge of	All students had access to apply to be a on the Hope squad	continue this next year
Bullying Prevention	Student Council	monthly meetings	TBD	5th Grade Teachers & Principal	Information will be communicated to families through emails, teacher class texts, and notes.			Students had meetings, helped planned activities, and became leaders in the school.	Finding the time for everything	All students had access to apply to be a student council member and all students participated in this activity	continue this next year
Substance Abuse Prevention	Red Ribbon Week	Oct 28-31	PTA Planning	PTA	Students & Families			Students signed a banner to be drug free, bracelets given, and lessons taught to students.	Finding volunteers	all students have participated	continue this next year
Mental Health	Community Events - including Turkey Trot, Community Involvement Activities, PTC, etc.	24-25 School Year	schedule of events	PTA Committee	Information will be communicated to families through emails, Teacher class texts, and notes.			Many PTA events such as Turkey Trot, Field day, and birthday celebrations.	Finding volunteers	all students have participated	continue this next year
Attendance	Check-in intervention program	24-25 School Year		Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	1st Tri - 95.6% 2nd Tri - 93.8%	3rd Tri year to date (4/18/25)- 94.1%	Those who struggle with attendance have been given an intervention to help with this. All students in this intervention have improved attendance.	Some parents do not want to recognize there is an attendance problem.	Those who needed this resource have access.	We did not see a dramatic improvement in attendance. We saw spurts of success when contact was made.
Protective Factors	Food & Clothing Assistance Program	24-25 School Year	clothing & food donations	Principal & Counselor	Those identified as having a need			Those who have needed food for the weekends, have received food.	None	Those who needed this resource have access.	Continue next year
Protective Factors	Second Steps Monthly Lessons	24-25 School Year		Counselor				Lessons taught in all classrooms	none	all students participated	continue this next year
Protective Factors	3 Strands (Safe Touch & Human Trafficking) Lessons	24-25 School Year		Counselor				Lessons taught	scheduling	all students participated	Continue next year
Positive Behavior Support	College & Career Days	24-25 School Year	guest speakers	Principal & Counselor	Communication will be provided as needed			Carrer Day was held on March 21, 2025. We have about 25 professionals present to our students. Students loved this day!	Scheduling!	All students participated	Continue next year but with some adjustments
Positive Behavior Support	Integration of PBIS Schoolwide System	School Year 24-25	training, program curriculum and rewards	Whole School	Communication will be provided as needed	Ed Handbook 1st Tri: 45 Office Referrals 137 Minor Incidents 2nd Tri: 32 Office Referrals 79 Minor Incidents	Ed Handbook 3rd Tri year to date (4/18/25): 13 Office Referrals 74 Minor Incidents	Student council daily announcement of PBIS expectations.	Everyone following up with teaching and reteaching the school expectations.	All student involved	Continue next year
Substance Abuse Prevention	Botvin Life Skills Training	24-25 School Year	TBD	Teachers	Teachers will communicate to families before starting.			5th grade taught Botvin	Finding the time to do this	Majority of 5th graders participated	Continue next year
Substance Abuse Prevention	Vaping Course	24-25 School Year		Jessica Braegger	5th Grade Teachers		3 opt outs	5th grade was taught the course	Finding the time to do this	Most of the 5th graders participated	Continue next year

School Prevention Plan:

School Prevention Plan (Due by September 30)											
TMC Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps]
Prevention Team Members: Teryl Jeffs, Tia Paxton, Bradi Holder											
Date approved by School Community Council: 9/23/24											
Prevention Plan Learning Targets (Address each of the 7 components); see each component											
Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.											
Prevention Plan Success Criteria: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges and be successful not only in school but in life.											
Data that will be collected to determine the effect of plan: Panorama Student assessment (twice a year), counselor self-referrals, PBIS data, Educator Handbook data, community involvement and feedback											

School Prevention Plan (Due by)

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

Tasks for Prevention:												End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!		
Suicide Prevention	Kindness Week	January 2025	TBD	School Counselors/ Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Students gave kind notes to uplift. Lunch to be mix up to make new friends.	Lack of Participation / Late communication/ Who is in charge to carry out activities.	It made them think outside box, make them feel valued, Get them to think about kindness	Revise- communication- who is in charge and communicate early.		
Suicide Prevention	Second Step lessons	School Year 2024-2025	Curriculum	Counselors/ teachers	Counselor, Admin, Teachers	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Learning and applying new skills- the students like the songs, students are able to apply skills, students have another adult to connect with- counselor	with multiple grades- differentiation and meeting all students needs.	Gave them new skills to use and apply to their daily lives.	Revise- address student needs and possibly make smaller breakout groups- think through when to have adequate time to teach all student groups.		
Bullying Prevention	Kindness week	January 2025	TBD	Counselors/ Teachers	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Students gave kind notes to uplift. Lunch to be mix up to make new friends.	Lack of Participation / Late communication/ Who is in charge to carry out activities.	It made them think outside box, make them feel valued, Get them to think about kindness	Revise- communication- who is in charge and communicate early.		
Bullying Prevention	Student Leadership	Monthly Meetings	TBD	SBO advisor/ Student council Advisor/ Principal	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	It gives students a purpose, Gives students a voice and teaches them skills.	Schedule meetings, time, and routines	Purpose, feel needed, enjoy dress up days and planning	continue with plan.		
Substance Abuse Prevention	DARE	10 weeks starting January 8, 2025.	none	Sheriff's office	3-5th grade team met and decided schedule to follow. The deputy will come starting in January.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Kids are engaged, gives them another trusted adult and new knowledge/ skills	Time commitment, student maturity level, Lesson pacing	Gives them skills, knowledge and another trusted adult	Continue with plan.		
Substance Abuse Prevention	Red Ribbon Week	Oct 28- Oct 31, 2024	TBD/ Planning Time/ Prizes	SBO/ Teachers/ Principal/ PTO	Information will be communicated to families through emails, Teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Dress up was purposeful and we got to learn of students. Students and staff engaged.	None	Get to learn about them and what affects them. Student were able to know that hard things happen to all. They were able to build compassion.	Keep the dress up and education. Use student input for new dress-up days.		

School Prevention Plan (Due by)

Western Schools											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Substance Abuse Prevention	Botvin Life Skills Training	School year 2024-2025	TBD	Teachers	Teachers will communicate to families before starting.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	It was taught and discussed in PLC's how it is going.	Student motivation	Gave them new skills to use and apply to their daily lives.	Continue with plan and explain the why to students.
Mental Health	Tier 2 and Tier 3 Counselor Support	As needed, School Year 24-25		Counselors, LCSW	Counselors/LCSW will communicate with parents to ensure permission	Educator's Handbook incidents (2023-2024 data) 1st Tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educator's Handbook incidents (2024-2025 data) 1st Tri- 14 incidents; 2nd tri 13 incidents and 3rd tri- 8 as of April 14, 2025	Going well. Students are building connections. Helping students deal with issues and talk about them.	Having a specific time to meet with students.	It gives students another trusted adult and their tools they can use in their life everyday.	Revise- Having specific times to meet with students- Create a schedule.
Mental Health	Second Steps Monthly Lessons	As needed, School Year 24-25		Counselors/ teachers		Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Happening weekly, It is going well. The students enjoy it. It is interactive and engaging. It gives the students another trusted adult. Counselor LCSW Built relationship with students.	Lessons are entertaining and engaging for all. Older students it is hard to engage them.	Gives them skills, knowledge and another trusted adult	Continue plan as is
Mental Health	Community Events - including PTO events, Turkey Trot, Community Involvement Activities, PTO, etc.	As needed, School Year 24-25	Schedule of Events/ TBD	PTO/ Staff	Information will be communicated to families through emails, teacher class texts, and notes.	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Build Relationship with parents, have parents involved, Shared understanding of how a school runs	Personality conflicts, communication	Gives them support and encouragement. Students love to see their parents here.	Plan activities for the year at the BOY, Have regular PTO/parent meetings for better communication.
Attendance	HERO club	As needed, School Year 24-25	TBD	Teachers/ counselors/ secretary/ principal	Notifications and Students will be invited to join when they have a pattern of absences.	Attendance data taken from Aspire 1st Tri-97.16%	Attendance 1st tri- 97.16%; 2nd Tri 95.78% 3rd Tri- 97.93% as of 4/1/4/25- Yearly attendance 96.75%	We didn't have to use.	None	NA	continue
Attendance	Attendance Phone calls	As needed, School Year 24-25	Thrillshare	Principal	Parents received automated call/ email to notify them of an attendance issue.	Attendance data taken from Aspire 1st Tri- 97.16%	Attendance 1st tri- 97.16%; 2nd Tri 95.78% 3rd Tri- 97.93% as of 4/1/4/25- Yearly attendance 96.75%	It is programed and goes out on a regular basis.	Fixing attendance when students are late and the call goes out. It can cause panic. Not taking attendance and call goes out.	Making sure students are safe and we know where they are.	Continue
Protective Factors	Food & Clothing Assistance Program	As needed, School Year 24-25	clothing & food donations	Principal/ counselors	Those identified as having a need	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Having supplies available, Providing resource for students in need.	Sizes, parents choosing not to give food to children and give it away.	Gives them food and clothing. Gives them confidence and reassurance that someone cares. Immediate solution to some problems.	continue with plan
Protective Factors	Second Steps Monthly Lessons	As needed, School Year 24-25		counselors/ teachers		Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Learning and applying new skills- the students like the songs, students are able to apply skills, students have another adult to connect with- counselor	with multiple grades- differentiation and meeting all students needs.	Gave them new skills to use and apply to their daily lives.	Revise- address student needs and possibly make smaller breakout groups- think through when to have adequate time to teach all student groups.

School Prevention Plan (Due by)

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

Tasks for Prevention:										End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!	
Protective Factors	3 strands (Safe Touch & Human Trafficking) Lessons	As needed, School Year 24-25	program/ Time	counselor		Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%		What curriculum and who is to teach it?	Has not taken place yet	New plan of who teaches it and when	
Positive Behavior Support	College & Career Days	As needed, School Year 24-25	Guest Speakers/ TBD	Principal/ counselors	Communication will be provided as needed	Panorama Data (BOY 2024) Supportive Relationships 89%, Self-Management 81%, Social Awareness 74% Positive Feelings 86%, Challenging Feelings 73% Grit 86% Self Efficacy 79% Growth Mindset 55% Diversity and Inclusion-71%	Panorama Data (EOY 2025) Supportive Relationships 92%, Self-Management 83%, Social Awareness 77% Positive Feelings 77%, Challenging Feelings 56% Grit 69% Self Efficacy 88% Growth Mindset 33% Diversity and Inclusion-34%	Has not taken place yet. We had guest speakers come in and introduced students to new careers.	Time	It helps all students to have recourses and set goals	New plan- Do earlier in the year. Clear on who is in charge.	
Positive Behavior Support	Integration of PBIS School Wide System	As needed, School Year 24-25	Training, program curriculum, rewards, Expectation posters/ matrix, Google forms for referrals	Whole school	Communication will be provided as needed	Educator's Handbook Incidents (2023-2024 data) 1st tri- 30 incidents; 2nd tri 7 incidents and 3rd tri- 2	Educator's Handbook Incidents (2024-2025 data) 1st tri- 14 incidents; 2nd tri 13 incidents and 3rd tri- 8 as of April 14, 2025	It is good to have a focus and do more prevention.	programs changing	Keeps them in focus and keeps the communication going. Helps us to solve problems with the tools we already have in place.	Continue.	

School Prevention Plan:

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

Date approved by School Community Council 11/12/24

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

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

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

Data that will be collected to determine the effect of plan: Panorama Survey results (twice a year), PBIS data, Educator Handbook, Teacher input, community involvement, and feedback.

School Prevention Plan (Due by September 30)

Willard Elementary											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Kindness Activities	Planning of doing Kindness activities each Trimester.	TBD	School Counselor	Information will be communicated to families through emails, teacher class texts, and notes.	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	The students enjoyed the activities and were motivated to share kindness with staff and other students.	Scheduling conflicts to work around.	As the data suggests, more students getting along and less behavior incidents were reported as the school year went on.	Continue Kindness lessons and activities throughout the school year.
Suicide Prevention	Second Steps Weekly Lessons	School Year 24-25	Second Step Lessons, and week supplies for lessons	Counselor 24-25 Willard Suicide Prevention Program	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Second Step Lessons taught First Trimester August - November-- 9 lessons taught in each class	Second Step Lessons taught Last Trimester December -March-- 17 lessons taught in each class	Teaching second step lessons in the classroom worked well. Teachers were able to listen, participate, and reinforce skills being taught.	Weekly lessons can be hard to fit in with holidays and other school activities.	As the data suggests, more students are using the skills being taught, and less behavior incidents were reported as the school year went on.	Continue Weekly second step lessons throughout the school year.
Bullying Prevention	Kindness Activities, Donut Bully Day Oct 9, 2024	Planning of doing Kindness activities each Trimester.	TBD	School Counselor, PTA	Information will be communicated to families through emails, teacher class texts, and notes.	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	The students enjoyed the Donut day and pledged to be kind through the school year. The parent support and involvement was appreciated by all.	None	As the data suggest, more kindness is being observed and less behavior incidents are being reported through the school year.	Continue doing a Donut Bully day with the PTA.
Bullying Prevention	Second Steps-Bully Prevention Lessons	February	Second Step 4 Lesson Curriculum	Counselor/Teachers	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	All classes were taught the Second step bully lessons and learned the definition of bullying and how to help stop bullying.	Scheduling conflicts to work around.	All students learn how to recognize and help stop bullying.	Continue to teach the bully prevention unit each school year to all classes.
Substance Abuse Prevention	Counselor Lesson-Healthy Lifestyle	Last week in October	Lesson	Counselor	Communicated to students throughout the week, by the counselor and teacher, and communicated to parents through newsletter, and website	Healthy Lifestyle Lesson	Lesson taught 10/28/25-10/31/25	All classes were taught the healthy lifestyle lesson during red ribbon week.	There are many activities going on during this week and it can be difficult to fit the lesson in.	All student are taught about healthy lifestyles and how to make good choices.	Continue to teach the healthy lifestyle lesson. We could change it to another time during the school year.
Substance Abuse Prevention	Red Ribbon Week	October 28- November 1	Our PTA plans this event and provides the supplies needed	PTA	Communicated to students throughout the week, by the counselor and teacher, and communicated to parents through newsletter, and website	Health lifestyle Lesson	Lesson taught 10/28/25-10/31/25	The PTA does activities to encourage students to make good choices and stay drug free. The drug free pledge is fun for all students.	It can be a busy week with scheduling conflicts at times.	All students are encouraged to make good choices, stay drug free, and live a healthy lifestyle.	We will continue to have the PTA sponsor and support our red ribbon week each year.
Mental Health	Community Events -	School Year 24-25	schedule of events	PTA Committee	Information will be communicated to families through emails, website, teacher class texts, and notes.	Community Involvement	Donut Bully Activity Red Ribbon Week Activities KSL cool School of the week Look in a Book Assembly Kindergarten Round up Filz Family Night	The PTA sponsors and supports activities for the school and community. It helps promote positive relationships and involvement with the community.	None	All student are able to benefit from the community involvement with our school and activities.	We will continue to have community activities and events at our school.
Mental Health	Second Steps Monthly Lessons	School Year 24-25	Second Step Lessons, and week supplies for lessons	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Second Step Lessons taught First Trimester August - November-- 9 lessons taught in each class	Second Step Lessons taught Last Trimester December -March-- 17 lessons taught in each class	All classes are taught Second Step lessons in the classroom throughout the school year.	There can be scheduling conflicts.	All students are taught life skills for better mental health in their classes.	We will continue to teach Second Step curriculum in the classrooms next year.
Attendance	Attendance Intervention	School Year 23-24	TBD	Counselor, Receptionist, Principal	Students, families, and teachers who are assigned to this intervention	Panorama 14 students with chronic absence	Panorama 6 students with chronic absence	Attendance letters were sent home to help make parents of students with chronic absence aware of the school days missed.	Some students still have attendance problems even with letters and information sent home to parents.	All students with chronic attendance issues were given a letter.	Continue to notify parents of attendance issues next year.
Attendance	Check-in intervention program	School Year 24-25	attendance data, check-in procedure, prizes for incentives	Counselor, Behavior Team	Students, families, and teachers who are assigned to this intervention	Panorama 14 students with chronic absence	Panorama 6 students with chronic absence	Students are motivated to attend school with positive support, staff contact, and rewards.	It is not in the Students' control to attend school if it is not a priority for the parents.	The data suggest the over 50% of students with chronic absence at the beginning of the year improved their attendance as the school year went on.	We will continue to set up check in and incentive plans for students with chronic absenteeism.
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Principal & Counselor	Those identified as having a need	Number of Pantry Packs 2024	4-5 Pantry pack sent home weekly	Those who have needed food for the weekends, have received food.	None	Those who needed this resource have access.	We will continue to send home pantry packs next year.
Protective Factors	District Program/Lessons 3 strands	School Year 24-25	District Program/Lesson, and week supplies for lessons	Counselor	Communicated to students through weekly lessons, by the counselor and teacher, and communicated to parents through newsletter, and website	Educator's Handbook First trimester incidents August-November 173 total incidents recorded	Educator's Handbook third trimester incidents December -March 145 total incidents recorded	The lessons were taught in all classes.	None	All students except those exempted by parents were taught the lessons.	We will continue to teach lessons to all students next year.

School Prevention Plan (Due by)

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

Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new

School Prevention Plan:

Prevention Team Members: Jonathon Call, Jerry Jackman, Kim Miller, Karen Christiansen, Chanelle Johnson
 Date approved by School Community Council: (Will meet to approve on November 4th)
 Prevention Plan Learning Targets (Address each of the 7 components): Reduce the number of office referrals, increase teacher support, Help students build connections to our school.

Prevention Plan Description: As we begin the school year, our Positive Behavior Support (PBS) plan emphasizes strong home-school partnerships and positive student connections. Teachers have been trained to prioritize parent contact as the first step when addressing behavioral concerns. By reaching out to families early, we hope to build trust and create a shared responsibility for student success. If further support is needed, teachers are encouraged to involve the administrative team to provide additional guidance and resources. This approach ensures that parents are involved from the beginning and helps create a unified support system for every student.

In addition to fostering parent communication, we are launching recognition programs to celebrate students who demonstrate positive behavior. "You Did it Right!" tickets and "Builders of the Month" awards will be used throughout the year to highlight students making great choices. Principal Jackman has also asked each teacher to set goals for intentionally connecting with students. Building strong relationships is key—students who feel connected to school are more likely to stay engaged and demonstrate positive behavior. By focusing on connection, communication, and celebration, we're setting the tone for a successful year.

Prevention Plan Success Criteria: We will see less office referrals in the 24/25 school year as measured in educators handbook, we will see in increased connection to our school measured through the panorama data.

Data that will be collected to determine the effect of plan: Panorama Data, Office Referrals in Educators Handbook.

School Prevention Plan (Due by)												
ACYI	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)				
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including see JSL students if Continuation of substance)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan)	
Attendance	Attendance month, Held in the month of September to make students aware of the importance of being in school and the benefits associated including building strong connections with peers and adults in the building, higher graduation likelihood, increased learning, all of which help students decrease the chance of succumbing to peer pressure.	September 2024	Videos to be shown in classrooms during Homeroom	Counselors	Website, social media, thrillshare, in school announcements	Panorama 97.3%	Panorama 90.5%	We had weekly meetings with counselors and admin and analyzed data and sent letters to parents to encourage creation of plans	State rules/laws not supporting our attendance initiatives in the school	We were able to identify students who had attendance problems and they were referred to external entities for additional support	Revise Plan	
Attendance	School Rewards RISE rewards: Perfect Punctuality Positive behavior rewards Attendance Citizenship These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities within the school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).	Throughout the year	Funding for rewards and input from faculty, staff and studentss	Behavior/Rewards Team	Emails, website, text messages	Previous year Panorama	159 attendance letters were sent to students who had 5 or more absences.	Some meetings were schedule and plans were created	Parents were not always receptive to meeting with school administration. State officials told parents that if they called the school to make an absence valid, the school could not drop them, which made it difficult to move	Students were given opportunities to meet with additional providers who in turn worked with the students so they could earn rewards	Continue	
Attendance	Boys and Girls Clubs Morning Gym Afterschool Programs We work in conjunction with the Boys and Girls club of Brigham City. Our teachers run some of the clubs. These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community.	Starting in September and continuing the whole year	Collaboration from volunteers as well as teachers to run some of the programs	Boys and Girls club coordinator Peer sports advisors	fliers at school, announcement over intercom	220 participants last school year	284 students participate data given by Mrs. Bowen the school coordinator	We had approximately 284 students participate on a consistent basis. We also had 50 students participate in the school play	because we had a new coordinator, the beginning of year was slow to start, but once everything was put in place, our coordinator was able to get all the people in place and the clubs had good and consistent participation.	Students had the opportunity to participate in a social system that provided them with a support system that kept them not only engaged but allowed them to expand the adults.	continue as funding allows	
Bullying Prevention	Bullying and Harassment Prevention, Counselor presentations regularly in each classroom Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online.	Throughout the year in individual classrooms for 6th and 7th grade	time within the classrooms for counselors to provide presentations and lesson thgouhout the year.	Counselors present and administration coordinates as needed	mass emails to parents regarding dates of activities	According to Educators Handbook we had 26 cases	According to Educators Handbook we had 13 case. 4/18/2025	As the year went on, we had more students that felt comfortable enough to come to the office and report possible vape usage.	Not always easy to find vapes because of limitations such as lack of reporting	Increase of inclusion among the students.	Review plan and implement the Erika's lighthouse.	
Bullying Prevention	ACYI SEL resources by having these resources available, students can make connections with adults in their school, lives that can help guide them to make good choices and feel safe from peer pressure while at school. Counselor services can help students with social skills.	Ongoing	Supplies in the counseling office, manpower	Counseling secretary, LCSW, guidance counselors	permission slips, call slips		Counselors met with 191 students during 1st trimester 2nd Tri 339 students were serviced 3rd tri- 151 students were serviced to date To this date, we have had 51 calls for help this year. In additional to this, 512 7th grade PCCR were completed	counselors met with students as soon as a report of bullying was made and severe situations were referred to administration who then provided students with reteaching and accountability projects	students and parents did not always understand what constitutes bullying, so in many instances, either counselors or administration had to take the time to also teach what bullying is.	Often these students were targets of bullying so they had to be taught skills regarding both reporting and self advocating	Continue and possibly add early training to all students in the building.	
Mental Health	Students meet with counselors and as needed are referred to onsite LCSW who then can refer to BRMH for continued and additional services	Ongoing		Counselors, LCSW	as needed to those families that could benefit from the services		LCSW had a case load of approximately 35 students on his caseload	Although we had to share the LCSW, counselors and admin were able to refer students who needed more intensive help and thanks to our LCSW having an intern, more student could be served more often.	We had a greater need than we had slots for.	Students who needed to be helped, could be seen more often because we could access both the LCSW and the inter.	continue as funding allows	
Mental Health	Individual and group counseling services. Supports students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).	As needed	Counselors, LCSW, BRMH providers, JJS	Guidance Counselors to coordinate with all parties and entities involved	Permission slips, call slips		Counselors met with 191 students during 1st trimester 2nd Tri 339 students were serviced 3rd tri- 151 students were serviced to date To this date, we have had 51 calls for help this year. In additional to this, 512 7th grade PCCR were completed Outside entities services the following: 1st Tri 2 groups with 12 students in each 2nd Tri 2 groups with 14 students in each 3rd Tri 3 groups with 11 in each. JJYS- 2 Adapt classes with 10 students in each and 3 sets of individual meetings with 7-8 kids at a time.	Students had regular access to counselors whenever they needed it. In Addition, students were referred to outside agency groups such as ADAPT, which was led by BRMH.	Students who participated in groups often showed behavior issues during group which made it difficult sometimes to have effective and successful lessons.	students in protected classes, had attendance issues and therefore did not always had access to the full scope of services.	Continue with improvements	
Mental Health	Character Ed and Social and Emotional Learning School Videos Counselor Presentations in classrooms SEL lunchtime activities Study Skills Class Our counselors go into all 6th grade student skills classes and present social and emotional learning targets.	Ongoing	Videos, funding for lunchtime activities, referrals for Study Skills students	Administrations and counselors as well as Teachers	Permission slips, calls home, emails, website		Counselors taught every month in different classrooms on different topics	Counselors were able to teach every month in different classrooms. They taught different topics ranging from growth mindset to problem solving	Schedules had to be coordinated so lessons were taught without interfering with testing and counselors had to rotate so we always had one counselor in the office to help students coming in.	All students had access as requested whenever needed	Continue with improvements based on need.	

School Prevention Plan (Due by)												
ACYI	Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:										End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including SWS students)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan).	
Positive Behavior Support	Encourage students to participate in clubs and activities including Student government, peer sports advisors, after school clubs, etc	School year 20-23-24	Fliers, reminders, invitations	administration, counselors, advisors, teachers	Communication and advertising will happen through the school website as well as emails and text messages		Student participation was around 120 slots	Students were excited to be part of their school as leaders	Because students could participate in more than one leadership group, sometimes they had to choose which group to help and that created a decrease in students available at any given time.	student of any group or protected class could participate if they wanted to do so.	Student leadership, youth council and athletic officials, were allowed to participate in more than one leadership group thus decreasing the amount of students who could participate, next year students will participate in only one leadership groups to allow for more students to be leaders in the school	
Positive Behavior Support	Tier 1 Schoolwide behavior expectations Lessons taught school wide for behavior remediation We will be using videos to teach and reinforce our schoolwide expectations.	ongoing	Videos,	Administration, student council, HOPE Squad	students, parents and staff as videos are created		Some videos were done by admin, we also had videos done by student council. We had an increase in program results especially in areas such as safety and belonging	Students preferred videos done by their peers, were they were taught expectations	We had to remind teachers of the importance to show the videos as scheduled and if there were subs in the building we had to adjust so they could show the videos at the correct time. Having a sub sometimes caused the discussions not to be as rich or effective.	Students in protected classes had access to these services if they were enrolled in the class during the given time.	Continue as needed	
Positive Behavior Support	We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being.	as needed within the SWS classroom	Selections of second step	SWS teachers	As students are enrolled in the class, counselors will communicate with the parents and students.	we had planned for up to 150 students throughout the whole year to be enrolled in the SWS class	there were a total of 72 slots used in this class for the whole year	Students could be moved as needed into the SWS class	Because of attendance issues, not all slots were used and sometimes teachers did not get the whole curriculum	This class naturally accommodates students from protected classes.	Revise and use new curriculum when it becomes available	
Protective Factors	3 Strands Human trafficking lessons	Throughout the year	Lesson plans	Counselors	Website, social media, thrillshare, in school announcements	we had planned to do human trafficking lessons	we were not required to do this as per legislature decision					
Protective Factors	Second Step We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being.	Throughout the year in the Study Skills class	Time and lesson plans	SWS teachers	communications with parents as students are identified as needing study skills.		Second Step lessons were used in the Soar to Success program on a weekly basis, this services	Students were provided with lesson from Second step	The whole second step curriculum was not taught, but rather lessons selected by the teachers based on perceived needs.	Those students from protected classes who were enrolled in this class had access to the Second step curriculum as determined by the teachers.	Increase use of an SEL curriculum	
Protective Factors	Peer Leadership Student Council Peer Sports Advisors Intramural Sports programs Lunch League Office, library and counselors' aide Peer Tutor These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community.	throughout the year	Advisors and participants	individual advisors for each group			We had 52 students who participated as peer leaders this year.	Students actively participated in the organizing and running of the intramurals and they also helped organized the rewards activities	Students participated in more than one leadership group and this created problems with them not being available for other activities if they coincided	This was open to students regardless of protected class but not always did students chose to participate in leadership opportunities	Next year, students will need to choose just one leadership group to be part of, this will provide more slots for more students to participate.	
Protective Factors	Students are using check ins in the classroom through Closegap to help counselors and teachers understand how they are doing on a given day and it provides feedback to teachers on how to best help students, particularly those at risk	every day and monthly	chromebooks, time within the classroom	Students and teachers	teachers on a daily basis, counselors as needed		According to Closegap, we had approximately 250 check ins from students communicating with the program and counselors how they were feeling on any given day.	Many students were using the program regularly	Not all the teachers encouraged the use of the program so many students may not have had the opportunity to do electronic check ins	This was open to students regardless of protected class and many chose to use Closegap	find a source of funding to continue using closegap	
Substance Abuse Prevention	Tobacco cessation programs Our district has several programs that students who have been identified as having tobacco issues can participate in. Some of the programs include Mylife Myquit and Truth Initiative. The district interventionist also follows up with students for 6 weeks after a vaping referral has been made.	As needed throughout the year	Access to district personnel including nurses to check in with students needing the support	Administration to refer and nurse to follow up	Communication and referral will happen during safe school hearings or as identified based on school incidents.		One student was referred to a Tobacco Cessation program	In addition to students referred to tobacco cessation, tobacco prevention lessons were taught in the P.E. classes	We most likely were not aware of all students who may be using tobacco products and therefore there may be students who could benefit from those programs who did not access them.	Students were provided services regardless of protected class as their names were mentioned and administration made aware of concerns.	continue	
Substance Abuse Prevention	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.	October	funding for activities and incentives	Counselors and Student Council	Fliers, emails, website publishing	16 students involved in vaping 2023-2023 school year	There were 11 total vaping/tobacco use incidents and of those there were 9 district students involved in those vaping incidents, 2 students were referred to tobacco cessation programs.	Counselors spearheaded Red Ribbon week and organized lunch time activities to highlight the importance of being drug free. Student were more likely to notify admin about possible use of tobacco, thanks to trust developed between students and administration and counselors	Lack of funding to provide activities of high interest for students may have influenced how many students did participate vs the potential of participation	All students could participate	continue, seek increased funding	
Substance Abuse Prevention	Restorative Practices JJS - Adapt, Smoking Cessation Strengthening Families Program 10-14	ongoing	Community including JJS	Counseling office coordinates dates and resources	As needed to parents and participants through website and direct emails		Adapt groups were ran every 6 weeks or so to help students gain coping skills as well as understanding the importance of consistent school attendance	The most at risk students were able to participate in groups and learn coping skills to improve school success	Because of the nature of the groups, there were times when the presenters ran into behavior issues during groups.	the students who were selected to participate in groups were those most at risk and in protected classes.	Strategically place students in different sessions so the distractions and behavior issues can be kept to a minimum for groups.	

School Prevention Plan (Due by)

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

Tasks for Prevention:										
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and assessment?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	End of Year Reflection (Due April 15, 2025)
Suicide Prevention	HOPE Week. Lunchtime activities, homeroom videos and HOPE squad becoming more visible to the student body. Three days of activities to promote suicide preventions & awareness. All students participate in lunchtime activities that are implemented and focused on advocating for others. This provides students with skills to advocate for themselves and others to prevent bullying & suicidal behavior within the context of school and online.	End of October 2023	Student participation, t-shirts, time to plan activities.	School Counselors and advisory committee	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy)	Based on panorama every indicator went up. We had 36 Hope Squad Members this year	Students lead the efforts of helping their peers understand and report concerns they had regarding mental health issues.	Because students could participate in more than one leadership group, sometimes they had conflicts of participation	Students were able to reach students in the whole school including those who may be at higher risk because of their at risk status
Suicide Prevention	Counselors provide lesson within the classrooms teachign students coping skills as well as ways to make positive choices, increase and improve interpersonal relations	Throughout the year	time in the classrooms for presentations	Counselors, administration	classroom teacher will communicate to students of upcoming lesson carried out by counselors		Counselors taught lessons every month in the study skills and DLI classes	teachers collaborated with the counseling department by allowing the counselors to come in and teach on a regular basis on different topics including suicide prevention	Not all counselors were available to help students and on a couple of occasions, all counselors were out of the office teaching when students needed them.	All student had access to either the guidance counselors or the LCSW for triage as necessary
Suicide Prevention	ACYI has recently opened "The Nest", an additional layer within the SEL program to allow students to take a moment to deal with anxiety and daily stressors and we will be using as triage for students who may be at risk of dangeourous behaviors. The nest is oopen to all student while school is in session.	throughout the year	funding for supplies and an aide	Admin and counselors	Communication will go out to parents and teachers so they understand how this can help struggling students		Nest opened in September and since then it has been open during the class time as well as during lunches and SOAR times as well as students coming to get food packets with a total of 1951 visits to date.	Students started to feel that they could go to the Nest for a break as well as to participate in the organized activities as well as to get food packets either for the weekend or dinner every day.	There were situations in which students stayed in the nest longer than they were supposed to without anyone in the office knowing.	All students were welcome to visit the nest and as the year has gone on more students in protected classes felt that they could visit without judgement.

School Prevention Plan:

Prevention Team Members: Gloria Dabb, Holly Reeves, Mayra Garza, Tamra Larsen

Date approved by School Community Council: Upcoming meeting October

Prevention Plan Learning Targets (Address each of the 7 components): increase attendance, decrease repeated office referrals, increase student selfawareness and advocacy

Prevention Plan Description:

Prevention Plan Success Criteria: Increase in student satisfaction as measured by Panorama.

Data that will be collected to determine the effect of plan: Educators Handbook referrals, attendance, visits to the nest, referrals to LCSW, counselors, BRMH, participation in BRMH groups, participation in boys and girls club

School Prevention Plan (September 30)

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

Tasks for Prevention:										End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Attendance	School Clubs	Club Rush Week will take place the first week of school. School clubs will meet on their various days and participate in various club activities.	Trained Club advisors	Club advisors	Club advisors will communicate with club members. Each club has a disclosure addressing this information.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	It was a fun activity. Many students signed up for clubs. We had a lot of club engagement this year.	Our students worked hard at making sure other students knew about the club events. Not everyone attended the event. So encouraging more students to attend is still what we will be working on.	This gave all of our students an opportunity to participate. We have some clubs that are specifically for students in our TSI population.	All of our data increased or stayed the same. We want to continue to get more students involved so they have more connections with school.
Attendance	Career Week/Job Fair	April 2024	Invite businesses from the area to come in a provide sessions students can attend.	CTE Job Intern Teacher	CTE Intern Teacher will work with other CTE teachers. They will line up business to come in and participate. They will also work with the Box Elder Chamber of Commerce.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	We had over 40 business attend this event. We had a mix of a lot of different types of business.	Setting up the event and organizing which classrooms to use. Communicating with all of the businesses.	Every student had the opportunity to participate in this event and learn about 5 careers they may be interested in.	We will continue this event and continue to advertise it for more involvement.
Bullying Prevention	Character Education (HIVE)	Each Trimester	Lessons for teachers to teach the students.	Team leaders will work with administration. Team leaders and admin will train teachers. The teachers will teach the lessons to the students.	Communicated to teachers in PD meetings. Lessons and training developed by team leaders and admin.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	We had a lot of meaningful lessons that were taught during this time. We felt the messages reached our students. Our teachers had good conversations with the students in their classrooms.	Preparing the lessons and deciding who is going to prepare them is always a challenge. We have a great staff so they end up doing a good job.	All students were able to participate in these events. It helps student feel safer when they are at school when they know staff and students are talking about these issues and helping them resolve them.	We will continue these lessons. It would be nice to prepare some of them in the summer so we are ready to go when school starts.
Bullying Prevention	School Behavior Plan	All year	Schoolwide behavior plan.	Administration	Students will work through different tiers depending on the type of behavior they are experiencing. Reports made by students, parents or teachers.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Students reflected on a list of different issues they were involved in.	It takes time to go through this process. It is always rewarding in the end.	Helping students be accountable for their behaviors helps to make our school safer. This helps all of our students feel safer in our building.	Continue to reflect on our process. Continue to work on different ways to hold students accountable in effective ways.
Mental Health	SELFIE Program	1. Train Staff 2. Staff train Students	Qualified staff - Pay for trainer to come and train staff. Purchase posters for classrooms.	Counselors	Counselors will communicate with staff	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	The information is very valuable to our students and really helps them with their mental health. It also gives teachers a great resource to turn to when they are working with students.	It kind of got forgotten as the year went on. We need to do better and revisiting it.	This will help all student thrive in our school. Especially those who may be at-risk.	We need to do more training next year at the beginning of the year.
Mental Health	Individual Group Counseling	LCSW will meet with students who are referred to them.	Trained LCSW	LCSW	Counselors and Admin will receive referrals and communicate with LCSW.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	It is so nice to have this resource in our building. It helps students to be able to stay at school rather than go home frustrated.	We only have our LCSW 3 days a week. We could use them everyday.	This helps all student have the opportunity to stay at school. It gives them a resource to talk to and work through problems when they need it. They are able to stay engaged in their classes and stay on track for graduation.	We will continue to utilize this resource and look for funding options to have him in our building more.
Positive Behavior Support	MTSS	As needed as students are referred to administration and counselors	Training for students. This will be taught by teachers. One on one training will be given as needed to students in tier 2 and tier 3.	Administration	Administration will work with team leaders. Information will also be discussed in at risk meetings.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	We revamped this meeting many times. It is nice to have so many resources willing to work with us. BSMH and LMS were so good to come to our meetings and help support this.	It is hard to get all the organizations together. It is hard to get all of the teacher feedback and input.	This helps at-risk students or students who are struggling so we can target what it is that they really need. It helps us identify and set goals for at-risk students.	We need to continue to calendar this meeting and find better ways to get teacher feedback.
Protective Factors	HIVE Lesson	Second Trimester	Training for teachers to present to students	Team Leaders and Admin	Teachers will teach protective factor lesson to students.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	We had a lot of meaningful lessons that were taught during this time. We felt the messages reached our students. Our teachers had good conversations with the students in their classrooms.	Preparing the lessons and deciding who is going to prepare them is always a challenge. We have a great staff so they end up doing a good job.	All students were able to participate in these events. It helps student feel safer when they are at school when they know staff and students are talking about these issues and helping them resolve them.	We will continue these lessons. It would be nice to prepare some of them in the summer so we are ready to go when school starts.
Protective Factors	Student Support Center	Every school day throughout the year.	Trained SSS paras and LCSW. Food	Administration, SSS paras and LCSW	Students will be referred to SSS. Paras will work one on one with students. There will also be QR codes around the school students can refer themselves.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	They have been amazing at helping students when they need it. It also gives students who are hungry a place to get food. This helps students to be able to stay at school and engage in classes.	It is hard to organize all the food deliveries. But we have amazing staff members who do a great job.	This helps all student have the opportunity to stay at school. It gives them a resource to talk to and work through problems when they need it. They are able to stay engaged in their classes and stay on track for graduation.	We will continue this and think of different ways to expand our resources.
Substance Abuse Prevention	Botvin Life Skills	Health classes	Health teachers attend Botvin trainings	Health teachers	Every student during health classes	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Our health teachers to a great job at teaching these concepts to our students.	Helping students connect these lessons to real life.	All 10th grade students participate in this class. It is part of a graduation requirement.	We will continue to use this. Our teachers do an amazing job.
Suicide Prevention	Hope Squad (Unite & De-Stress Week)	Hope Squad will meet monthly or as needed to plan activities.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Hope Squad Leaders	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self Efficacy) Link to Data: https://docs.google.com/document/d/1OVa1RqFw7xbVlpHC_LH5jrcbpEOKITZ7v6ALUj_xgml/edit	This is a great way to help educate students and it gives them a resource when they need help.	It takes time and money to organize these events. We really try not to pull the Hope Squad members out of their classes.	All students are able to participate in this event. It gives them training that can be very help in their lives.	We are not sure if we will have Hope Squad next year... but if we don't we would like to create something very similar for our students.

School Prevention Plan (September 30)

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

Tasks for Prevention:

								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	SafeUT App	Available 24 -7.	Train students to download the app	Hope Squad Leaders and Advisors. Admin and Counselors respond to the SafeUTs.	During Unite Week Hope Squad will teach this to students.	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self-Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKTTZ7v6AkJL-xgml/edit	Panorama Data (Supportive Relationships, Self-Management, Social Awareness, Grit, Growth Mindset, Self-Efficacy) Link to Data: https://docs.google.com/document/d/1OVq1RqFw7xbVlpHCLH5jcrbpEOKTTZ7v6AkJL-xgml/edit	This app has connected to a lot of issues and help us to resolve things proactively.	Sometimes the information is unhelpful. We sometimes do not receive enough information.	This can help any of our students.	We will continue with this. It has help us help many students this year.

School Prevention Plan:

Prevention Team Members: Jamie Kent, Jesse Roberts, Robbie Gunter, Clark Funk, Tom Davidson, Clay Welch, Jessi Howard, Victoria Dance, Catherine Hanson, Amber Clark
 Date approved by School Community Council: October
 Prevention Plan Learning Targets (Address each of the 7 components):
 Prevention Plan Description: Helping students build connections at school
 Prevention Plan Success Criteria: Panorama data increasing
 Data that will be collected to determine the effect of plan: Panorama data

School Prevention Plan (Due by)

School Prevention Plan (Due by)											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are
Suicide Prevention	HOPE SQUAD	HOPE Squad meetings weekly to plan activities. September 25-29 HOPE WEEK	HOPE Squad and Advisors (counseling department)	Counseling Department	HOPE Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data Supportive Relationships 86% Self-Management 77% Social Awareness 67% Grit 58% Growth Mindset 56% Self-Efficacy 51% BEMS Prevention Plan Data	Panorama Data Supportive Relationships 87% Self-Management 77% Social Awareness 69% Grit 60% Growth Mindset 56% Self-Efficacy 57% BEMS Prevention Plan Data *purple indicates growth*	Students respond well to their peers. Panorama data supports that many of the projects we implemented made a difference.	no specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	continue
Bullying Prevention	Bullying Prevention Lesson	Day 2 of Counselors teaching in 8th Grade Classrooms	Counselors, SRO	Counselors, SRO	All students receive direct instruction about Bullying and bullying prevention.	Panorama School Safety (Diversity/Inclusion) 72% (Spring 24-25) 73% (Fall 24-25) 67% (Spring 23-24) 65% (Fall 23-24)	Panorama School Safety (Diversity/Inclusion) 72% - currently (Spring 24-25) BEMS Prevention Plan Data	1130 students received direct instruction focused on bullying prevention	Even teaching this topic within a class period, the counselors taught all students in both grades, but it is only once a year.	This part of the counselors curriculum is intended to help students avoid bullying, but specifically targeted at diminishing any bullying that is directed toward students in protected classes.	Continue with added opportunities to address bullying prevention.
Bullying Prevention	Spread the Love Week	February 2024	Activities through the week to encourage kindness and positive student to student interaction	Student Government and advisors	Students will communicate the activities for the week to students through notes, announcements, social media	Panorama School Safety (Diversity/Inclusion) 72% (Spring 24-25) 73% (Fall 24-25) 67% (Spring 23-24) 65% (Fall 23-24)	Panorama School Safety (Diversity/Inclusion) 72% - currently (Spring 24-25) BEMS Prevention Plan Data	Students enjoyed the opportunity to share kindness with others. We were able to assemble 200 hygiene kits and donate them to the Acts Six Soup Kitchen in Brigham City. We had about 100 students participate in assembling the kits.	Actual tracking of student participation in the Spread the Love activities was a challenge. It appeared the same students participated over multiple events. It is a challenge to really reach students that could use the opportunity to share kindness with others. I	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	We want to continue the traditions of spread the love week, but focus on incorporating more students.
Bullying Prevention	BEMS Behavior intervention plan (We are Safe, Respectful, & Responsible)	Continuous through the year.	Behavior Intervention plan communicated with staff, students and parents,	faculty, admin, counselors	Information will be communicated to families through emails, social media, school texts and notes.	23-24 school year - 37 students completed behavior modules	24-25 school year - approximately 20 students completed behavior modules	Students completed modules that retaught and reinforced appropriate behavior based on individual need.	Challenges included who would track and follow up on these modules.	One of the modules specifically addresses the use of language and words, but are targeted at students in protected classes.	Continue
Substance Abuse Prevention	Substance Abuse Prevention Lesson	Day 2 of Counselors teaching in 8th Grade Classrooms	Counselors, SRO	Counselors SRO	All students receive direct instruction about Substance Abuse Prevention	23-24 school year - 489 students received behavior intervention lessons	24-25 school year - 1,130 students received lessons	Direct instruction with student participation was a successful way to teach and talk about substance abuse. Our school resource officer helped with the teaching.	There still is a portion of kids that miss this because they are absent. It is a short amount of time. More time could be more effective.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue, add more time if possible.
Substance Abuse Prevention	School Nurses/Bobbie Jeppsen	Continuous through the year	School nurses and their programs	Admin and school nurses	Phone calls and emails will be made to parents when a student has been found with a vape.	23-24 school year - 36 students were referred to the school nurse.	24-25 school year - 31 students were referred to the interventionist or school nurse.	Individual support and connections with students seem to have a powerful impact.	Challenges arise once they stop meeting with Bobbi - students seem to revert back to prior issues.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue
Substance Abuse Prevention	Teacher mentors	Continuous through the year	Teacher mentors	Admin, school nurse	Students will communicate with one of four teacher mentors after completing the Vape cessation program with Bobbi Jeppsen.	23-24 school year - 8 students were referred to Check and Connect	24-25 school year - 32 students have been referred to the Check and Connect.	The students that were assigned built stronger relationships and connections with an adult in the building.	Knowing who to refer and how the actual referral process works.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue with more awareness and clarity.
Mental Health	Mental Health	Day 2 of Counselors teaching in 8th & 9th Grade Classrooms	Counselors	Counselors	All students receive direct instruction about mental health and mental health services	23-24 school year - 489 students received these lessons	24-25 school year - 1,130 students received lessons	Direct instruction with student participation was a successful way to teach and talk about substance abuse. Our school resource officer helped with the teaching.	There still is a portion of kids that miss this because they are absent. It is a short amount of time. More time could be more effective.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue with more time if possible.
Mental Health	Group and individual counseling from BRMH	Continuous through the year	BRMH, School Counselors	BRMH, Counselors, Admin	Information communicated to individuals as needed through mail, email and phone.	23-24 school year - BRMH Groups=40 students BEMS Groups=4 LCSW=34	24-25 school year - BRMH Groups=40 students BEMS Groups = 4 LCSW = 44	Students received the positive support needed.	no specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue
Attendance	Invention Specialists/team contact at 3 unexcused absences	Continuous through the year	Attendance data, time	Int. Specialists, attendance secretary, admin	Contact will be made by Int. Team to parents and individual students who are showing a trend of missing classes.	Panorama Data Supportive Relationships 87% (spring 23-24) BEMS Prevention Plan Data	Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Worked with many students and parents to improve attendance.	Many students still aren't successful in regularizing attendance or parents are less supportive.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue in being more systematic in our approaches.
Attendance	attendance letter, attendance contract	Continuous through the year	Attendance data, time	Teachers, attendance secretary, ISS para, admin	Contact will be made by teachers to parents and individual students who are showing a trend of missing classes.	23-24 school year - 620 attendance letters have been sent to student/families Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	attendance letters have been sent to student/families Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Notification to families about student attendance and who to contact regarding question creates support from the school to the family.	Keeping pace with the high number of non attenders. What the actual follow up is.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue
Protective Factors	Maslow's Closet	Continuous through the year	Community donations, grants to fill the closet	Counselors, main office	Information will be communicate from the main office and counseling center to students that might benefit from this. Mail, email and phone message.	23-24 school year - 12 students were supported	24-25 school year - Approximately 25 students have been supported	The availability of items for students to access as needed.	Overcoming the stigma of asking for help. Making sure everyone knows it is available.	There was no specific identification for the topics or the data/results that targeted a specific group of students of students targeted in the TSI class.	Continue

School Prevention Plan (Due by)

School Prevention Plan (Due by)											
BEMS											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance , Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks , with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:								End of Year Reflection (Due April 15, 2025)			
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are
Protective Factors	Backpack Program	Continuous through the year	Community donations, grants to purchase items for the backpacks	Counselors, main office	Information will be communicate from the main office and counseling center to students that might benefit from this. Mail, email and phone message.	23-24 school year - 35 students were supported	24-25 school year - approximately 195 backpacks have been distributed	The availability of items for students to access as needed.	Overcoming the stigma of asking for help. Making sure everyone knows it is available.	There was no specific identification for the topics or the data/results that targeted a specific group of students targeted in the TSI class.	Continue
Protective Factors	Clothing drive	August 2024	Community donations	Counselors and secretaries	Information sent via email, text and social media	23-24 school year - 100s of community members donated and received items from this drive. Exact number of students from BEMS that it benefitted is unknown.	24-25 school year - we are working to include other organizations and even student-athletes to help sort, organize, and clean-up the clothing.	The number of community members served and the positive connections made between the school and the community.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students targeted in the TSI class.	continue
Positive Behavior Support	PBIS including token economy	Continuous through the year	Stinger Store prizes, SUPER STINGER reward	Guiding Coalition, faculty, admin, counselors	Students recognized for their behavior will be notified by teacher/staff	23-24 school year - 146 Super Stinger Cards 9819 individual Stinger cards redeemed for prizes in token economy Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	24-25 school year - approximately \$6,000 will be spent on student prizes for the store and end-of-year prizes Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Individual recognition of students for going above and beyond.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students targeted in the TSI class.	continue
Positive Behavior Support	Stinger of the Day/Student of the Month	Continuous through the year	Reward	Faculty, Staff, office	Students will be notified by teachers/staff they have been nominated and why.	<175 Different Students were nominated and recognized as Stinger of the Day. Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	Approximately 175 different students were nominated daily and an additional 10-12 students recognized monthly. Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Individual recognition of students for going above and beyond.	No specific challenges were identified.	There was no specific identification for the topics or the data/results that targeted a specific group of students targeted in the TSI class.	continue
Positive Behavior Support	School Postcards and emails	Continuous through the year	Postcards, stamps	Faculty, staff	Students and parents will receive positive emails, postcards and calls from teachers.	Teacher reported data; 200+ postcards, 500+ emails to parents about positive events. Panorama Data Supportive Relationships 87% (Spring 23-24) BEMS Prevention Plan Data	Teacher reported data; 200+ postcards, 500+ emails to parents about positive events Panorama Data Supportive Relationships 87% (Spring 24-25) BEMS Prevention Plan Data	Teachers reported positive results in student behavior and positive contact/relationships with parents.	Teacher time and ownership of making the positive contact.	There was no specific identification for the topics or the data/results that targeted a specific group of students targeted in the TSI class.	continue
Mental Health	LCSW	Continuous through the year	Continued support from school district to share the cost	Counselors and district personale	Students and parents will be informed as we learn or discover the need for this support	Get data and feedback from LCSW	Get data and feedback from LCSW	Great to have access to mental health professionals here at school.	We need more of them.	There was no specific identification for the topics or the data/results that targeted a specific group of students targeted in the TSI class.	continue
Mental Health	Nurse Practitioner - Rachel Lott	Continuous through the year	Access to Rachel	Counselors, school nurse	Counselors and nurse working with parents as needed.	Get data and feedback from Rachel, school nurse, and counselors	Get data and feedback from Rachel, school nurse, and counselors	Having access to medical professionals inside the district.	She's very needed and busy. Scheduling and timing with her can be difficult based upon the high demand.	Low SES seemed to have the most positive impact because of the affordable options Rachel was able to provide.	continue
Positive Behavior Support	Advisory	Continuous through the year	Lessons and supports for teachers to use in their classrooms to teach these lessons	Counselors and Admin	Weekly to teachers to share with students. Some lessons will be shared to parents and families.	Survey to teachers, parents, and students	Survey to teachers, parents, and students	Having the opportunity to have a whole-school lesson and training built into the school day/week.	Being on top of it and taking the wonderful lessons and including our school focus and theme - like Safe, Respectful, Responsible.	There was no specific identification for the topics or the data/results that targeted a specific group of students targeted in the TSI class.	Become more targeted in what we incorporate in the lessons and tie all of the focuses and themes together inside the lessons.
School Prevention Plan:											
Prevention Team Members: A.J. Gilmore, Brandon Nelson, Jace McKee, Marcia Wilson, Nicole Fry, Promise Larsen, Leslie Garbanati											
Date approved by School Community Council: September 16, 2024											
Prevention Plan Learning Targets (Address each of the 7 components):											
Prevention Plan Description: The above plan is being implemented in an effort to help students feel welcome, know how to work through emotional challenges, and be successful not only in school but in life.											
Prevention Plan Success Criteria: Panorama Data increasing											
Data that will be collected to determine the effect of plan: May 30, 2025											

BRMS											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	Hope Squad	Hope Squad will meet weekly to plan activities, focused on suicide prevention.	Hope Squad Membership, training, voting, meeting with admin to review expectations, plan events.	Mr. Tesch, Advisor & School Counselor	Hope Squad with Mr. Tesch will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Number of Hope Squad members; number of activities focusing on mental health per month & Year	As counted by Hope Squad we had 4 activities cover topics of starting the school year off on the right foot, QPR, Gratitude, and celebrating the differences among us. 79% stated they had a friend they could count on no matter what. 94% felt that they could count on a family member no matter what. 88% of students responded favorably that they had healthy relationships at school. Panorama data Spring 2025	Having the Hope Squad create and implement the activities. Meeting weekly on Tuesday to plan activities. Focusing on suicide and mental health. Teaching QPR.	Challenges included finding time to meet with the Hope Squad, getting students motivated to put themselves out there, funding	Students in protected classes are impacted by this because they gain greater access to skills dealing with mental health	Continue as planned. Potentially find
Suicide Prevention	Liscenced Clinical Social Worker (LCSW)	2023-2024 School Year	Room for her to visit	Aaron Tesch	As school personnel meet with students in crisis the student can be referred to a LCSW. Parent contact and permission form sent home.	Case load for our LCSW	13 students on her case load	Our LCSW was very accomodating and helpful. She would meet with the kids.	finding space for our LCSW to meet with students	Students in protected classes were able to meet with and LCSW at school allowing greater access in breaking down barriers.	Continue as outlined.
Bullying Prevention	8th Grade Health Presentations - Healthy Relationships Presentation	Each trimester during Health Class		Aaron Tesch/Shamra Nielson	Parent permission slips sent home each trimester	Number of students who participated in the class presentations	374 students were present at the Health Class presentations	Outside presenters were engaging and covered topics on mental health, substance abuse, and bullying prevention	Those who were absent missed the presentations. Some students would not get permissions signed so that they did not have to listen to the presenters.	The presentations impacted all students. They all gained greater knowledge as well as greater access to resources	Continue as organized
Bullying Prevention	Cyberbullying unit in Digital Literacy Class all 8th graders	Each trimester during Digital Literacy Class		Janette Tomkinson		Number of students who passed the cyberbullying unit in Digital Literacy class	There are 846 total students at Bear River Middle School. 362 8th grade students took the Digital Citizenship Unit in their Digital Literacy Class.	The Second Steps program was a good introduction into cyberbullying and the Digital Literacy class did a great job of reviewing the concepts		This brought awareness to the dangers of the cyber world, including cyberbullying.	Continue
Bullying Prevention	8th Grade Library Presentation on Respect all students in their Language Arts Classes	Each year during library orientation	none	Teresa Roberts	Each student is oriented on respecting property, self and others during library orientation within the first week of school	Number of students who recieved the training from our media specialist Teresa Roberts	417 8th grade students recieved the presentation during their language arts class. 83% reported that they have been polite to other students. 78% of students reported favorably to diverse backgrounds. 77% reported that the teachers are good role models in treating others of diverse backgrounds. Panorama Data Spring 2025	The library is a great place to present to all students		Each student was positively impacted as reflected in the panorama spring 2025 data. Students of diverse backgrounds are viewed appropriately.	Continue
Bullying Prevention	Second Steps	During Study Hall period on Mondays for 6 weeks	Second Steps powerpoint, Work Sheets	Aaron Tesch/ Kayce Brickey/ Chad Kirby	Administration	Number of students trained on each of the days.	846 students were trained	Utilizing our study skills hour worked very well.		Second Steps is an evidence based intervention that supports students of all backgrounds	Continue
Substance Abuse Prevention	Governor's Youth Council (GYC)	The GYC will meet to plan and impliment activities targeted at substance abuse prevention. Main activities include "Kick Butts," poster pledge, and Red Ribbon Week	GYC Application, conference room for weekly meetings	Kelli Rose/Aaron Tesch	GYC with Mr. Tesch & Mrs. Rose will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Number of students on the GYC and number of activities per month & year	There are 28 GYC members. The GYC did 3 activities. Main focus was on step 4: the media's portrayal of tobacco and step 6: effects of substance abuse on mental health and depression	Student planned and implimented the activities.		Every student learned the ways substance abuse is portrayed in media and thereby better able to make decisions in regards to substance use and the mental health effects as a result of substance abuse	Continue
Substance Abuse Prevention	Health Class Presentation (Box Elder CO Strike Force Officers)	Each trimester during Health Class	Appointments, space, arranged with officers	Aaron Tesch/Shamra Nielson	Parent Permission slips sent home to parents, signed and returned	Number of students who attend the presentation	374 students took the health classes this year	The Drug task force is evry engaging and can present first hand knowledge about the dangers of substance abuse.		Students receive substance abuse instruction from the Brigham City Task force.	Continue
Substance Abuse Prevention	Jessica Braegger meets with students individually for mentoring, support, vape/drug cessation	periodically throughout the year for 6 week periods	A meeting location, Jessic Braegger will take care of the rest	Jessica Braegger, BESD "Prevention/Intervention instructor" Aaron Tesch	Jessica Braegger will handle all the coordination of this. Often the parents will be notified during a safe schools meeting	Number of students who meet with Jessica Braegger each trimester	Jessica Braegger, the Prevention/Intervention Specialist has met with 16 kids this year about the hazards of vaping	Jessica Braegger is a very engaging and knowledgeable mentor who helps the students who have been caught vaping this school year.	Finding a room when Jessica Braegger could meet with these kids.	Students of diverse backgrounds receive one on one mentoring with a trained professional	Continue
Mental Health	Hope Squad (QPR-Training on how students can refer their friends in crisis)	periodically throughout the year	Activities have not been planned yet; resources pending	Aaron Tesch	Hope Squad with Mr. Tesch will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Count up number of activities that focus on QPR	The Hope Squad did 2 activities	Video announcements reaches the whole school and trains everyone on QPR and how to refer a friend. Lunch activity presented the information in a more fun and engaging way	Getting students to remember what QPR stands for. Students struggle understanding how to question. Also getting outside of their comfort zone can be difficult for some students.	All students are presented with information and skills to help their friends get the help they may need from a trusted and skilled adult.	Continue. Also count the students who are trained in QPR during the lunch activity.
Mental Health	Counselor Presentations to 8th and 9th Grade	on the first day of counselor presentations	SELFIE Method; Student Council Video	Aaron Tesch/Kelli Rose	notice of topics and invitation for parent attendance to in-class presentations sent home by counseling center	Number of students who were present during the presentation by the counselors	383 8th graders and 383 9th grade were present for the SELFIE Mental Health counselor presentations. Representing 92.2% of 8th graders and 88.7% of 9th graders receiving the SELFIE training	having the bookmarks, making the video in advance, embedding it into the powerpoint presentation; reaches majority of the students.		Students in protected classes gained simple ways to improve their mental health and well being	continue
Mental Health	Hope Week (Hope Squad)	Within the first month of school starting	none	Aaron Tesch/Kelli Rose	Hope Squad, GYC, Student Council will inform student body of activities via announcements, school posters, and communication home via phone, text and email programs.	Number of activities	We did 5 activities for Hope Week centering on QPR, warning sgns, being a friend, taking time for the things you enjoy, and mental well being.	Fun activities that were engaging	getting the kids to associate the activity with the desired knowledge outcome		Continue

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

Tasks for Prevention: **End of Year Reflection (Due April 15, 2025)**

Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Mental Health	LCSW	Every Tuesday	office space	Aaron Tesch/Tiffany Burnhope	By Tiffany Burnhope, LCSW	case load for our LCSW	11 current students are receiving services from LCSW. 6 at some point during the year met with our LCSW	Having LCSW present in our school was a great help to the mental well being of our students.	BRMS only has a LCSW for 3/4 of a day. She would be more utilized if we had the funding to support the need	Of the 17 individuals who received services from the LCSW 12 kids are part of a protected class	Continue. Pursue additional funding to increase days the LCSW is at our school
Attendance	No Tardy Parties	End of Each Trimester		Ben Willey	Announcements	Number of students who qualified for each "No Tardy Party"	First Tri no tardies (donuts) 544 Second tri no tardies (treat) 270 with 32 students with perfect attendance	Recognizing the good the kids are doing is always positive		It incentivizes all students to get to class on time and helps gain greater access to the material	Continue
Attendance	U Matter Citizenship Class	Each Mid-Trimester for Three Weeks		Aaron Tesch/Kelli Rose Mr. Jones Mrs. Christensen	Informed By Admin	Number of students who attended the "U Matter" project and a count of their U citizenship at each end of the trimester	Group 1st tri midterm=12 students with 13 Us Group 1 1st Tri End 5 students, 6 Us Group 1 end of 2nd tri 3 students 5 Us Group 2 mid term tri 2 44 students with 52 Us Group 2 end of 2nd tri 11 students with 15 Us Group 3 3rd Tri mid term 33 kids with 40 Us	Identifying students, using the flex system; Getting the diverse presentations from the 3 different teachers; discussion about how our decisions now limit and impact the future	The class make up at times was difficult	Though this class is not designed to be punitive, because the class is based on citizenship we wanted to ensure that there was not an disproportionate number of students in a protected class getting Us. As we looked over the data we discovered that it was not disproportionate ratio.	Continue
Attendance	Citizenship Incentives	Each Trimester		Aaron Tesch	Informed By Admin	Number of students who qualify for the citizenship incentives each trimester	No N, U, and Fs at the end of 1st tri is 544. No citizenship reward for 2nd tri	Tracking data		The protected classes are impacted by helping them gain access to academic content	Continue
Protective Factors	Human Trafficking Presentations in the health Class	Each Trimester during Health Class	Health Teacher Training (Sept. 26, 8-3)	Aaron Tesch	Informed by Health teachers each trimester	Number of students who are trained in the human trafficking presentation	174 students received the Human Trafficking presentations in Health class	Utilizing the Human Trafficking curriculum form Second Strands. Health class was a perfect setting for the training		All students received this valuable information.	Continue
Protective Factors	Small Groups (Youth Services, Bear River Mental Health, School Counselor)	periodically throughout the year	Conference Room	Aaron Tesch	Communication will be provided by Youth Services, Bear River Mental Health, and School Counselors as needed	Number of students who participate in Youth Services, BRMH, and school counselor groups	YJJS met individually with 8 kids periodically throughout the year. School counselors did 3 groups of 10, 28, and 22 periodically throughout the year; BRMH meets with a number of students at their clinic and did not do any groups this year.	We found great success with the tier 3 students with individual meetings with YJJS. These students were very benefit by the meetings	Finding space and aligning schedules	Of the students who met in these groups there were 8 who fit into protected classes. That is not disproportionate to school ratios	Continue
Protective Factors	Food, Clothing, and School Supplies Pantry and School Lunch Freezer Meals	As needed	donations	Adella Corbridge & Kelli Rose	Counselors, Mrs. Corbridge	Count of students who received food, clothing and hygiene each month	366 kids received snacks during the school year; 68 kids received clothing or hygiene products; 6 kids received clothing through the Kind Fund App	It worked well to have the pantry items housed in a separate location overseen by 1 person		We did not track who was receiving the items; it could be that we start next year gathering that information	continue
Positive Behavior Support	Bear of the Month	Each month	Refreshments, spread sheet for tracking	Teresa Roberts	Communication will be sent home to every parent/guardian each month. Students will be identified as at risk	Number of students who were nominated as Bear of the Month each month of the school year	Oct 41 students Nov 42 students Dec 43 students Jan 41 students Feb 42 students Mar 43 students Apr 41 students May pending Total 291 students celebrated in 2025 66 students were identified as "Super Bears"	Celebrating role models to help all students improve in their academic learning		Of the 291 94 fit into a protected class which is an accurate ratio. Of the 66 supper bears there were 16 who are part of a protected class; this is within an appropriate proportion	continue
Positive Behavior Support	U Citizenship Make Up Class	Each Mid-Trimester for Three Weeks		Aaron Tesch/Kelli Rose Mr. Jones Mrs. Christensen	Informed By Admin	Number of students who participate in the U matter project and the number of U they receive throughout the year	Group 1st tri midterm=12 students with 13 Us Group 1 1st Tri End 5 students, 6 Us Group 1 end of 2nd tri 3 students 5 Us Group 2 mid term tri 2 44 students with 52 Us Group 2 end of 2nd tri 11 students with 15 Us Group 3 3rd Tri mid term 33 kids with 40 Us 74% of students responded favorably that they put for effort in school (Panorama data)	Students who took the class generally improved in their citizenship grade		Though this class is not designed to be punitive, because the class is based on citizenship we wanted to ensure that there was not an disproportionate number of students in a protected class getting Us. As we looked over the data we discovered that it was not disproportionate ratio.	Continue
Positive Behavior Support	Bear Bucks & Trading Post	ongoing	Bear Bucks Printed, Rewards for the Trading Post	Aaron Tesch/Tracy Hobbs/Teresa R/Jen Winward		Number of Bear Bucks handed out by teachers each month	There have been 14,374 Bear Bucks utilized at the Trading Post. This represents the good things that are happening in each class	Many teachers are utilizing the Bear Bucks System to reward and motivate the students.	Some teachers consistently do not give out Bear Bucks as a reward	There is no reasonable way of tracking the number of students in a protected class receiving Bear Buck to ensure it is not disproportionate	Continue

School Prevention Plan:
 Prevention Team Members:
 Date approved by School Community Council:
 Prevention Plan Learning Targets (Address each of the 7 components):
 Prevention Plan Description:
 Prevention Plan Success Criteria:

BRMS											
Please make sure that you address Suicide Prevention , Bullying Prevention , Substance Abuse Prevention (including vaping), Mental Health (knowing how to ask for help), Attendance, Protective Factors , and Positive Behavior Support . Each category should have 2-3 tasks, with at least one focusing on your process of educating ALL students, faculty, and staff.											
Tasks for Prevention:									End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Data that will be collected to determine the effect of plan:											

School Prevention Plan (Due by September 30)

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

Tasks for Prevention:										End of Year Reflection (Due April 15, 2025)	
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Suicide Prevention	GCN Trainings	Due by October 7th. Sent out in the summer.	The link sent by the district	District	District - Kim Bott	N/A - Kim Bott keeps track of who has completed	All staff took the trainings on suicide prevention	It was required by the district for all employees.	New employees coming in wouldn't have it done.	Helped staff to have signs to watch for.	Continue plan
Suicide Prevention	Gaggle	As needed	Gaggle system. People who respond	Counselors, LCSW, Admin, SRO	Gaggle communicates with the group and 1 person addresses the situation. Action will be taken depending on the situation	Gaggle referrals	Gaggle referrals	As an Admin. team, we determined how we would process them, and who would involve the team and the steps we would take.	Sometimes some wouldn't have the entire file visible, so it was hard to know exactly what to talk to the students about.	It placed us in awareness of students who struggle, and to be able to have conversations with them to support their struggles and needs.	Continue plan
Suicide Prevention	Safe UT App	Available 24/7	Train students how to download the app	Hope squad leaders/advisors. Admin and counselors will respond to the Safe UTs	During Unite Week, Hope Squad will teach this to students	Panorama Data		As an Admin. team, we determined how we would process them, and who would involve the team and the steps we would take.	Sometimes some of them only would go to the district, and not get forwarded to us until the district did so. That would throw off the timing sometimes. We have had some changes in administration, so we have had to adjust to whom was contacted, and who was the first to respond.	It placed us in awareness of students who struggle, and to be able to have conversations with them to support their struggles and needs.	Continue plan
Suicide Prevention	Faculty Trainings	Faculty Meetings	Counselors and LCSW	Counselors and LCSW	Communication will be provided as needed	Panorama Data		In several meetings, we asked teachers to be our eyes to look out for sudden changes in students, and to keep us informed if they heard information. We also had a meeting about DCFS and required reporting.	Making sure all need to know on students particularly got the information in a timely way.	In our work with teachers this year we emphasized the need to support our TSI students and to do what they can to keep us informed.	Continue plan, with the addition of having our counselors and LCSW spend a few minutes at the beginning of the year in our meetings with teachers talking about what they can watch for and support.
Suicide Prevention	HOPE Squad	Hope Squad will meet monthly and as needed to plan activities	Hope squad membership, meeting with admin to review expectations, plan events	School counselor and HOPE Squad leadership	Hope Squad with advisors will communicate via email, social media, in-person activities, school announcements, and representation with signage, shirts, etc. Messaging will occur throughout the year. Messaging will be sent to students, faculty, staff, and families from Hope Squad members, counselors, and administration.	Panorama Data		We grew a lot, the group expanded, the activities were well attended, the Red Ribbon week with the elementaries went well. Tenth monthly activities were well attended.	April and May for activities are challenging with time of year, sports and activities. Funding is the challenge.	This is open to support all students, and many of our at risk population attended.	We will be rebranding it as the empowerment club. The program is housed through Erika's litghouse. The focus is mental health. The plan will be to spread the positivity part of the program.
Substance Abuse Prevention	Athletic drug testing	School year 24-25	Drug testing kits	Hayley Chournos, Darci Stark, and Clay Chournos	As needed	BRHS School Prevention Data - 2024/2025	Of the 200 students who were tested, 5 students tested for nicotine, and received cessation services.	It went as scheduled and as planned, 200 kids were tested to determine if any had drug problems	none	It is random testing, so it doesn't target one group or another, it is random.	Continue plan
Substance Abuse Prevention	Cessation courses	As needed - Weekly	We just need to be able to refer them. Currently, we do this through email.	Jessica Braegger	Admin will assign this as needed. We will communicate with parents and Jessica Braegger.	Panorama Data		Classes were offered by Jess. Braegar. 10th grade health classes also focussed on this.			
Mental Health	LCSW	Daily/As needed	Continued support to keep her in the building	Administration & District Administration	Counselors, administration, and district administration	Panorama Data					
Mental Health	Advisor Committee	Bi-weekly/Monthly	Training on how to support students through a mentor program, time to complete check-ins	Lead teachers and administration	Lead teachers and administration	Panorama Data					
Protective Factors	Food & Clothing Assistance Program	School Year 24-25	clothing & food donations	Admin & Counselors	Those identified as having a need	1 pair of shoes given out. 2 backpacks given as of 09/30		A few students participate	Students won't take it because of embarrassment		
Protective Factors	Human Trafficking Presentations in the health Class	Each Trimester during Health Class	Health Teacher Training	Health teachers	Informed by Health teachers each trimester			It occurred. They had a presenter come in at talk about healthy relationships and it impacted some of our students that later talked to the counselors about not being in healthy relationships.			
Positive Behavior Support	PBIS Teacher Committee	Monthly	Time to meet and resources for student incentives	Clay Chournos is over the PBIS committee	Clay and teachers will communicate with						
Positive Behavior Support	ADAPT Class	As needed throughout the school year	JJS/Health Department - They come and teach sessions	Assistant Principal, JJS, BRHD	Contact with students and parents as needed	Panorama Data		It occurs ever couple of weeks.	It is held after school, conflict with tutoring, jobs, sports		
Bullying Prevention	No contact agreements/behavior contracts	As needed school year 24-25	Behavior contract template	Administration	Administration will set up the contracts. These will be communicated with all students involve, parents, and teachers when necessary.	BRHS School Prevention Data - 2024/2025	we had 5 no contact agreements in place this year. of those, all of the situations ended in students learning to co-exist in the same school with no contact. those orders helped students to move on, while in some situations, fulfilling legal mandates.	Counselors and admin work together for conflict resolution, they successfully mitigated the conflicts that the parties were experiencing, and it let them get back to the business of school as their focus instead of the conflict.	Determining how many people to put in the know.	It provided a tool for any situation, but some of the students were from protected classes and it helped support them as well.	Continue this plan, with the addition of a meeting with those teachers involved with the students more consistently next year.
Bullying Prevention	SALT Team (Student Athlete Leadership Team)	SALT Team will meet monthly to plan activities and events.	Monthly training, summer conference, guest speakers, E4A support	Athletic Director, Coaching staffs from all teams, administration team	Whole school through athletic teams, social media, announcements, messages, administration.	Panorama Data		Bi monthly meetings were held, the vast majority of the 60 students attended regularly. We had several guest speakers, and taught many different life lessons throughout the year.	Budget is a little tight to be able to carry out the tasks/projects. Sometimes the fact that it is held in the morning can be an obstacle to all attending.	They participated in several projects that supported our low income students.	We are looking to increase the dynamics of the lessons that we teach next year. Continue with this as an action step.
Attendance	Attendance letters	As needed throughout the school year	Attendance letters	Attendance secretary sends the letters. Admin holds the meetings.	As needed the attendance secretary will send the letters. Admin will meet with students and parents to discuss how the attendance can be improved.	Educator's Handbook Referrals					
Attendance	School Athletics and Clubs	Red Rush Week happens the week of Sept. 9th. School clubs will meet on various days and participate in various club activities. There are attendance expectations for those who participate	Trained coaches and club advisors	Coaches and club advisors	Coaches and club advisors will communicate with members. Each club and team has a disclosure addressing this information	Panorama Data		They have to have a correct percentage of attendance in order to be eligible.	Monitoring this vast amount of students on a consistent basis	SPED teachers and counselors supported, as well as AD and AD secretary.	Continue the plan

School Prevention Plan (Due by September 30)

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

Tasks for Prevention: **End of Year Reflection (Due April 15, 2025)**

Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Attendance	Citizenship incentives	Throughout the year, but specifically at the end of trimesters	Rewards/PBIS incentives	Attendance committee and BRHS Admin	Admin will set this up and communicate it to all students and parents	Currently have 3,619 U's.					

School Prevention Plan:

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

Date approved by School Community Council:

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

Prevention Plan Description:

Prevention Plan Success Criteria:

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

School Prevention Plan (Due by September 30, 2024)

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

Tasks for Prevention:										End of Year Reflection (Due April 15, 2025)		
Component	Description of Task	When will this happen?	What resources are needed?	Who is/are responsible for leading task and resources?	How, when, to whom and by whom will information be communicated?	Beginning of the year data (cite source)	End of the year data (cite source)	Links	What went well with this task?	What challenges came up when implementing this task?	How did the implementation of this task impact students in protected classes (including your TSI students if applicable)?	Based on data, what is the next steps? (Continue Plan, Revise Plan, Create New Plan). Continue plan can only be used if data improves. If you are revising or creating new plan, describe the new steps!
Substance Abuse Prevention	Parental involvement events: These events include a back to school night, as well as an activity each trimester to encourage parents to be involved with their students academically and to reward the parents along with the students when their students are doing well and passing all their classes. Increased parental involvement is a key component in preventing substance abuse in minors.	Back to school night was August 6th. Trimester events will coincide with parent teacher conferences as well as with midterms for our 6th term.	Funding for food and prizes	Administration / Prevention team	Events are announced through social media, website, and by text and email. All parents are encouraged in advance to help their students get their grades up for the next event that will coincide with the midterm of terms 2, 4, and 6	Attendance Data	Attendance data	https://docs.google.com/spreadsheets/d/1y520W_B6h6DQe6k88Qy6S8DF-1ZAg_6U9A3iF-W1n0Ued/TvsP-mhahmg	October Parent teacher conference/prick or treating was a huge success and largest attendance we've had to date across all school years.	Other parent engagement rights weren't big attendance-wise	All of our students fall under the category of a protected class. All were invited to attend	Revise plan to create parent engagement rights that more will be interested to attend. Repeat ones that worked, change ones that didn't.
Attendance	80% attendance rewards of higher given every term. These are different every six weeks and are only given to students that have earned them. Covered by students and help increase attendance first few weeks of term.	All the awards assembly at the beginning of every term. 5 in total. 2nd, 3rd, 4th, 5th and 6th terms.	rewards for attendance (bracelets, keychains, fidgets, stickers, hats, erasable Sunrise Logo pens)	PBS/Counselor	Information will be announced to the students at the beginning of the term and when registering at that school. Awards will be announced every six weeks at awards assembly based off of attendance percentage. PBS/counselor/admin/faculty and staff	Attendance Data	Attendance reward data	https://docs.google.com/spreadsheets/d/11y0Cw_B6h6DQe6k88Qy6S8DF-1ZAg_6U9A3iF-W1n0Ued/TvsP-mhahmg	Students loved the rewards.	Attendance still declined. I don't think the rewards are the reason. Students wanted them. Also, secretary accidentally doubled the order for the rewards and spent the entire budget	All of our students fall under the category of a protected class. Reward is given to all based on being in class. Qualification for rewards is not discriminatory towards any protected class, purely based off of attendance data for each individual term. Data resets every six weeks.	Revise plan to make sure purchase isn't doubled for next year and additional funds are there to add more rewards to classes in addition to individual students.

School Prevention Plan:

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

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

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

Prevention Plan Description:

Prevention Plan Success Criteria:

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

Recommendation to approve

Submitted by: Coerina Fife, Executive Director Human Resources

Recommendation:

It is recommended that the BESD Board of Education approve the 2025-2026 Negotiation Team members for the BESD, BEEA, and BEESPA teams listed below.

Negotiations will begin in the latter part of April, 2025.

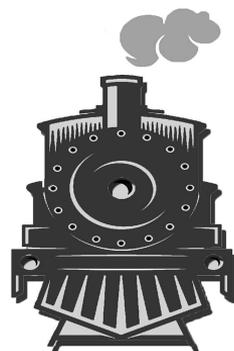
BESD	BEEA	BEESPA
Steve Carlsen Keith Mecham Heidi Jo West Coerina Fife Neil Stevens Megan Bushnell Kristi Capener Jamie Kent	Joette Craig Steven Littlefield Mark Holland Robin Bailey Kelli Rose Natasha Morgan Curtis Benjamin (consultant)	David Cook Ronda Shaffer Jerian Stevenson Melissa Lemon Natalie Patterson Rhiannon Morrison Damian Portillo Irlanda Stevens Janet Hoyle Brooke Burt Cheryl Howe Jan Christensen LeAnn Nelson

Recommended Motion:

I move that we approve the 2025-2026 Negotiation Team members for BESD, BEEA, and BEESPA as presented.

HB 267

Public Sector Labor Union



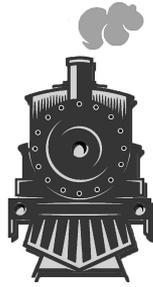
**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

The Bill Requires...

Starting July 1, 2025:

- Public employers will no longer recognize a labor organization as a bargaining agent for public employees and may not enter into collective bargaining contracts.
- Public employers will not enter into a new collective bargaining agreement or renew, extend, or modify an existing collective bargaining agreement.
- Public money or property will not be used to assist, promote, or deter union organizing or administration.
- New labor organization employees will not be able to participate in URS.
- State risk management will acquire and administer professional liability insurance on behalf of K-12 employees.



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

What the bill does not require...

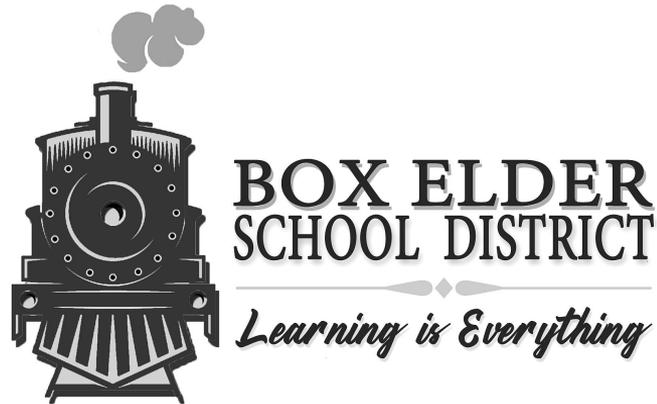
- It does NOT require that labor organizations be prohibited from continuing to exist.
- It does NOT require that public employers refrain from engaging in ongoing discussions regarding conditions of employment, salary, and benefits with labor organizations.
- It does NOT prohibit public employers from inviting other employee groups to the table.
- It does NOT impact current labor organizations employees from participating in URS.
- It does NOT impact or terminate our current negotiated agreements with BEAA, BEEA, and BEESPA.

Current Agreements

The bill allows a public employer to continue whatever agreement is in place on May 7, 2025 to the expiration of the agreement.

Once the agreements expire, we are prohibited from entering into new collective bargaining agreements.





Plans Moving Forward

We are committed to employee voice and will continue to seek input by holding...

Listening Sessions - Where the agenda will be open, all employees may attend, and the district will listen and respond at a later meeting.

Information Sessions - Where information will be provided, including answers from the previously held listening session.

Surveys - Faculty and Staff will continue to receive surveys relative to working conditions.

We want to ensure that all employees have a voice and their feedback will remain vital in decision-making.



Box Elder School District Teacher and Student Success **Act (TSSA)** Framework

Board Approval: ~~Original April 10, 2019~~

Updated: **May 14, 2025** ~~September 13, 2023~~

Purpose:

The purpose of the *Box Elder School District Teacher and Student Success Act's Framework* is **designed to ensure that all students learn at high levels by being engaged, challenged and supported by all stakeholders.** ~~to engage, challenge, and support all students.~~ This will be accomplished through efforts directed toward teacher recruitment and retention, teacher recognition and leadership, and improved student performance and academic achievement **through relevant projects and classroom activities.**

Teacher Recruitment and Retention:

Of the total distribution, 25% shall **and up to 40% may** be used for salaries to improve teacher recruitment and retention. Box Elder School District recognizes the role that teacher compensation plays in ensuring students have access to the highest-quality educators. Therefore, Box Elder School District shall **use at least 25% to 40%** of the total distribution for increases to base salary and salary-driven benefits for school personnel ([53G-7-1304](#), Subsection (2)(a)(ii)).

Student Performance and Academic Achievement:

Of the total distribution, **75%** ~~50%~~ shall be allocated to schools to determine how it will be used to promote improved student performance and student academic achievement **through relevant projects and grade level content activities.** Box Elder School District recognizes the importance of school-level allocation of funds to support the unique student performance and academic needs in each school environment.

Annual TSSA Plan Application for the Upcoming Year:

A principal shall annually submit a **TSSA** ~~Teacher and Student Success Plan~~ Application **for the upcoming school year** ~~and a Teacher and Student Success Plan Annual Report~~ to the Box Elder School District Board **by the end of the current school year.** ([53G-7-1304](#), Subsection (5)).

- **The Box Elder School District Board Shall:**

- Annually approve or disapprove each submitted plan in the regularly scheduled local board meeting in **June or July**; and
- If a plan is not approved, the Board shall:
 - Explain, in writing, the reason for disapproval;
 - Make recommendations for revision;
 - Allow the submitting principal to re-submit a revised plan for review; and
 - Approve a resubmitted plan, if the plan complies with the Board's recommendations for revision.

- **The principal is responsible for the application, but is encouraged to solicit input on developing the school's TSSA** ~~Teacher and Student Success Plan~~ **from the school's:**

- Educators including the Collaborative Leadership Team;
- Administrators;
- Students;
- Community Council members;
- Parents;
- Support professionals; or
- Additional community stakeholders.

- **This Application shall include:**

- A detailed plan to improve student performance and student academic achievement including action steps for reaching the goal(s). **If a school has been identified and placed on TSI, ATSI, CSI or MRI status for a subgroup(s), the goal will address these areas.**
- A budget for proposed expenditures, and
- Measures of success including a description of how progress toward the goals will be measured.

and Annual Report will be reviewed by the Box Elder School District Board for approval or review on or before June 30 of each year.

The application requires submission of:

- ~~The *Teacher and Student Success Plan* which includes~~
 - ~~At least one goal that supports improved student performance and student academic achievement~~
 - ~~Action Plan Steps for reaching the goals~~
- ~~A budget for proposed expenditures.~~
- ~~Measures of success, including a description of how progress toward the goals will be measured.~~
- **Allowable Expenditures:** (may include but are not limited to the following categories)
 - Up to 5% Principal discretion for teacher and student incentives, recognition and appreciation.
 - School personnel stipends for taking on additional responsibility and leadership outside of a typical work assignment;
 - Professional learning;
 - Additional school employees, including instructional coaches, behavioral specialists, MTSS aides, student and/or family advocates, counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
 - Technology;
 - **Classroom Supplies to support student performance and academic achievement.**
 - Class size reduction strategies
 - Before- or after-school programs
 - Summer school programs
 - Community support programs or partnerships;
 - Early childhood education;
 - Social and emotional learning support;
 - College and career readiness skills;
 - Student leadership development; **or**
 - **Augmentation of existing programs**
- **Not Allowable Expenditures:**
 - **To supplant funding for existing public education programs.**
 - **For District administration costs; or**
 - **For capital expenditures**
- **Posting Requirements on School's Website**
 - **Once approved by the school board, school's will post the school's approved TSSA Plan;**

- A description of the school's school allocation budgeted and actual expenditures and how the expenditures help the school accomplish the school's TSSA plan; and
- The school's current level of performance, as described in Section [53G-7-1306](#), according to the indicators described in Section [53E-5-205](#) or [53E-5-206](#).

The Annual TSSA End of Year Report: ~~requires submission of:~~

A principal shall annually submit a TSSA End of Year Report from the prior year to the School Board during the regularly scheduled local board meeting in November. The submission will include:

- Data which shows progress toward the TSSA Goals ~~measures of success~~ in the prior year;
- Actual expenditures for the prior year (see budget sheet) and
- Carryover amounts kept in the district TSSA account for district/school needs.

~~The Box Elder School District Board shall:~~

- ~~● Annually review each *Teacher and Student Success Plan* application;~~
- ~~● Approve or disapprove each submitted plan in a regularly scheduled local board meeting; and~~
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 - ~~○ Approve a resubmitted plan, if the plan complies with the Board's recommendations for revision.~~~~
- ~~● Determine if the school:

 - ~~○ Meets or exceeds the threshold of points determined by the Utah State Board of Education that designates a school that is succeeding in school performance and academic achievement; or~~
 - ~~○ Has demonstrated at least a 1% increase in the school's total points received under the statewide accountability system compared to the previous year (53G-7-1306).~~~~

Recommendation for the Approval of the BESD Teacher and Student Success Act (TSSA) Framework

Submitted by: Keith Mecham, Assistant Superintendent - Secondary Teaching and Learning & Heidi Jo West, Assistant Superintendent - Elementary Teaching and Learning

Recommendation: It is recommended that the Box Elder School District Board of Education approve the BESD Teacher and Student Success Act (TSSA) Framework modifications as presented.

Recommended Motion:

I move that the BESD Board of Education approve the modifications of the District TSSA Framework.

Background:

- According to [R277-927 TSSA](#), the district must create a TSSA Framework and submit it to the state anytime adjustments are made.
- [Proposed modifications to the district's TSSA Framework](#)
- [Previous District's TSSA Framework - updates September 2023](#)

Policy Implications:

- This action will have no policy implications

Financial Implications:

- There are no known negative consequences

Staff implications

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



Box Elder School District Teacher and Student Success **Act (TSSA)** Framework

Board Approval: ~~Original April 10, 2019~~

Updated: **May 14, 2025** ~~September 13, 2023~~

Purpose:

The purpose of the *Box Elder School District Teacher and Student Success Act's Framework* is **designed to ensure that all students learn at high levels by being engaged, challenged and supported by all stakeholders.** ~~to engage, challenge, and support all students.~~ This will be accomplished through efforts directed toward teacher recruitment and retention, teacher recognition and leadership, and improved student performance and academic achievement **through relevant projects and classroom activities.**

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- Students;
- Community Council members;
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- **This Application shall include:**

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 - ~~○ Has demonstrated at least a 1% increase in the school's total points received under the statewide accountability system compared to the previous year (53G-7-1306).~~~~

Recommendation: To approve the 2025-2026 Board Meeting Calendar

Submitted by: Superintendent Carlsen

Recommended Motion: I move that the Box Elder School Board of Education approve the calendar for the 2025-2026 Board Meeting Schedule.

Background: Each year the Board of Education approves a yearly calendar

Policy Implications: BESD Policy 1072 requires the Board of Education to approve a yearly Board Meeting Schedule.

Financial Implications: None

Staff Implications: This will allow Staff, Board Members, & Patrons to arrange their yearly schedules to look at vacations and family get a ways to allow them to still be able to attend Monthly Board Meetings



Box Elder School District
School Board & Municipal Building Authority
Meeting Schedule
2025-2026 School Year

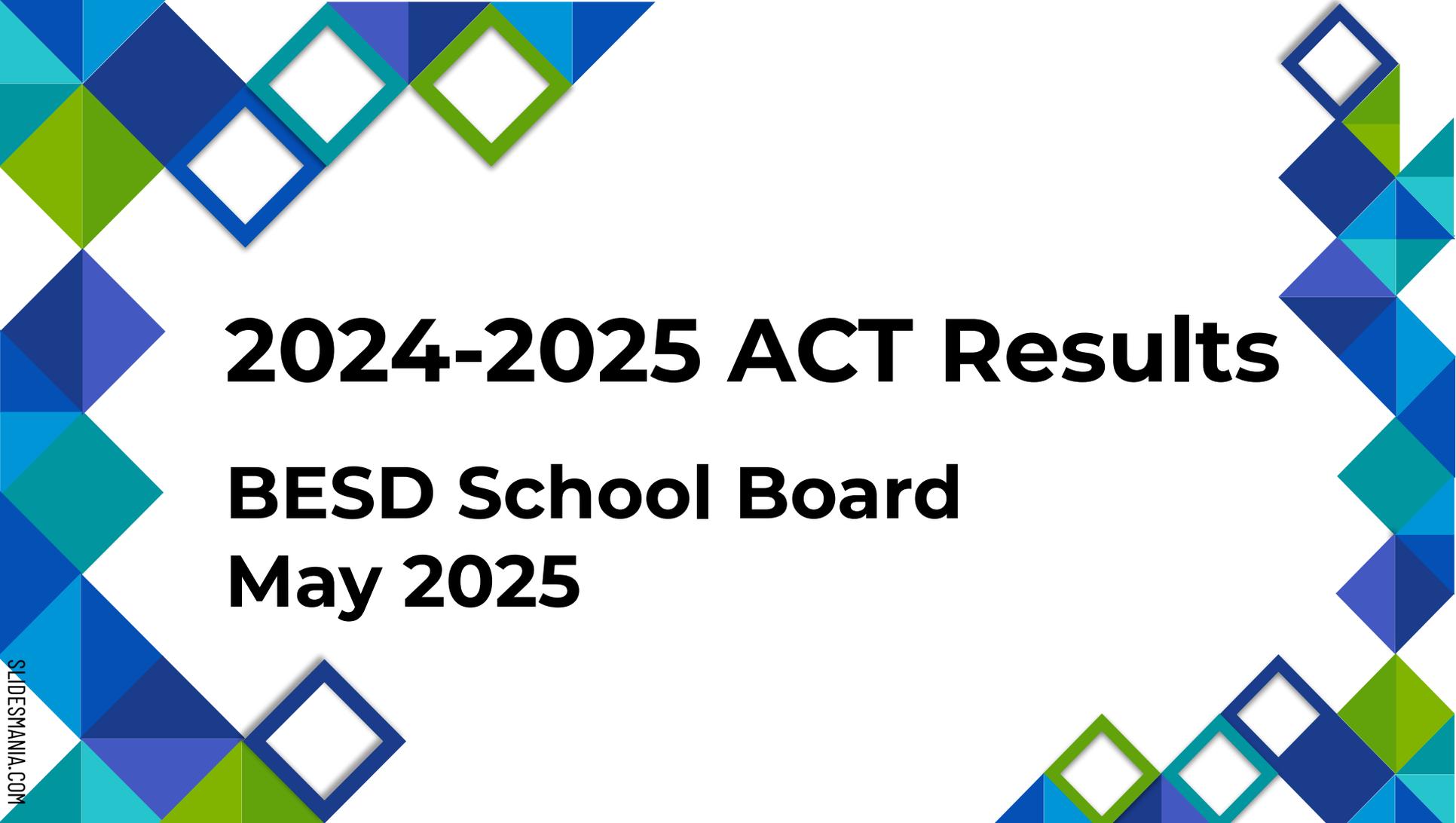
2025

Place

July 9	6:30 p.m.	ILSC Building
Work Session.....	2:00 p.m.	ILSC Building
August 13	6:30 p.m.	ILSC Building
September 10	6:30 p.m.	ILSC Building
October 8	6:30 p.m.	ILSC Building
November 12	6:30 p.m.	ILSC Building
December 10	6:30 p.m.	ILSC Building

2026

January 14	6:30 p.m.	ILSC Building
February 11	6:30 p.m.	ILSC Building
March 11	6:30 p.m.	ILSC Building
April 8	6:30 p.m.	ILSC Building
May 13	6:30 p.m.	Adele C. Young Int. (Retirees)
June 10	6:30 p.m.	ILSC Building



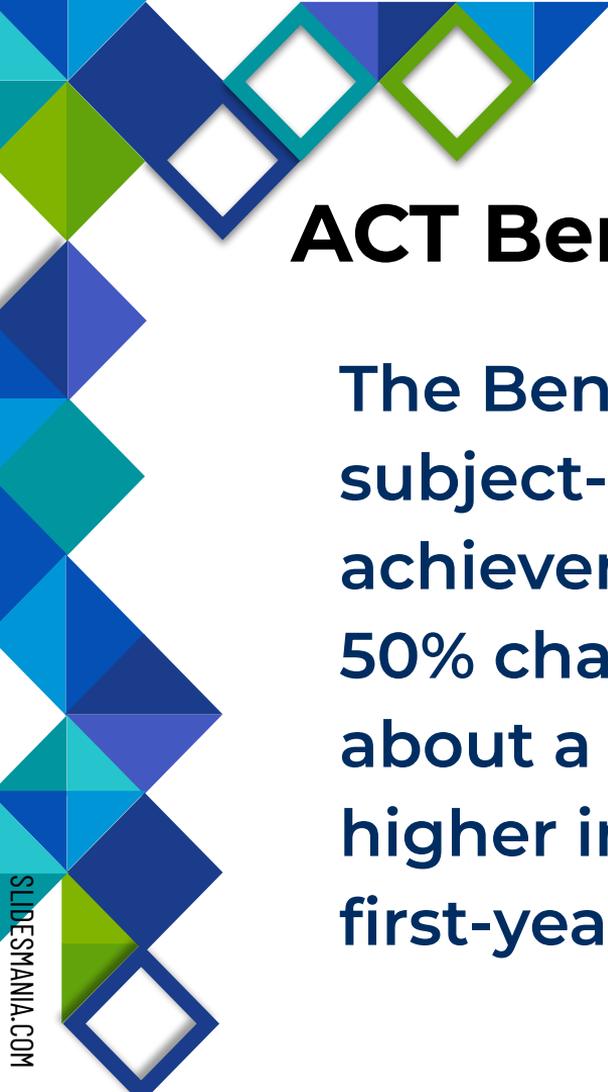
2024-2025 ACT Results

BESD School Board

May 2025

ACT Reminders

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



ACT Benchmark Scores by Subject

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



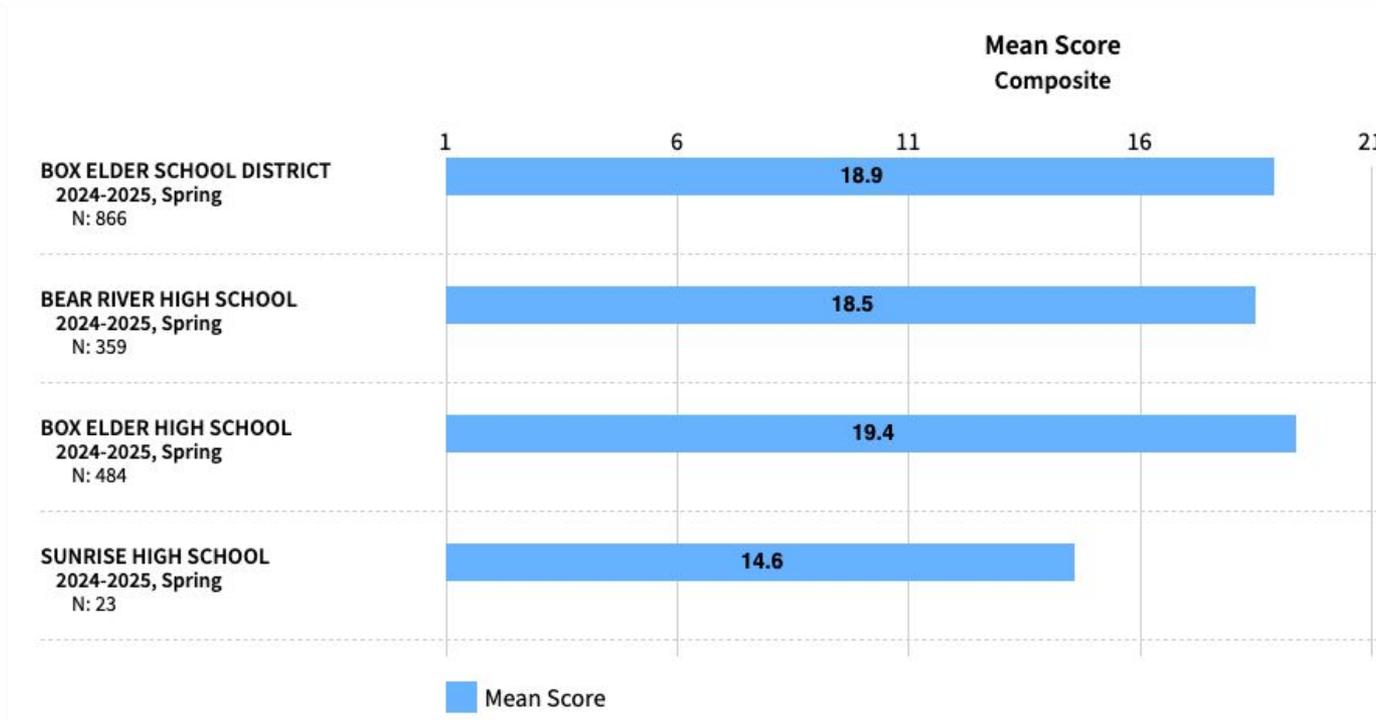
ACT Crash

Impacted Schools:

- Bear River High School
- Sunrise High School

All students were able to test, and 60 students at BRHS were given vouchers to retake the ACT for free.

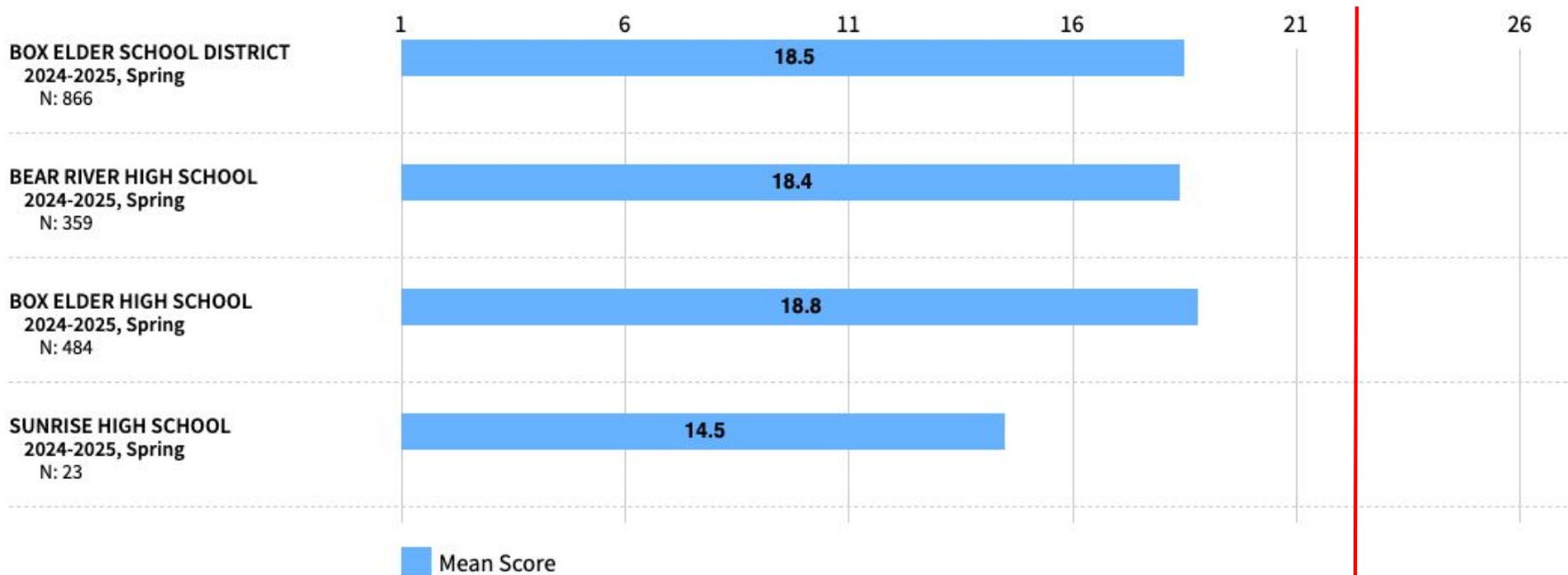
ACT Mean Composite - Spring 2024



State results will be available June 10-11.

ACT Mean Math - Spring 2024

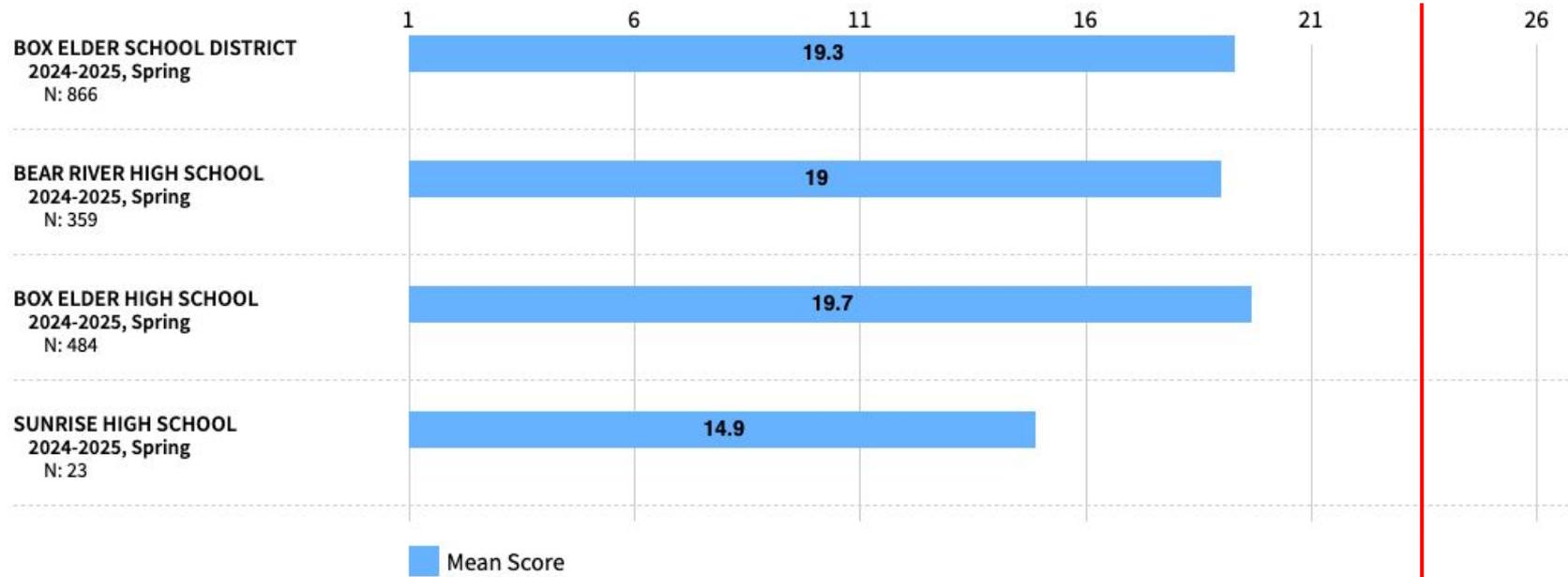
Mean Score
Math



Benchmark = 22

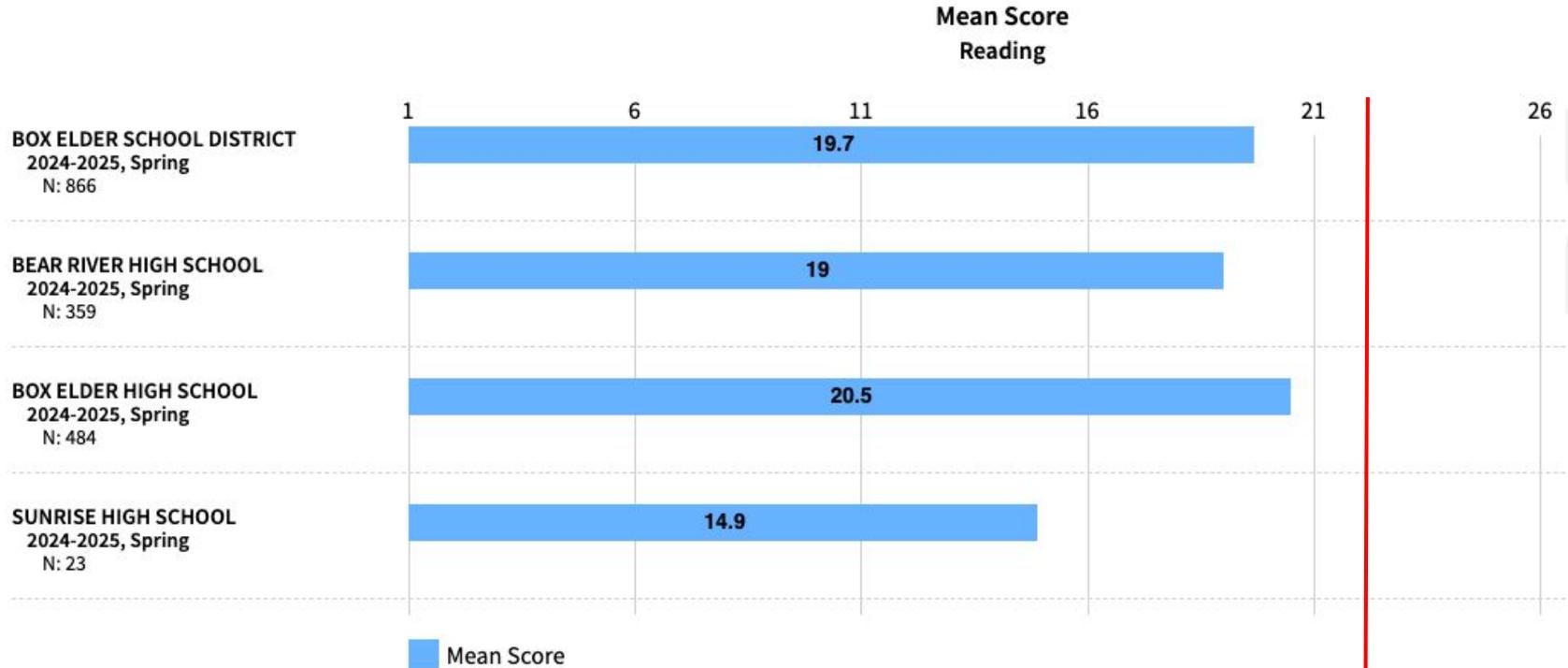
ACT Mean Science - Spring 2024

Mean Score
Science



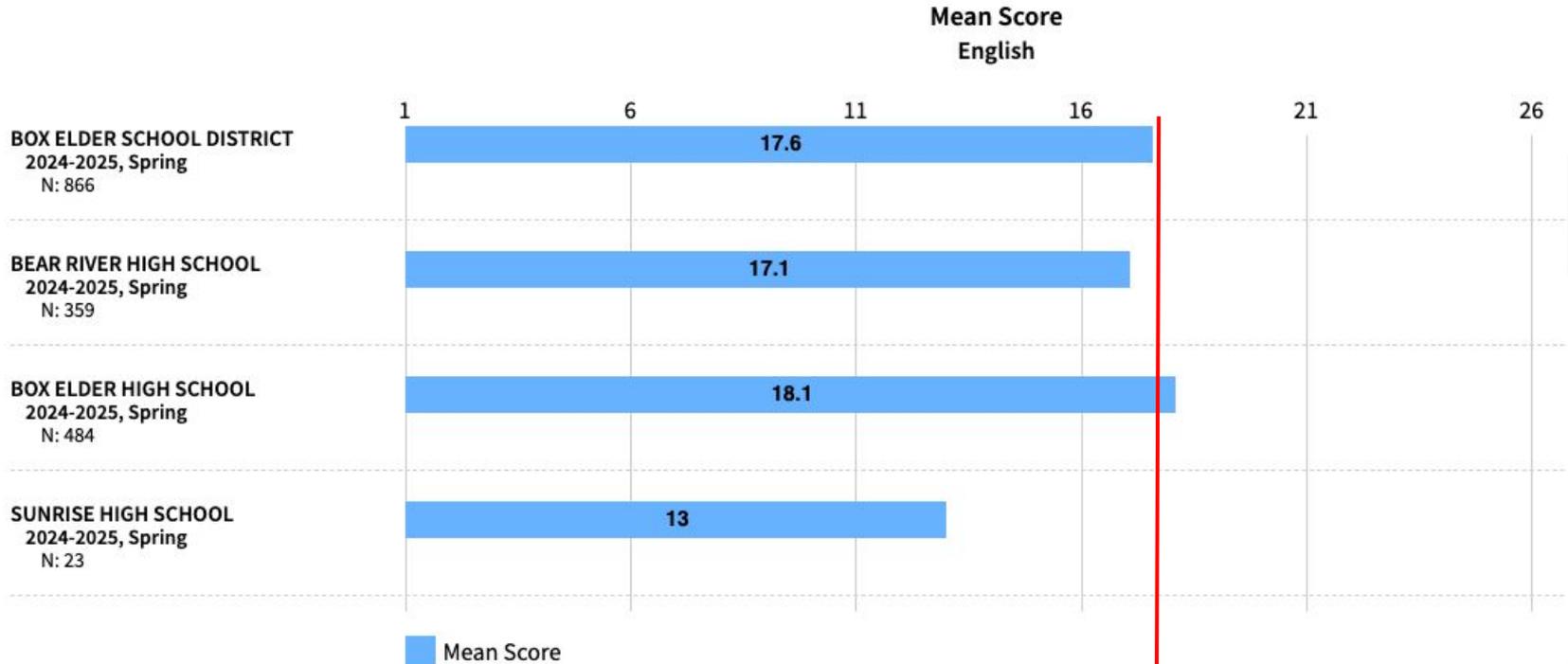
Benchmark = 23

ACT Mean Reading - Spring 2024



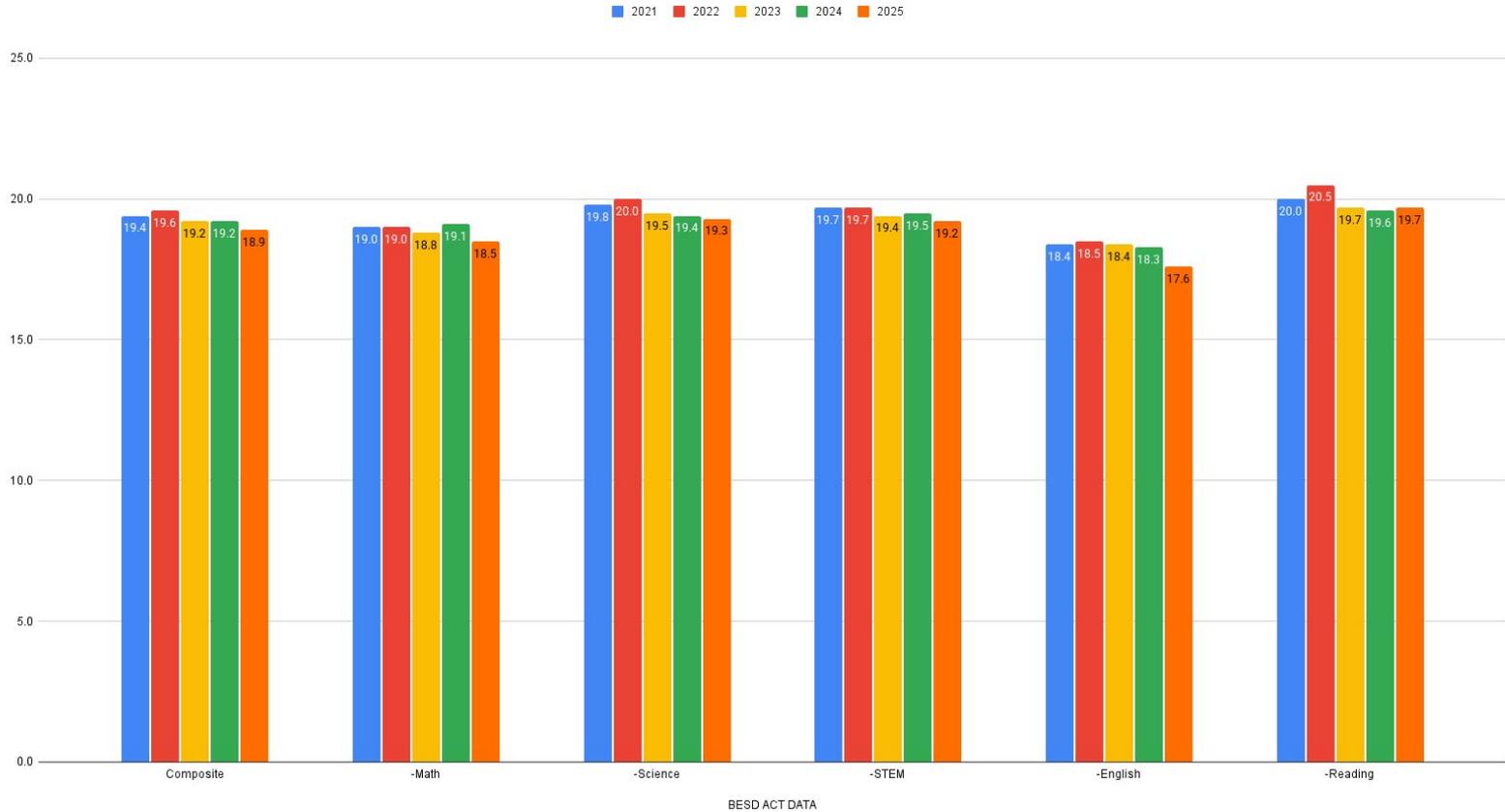
Benchmark = 22

ACT Mean English - Spring 2024



Benchmark = 18

District Average ACT Scores



BESD ACT DATA

Participation Rates

Participation Rate:	Percent
2021	90.1%
2022	87.0%
2023	91.7%
2024	88.6%
2025	90.3%





Actions & Plans

- Free Shmoop Accounts - ACT Prep for all Students
- Providing Free ACT Test Prep prior to State Test (Magoosh & Piscoesity - Trust Land Funding)
- Focus & Messaging - Most Newsletters
- Incorporating Test Prep Questions into 11th Grade Core Class Formative Assessments
- Online ACT Prep during Bee Time Extensions & After School
- Use Aspire Plus predictor & MAP Predictor to provide support & motivate students



Upcoming ACT Changes...

In Spring 2026 ACT is making changes

- Composite score will only include Math, English and Reading.
- Utah wants to continue to administer Science.
- Shorter Reading Passages and Fewer questions
- Extended time for Science Test (Match NGSS Standards)



Questions?

Box Elder Adult Education Online Policy

The Box Elder Adult Education program offers an online/distance education program for students who wish to complete their diploma or prepare for passing the GED tests. The following are the procedures for students wishing to enroll in this program.

Enrollment Requirement

All adult education students, including online students, are required to participate in an individual intake and orientation meeting. In this meeting we will review the requirements and expectations to be successful in our online program. We will identify what courses are needed based on the student's entrance test and transcript. We will then help the student set goals for monthly progress and eventual completion

In addition to the orientation meeting, **Box Elder Adult Education Students (BEAE) must complete the following to be enrolled:**

Complete Intake and Registration forms

Pay Registration Fee

Complete CASAS testing

Complete a minimum of 12 in person contact hours (Period of Participation must be done within the first two weeks.)

These initial 12 hours are critical for online students. During this time students meet their mentor, learn how to navigate the online platform, and have a chance to practice with a mentor there to help. This face to face time ensures the student is ready to work independently and be successful in an online environment. After the initial 12 face to face hours, students may work at home if they choose.

If needed, there is someone available to help students or proctor tests Monday through Thursday from 8:00am – 3:00pm and from 4:00pm – 7:00pm.

All online students are assigned a mentor. This person provides support, encouragement, and is available to provide personal instruction when necessary. The mentor will contact them at least weekly.

Each course has a final cumulative exam that students must pass to receive credit.

After the initial 12 hours, students are expected to complete a minimum of 10 hours online each week not including idol time. Time and progress are recorded by the online platform. All hours are verified by the clock time model, meaning the online platform tracks the hours spent working. The mentor/teacher then enters these hours into the data management system.

Course Requirement

Students can be assigned up to 4 courses at one time. Students must complete 4 courses every 6 weeks. The mentor will help set target dates to stay on track. If this goal is not being made, administration may choose to disable courses. A \$5.00 fee may be assessed to reopen each course. **Remember: It is expected that students actively work a minimum of 10 hours per week on assigned courses.**

****All tests (topic, unit, and cumulative) on Edgenuity must be taken during class time with the teacher proctoring the test. Absolutely no cell phones are to be out during testing****

90 day drop

If a student goes 90 days without contact, they will be dropped from the program and courses will be disabled. Students will then be required to re-register and pay a \$15.00 re-registration fee.

Additional Policies

-According to federal law, possession and use of drugs, alcohol, tobacco, or E-cigarettes are not permitted on school property.

-During daytime school hours (8:00 – 3:40), Adult Ed students are only allowed in designated Adult Ed areas in the building. Mingling with Sunrise high school students will not be permitted.

-Please note that Adult Education does not qualify as full-time student status. This is sometimes asked on applications for Social Security, Vocational Rehabilitation, Department of Workforce Services, etc.

Student contact information

Adult Ed students will be required to join the REMIND communication texting app. Updates, current information, class cancellations, and emergency situations will be sent through this app. This app allows Adult Ed students to message their teachers and other Adult Ed staff with questions or concerns.

Tessa Leslie

tessa.leslie@besd.net

435-734-4834

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2025-2026

Adult Education Graduation Requirements

24 Credits are required for completion of the Adult Education Secondary Diploma. Required courses include:

<u>Credits</u>	<u>Courses</u>
4	English
3	Math (Secondary Math I, Secondary Math II, 1 Additional Math)
3	Science (Chemistry, Physics, Biology, Earth Systems)
3	Social Studies (Geography, World History, U.S. Govt., U.S. History and <u>½ Social Studies Elective</u>)
1½	Fine Arts
1½	Physical Education
½	Health
1	Career & Technical Education
½	Information Technology (Computer Literacy)
½	General Financial Literacy
5½	Electives

Box Elder Adult Education helps students acquire an Adult Education Secondary Diploma as outlined by criteria from the Utah State Board of Education. Credits are earned by completing required and elective course requirements through the competency-based curriculum. Student performance must meet a 70% or better standard for credit to be issued. Transferred credits from other accredited schools will be evaluated against Sunrise HS/BEAE criteria and competencies and posted as either elective or required credit.

2025 – 2026 SCHOOL YEAR TIMELINE

<u>Regular School Year:</u>	August 25, 2025 – June 4, 2026
<u>Tremonton Session:</u>	To be determined
<u>ELL Classes:</u>	To be determined
<u>Summer Session:</u>	To be determined

★ **Graduation will be held on Thursday, June 11, 2026** ★

!!! In order to meet the 2025-2026 graduation deadline, all work and testing must be completed no later than Thursday, June 4, 2026. Teachers will not be available after this time and all printing deadlines must be met in order to be ready for graduation.

Any student who does not complete all requirements for graduation by Thursday June 4, 2026 are welcome to attend our summer session. All students must re-enroll in adult education each fall.

2025 - 2026 BOX ELDER ADULT EDUCATION INFORMATION

Sunrise High School/Box Elder
Adult Education

230 West 200 South Brigham
City, Ut 84302

(435) 734-4834

Besd.net/o/shs

High School Completion / GED Prep / Adult Basic Education / English Language

Class Schedules

August 25, 2025 – June 4, 2026

We follow the Box Elder School District Calendar

Brigham Campus

- **Days** Monday - Thursday 8:00am – 2:30pm
- **Nights** Monday - Thursday 4:30pm – 8:00pm

Tremonton Campus

BRHS Library
Tuesday & Thursday 3:30pm – 7:00pm

ELL Classes – Brigham Only

Monday & Wednesday 5:00pm – 8:30pm

Summer School Schedule

Summer School will be available for any active Adult Education Student who has completed their CASAS test and their 12-hour period of participation. Dates and times will be determined by the end of May.

Adult Education Enrollment Requirements

Students will be considered "Enrolled" once all of the following criteria have been met:

- *Completed Intake & Registration paperwork
- *Completed CASAS test *Paid Registration Fee
- *Completed a minimum of 12 contact hours

Adult Education Fee Information

\$50.00 Registration Fee & Proof of Utah Residency
Required at Intake

Fee waiver available upon request • Fees paid are not refundable
Adult Education does not qualify for full time student status.

Additional fees may apply if student does not meet minimum attendance requirements

Acceptable Proof of Residency

As proof of residency, prospective students must present one of the following nonexpired items, in their name, at the time of registration.

- Utah driver's license
- Utah State ID
- Utah driver's privilege card

OR

One of the following items if the date on the document is within the past twelve (12) months. If one of the following is presented, the document must be in the person's name and include the Utah home street address (not a PO Box) that is reported on the student's registration:

- Employer's pay stub
- Rent or mortgage payment statement
- Homeless ID
- Utah library Card
- Utah state government agency form letter
- Utah high school/college transcript or report card
- Written statement on employer's letterhead defining a job commitment with prospective student
- Approved or denied free and reduced lunch app from prospective student's children's school
- Tribal correspondence
- Daycare or nursery school records of the prospective student's children
- Utility bill, phone bill, or work order
- K-12 registration demographic card of children enrolled in a Utah school
- Utah voter registration card
- Mail received in the person's name from an established business
- Current year automobile registration
- Consular ID card issued by SLC Consulate

The following items do not prove residency:

- Mail addressed to "Occupant" or "Resident"
- Letters from friends or relatives
- Power of attorney documents
- Personal correspondence addressed to a PO Box



May 5, 2025

Steve Carlsen, Superintendent
960 South Main
Brigham City, UT 84302

Dear Superintendent Carlsen,

On April 15, 2025, Alex Ellerman and I conducted an on-site program review of Box Elder's Adult Education program. Director Randy Rasmussen was in attendance. The following is a summary of the review.

Program Commendations:

- Program personnel are invested in each student's success. They seek to build connections with the students in a way that helps them respond to the individual needs of the students. Staff members empathize with students and allow conversations to center around the student and their needs. I saw this interest in action as they advocated for a student to receive accommodations for the GED test in a timely manner and helped host a fundraiser to cover a student's medical expenses. During interviews, the students also expressed their appreciation for the teacher's genuine concern and support.
- Students have access to in-person courses, test out courses, and Edgenuity. The program utilizes teachers strategically to provide subject matter experts and increase instructional options for adult education students.
- The program is conscientious in ensuring student files are maintained and contain all necessary information. The program's files were some of the best in the state!
- Teachers reach out to students regularly to keep them attending and progressing. Outreach messages tend to have a "warm demander" style that helps students feel cared for while still maintaining high expectations.

Program Recommendations:

- The program has created policies to guide their work, with policies covering essential topics such as attendance expectations and distance learning. The program's policies include expectations for assessments during intake but do not address post-testing. The program must include post-testing expectations in the



policies. In addition, the program must create a fee waiver process for students who are unable to pay (see [53E-10-202\(3\)\(a\)](#) and [Utah Adult Education Policies and Procedures Guide](#), Section 5: Financial Management, Program Responsibilities F).

- The program's student retention rates are low, which also influences post-testing rates and measurable skills gains. The program should focus efforts on improving student retention, which in turn will impact other key performance indicators as well. The program already meets regularly in professional learning communities. Utilizing these meetings to analyze student data in a way that effects student instruction could also improve student retention rates.
- The program needs to update their inventory with serial numbers and purchase dates to track non consumable assets more accurately.
- Not all adult education personnel are being evaluated on their work in adult education, especially because some personnel are only working part time in adult education. The program will create a protocol to ensure all adult education personnel are being evaluated specifically on their work in adult education.

Utah's Adult Education program is committed to providing the best possible educational outcomes for Utah's adult student population, which is not easy work. Thank you for your program's contributions to this work. If we can be of specific assistance to your program, we are at your disposal.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Patton".

Stephanie Patton, Adult Education Coordinator
Utah State Board of Education
Cc: Randy Rasmussen, Director

[Adult Ed Fee Schedule](#)

[Enrollment Contract](#)

R277-462-6: School Counselor to Student Ratio Plan for Meeting Compliance (1:350)

LEA Name: Box Elder School District

Date: 2/27/2025

CTE/School Counseling Leader Name: Ben Wiley

School year: 24/25

LEA school counselor to student ratio: 1 to 407

FTE needed to meet ratio:
1.5

Explanation of why LEA does not meet 1:350 ratio in accordance to **Board Rule R277-462-6: School Counselor to Student Ratio** (3000 characters maximum): We lack enough counselors to bring our ratio into compliance.

Plan to meet compliance, including timeline (3000 characters maximum):

I have shared with my LEA leadership team a google sheet showing our current student numbers (in black) and our projected numbers (in red) for our secondary schools. As per the state law R277-462-6, we are required to maintain a specific ratio to ensure adequate support for our students.

BRHS	10th	11th	12th	total	ratio	increase .5 FTE	# of students that need to move out
	410	399	388	1197	1 to 399		
25-26	402	409	456	1267	1 to 422	1 to 362	217
BRMS	8th	9th					
	415	433		848	1 to 424		
25-26	420	401		821	1 to 410	1 to 328	121
BEHS	10th	11th	12th				
	621	539	479	1639	1 to 409		
25-26	590	554	555	1699	1 to 424	1 to 377	299
BEMS	8th	9th					
	550	577		1127	1 to 375		
25-26	543	594		1137	1 to 379		

You can see our current ratios for our schools in one of the columns. Our high schools and our middle schools are all out of compliance for the 24-25 year.

My proposed plan is to add a half time counselor to BEHS, BRHS, and BRMS. This will bring our ratios much closer to the required ratio. I believe that I can justify the remaining small discrepancies at both high schools with fluctuating enrollments. A drop in the enrollment at BEMS over the next few years will resolve their ratio without the need for future hiring.

As future students move through our schools, I will reevaluate and reallocate resources to maintain the required ratio. Looking at the projected numbers, it is possible that BEHS will lose a counselor in 5 years. This will be easy to absorb with the natural attrition of employees within our own counselors

Signature:

Date:

Superintendent/Charter School Director

Signature:

Date:

CTE/School Counseling Leader

MONTHLY FINANCIAL REPORT
APRIL 30, 2025

	ENDING APR 2025	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			83%	83%		
	Percent of 9 month contract completed			89%	89%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	31,750,300	31,089,865	97.9%	86.2%	27,754,704	32,194,260
6	Tuitions	250,000	291,770	116.7%	37.0%	201,044	542,648
7	Investment Earnings	1,250,000	1,549,755	124.0%	74.4%	1,614,109	2,170,032
8	Indirect Costs	325,000		0.0%	0.0%		-2,610
9	Rental Fees/Building/Ft	90,000	207,984	231.1%	57.2%	103,976	181,846
10	Other	990,250	828,192	83.6%	80.5%	1,246,195	1,548,991
11	State	95,937,450	81,885,454	85.4%	87.1%	82,547,945	94,724,699
12	Federal	5,525,000	4,161,255	75.3%	51.9%	4,700,633	9,063,864
13	Misc./ Fund Bal	5,000	2,554	51.1%	0.0%		
14	TOTAL M & O						
15	REVENUE	136,123,000	120,016,830	88.2%	84.2%	118,168,604	140,423,730
16	Beg Balance	1,642,130		84.2%			1,642,130
17	Less:						
18	Ending Balance	1,722,500					
19	TOTAL M & O FUNDS						
20	available	136,042,630	120,016,830	88.2%	83.2%	118,168,604	142,065,860
21							
22	EXPENDITURES:						
23	Instruction (1000)						
24	Salaries	62,490,300	46,195,376	73.9%	74.6%	44,066,111	59,043,206
25	Benefits	21,205,970	16,586,691	78.2%	71.0%	15,278,686	21,515,194
26	Purchased Serv.	3,824,110	2,317,326	60.6%	74.2%	1,924,392	2,592,404
27	Supplies/Texbooks	5,385,400	2,235,975	41.5%	71.1%	2,333,856	3,280,254
28	Equipment	1,050,000	122,510	11.7%	80.8%	214,280	265,298
29	Other	850,000	474,159	55.8%	93.4%	794,956	851,426
30	Total	94,805,780	67,932,037	71.7%	73.8%	64,612,280	87,547,781
31							
32	Student Services (2100)						
33	Salaries	4,268,550	3,372,335	79.0%	74.7%	3,422,461	4,583,585
34	Benefits	1,526,620	1,272,862	83.4%	74.7%	1,306,350	1,749,225
35	Other	410,000	260,907	63.6%	75.8%	242,702	320,071
36	Total	6,205,170	4,906,104	79.1%	74.7%	4,971,513	6,652,881
37							
38	Instructional Staff (2200)						
39	Salaries	1,925,280	1,463,859	76.0%	73.3%	1,416,489	1,931,792
40	Benefits	710,680	558,152	78.5%	75.1%	552,217	735,090
41	Other	662,870	752,811	113.6%	485.3%	560,464	115,492
42	Total	3,298,830	2,774,822	84.1%	90.9%	2,529,170	2,782,374
43							

**MONTHLY FINANCIAL REPORT
APRIL 30, 2025**

ENDING APR 2025	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			83%	83%		
Percent of 9 month contract completed			89%	89%		
44 District Administration (2300)						
45 Salaries	462,770	493,261	106.6%	84.0%	367,519	437,687
46 Benefits	215,820	183,456	85.0%	83.8%	148,980	177,767
47 Purch Services	270,000	158,092	58.6%	61.5%	182,035	296,128
48 Liability Insurance	218,920	229,120	104.7%	100.0%	182,427	182,427
49 Supplies	65,400	49,601	75.8%	76.9%	38,435	49,953
50 Other	45,500	29,619	65.1%	98.8%	31,519	31,913
51 Total	1,278,410	1,143,149	89.4%	80.9%	950,914	1,175,875
52						
53 School Administration (2400)						
54 Salaries	5,778,870	4,285,376	74.2%	81.5%	4,208,956	5,163,721
55 Benefits	2,187,420	1,628,782	74.5%	81.5%	1,623,530	1,992,425
56 Prof Serv/Travel	121,000	83,143	68.7%	61.3%	60,728	99,082
57 Other	16,500	14,545	88.2%	100.0%	14,169	14,169
58 Total	8,103,790	6,011,846	74.2%	81.3%	5,907,383	7,269,397
59						
60 Business & Support (2500)						
61 Salaries	795,050	564,101	71.0%	82.0%	586,247	714,792
62 Benefits	367,140	204,290	55.6%	81.6%	218,977	268,290
63 Purchased Services	210,060	338,486	161.1%	41.4%	74,684	180,412
64 Other	69,000	595	0.9%	14.9%	1,372	9,237
65 Total	1,441,250	1,107,472	76.8%	75.1%	881,279	1,172,731
66						
67 Operation & Maintenance (2600)						
68 Salaries	6,464,160	5,294,473	81.9%	82.4%	5,131,895	6,228,590
69 Benefits	2,310,960	1,924,390	83.3%	83.3%	1,914,252	2,297,186
70 Electricity	1,129,450	1,144,793	101.4%	77.1%	871,400	1,130,920
71 Purchased Service	802,000	596,835	74.4%	72.8%	488,273	670,249
72 Telephone	222,130	83,183	37.4%	81.7%	147,611	180,721
73 Natural Gas	895,300	450,621	50.3%	86.1%	702,843	816,578
74 Prop Insurance	345,000	206,810	59.9%	100.0%	313,870	313,870
75 Repair	650,250	208,001	32.0%	99.2%	578,340	582,800
76 Supplies	1,020,000	806,156	79.0%	82.2%	845,790	1,028,927
77 Other	1,000	361	36.1%	100.0%	350	350
78 ESSER III					2,195,943	
79 Total	13,840,250	10,715,624	77.4%	99.6%	13,190,567	13,250,192
80						

**MONTHLY FINANCIAL REPORT
APRIL 30, 2025**

ENDING APR 2025	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			83%	83%		
Percent of 9 month contract completed			89%	89%		
81 Transportation (2700)						
82 Salaries	4,200,440	3,204,716	76.3%	76.2%	2,990,166	3,925,597
83 Benefits	1,258,260	1,046,488	83.2%	77.5%	963,621	1,243,996
84 Purch Serv	352,770	377,226	106.9%	60.8%	299,514	492,284
85 Fuel	913,020	653,160	71.5%	79.2%	673,102	849,960
86 Supplies	605,490	478,847	79.1%	80.0%	447,820	559,681
87 Other/Property	5,000	3,516	70.3%	3.2%	2,689	84,524
88 Total	7,334,980	5,763,953	78.6%	75.1%	5,376,911	7,156,042
89						
90 Community Services (3300)						
91 Salary	721,480	609,668	84.5%	75.5%	589,647	781,246
92 Benefits	211,680	180,000	85.0%	78.2%	163,272	208,674
93 Purchased Serv	16,450	9,394	57.1%	50.1%	11,744	23,437
94 Supplies/Util	114,050	64,465	56.5%	74.4%	68,416	91,958
95 Property	13,200	6,611	50.1%	99.3%	11,754	11,841
96 Other Objects	9,800	5,278	53.9%	69.9%	6,732	9,630
97 Desig. Fund Bal						
98 Total	1,086,660	875,416	80.6%	75.6%	851,565	1,126,786
99 Total Expenditures	137,395,120	101,230,425	73.7%	77.5%	99,271,584	128,134,059
100 Interfund Trans					2,127	2,127
101 Change Desig Fund Bal						
102 Other/Budget Cuts						
103 TOTAL EXPENDITURERS						
104 M & O	137,395,120	101,230,425	73.68%	77.5%	99,273,711	128,136,186
105						

MONTHLY FINANCIAL REPORT
APRIL 30, 2025

	ENDING APR 2025	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			83%	83%		
	Percent of 9 month contract completed			89%	89%		
106	School Activity Fund (21)						
107							
108	REVENUE:						
109	School Deposits	4,600,000	4,296,699	93.4%	64.1%	3,211,883	5,012,442
110							
111	Other						
112	Total Revenue	4,600,000	4,296,699	93.4%	64.1%	3,211,883	5,012,442
113	EXPENDITURES:						
114	Purchased Services	750,000	311,560	41.5%	73.0%	488,180	668,906
115	Supplies	3,580,000	2,782,263	77.7%	67.8%	2,919,537	4,302,974
116	Equipment/Property	250,000	12,370	4.9%	75.8%	450	594
117	Desig/Other/Adm	20,000	158,430	792.1%	79.9%	160,000	200,133
118	Total Expenditures						
119	School Activity	4,600,000	3,264,624	71.0%	69.0%	3,568,167	5,172,607
120	DEBT SERVICE FUND (31)						
121							
122	REVENUE:						
123	Property Tax	3,222,550	3,359,834	104.3%	85.4%	3,275,043	3,835,694
124	Interest	102,220	372,593	364.5%	66.8%	286,249	428,549
125	Other						
126	Total	3,324,770	3,732,427	112.3%	83.5%	3,561,292	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%	0	5,423,353
131	EXPENDITURE:						
132	Bond Debt	3,521,250	3,256,250	92.5%	100.0%	3,250,398	3,250,398
133	Fees	3,500		0.0%	100.0%	3,000	3,000
134	Other Uses						0
135	Total	3,524,750	3,256,250	92.4%	100.0%	3,253,398	3,253,398

**MONTHLY FINANCIAL REPORT
APRIL 30, 2025**

	ENDING APR 2025	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			83%	83%		
	Percent of 9 month contract completed			89%	89%		
136	CAPITAL OUTLAY FUND (32)						
137							
138	REVENUE:						
139	Property Tax	9,140,440	9,722,234	106.4%	85.4%	11,120,592	13,024,313
140	Interest	750,000	680,630	90.8%	65.7%	732,514	1,114,094
141	Other	52,000	60,516	116.4%	45.5%	45,277	99,423
142	State	45,000	627,480	1394.4%	2.7%	42,127	1,553,498
143	Federal /MBA		20,112	0.0%	0.0%	15,084	16,684
144	Ins./Prop.Recry	20,000	22,172	110.9%	97.9%	921,176	941,006
145	Total Revenue	10,007,440	11,133,144	111.2%	76.9%	12,876,770	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	11,133,144	107.5%	76.9%	12,876,770	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	11,133,144	91.6%	66.4%	12,876,770	19,390,339

**MONTHLY FINANCIAL REPORT
APRIL 30, 2025**

ENDING APR 2025	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			83%	83%		
Percent of 9 month contract completed			89%	89%		
156 EXPENDITURES:						
157 Oper/Maint			0.0%	0.0%	3,168	3,078
158 Other Equipment			0.0%	0.0%		121,593
159 Purchased Services	5,000	381,833	7636.7%	0.0%	2,500	2,500
160 Technology/Software	2,500,000	807,305	32.3%	72.5%	1,015,814	1,479,525
161 Improvement			0.0%			
162 Buildings Maint	2,500,000	2,077,086	83.1%	120.0%	1,072,230	1,239,136
163 Vehicles/Buses	510,000	222,880	43.7%	0.0%	240,261	1,624,060
164 Furniture/Equip	1,600,500	1,673,505	104.6%	0.0%	1,486,354	3,339,265
165 Other Objects/Supplies	190,000		0.0%	0.0%		340
166 Vehicle charges	310,000	5,687	1.8%			
167 Total Capital	7,615,500	5,168,295	67.9%	48.9%	3,820,328	7,809,497
168 Other/Portables	350,000	1,661,142	474.6%	0.0%	296,532	296,532
169 Grouse Creek	125,000	1,368	1.1%	100.0%	68,080	68,080
170 Golden Spike	200,000	0	0.0%	90.8%	514,263	566,168
171 School Small Capital	250,000	280,515	112.2%			
172 HS Athletic Facilities	125,000	-171,642	-137.3%	0.0%	1,067,292	1,067,292
173 Property/Other	1,500,000		0.0%	0.0%	27,911	27,911
174 Total Construction	2,550,000	1,771,383	69.5%	97.4%	1,974,077	2,025,982
175 Desig. F Bal					0	
176 MBA/Bond Fee/Fund 50	1,990,500	1,895,644	95.2%	0.0%	1,906,771	1,906,771
177 Other					426	789
178 TOTAL EXPENDITURES *						
179 CAPITAL OUTLAY	12,156,000	8,835,322	72.7%	65.6%	7,701,601	11,743,039
180						

MONTHLY FINANCIAL REPORT
APRIL 30, 2025

	ENDING APR 2025	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			83%	83%		
	Percent of 9 month contract completed			89%	89%		
181	SCHOOL FOOD SERVICE FUND (49)						
182							
183	REVENUE:						
184	Lunch Sales	1,200,000	1,229,533	102.5%	75.7%	1,151,974	1,521,093
185	State	1,200,500	573,901	47.8%	70.0%	991,362	1,417,063
186	Federal	2,575,000	1,918,644	74.5%	79.4%	2,090,070	2,632,718
187	Other/Inventory Adj			0.0%	0.0%	0	-55,095
188	TOTAL REVENUE SCHOOL						
189	FOODS	4,975,500	3,722,078	74.8%	76.8%	4,233,406	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	8,855,260	214.2%	73.6%	4,233,406	5,753,917
195	EXPENDITURES:						
196	Salaries	1,950,000	1,570,907	80.6%	76.8%	1,549,918	2,018,213
197	Benefits	550,000	398,417	72.4%	77.7%	433,441	557,845
198	Food/Supplies	2,910,000	2,319,471	79.7%	82.2%	2,146,229	2,610,555
199	Equipment	129,000	175,878	136.3%	68.4%	67,330	98,507
200	Other Costs	111,500	29,656	26.6%	72.8%	71,753	98,564
201	Dir/Indirect Costs	325,000	0	0.0%	0.0%	-85,512	-85,512
202	TOTAL EXPENDITURES SCHOOL						
203	FOODS	5,975,500	4,494,330	75.2%	79.0%	4,183,159	5,298,173
204							

MONTHLY FINANCIAL REPORT
APRIL 30, 2025

	ENDING APR 2025	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			83%	83%		
	Percent of 9 month contract completed			89%	89%		
205	Foundation Fund (75)						
206							
207	REVENUE:						
208	Total Revenue	350,000	422,441	120.7%	86.3%	480,845	557,267
209	Available Revenue	350,000	422,441	120.7%	86.3%	480,845	557,267
210	EXPENDITURE:						
211	Expenses	350,000	365,667	104.5%	81.6%	258,538	316,704
212	Changes/Desg Fund Bal						0
213	TOTAL EXPENDITURE	350,000	365,667	104.5%	81.6%	258,538	316,704
214							
215	Agency Fund (76)						
216							
217	REVENUE:						
218	Agent Services	32,500	68,804	211.7%	94.6%	22,000	23,250
219	State	6,000		0.0%	0.0%	4,241	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	68,804	178.7%	94.5%	26,241	27,767
224	EXPENDITURE:						
225	Instruction	1,000	1,269	126.9%	100.0%	105	105
226	NUCC	35,000	21,192	60.5%	98.2%	33,371	33,971
227	Other	2,500	2,288	91.5%	72.1%	2,498	3,465
228	Changes/Desg Fund Bal			0.0%	0.0%		
229	TOTAL EXPENDITURES						
230	AGENCY FUND	38,500	24,749	64.3%	95.8%	35,974	37,541
231							
232							
233			SUMMARY			SUMMARY	
234							
235	GRAND TOTAL FUNDS AVAILABLE						
236	ALL FUNDS	162,136,540	143,392,422	88.4%		142,559,041	
237	GRAND TOTAL EXPENDITURE					92%	
238	ALL FUNDS	164,039,870	121,471,367	74.0%		118,274,548	

2025 Legislative Updates

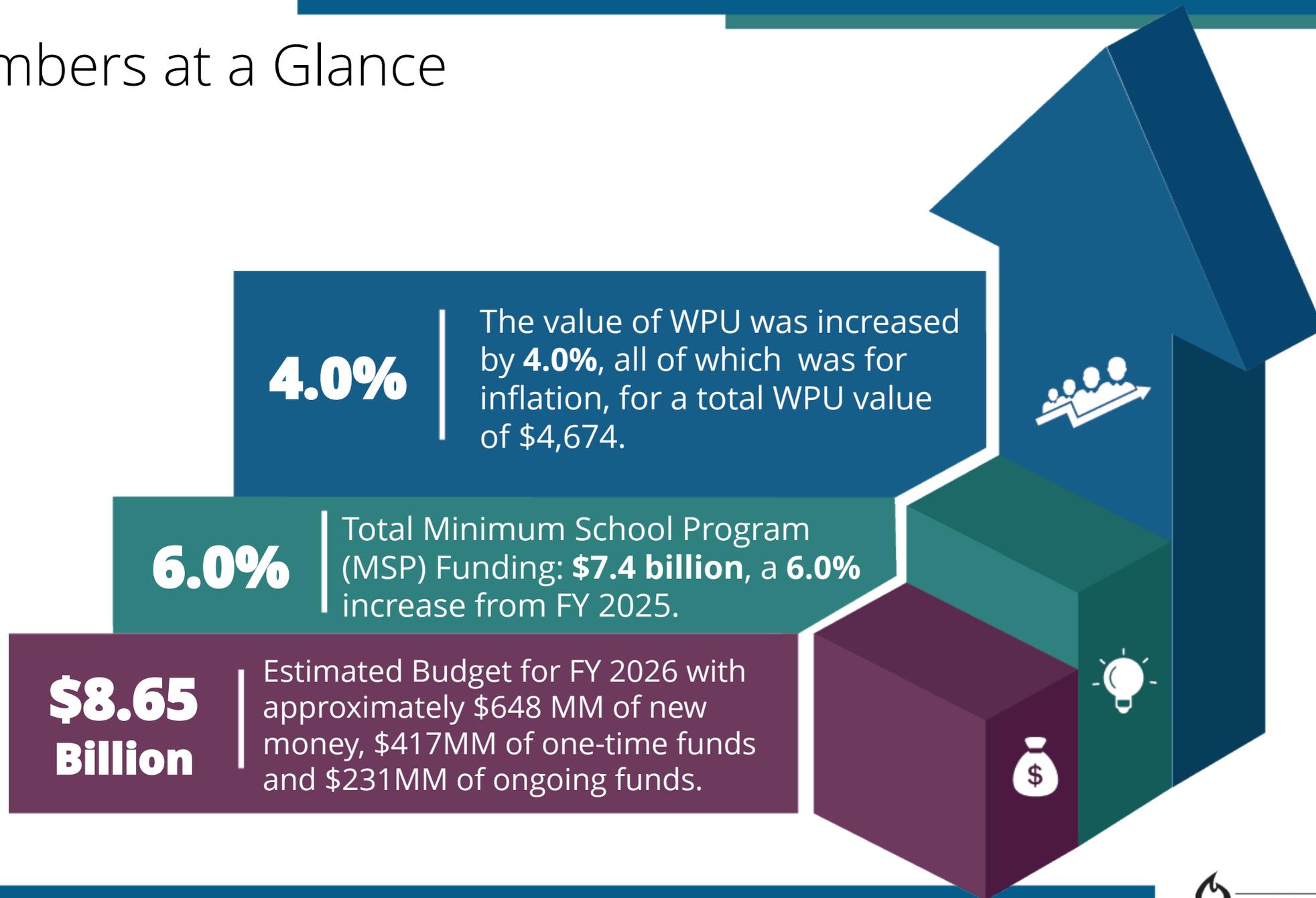
Utah State Board of Education | Legislative Session Updates
As of March 24, 2025



**Utah State
Board of
Education**



Numbers at a Glance



Notable Education Stabilization Funding Distribution



\$16.4 Million

NESS/Small Schools
On-Going



\$25 Million

School Safety Needs Support Grant
One-Time



\$65 Million

Catalyst Center Grants
One-Time



\$77 Million

Teacher Professional Hours
One-Time

Notable Funding

Educator Support

Educator Support
Professional Stipends

\$4.8 Million

One-Time

Educator Salary
Adjustment

\$10,350

One-Time

Stipends for Future
Educators

\$12.4 Million

One-Time

Rural Student Support

Rural Schools Athletic
Facilities Grant

\$4.39 Million

One-Time

Necessarily Existent Small
Schools Increase

\$16.3 Million

Ongoing

Small School Capital
Projections

\$12.5 Million

One-Time



Notable Funding

Technology

Writing Instruction and AI
Plagiarism Solution

\$900,000

One-Time

K-12 Computer Science
Initiative

\$2 Million

One-Time

Additional Funding

Grow Your Own Teacher &
Counselor Program

7.3 Million

One-Time

Utah Fits All
Program

\$40 Million

Ongoing

Food Security
Amendments

\$2.5 Million

One-Time

Student Information
Systems

\$10 Million

One-Time



Minimum School Program

A. Basic School Program			
Program	FY25 Appropriation	FY26 Appropriation	Growth
Kindergarten	\$168,900,646	\$194,453,900	15%
Grades 1-12	\$2,732,253,300	\$2,825,895,900	3%
Foreign Exchange Students	\$1,627,500	\$2,009,700	23%
Necessarily Existent Small Schools	\$48,910,500	\$67,151,800	37%
Enrollment Growth Contingency	\$19,101,000	\$19,101,000	0%
Mid and Final Year Distribution Balance	\$45,000,000	\$50,000,000	N/A
Professional Staff	\$258,211,900	0	-100%
Total Basic School Program	\$3,274,004,846	\$3,158,612,300	-4%

Minimum School Program

B. Restricted School Program			
Program	FY25 Appropriation	FY26 Appropriation	Growth
Special Education - Regular - Add-on	\$455,467,000	\$467,687,300	3%
Special Education - Regular - Self-Contained	\$52,076,600	\$54,643,800	5%
Special Education - Pre-School	\$50,809,200	\$52,227,300	3%
Special Education - Extended Year	\$2,053,800	\$2,112,600	3%
Special Education - Impact Aid	\$9,257,600	\$6,074,400	-34%
Extended Year for Special Educators	\$4,085,200	\$4,248,900	4%
Students At-Risk - Add-on	\$129,845,500	\$130,501,400	1%
CTE Add-on	\$130,716,900	\$130,155,200	0%
Class Size Reduction	\$190,352,500	\$195,658,500	3%
Total Basic School Program	\$1,024,664,300	\$1,043,309,400	2%

Minimum School Program

C. Voted and Board Local Levy Programs

Program	FY25 Appropriation	FY26 Appropriation	Growth
Board Local Levy	\$473,923,900	\$511,057,100	8%
Voted Local Levy	\$731,045,500	\$761,947,600	4%
Total Voted and Board	\$1,204,969,400	\$1,273,004,700	6%

Minimum School Program

MSP Basic School Programs Changes:

- \$178.6 million Ongoing Increase: **WPU value \$4,674**
- \$100.1 million Ongoing Enrollment Growth
- \$16,322,300 ongoing increase to implement the provisions of HB396 Small School District Scale of Operations Formula.
- \$269,269,300 ongoing program reduction for reallocation: Professional Staff
- \$4,208,200 ongoing program reduction: Career & Technical Education District Add-On (CTE Student Organization and Career Awareness)
- \$3,441,700 ongoing program reduction: Special Education Impact Aid

Minimum School Program

MSP Related to Basic School Programs

Changes to this section include the following:

- \$7,327,000 one-time to continue Grow your Own Teacher and Counselor Pipeline program.
- \$269,269,200 ongoing reallocation from Professional Staff to Flexible Allocation.
- \$(4,205,000) ongoing reduction from Flexible Allocation.
- \$(3,935,000) ongoing reduction for reallocation: Grants for Professional Learning.
- \$3,600,000 one-time increase to Charter School Funding Base Program.
- \$(1,500,000) ongoing reduction for reallocation from Digital Teaching and Learning.
- \$600,000 one-time funding to implement the provisions of SB099 Excellence in Education and Leadership Supplement Amendments.
- \$(2,000,000) ongoing reduction for relocation from Student Health and Counseling program.

Education Bills by the Numbers

238

Bills Introduced

136

Bills Passed

57%

Bill Passage
Rate

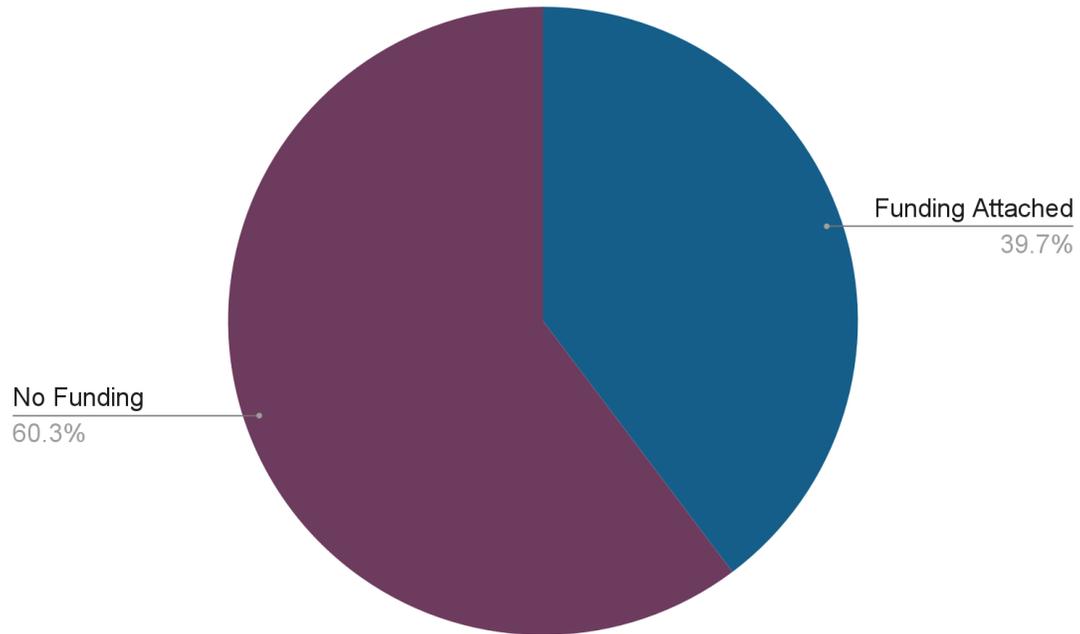
80 Total bills featured in
the Bill Book

2025 Numbers at a Glance

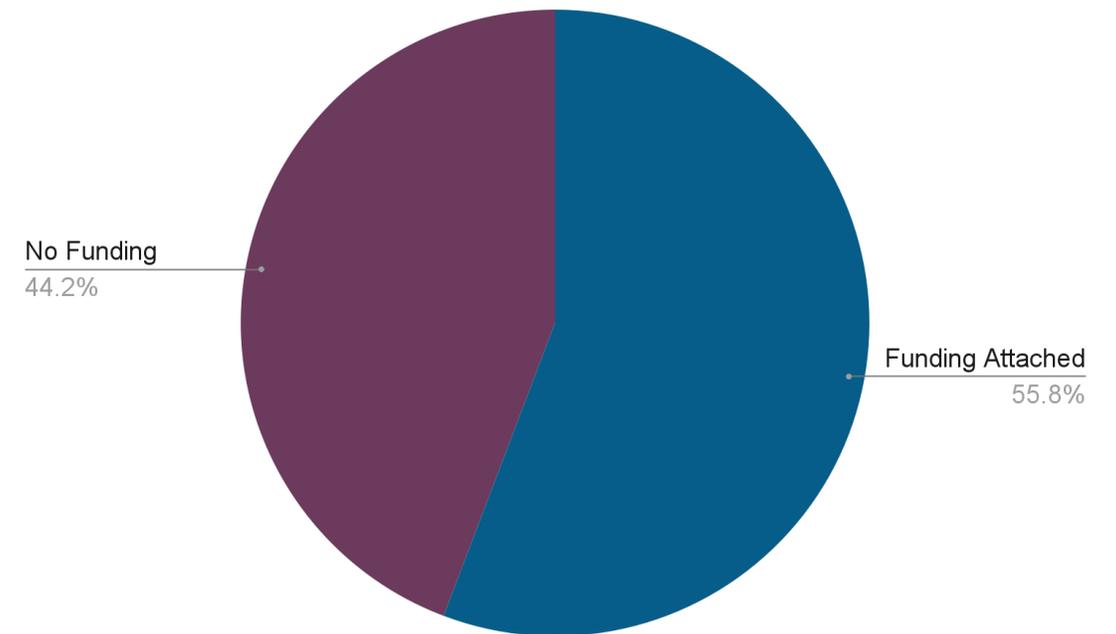


Numbers at a Glance

New or Amended LEA Requirements



New or Amended USBE Requirements



**Box Elder School District --- Minimum School Program
FY26 Preliminary Estimates**

14-May-25

Adjusted Assessed Valuation	\$ 7,914,186,144	\$ 8,068,750,966	1.95%	\$ 154,564,822
Regular WPU Value	\$ 4,494	\$ 4,674	4.01%	\$ 180

	Fiscal 2025 Final Update		Fiscal 2026 Draft Estimate		Change	Increase / (Decrease)
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I: BASIC SCHOOL PROGRAMS:	WPU's		WPU's			
A: REGULAR BASIC SCHOOL PROGRAMS	\$ 58,727,129	13,063.913	\$ 56,610,286	12,111.743		(\$2,116,843.00)
1. Grades K-12	\$ 53,304,076	11,861	\$ 55,539,940	11,882.743	4.19%	\$2,235,864.00
2. Professional Staff	\$ 4,524,917	1,006.880	\$ -	To Flexible Allocation	(100.00%)	(\$4,524,917.00)
3. NESS	\$ 871,172	189.868	\$ 1,028,280	220.000	18.03%	\$157,108.00
4. Foreign Exchange Students	\$ 26,964	6.000	\$ 42,066	9.000	56.01%	\$15,102.00
B. RESTRICTED BASIC SCHOOL PROGRAM	\$ 19,092,435	4,248.425	\$ 19,892,417	4,256.013		\$799,982.00
1. Special Education -- Add On	\$ 7,190,173	1,599.950	\$ 8,123,275	1,737.971	12.98%	\$933,102.00
2. Special Education -- Self Contained	\$ 917,475	204.156	\$ 1,050,404	224.773	14.49%	\$132,929.00
3. Special Education -- Pre-School	\$ 1,567,782	348.861	\$ 1,600,067	342.334	2.06%	\$32,285.00
4. Extended Yr. -- Severely Disabled	\$ 34,717	7.725	\$ 37,159	7.950	7.03%	\$2,442.00
5. Special Education -- State Programs / Impact Aid	\$ 163,013	36.273	\$ 84,570	18.094	(48.12%)	(\$78,443.00)
6. Special Education -- State Programs -- Extended Yr	\$ 98,374	21.890	\$ -	-	(100.00%)	(\$98,374.00)
7. CTE -- Add On	\$ 3,377,570	751.570	\$ 3,015,923	645.255	(10.71%)	(\$361,647.00)
8. Students At Risk -- Add On	\$ 2,320,915	516.448	\$ 2,413,876	516.448	4.01%	\$92,961.00
9. Class Size Reduction -- K thru 6th	\$ 3,422,416	761.552	\$ 3,567,143	763.188	4.23%	\$144,727.00
TOTAL BASIC SCHOOL PROGRAM (A & B)	\$ 77,819,564	17,312.338	\$ 76,502,702	16,367.756		(\$1,316,862.00)

"THE LINE"

D. RELATED TO BASIC PROGRAMS	\$ 22,617,457	\$ 31,274,612	Notes		\$ 8,657,155
Pupil Transportation	\$ 5,089,935	\$ 5,986,505		17.61%	\$ 896,570
Flexible Allocation - WPU Distribution	\$ 32,272	\$ 4,954,981	Added Professional Staff	15253.81%	\$4,922,709
At Risk Programs - Youth in Custody	\$ 551,716	\$ 551,716		0.00%	\$0
Adult Education	\$ 268,581	\$ 290,651		8.22%	\$22,070
Adult Ed. Supplemental	\$ 30,084	\$ 23,993		(20.25%)	(\$6,091)
Enhancement for Accelerated Students (EAS)	\$ 109,254	\$ 109,254		0.00%	\$0
Concurrent Enrollment	\$ 262,213	\$ 262,213		0.00%	\$0
Educator Salary Adjustments	\$ 7,825,020	\$ 8,997,425	\$10,350 per Educator	14.98%	\$1,172,405
Salary Supplemental for Highly Needed Educators (SSHINE)		\$ 490,236	High need positions stipend	0.00%	\$490,236
Teacher Salary Supplemental Program	\$ 134,938	\$ -	Replaced with SHINE	(100.00%)	\$0
Teacher Supplies & Materials	\$ 222,873	\$ 222,873		0.00%	\$0
Grants for Professional Learning	\$ 74,649	\$ -	No longer Funded	(100.00%)	(\$74,649)
Educator Professional Time	\$ 1,367,137	\$ 1,434,855		4.95%	\$67,718
School LAND Trust	\$ 1,966,054	\$ 2,069,465		5.26%	\$103,411
Teacher and Student Success Act (TSSA)	\$ 3,622,093	\$ 4,170,227		15.13%	\$548,134
Student Health & Counseling Support Programs	\$ 432,044	\$ 358,398		(17.05%)	(\$73,646)
School-Based Education Support Professionals Stipends	\$ -	\$ 786,226	\$1000 for ESP	0.00%	\$786,226
Dual Immersion	\$ 135,224	\$ 99,224		(26.62%)	(\$36,000)
Beverly Taylor Sorenson Elementary Arts	\$ 126,000	\$ 126,000		0.00%	\$0
Digital Teaching and Learning	\$ 367,370	\$ 340,370		(7.35%)	(\$27,000)
III: ONE-TIME FUNDING PROGRAMS	\$ -	\$ -		0.00%	\$ -
1.	\$ -	\$ -		0.00%	\$0
2.	\$ -	\$ -		0.00%	\$0

IV: LEEWAY PROGRAMS	\$ 5,889,331	\$ 7,140,166		21.24%	\$7,140,166.00
1. Voted Local Levy State Guarantee Funds	\$ 2,546,385	\$ 3,087,212		21.24%	\$540,827.00
2. Board Levy State Guarantee Funds	\$ 3,342,946	\$ 4,052,954		21.24%	\$710,008.00

OTHER STATE PROGRAMS	\$ 443,975	\$ 324,391		(26.93%)	-\$119,584.00
A 1. Capital Outlay Foundation	\$ 138,323	\$ -		(100.00%)	-\$138,323.00
2. Foundation Guarantee Min. Basic Growth	\$ 164,528	\$ -		(100.00%)	-\$164,528.00
3. Enrollment Growth	\$ 47,471	\$ -		(100.00%)	-\$47,471.00
4. Enrollment Growth Min. Basic Growth	\$ 93,653	\$ -		(100.00%)	-\$93,653.00
5. School Fees Amendments (HB04152024GS)	\$ -	\$ 324,391		0.00%	\$324,391.00

Estimated Total Allocation	\$ 106,770,327	\$ 115,241,871		7.93%	\$8,471,544.00
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Unrestricted Funds \$3,623,020.50

		Utah State Supported Minimum School Program Changes in Funding FY25 Legislative Estimates to FY25 Midyear Updates			
Value of WPU:	\$4,494	Recipient: Box Elder		3	
Voted Local Levy:	0.000472				
Board Local Levy:	0.002259				
Adjusted Assessed Valuation:	\$ 8,070,146,764				
Collection Rate:	94.99%				
Basic Program Tax Rate:	0.001408				
		Legislative Estimates	Less Local	Change in State Support	Final Amounts
Basic Levy Estimate:	\$ 10,793,492	Amount Generated	Amount	Support Amount	Support Amount
Basic Levy Revenue Required:	\$ 10,793,492				
Recapture:	\$ -				
Charter School Levy Local Revenues:	\$ 408,770				
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
K-12		\$53,304,076	\$12,250,632	(\$1,665,731)	\$41,053,444
Nec. Existent Small Schools		\$890,415	\$0	(\$19,243)	\$871,172
Professional Staff		\$4,560,303	\$0	(\$35,386)	\$4,524,917
Foreign Exchange Students*		\$26,964	\$0	\$0	\$26,964
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On		\$7,017,195	\$0	\$176,692	\$7,190,173
Special Education - Self-Contained		\$917,475	\$0	\$0	\$917,475
Special Education - Pre-School		\$1,567,781	\$0	\$0	\$1,567,782
Special Education - Extended Year		\$34,778	\$0	(\$61)	\$34,717
Special Education - Impact Aid		\$163,013	\$0	\$0	\$163,013
Special Education - EYSE*		\$0	\$0	\$98,374	\$98,374
Career & Technical Education - Add-On*		\$3,082,683	\$0	\$294,887	\$3,377,570
Students At-Risk - Add-on		\$2,377,652	\$0	(\$56,737)	\$2,320,915
Class Size Reduction		\$3,439,099	\$0	(\$16,683)	\$3,422,416
TOTAL BASIC SCHOOL PROGRAM (A and B)		\$77,381,434	\$12,250,632	(\$1,223,886)	\$65,568,933
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*		\$5,694,014	\$0	(\$604,079)	\$5,089,935
Flexible Allocation - WPU Distribution		\$32,354	\$0	(\$84)	\$32,270
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0	\$0
Youth-in-Care*		\$598,424	\$0	(\$46,708)	\$551,716
Adult Education*		\$241,811	\$0	\$26,770	\$268,581
Adult Education - Corrections Institutions*		\$10,303	\$0	\$15,360	\$25,663
Adult Education - Supplemental*		\$26,500	\$0	\$3,584	\$30,084
Enhancement for Accelerated Students*		\$85,213	\$0	\$24,041	\$109,254
Concurrent Enrollment*		\$232,122	\$0	\$30,091	\$262,213
Educator Salary Adjustments		\$7,555,184	\$0	\$269,836	\$7,825,020
Teacher Salary Supplement*		\$289,775	\$0	(\$154,837)	\$134,938
Teacher Supplies and Materials		\$242,915	\$0	(\$20,042)	\$222,873
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	\$0
Grants for Professional Learning*		\$69,667	\$0	\$4,982	\$74,649
Educator Professional Time*		\$1,360,290	\$0	\$6,847	\$1,367,137
School LAND Trust Program*		\$1,966,054	\$0	\$0	\$1,966,054
Teacher and Student Success Program*		\$3,623,663	\$0	(\$1,570)	\$3,622,093
Student Health & Counseling Support Program*		\$393,510	\$0	\$38,534	\$432,044
Dual Immersion*		\$137,041	\$0	(\$1,817)	\$135,224
Beverly Taylor Sorenson Elementary Arts*		\$162,579	\$0	(\$36,579)	\$126,000
Digital Teaching and Learning*		\$367,609	\$0	(\$239)	\$367,370
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy		\$6,630,280	\$4,106,746	(\$79,291)	\$2,546,385
Board Local Levy Program, Min. Basic Growth, and Local Levy		\$15,470,654	\$12,181,027	\$146,951	\$3,342,946
TOTAL:		\$122,571,396	\$28,538,405	(\$735,409)	\$94,101,382
III: OTHER STATE PROGRAMS					
A. Capital Outlay				Total	
Capital Outlay Foundation				0.00	\$138,323
Foundation Guarantee Min. Basic Growth				0.00	\$164,528
Enrollment Growth				5,123.00	\$47,171
Enrollment Growth Min. Basic Growth				10,171.13	\$93,653
TOTAL:				15,294.13	\$443,675
TOTAL CHANGE IN FUNDING				(720,114.40)	\$94,545,057

*This program requires LEA action before funds can be received or spent.

POLICY 2020

Budget Implementation

- A. Administration of the budget once adopted, is a joint responsibility of the superintendent and business administrator.
- B. The business administrator may draw warrants on school district funds in accordance with and within the limits of the budget passed by the Board.

[Utah Code § 53G-7-307 \(2019\)](#)

- C. The business administrator shall provide each board member with a monthly report that includes the following information:
 - 1. The amounts of all budget appropriations;
 - 2. The disbursements from the appropriations as of the date of the report; and
 - 3. The percentage of the disbursements as of the date of the report.
- D. A copy of the report shall be available for public review.
- E. Claims for payment are to be submitted to the Board, at least monthly.

POLICY 2050

Payroll Deductions

(See [Policy 2051 Deferred Compensation/Tax Sheltered Annuity Programs](#) for deferred compensation and tax sheltered annuity program deduction.)

- A. Payroll deductions are provided as a benefit to employees. The following guidelines will be followed:
1. All payroll deductions must be authorized by the Board of Education.
 2. Following board approval, a company will have six (6) months to enroll a minimum of thirty (30) employees. Deductions will not begin until verification of thirty (30) enrollees has been received. If the members drop below 25 at any given time, the company will be so notified and be given three (3) months to bring its enrollment up to 25 or the board may discontinue the payroll deduction. Participating employees will also be notified.
 3. The payroll department must be provided with authorizations in writing stating the amount and/or percent of payroll deductions and signed by the employee(s) on/or before the 15th day of any month prior to the date of deduction.
 4. A monthly billing will be submitted to the payroll department listing the names of employees, the amount of the deduction and total amount to be remitted to the company.
 5. Participating companies must provide to the office of the benefits clerk the name, address and telephone number of its representative (preferably local) who can and will respond to employee questions and other services.
 6. Payroll deductions may be cancelled upon receipt of a written statement, signed by the employee directing the payroll department to discontinue withholding(s). In order for the cancellation to become effective on the next payroll, the statement must be submitted to the payroll department no later than the 15th day of any given month.
 7. Payroll deductions will automatically cease upon the termination or release of employee.

POLICY 2051

Deferred Compensation/Tax Sheltered Annuity Programs

- A. In addition to the requirements listed in this Policy, deferred compensation and tax shelter annuity programs must meet the requirements of [Policy 2050 Payroll Deductions](#).
- B. The Board of Education, as a service to employees, will make available “Deferred Compensation or Tax-Sheltered Annuity Programs” to the extent and within the limits herein described. It is the desire of the Board that employees have an opportunity to invest in a range of qualified and reliable programs. It is the intent of the Board that such programs be provided by sound companies who offer their best products through agents with a demonstrated commitment to serving their clients. The purpose of these programs is to provide a retirement supplement, and employees are encouraged to carefully consider programs and select sound and reliable products.
1. The Board of Education will allow for payroll deductions from no more than five (5) deferred compensation program(s) or tax-sheltered annuity(ies) (e.g., 401k, 403b, or 457) as described under provisions of the U.S. Internal Revenue Guidelines. When the existing number of programs drops below the five allowed a committee (see paragraph C) determine which new program to add.
 2. The 403b programs provided to its employees by the Box Elder School District are hereby modified to permit each employee, in addition to the investment options currently available, to purchase life insurance on his or her life with amounts contributed to the plan or already held under the plan to the extent permitted under the incidental death benefit rules developed by the Internal Revenue Service with reference to such purchases. Such a purchase shall be permitted only if the employee establishes a trust agreement which contains the restrictions on distributions required under section 403b of the Internal Revenue Code, and further restricts the trustee from borrowing from any life insurance policy held in the trust, or surrendered the policy or otherwise distributing its value to the participant prior to the time permitted under the Internal Revenue Code for distributions from a 403b plan. The trust agreement must also require that the policy be surrendered or distributed to the participant at or before his or her retirement.
 3. The board does not and will not warrant either the purported tax benefits or the financial soundness of any individually selected plan, nor the validity of adopted payroll procedures, as they relate to deferred compensation or tax-sheltered annuity programs.

4. Responsibility for the selection of a specific program, maintaining individual tax records, determination of the amount of premium payments excludable from gross income and filling and proving tax returns, will rest solely upon each individual employee concerned and the applicable company. Inquiries other than those concerned with payroll matters will be directed to the appropriate companies.
5. Each agreement will be accompanied by:
 - a. A signed statement by an authorized company representative that “to the best of his/her knowledge and belief the requested program is qualified for tax exemption benefits under provisions of the appropriate IRS Guidelines.”
 - b. A second statement signed by both the individual employee and the company’s agent setting for the details of the tax credit computation, based on data furnished by the employee.

C. Eligibility of Companies

1. A committee consisting of a representative from each of the employee associations, a representative from the Personnel Office and the Business Administrator (the committee) will determine which vendor(s) may be eligible to become a “participating” company. The committee may establish selection criteria they deem appropriate and in accordance with paragraph B shown previously.
2. Vendor(s) providing such products must have an A.M. Best rating or A+ or better or similar rating from Barron’s Annual Review or Morningstar.
 - a. Participating companies will provide:
 - 1) To each participating employee directly, a report setting forth the financial status of his/her account not less than annually.
 - 2) To the payroll department a monthly billing listing the names of employees, the amount of the deduction, and total amount to be remitted to the company.
 - b. Companies who fail to comply with provisions in C.1. and C.2.a. above will have 30 days to comply; if they still fail to comply, the company’s “participating” status will be revoked.

D. Agents

1. The committee will, at its sole discretion, designate an “agent of record” for any eligible company, program, or product.

2. Agents of record will furnish a complete disclosure of the fees or commissions that may be paid for every program or product offered upon the request of district employees. Agents who fail to respond to the needs of the district or its employees or participate in any unethical activities will be denied “agent of record” designation at the sole discretion of the committee. Any unethical activities will also be reported to the appropriate regulatory agencies.
3. The committee may also require documentation of appropriate disclosure of commissions, fees, and administrative changes, or any switching or replacement of products. The form of such disclosures will be approved by the committee.

POLICY 2060

Deducted Absences

- A. An employee, injured on the job, who qualifies for Workers Compensation may choose one of the following options:
1. The employee may use accumulated sick leave and receive full salary from the district. In this case, the employee shall reimburse to the district all compensation received from Workers Compensation.
 2. The employee may be placed on unpaid district leave and retain all compensation from Workers Compensation.
- B. Jury Duty and Other Governmental Agencies
1. If an employee serves duty on any municipal, state, or federal assignment and must be absent from his/her employment with the school district, he or she may not draw his/her full school salary and also the amount compensated by the governmental agency for such service. The amount of salary received from the governmental agency will be deducted from the employee's salary, or the check received by the employee is to be endorsed and turned over to the school district. The employee may retain expense reimbursement from the governmental agency for such items as meals, lodging, and travel.
- C. Military Leave
1. Educators 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 absences. Such absences will be granted without pay.
- D. Other Governmental/Community Service
1. Employees who serve in other government capacities (such as but not limited to city council, county commission, state legislature, volunteer fire departments, or volunteer ambulance services) shall not be paid by the school district for time spent in such service. Employees eligible for personal leave or vacation time may use such leave for governmental/community service.

(Note) Additional policies on absences and leave are found in Personnel Policies. [Policy 3310 Administrative: Personnel Benefits](#), [Policy 3126 Certificated: Sickness, Absences and Leaves](#), and [Policy 3208 ESP: Fringe Benefits and Leave of Absence](#).

POLICY 4020

Individual Learning Plan

- A. An individual learning plan for each student shall be cooperatively developed by the student, the student's parents, and designated school personnel. The plan shall be guided by general requirements and individual student interests and goals. At the elementary level (K-6), this planning will take place in the form of an Individual Learning Plan (ILP). At the secondary level (7-12), this planning will take place in the form of a Plan for College and Career Readiness (PCCR). This planning will include reliable, useful and timely data on student progress and goal setting which will facilitate student success.
- B. Individual Learning Plan (ILP)
1. In grades K-6, ILP conferences shall be held at least twice each year. The first conference will be held near the beginning of the year. The second conference should be held in the late winter or spring. Additional conferences, beyond the minimum, may be held as needed.
 2. Parents and students shall be invited to attend the ILP conferences at a scheduled time and place.
 3. Earnest and persistent effort should be made to insure all parents and students attend each of the ILP conferences.
 4. The Elementary ILP conferences shall include:
 - a. Identified accomplishments and strengths celebrating the student;
 - b. Relevant data about the student's progress;
 - c. Jointly (parents, teacher and student) developed education related goals and sequential steps needed to obtain the goals;
 - d. Student, parent, and educator roles and responsibilities for managing and monitoring student achievement.
- C. Plan for College and Career Readiness (PCCR)
1. The student, student's parent, and school personnel shall cooperatively develop the Plan for College and Career Readiness during the first two years in which the

student is enrolled in grades 7-12 in the LEA. The implementation for the Plan for College and Career Readiness shall include the following conferences (reference [Utah Admin. Rules R277-462-4](#)):

- a. 7th and 8th grades: minimally one individual and one group conference during the two years;
 - b. 9th and 10th grades: minimally one individual conference and one group conference during the two years;
 - c. 11th and 12th grades: minimally one individual conference and one group conference during the two years; and
 - d. other meetings, as necessary.
2. Secondary PCCR conferences shall include:
- a. Recognition of the student's strengths and accomplishments;
 - b. Review of relevant data showing the student's educational progress;
 - c. The student's Plan for College and Career Readiness plans including job placement and attainment of approved workplace skill competencies when appropriate;
 - d. Graduation requirements and identification of post-secondary goals and approved sequence of courses;
 - e. Evidence of parent, student, and school representative involvement annually.
- D. The school principal is responsible for developing procedures to ensure that a Plan for College and Career Readiness is prepared for every student.

Policy 4086

Comprehensive Counseling and Guidance Program

A. Box Elder School District refers to [Utah Admin Rule R277-462](#).

Policy 4087

Work-Based Learning

It is Box Elder District's purpose to develop and implement a Work-Based Learning program that will improve the knowledge and skills of all students by integrating academic and occupational learning, integrating school-based and work-based learning, and building effective linkages between secondary and post-secondary education.

A. Student Eligibility

1. For all work-based learning activities the Plan for College and Career Readiness is used as a qualifying indicator for a school-to-career based learning experience. The Plan for College and Career Readiness indicates a student's occupational interests and a community site training experience selected in that career field. Community cooperating employers – who provide career training at their business sites, allow students to participate on a "space available" basis.
2. Prior to or concurrently with work-based learning, students receive instruction based upon the [Secretary's Commission of Achieving Necessary Skills \(SCANS\)](#) from the Utah State Board of Education critical workplace skills curriculum.

B. Student Records

1. The following documents must be completed and on file at the school for students participating in any work-based learning experience (exceptions may apply to students participating in job-shadowing):
 - a. Plan for College and Career Readiness
 - b. Student Application
 - c. Intern Commitment
 - d. Emergency Contacts
 - e. Confidentiality Agreement
 - f. Media Release Form
 - g. Documentation of SCANS and/or critical workplace skills curriculum

- h. Skills Grid
 - i. Contract training agreement between student, parent(s), employers, and education institution.
 - j. Student Work Records
 - k. Student Evaluation
 - l. Mentor Evaluation
- C. Training for Students, Student Supervisors and Cooperating Employers regarding Hazards in the Workplace
1. Students will be informed of safety and health hazards in the workplace prior to student placement. Student will not be placed in training sites, except under “careful supervision” and in accordance with child labor laws.
 2. Employers will assure a safe work environment and will discuss all safety issues with the work-based learning supervisor during an initial review of the work site and prior to the student work-based learning experience. All work-based learning supervisors will be required to receive thirty hours of training approved by the Utah State Office of Education relevant to the work-based learning experience including all child labor laws, safety, and hazards.
- D. Standard and Procedures for Approval of Off-Campus Work Sites
1. Work-site experiences may be provided through a cooperating employer in career internship, registered apprenticeship, job shadowing, cooperative learning, or service-based learning.
 2. Work-based learning may be paid or unpaid. Paid and unpaid experiences will follow the document, [Child Labor Requirements under the Department of Labor, WH-1330, revised November 2016](#).
 3. The registered apprenticeship program is approved by the Bureau of Apprenticeship and Training (BAT). The BAT will take over supervision after the student has graduated from high school.
 4. Adhering to the intent of the U.S. Department of Labor document, [Fair Labor Standards Act](#), an unpaid intern student employee may not fill a vacancy that a new hire would normally fill, be given exclusion to training a regular employee would

normally be assigned to, nor perform any regular duties for the support of the business.”

5. Employers will assume responsibility for meaningful training.

E. Student Transportation

1. Students participating in school organized career awareness field trips are transported by approved school carriers.
2. For students participating in work-based learning programs, transportation will be the responsibility of the parents.

F. Appropriate Supervision by Employers at the Work Site

1. The cooperating community employer/supervisor will:
 - a. Provide “careful supervision” at the work site for student training,
 - b. Assume responsibility for meaningful training,
 - c. Communicate on a regular basis with the education supervisor,
 - d. Consult with the program coordinator/teacher regarding problems related to the work based learning experience. Communication is critical and contact with the program coordination/teacher must take place before (1) considering a student for an assigned work site, (2) transferring to another work-site, or (3) termination.
 - e. Record attendance and performance of the student trainee,
 - f. Meet with school personnel to provide evaluation of trainees’ work,
 - g. Conform to State and Federal Labor Laws,
 - h. Have workers’ compensation under which a paid trainee is covered. All non-paid work-based learning experiences are covered by the District Worker’s Compensation Insurance Plan.

G. Insurance Coverage

1. For paid work employment, work injuries and occupational disease insurance coverage is provided by the employer’s workers’ compensation.

2. For unpaid work experiences, work injuries and occupation disease insurance will be covered through the Box Elder School Districts workers' compensation as specified by [Utah Admin. Rules R277-915](#).
- H. Appropriate Supervision and Evaluation of the Student by the Work-Based Learning Coordinator/Supervisor.
1. The Education Supervisor will:
 - a. Approve the student's eligibility.
 - b. Approve the cooperating employer work site and training.
 - c. Inform student of safety and health hazards in the workplace prior to the student's placement.
 - d. Assure "careful supervision" of the student at the training site.
 - e. Coordinate with the employer on student training and evaluation.
- I. Appropriate Involvement and approval by the Student's Parent(s) in the Work-Based
1. Learning experience
 - a. The parent(s) will:
 - 1) Partner with the school, school counselor, school personnel, and student.
 - 2) Support the student's participation in the work-based learning program.
 - 3) Determine the method of transporting students to and from the work site.
 - 4) Assume full legal and financial responsibility for the student's released time from school for the work-based learning experience.

POLICY 4090

Student Progress Reporting

- A. Progress reports to students and parents are essential to assist students in achieving maximum levels of academic performance and behavior.
- B. For grades 9-12, formal grades and associated credit (0.5 units per class passed) will be issued and posted to an official transcript only at the end each trimester. District student accounting programs, grade books, and calendars will be based on the trimester.
- C. Each school will develop a process that makes mid-trimester progress reports available to students and parents in a format convenient for parents.
- D. Teachers will keep records current and update the District's electronic grade book weekly. The electronic grade book will allow parents on-line access to the most current information about student achievement and attendance.
- E. Grades on report cards will accurately reflect a student's academic proficiency in relation to course standards.
- F. Parent Teacher Conferences will be held a minimum of two (2) times each school year.
- G. Parents shall be alerted and conferred with as soon as possible when a child's academic performance, citizenship, or behavior becomes unsatisfactory or shows marked or sudden deterioration.

POLICY 4095

Student Attendance Reporting

- A. Attendance is essential to assist students in achieving maximum levels of academic performance and therefore attendance reporting develops behaviors that support lifelong success.
- B. For grades 6-12, attendance will be recorded promptly by the teacher during each period, normally within the first ten (10) minutes of class.
- C. For grades pre-K-5, attendance will be recorded promptly by the teacher each day during the morning, normally prior to 10:00 A.M., or in accordance with procedures of the individual school.
- D. Teachers will keep attendance records current, accurate, and updated on the District's electronic grade book to ensure parents receive accurate data regarding their student's attendance. The electronic grade book will allow parents online access to the most current information about student attendance and support the District's notification system.

POLICY 5205

Use of Protective Eyewear

- A. Every student, teacher and visitor in any public or private school participating in any of the following activities should wear appropriate and an approved eye protective device.
 - 1. Hot liquids or solids, including molten metals.
 - 2. The operation of machinery or equipment that may throw particles of foreign matter into the eyes.
 - 3. Heat treating, tempering, or kiln firing of any industrial materials.
 - 4. Gas or electric arc welding.
 - 5. Caustic or explosive materials.
- B. The Board of Education may purchase such devices in large quantities and sell them at cost, rent or loan them to students and teachers. "Industrial quality eye protective devices," as used in this section, means devices meeting the standards of the American Standard Safety Code for head, eye and respiratory protection. Proper protective eyewear may include a number of different forms for protection such as safety glasses, goggles, face shield, helmets or whatever is appropriate for the given activity.
- C. Permission is granted to the individual schools to purchase or acquire those devices or goggles needed, which, in turn, can be rented or sold to the students involved.
- D. Students who already wear regular corrective lenses or contact lenses should still be required to wear appropriate eye safety devices which provide protection and meet the American Safety Code from the front and side.
- E. Use of contact lenses during exposure to solvent fumes or caustic gases may cause eye damage. The use of proper protective eyewear and/or safety glasses should be worn during exposure periods.

POLICY 1190

District Annual Reports

A. Fiscal year

1. The District's fiscal year begins on July 1 and ends on June 30.

[Utah Code § 53G-4-403\(1\) \(2019\)](#)

B. Annual fiscal audit and report

1. The District's accounts shall be audited annually at District expense by an independent auditor who is a competent certified public accountant. The audit shall be conducted in conformance with the requirements of [Utah Code § 51-2a-102\(2\)](#), and an audit report will be prepared according to the requirements of [Utah Code § 51-2a-102\(3\)](#). The District shall use fund and program accounting methods and standardized account codes capable of producing financial reports that comply with generally accepted accounting principles, financial reporting requirements established by the State Board of Education under [Utah Code § 53E-3-501](#), and accounting standards established by the state auditor as described in [Utah Code § 51-2a-301](#). Copies of the audit report shall be submitted as follows:
2. A copy of the ~~financial~~audit report shall be submitted to the State Superintendent of Public Education by October 1.
3. After any necessary audit adjustments are made to the audit report and verified by the auditor or auditors, the completed audit report shall be delivered to the State Superintendent of Public Education by November 30.
4. A copy of the completed audit report shall be filed with the State Auditor no later than December 31.

[Utah Code § 51-2a-102 \(2023\)](#)

[Utah Code § 51-2a-201\(1\) \(2017\)](#)

[Utah Code § 51-2a-202 \(2019\)](#)

[Utah Code § 53G-4-404 \(2020\)](#)

C. Other statistical and financial reports

1. The District shall forward statistical and financial reports for the preceding school year, containing items required by law or by the State Board of Education, to the

State Superintendent at the times and in the forms and containing the information required by the State Board of Education.

[Utah Code § 53G-4-403 \(2019\)](#)

[Utah Code § 53G-4-404 \(2019\)](#)

[Utah Admin. Rules R277-484-1 \(August 7, 2024\)](#)

[Utah Admin. Rules R277-484-3 \(August 7, 2024\)](#)

[Utah Admin. Rules R277-484-4 \(August 7, 2024\)](#)

D. Annual letter of assurances

1. Unless authorization for later submission has been obtained from the State Office of Education, by July 1 of each year, the Board shall send the State Superintendent of Public Education the Board's responses to the assurance document and other compliance forms. The Board's assurances document shall contain a signed attestation by the appropriate authority to the accuracy and validity of all responses and assurances provided by the District.

[Utah Admin. Rules R277-108-3 \(June 7, 2024\)](#)

[Utah Admin. Rules R277-108-5 \(June 7, 2024\)](#)

[Utah Admin. Rules R277-108-6 \(June 7, 2024\)](#)

POLICY 2015

Cash Investment and Management of School District Funds

- A. The purpose of this policy is to secure the maximum public benefit from the deposit and investment of district funds. Box Elder School District shall follow the Money Management Act cited in [Utah Code § 51-7](#). Box Elder School District shall invest its funds in a fiscally prudent manner. The following priorities shall be followed **in the listed order**: safety of principal, cash flow, liquidity, and then yield. The District shall consider investing in the Utah Public Treasurer's Investment Fund (PTIF) as the primary investment vehicle.

[Utah Code § 51-7-11](#)

- B. The district shall allocate interest earnings or losses as they are realized, not less than annually. Maturity of investments in operating funds which are invested shall be scheduled so that the maturity date of the investment does not exceed the anticipated date of the expenditure of the funds.
- C. The district Business Administrator shall have final responsibility of the individual investments of the district as long as it is in keeping with board policy. Any money invested by local schools for more than thirty days must be invested through the district or an approved investment. Local schools may invest money through the district investment program for any length of time. Local schools' checking accounts must be established under the district banking contract, include the Business Administrator as a signer and should be "interest bearing."
- D. The Business Administrator shall establish internal cash management procedures for the transfer of money in meeting the obligations of the school district. This will include the transfer of funds for Payroll, Accounts Payable, and investment purposes. These should be established with the protection of the assets of the district in mind.

POLICY 2030

Procurement/Purchasing

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

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

- B. Board of Education Authority Regarding Procurement and Contracts

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

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

- C. The District will adhere to the Utah Administrative Rule R33 in purchasing, with exceptions noted below. Bidding and procurement procedures are found in procedures 2030-100 through 2030-900.
1. Exclusions — The following items are excluded from the policy:
 - a. The procurement of real property

[Utah Code § 63G-6a-105\(7\) \(2021\)](#) and [§ 63G-6a-1209\(2\) \(2020\)](#)
 - b. Employment contracts or collective bargaining agreements

[Utah Code § 63G-6a-103\(77\)\(c\) \(2024\)](#)
 - c. Grants or contracts between the District and another procurement unit (except for policies relating to improper conduct)

[Utah Code § 63G-6a-107\(1\)\(c\) \(2021\)](#)
 - d. “Directed procurement”

[Utah Code § 63G-6a-105\(8\) \(2021\)](#)
 - e. Grants, gifts, or bequests: notwithstanding procurement policies, the District may comply with otherwise legal terms or conditions of a grant, gift, or bequest.

[Utah Code § 63G-6a-107\(1\)\(b\) \(2021\)](#)
- D. Local firms will be given first consideration on bids if prices and service are competitive. Further, when purchasing on non-bid items, schools and the Board of Education will attempt to purchase locally when prices and service are competitive and product or service is available.
- E. Any person acting in an official capacity for Box Elder School District, or who in any official capacity participates in the procurement of any supplies, services, construction, personal or real property, or insurance, is defined as a purchaser. A vendor is defined as a person who is interested in any way in the sale of a procurement item or insurance to the District.
1. A purchaser shall not use his/her position or influence to ask and/or receive a personal benefit or gratuity (kickback) for themselves or a family member from a vendor in the procurement process.

2. Exceptions to the above include promotional, hospitality items, including pen, pencil, stationery, toy, pin, trinket, snack, nonalcoholic beverage, or appetizer. (Hospitality gifts: This does not include money, a meal, a ticket, admittance to an event, entertainment for which a charge is normally made, travel, or lodging.)
 3. Total value of hospitality gifts cannot exceed \$10 in relation to a particular procurement or contract. The total hospitality gifts offered or received from any one person, vendor, bidder, responder or contractor in a fiscal year cannot exceed \$50.
 4. This is not intended to prohibit asking for offerings or receiving legitimate voluntary contributions to the School District or School District Foundation that are not intended to induce the purchaser to favor or reciprocate to the vendor for the contribution.
 5. All violations must be reported to the Attorney General's office and the Superintendent or Business Administrator.
- F. Employees of the School District and other persons shall not secure for their private use any supplies, equipment, services or real property through the District Purchasing procedures, facilities or warehouse.
- G. Delegation of Authority for Procurement for Box Elder School District and small purchasing policies:
1. Delegation of Authority for the Chief Procurement Officer by the Board of Education
[Utah Admin. Rules R33-103-101](#)
 - a. The Board of Education delegates the authority of Chief Procurement Officer to the Business Administrator. They also delegate to the School Lunch and Transportation Coordinators and the Maintenance Director to make any purchases within their approved budget up to \$50,000. These departments must follow all policies outlined herein as well as all district procedures. All solicitations for competition on purchases over \$50,000 must be reviewed by the Business Administrator. **All solicitations for competition on purchase over \$15,000 must be reviewed by the Board of Education.** The Business Administrator may delegate in writing any authority pursuant to [Utah Code § 63G-6a-304](#) as deemed appropriate to any employees. These delegations shall remain in effect unless modified or until revoked in writing.
 - b. Authority to Make Small Purchases – Delegation to program directors and procedures for purchases from \$10,000 to \$50,000.

[Utah Admin. Rules R33-105-103](#)

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

[Utah Code § 63G-6a-802 \(2024\)](#)

- e. When procurement of Architect-Engineer Services is estimated to be less than \$100,000 for the Architect-Engineer's fee, the Business Administrator may select the provider directly from either the list of firms who have submitted annual statements of qualifications and performance data, or from other qualified firms if necessary.

[Utah Admin. Rules R33-105-104](#) and [Utah Code § 53E-3-703 \(2019\)](#)

- f. Small construction projects costing less than \$25,000 may be procured by direct award without seeking competitive bids. Projects between \$25,000 and \$100,000 may be procured after obtaining two competitive bids that meet all specifications as documented.
- g. All projects estimated to be over \$100,000 using a construction manager /general contractor must follow requirements as outlined in [Utah Code § 53E-3-703](#). All construction and improvement projects must comply with [Utah Code § 63G-6a](#), [Utah Admin. Rules R33](#), and Federal Title IX.
- h. Multiyear contracts shall be approved by the Business Administrator after determining they are in the best interest of the District. They must include the term and possible renewals with conditions for renewal. Consideration for multiyear contracts should include administrative burden savings, continuity of operations, volume or term discount, or encouraging participation from more vendors. Multiyear contracts shall not exceed five (5) years except by written determination with justification as outlined in state law. [Utah Code § 63G-6a-1204\(7\) \(2021\)](#). All requirements for contracts using federal funds shall follow federal rules and guidelines.

[Utah Code § 63G-6a-1204 \(2021\)](#)

H. Public Notices

[Utah Code § 63G-6a-112 \(2021\)](#)

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

I. Small Purchases of \$10,000 or less

[Utah Admin. Rules R33-105-102](#)
[Utah Code § 63G-6a-506\(1\)\(b\) \(2021\)](#)

1. School and department budget purchases under \$100 may be made using a District credit card and following procedures set forth by the District. For all District budget purchases from \$100 up to \$2,500 per item and up to \$5,000 per order, the school or department may select the best source ~~without seeking from at least 2~~ competitive

quotes and submit the request on a requisition*. For purchases over \$2,500 per item and up to \$10,000 per order, schools and departments shall make a good faith effort to obtain no less than three email or telephone price quotes which shall be attached to the requisition*. For purchases over \$10,001 and up to \$20,000, schools and departments shall obtain no less than three email or written price quotes which shall be attached to the requisition*. For purchases from school funds, the above purchasing procedures must be followed and documentation maintained with payment records. Unless previously authorized, requests for all purchases over \$10,000 (including school funds), capitalized equipment (over \$5,000) and sole source purchases exceeding \$2,500 shall be submitted to the Box Elder School District Purchasing Department on a requisition in advance for processing.

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

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

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

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

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

[Utah Admin. Rules R33-105-102](#)

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

POLICY 3008

Employee Communication/Addressing Concerns

- A. The proper procedure for registering complaints and problems of employees with administrators is an important factor in the morale of a school district. The appropriate process for addressing concerns, problems, or registering complaints of employees should follow the appropriate line of communication ([BESD Organizational Chart](#)).
- B. Line of Communication
1. Employees must discuss concerns, problems, or complaints according to the outlined steps prior to escalating the issue. When an issue is escalated, it must be submitted as a formal written request for consideration and response. (Educators are encouraged to follow the specified order unless an exception is warranted due to the nature of the issue.)
 - a. direct supervisor
 - b. building principal, if applicable
 - c. District Director or Assistant Superintendent
 - d. Superintendent
 - e. Board of Education
- C. Retaliation is prohibited per [Policy 3010-Employee Bullying and Hazing](#).
- D. Whistleblower Protection prohibits public employers (such as the District) from taking retaliatory action against their employees for reporting in good faith to the appropriate authorities. A District employee is presumed to have communicated in good faith if the employee has given written notice or otherwise formally communicated.
1. Employees are protected from retaliation for reporting issues relating to:
 - a. Agricultural work
 - b. Consumer product and food safety
 - c. Discrimination

- d. Employee safety
- e. Environmental protection
- f. Family and medical leave
- g. Fraud and financial issues
- h. Health insurance
- i. Lie detector testing
- j. Military status and obligations
- k. Mine hazards
- l. Mine inspections
- m. Minimum wage
- n. Overtime pay
- o. Transportation services
- p. Youth employment

For more information visit the U.S. Department of Labor
<https://www.dol.gov/general/topics/whistleblower>

POLICY 3035

Employee Criminal Background Checks and Arrest Disclosure Requirements

A. Definitions

1. A "licensed employee" is one who holds a valid Utah educator license.
2. A "non-licensed employee" is one who does not hold a current Utah educator license issued by the State Board of Education.
3. A "qualifying volunteer" is a volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment. For purposes of this policy, "qualified volunteer" does not include an officer or employee of a cooperating employer which has an internship safety agreement with the District.
4. A "contract employee" is an employee of a staffing service or other entity who works at a District school under a contract.
5. "Personal identifying information" means an individual's current name, former names, nicknames and aliases; date of birth, address; telephone number; driver license number or other government-issued identification number; Social Security number; and fingerprints.
6. "Criminal History Report" is a document generated by the Bureau of Criminal Identification after a search of the State of Utah's criminal history files and/or other state and federal databases designated by applicable law or by the District.
7. "Background Check" means information on an applicant or employee that may include, but is not limited to, Criminal History Reports and driving record reports.

[Utah Code § 53G-11-401\(3\), \(6\), \(7\) \(2024\)](#)

[Utah Code § 53G-11-402\(1\)\(a\)\(iii\) \(2024\)](#)

[Utah Admin. Rules R277-316-2\(5\), \(8\), \(9\), \(11\) \(February 7, 2020\)](#)

B. Employment Screening

1. ~~Utah law requires Background Checks on all prospective employees (i.e., the individual who is selected as the "successful applicant" for a particular job position in the District), substitutes and coaches (herein referred to cumulatively as the~~

~~"prospective employee") Utah Admin. Rules R277-316. Accordingly, the District requires each prospective employee to submit to a background check prior to employment or service in the District.~~

2. All persons seeking a licensed employee position with the District shall provide their educator licensing information with their application for employment.
3. Prior to employing an individual as a licensed employee, the District shall confirm the individual's license status and standing with the State Board of Education, including inquiring regarding any prior or pending disciplinary actions or complaints.
4. Upon employing an individual as a licensed employee, the District shall request that the State Board of Education provide notification to the District of any changes or updates received by the State Board through its ongoing monitoring of the individual's criminal history and background.
5. At the time a prospective employee makes application for employment with the District, such prospective employee shall fill out an employment application providing the following warning:
 - a. "All references stated in this application will be checked by the District and it is the policy of this District that false information will be grounds for rejecting your application with no further consideration for the position; or, if such false information is discovered after hire, you may be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution."
6. All employees seeking employment with the District shall provide personal identifying information including: current name, former names, nicknames, and aliases, date of birth, address, telephone number, driver license number or other government issued identification number, social security number and fingerprints.
7. All employees, qualifying volunteers, and contract employees seeking employment with the District and who are 18 years old or older shall sign a written release, waiver and authorization which authorize the District to request information from the prospective employee's past three employers and supervisors. The release, waiver and authorization shall also authorize the District to contact former employers to obtain a reference check and to conduct a background search into the employee's criminal record, if any, or any other background check as the District deems necessary to satisfy itself of the quality and competence of the prospective employee's credentials.

[Utah Code § 53G-11-402\(1\)\(a\) \(2024\)](#)

[Utah Code § 53-10-108\(13\)\(b\)\(ii\) \(2023\)](#)

8. The District shall consider only those convictions which are job-related. The prospective employee shall have opportunity to respond to any information received as a result of the background check.
9. If a current employee is dismissed from employment because of information obtained through a background check, the person shall receive written notice of the reasons for dismissal and shall have an opportunity to respond to the reasons for the dismissal.
10. Each current employee and prospective employee must agree to have his/her fingerprints taken and sign a document of acknowledgment and waiver permitting the District to request a background check of any state or federal criminal history file that the District might deem applicable as a condition of employment.
11. The District shall, for each non-licensed employee and volunteer who will be given significant unsupervised access to a student in connection with the volunteers assignment, collect personal identifying information including: current name, former names, nicknames and aliases, date of birth, address, telephone number, driver license number or other government issued identification number, social security number and fingerprints and submit that personal identifying information to the Bureau of Criminal Identification within the Department of Public Safety.

[Utah Code § 53G-11-402 \(2023\)](#)
[Utah Admin. Rules R277-316-4](#)

C. Licensed Employees - Background Checks

1. The USBE will conduct background checks for all licensed employees in the year in which their license is to be renewed.

D. Licensed Employees - Reporting of Arrests and Convictions

1. A Licensed Educator who is arrested for any of the following alleged offenses shall report the arrest within forty-eight (48) hours or as soon as possible to the Superintendent or his/her designee:
 - a. Any matters involving arrests for alleged sex offenses;
 - b. Any matters involving arrest for alleged drug-related offenses;
 - c. Any matter involving arrests for alleged alcohol-related offenses;

- d. Any matters involving arrests for alleged offenses against the individual under [Utah Code § 76-5](#), Offenses Against the Individual. This Title and Chapter includes, but is not limited to, crimes where a person has assaulted, harassed, abused, neglected, exploited, endangered, kidnapped, murdered, trafficked, raped, sexually assaulted, etc., another person(s); and
 - e. Any matters relating to arrests for violations of the vehicle code for employees who drive motor vehicles as an employment responsibility.
 - f. Any matters involving an alleged felony offense under Utah Code Title 76, Chapter 6, Offenses Against Property;
 - g. Any matters involving an alleged crime of domestic violence under Utah Code Title 77, Chapter 36, Cohabitant Abuse Procedures Act; and
 - h. Any matters involving an alleged crime under federal law or another state's law comparable to any of the alleged crimes listed above.
2. A Licensed Educator shall report convictions, including pleas in abeyance and diversion agreements, within forty-eight (48) hours or as soon as possible upon receipt of notice of the conviction, plea in abeyance, or diversion agreement. **Failure to report any arrest or conviction pursuant to this policy may result in disciplinary action, up to, and including, termination.**
 3. A Licensed Educator will be immediately suspended from student supervision responsibilities for alleged sex offenses and other alleged offenses which may endanger students during the period of investigation.
 4. A Licensed Educator will be immediately suspended from transporting students or driving a public education vehicle for alleged offenses involving alcohol or drugs during the period of investigation.
 5. The District will provide adequate due process for the accused employee consistent with [Utah Admin. Rules R277-316](#) and applicable administrative procedures established by the District.
 6. The Superintendent or his/her designee shall report a conviction, arrest, or offense information received from a Licensed Educator to the USBE.
 7. Records of arrests and convictions shall be placed in the employee's personnel file upon receipt by the District and will:

- a. Include final administrative determinations and actions following investigation; and
- b. Be maintained for a minimum of two (2) years following termination of employment with the District and require protection of confidential employment information only as necessary to protect the safety of students and/or employees and with strict requirements for the protection of confidential employment information.

E. Non-Licensed Employees - Background Checks

1. All non-licensed employees, qualifying volunteers, and contract employees seeking employment with the District or service in a District school and who are subject to the background check requirement shall provide their personal identifying information with their application. "Non-licensed employees" includes substitute teachers who are not licensed by the State Board of Education. ~~The District shall conduct periodic background checks for all non-licensed employees every five (5) years. The employee shall pay the cost of the background check.~~

[Utah Code § 53G-11-402\(1\)\(b\) \(2024\)](#)

[Utah Code § 53E-6-901\(3\) \(2024\)](#)

[Utah Admin. Rules R277-316-3\(1\)\(a\) \(February 7, 2020\)](#)

2. The District shall obtain consent from each applicant who is subject to the background check requirement and who is seeking employment as a non-licensed employee or service as a qualifying volunteer or contract employee for (1) an initial fingerprint-based background check by the FBI and Bureau of Criminal Identification and (2) the retention of personal identifying information and ongoing monitoring by the Bureau of Criminal Identification. (A model consent form is included at the end of this policy.)

[Utah Code § 53G-11-402\(1\)\(b\)\(iii\) \(2024\)](#)

3. Prior to employing a non-licensed employee or permitting a contract employee or qualifying volunteer to provide service in a District school, the District shall require the individual to undergo a background check. (This requirement does not apply if the individual is younger than 18 years old.) The District shall submit the individual's personal identifying information, including fingerprints, to the Bureau of Criminal Identification for this background check.

[Utah Code § 53G-11-402\(1\)\(a\), \(c\) \(2024\)](#)

[Utah Admin. Rules R277-316-3\(1\)\(a\) \(February 7, 2020\)](#)

4. Upon employing a non-licensed employee or permitting a contract employee or qualifying volunteer to provide service in a District school, the District shall request ongoing monitoring of the individual through the Bureau of Criminal Identification unless the individual is younger than 18 years old.

[Utah Code § 53G-11-402\(1\)\(c\)\(ii\) \(2024\)](#)
[Utah Admin. Rules R277-316-3\(1\)\(a\) \(February 7, 2020\)](#)

5. At the discretion of the Superintendent or the Superintendent's appointee, if the employment or service is to be temporary or for a very short term, the non-licensed employee, contract employee, or qualifying volunteer may be exempted from ongoing monitoring.

[Utah Code § 53G-11-402\(4\) \(2024\)](#)

6. With respect to applications submitted by prospective non-licensed employees, contract employees, or qualifying volunteers, the District will pay the cost of an applicant's background check.

[Utah Code § 53G-11-402\(2\) \(2024\)](#)

F. Non-Licensed Employees - Reporting of Arrests and Convictions

1. A Non-Licensed Employee who is arrested for any of the following alleged offenses shall report the arrest within forty-eight (48) hours or as soon as possible to the Superintendent or his/her designee:
 - a. Any matters involving arrests for alleged sex offenses;
 - b. Any matters involving arrests for alleged drug-related offenses;
 - c. Any matters involving arrests for alleged alcohol-related offenses;
 - d. Any matter involving arrests for alleged offenses against the individual under [Utah Code Ann. Title 76, Chapter 5, Offenses Against the Individual](#). This Title and Chapter includes, but is not limited to, crimes where a person has assaulted, harassed, abused, neglected, exploited, endangered, kidnapped, murdered, trafficked, raped, sexually assaulted, etc., another person(s); and
 - e. Any matters relating to arrests for violations of the vehicle code for employees who drive motor vehicles as an employment responsibility.

- f. Any matters involving an alleged crime of domestic violence under Utah Code Title 77, Chapter 36, Cohabitant Abuse Procedures Act; and
 - g. Any matters involving an alleged crime under federal law or another state's law comparable to any of the alleged crimes listed above.
2. Failure to report any arrest or conviction pursuant to this policy may result in disciplinary action, up to, and including, termination.
 3. A Non-Licensed Employee will be immediately suspended from student supervision responsibilities for alleged sex offenses and other alleged offenses which may endanger students during the period of investigation.
 4. A Non-Licensed Employee will be immediately suspended from transporting students of driving a public education vehicle for alleged offenses involving alcohol or drugs during the period of investigation, and where reasonable cause exists, an existing employee must submit to a background check.
 5. The District will provide adequate due process for the accused employee consistent with [Utah Admin. Rules R277-316](#) and applicable administrative procedures established by the District.
 6. The ~~Assistant Superintendent~~ Human Resource Executive Director over Personnel shall review arrest information and make employment decisions that protect both the safety of students and/or employees and the confidentiality and due process rights of employees.
 - a. In making decisions in reliance on criminal history information, the District shall consider rules established by the State Board of Education and
 - 1) any convictions, including pleas in abeyance;
 - 2) any matters involving a felony; and
 - 3) any matters involving an alleged:
 - a) sexual offense;
 - b) class A misdemeanor drug offense;
 - c) offense against the person under Title 76, Chapter 5, Offenses Against the Individual;

- d) class A misdemeanor property offense that is alleged to have occurred within the previous three years; and
- e) any other type of criminal offense, if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years.

[Utah Code § 53G-11-405\(3\) \(2022\)](#)

[Utah Code § 53G-11-402\(3\) \(2024\)](#)

- 7. Records of arrests and convictions shall be placed in the employee's personnel file upon receipt by the District and will:
 - a. Include final administrative determinations and actions following investigation; and
 - b. Be maintained only as necessary to protect the safety of students and/or employees and with strict requirements for the protection of confidential employment information.
- G. When arrest/conviction information is received by the District regarding a Licensed Employee, the Superintendent or his/her designee shall review that information and assess the employment status consistent with [Utah Admin. Rules R277-316-3\(1\)\(b\) \(February 7, 2020\)](#) and District policy. The District will also report the arrest to the USBE within forty-eight (48) hours.
- H. When arrest/conviction information is received by the District regarding a Non-Licensed Employee, the Superintendent or his/her designee shall review that information and assess the employee's employment status while considering the Non-Licensed Employee's employment status consistent with applicable Utah law, rules, and regulations, District policy, and any applicable Employment Agreements or Memorandums of Understanding.
- I. Where reasonable cause exists, a current employee may be required to submit to fingerprinting and a criminal background check at the Board's expense prior to the intervallic background check.
- J. ~~If the District disqualifies an applicant as a result of criminal history obtained from a background check, the District shall give the individual written notice of the disqualification and of the individual's right to request a review of the disqualification. An administrator may obtain any information in the possession of the State Office of Education that 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.~~

[Utah Code § 53G-11-405\(1\)\(c\) \(2022\)](#)

1. ~~An individual disqualified by the District as a result of a background check may request a review of the information received by the District through the background check and of the reasons for the disqualification and may respond to the information and the reasons for disqualification. The District shall, consistent with the requirements of [Utah Code § 53-10-108](#), allow the individual to review the criminal history information received by the District.~~

[Utah Code § 53G-11-405\(1\)\(a\), \(b\) \(2022\)](#)

- K. The District shall cooperate with the USBE in investigations of Licensed Educators.
- L. ~~The employee shall report for work following the arrest unless directed not to report for work by the District, consistent with District policy.~~
- M. ~~Failure to report any arrest or conviction pursuant to this policy may result in disciplinary action, up to, and including, termination.~~
- N. ~~Any district volunteer who has or may be given significant unsupervised access to children in connection with the volunteer's assignment for the District shall be considered an "employee" for purposes of the requirements of this policy.~~

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

[Utah Admin. Rules R277-316-4 \(February 7, 2020\)](#)

[Utah Admin. Rules R277-316-6 \(February 7, 2020\)](#)

[Utah Code § 53E-6-604 \(2024\)](#)

[Utah Code § 53G-11-406\(1\) \(2019\)](#)

References:

[Utah Code § 53E-6-401](#)

[Utah Code § 76-5, Offenses Against the Individual](#)

[Utah Admin. Rules R277-316](#)

**Disclosure and Consent for Employment / Reference Checks
and Release of Liability (Licensed)**

I understand that previous employment and my submitted references may be checked by the District. I affirm by my signature that (1) I have disclosed the employer for every prior paid position I have held where my job responsibilities included directly caring for, supervising, controlling, or having custody of anyone under 18 years of age; (2) I consent to past and present employer(s) and references disclosing to the District any and all information, including disciplinary records, which may be pertinent to my employment, and that such information includes, but is not limited to, all information relating to any employment action or discipline imposed for abuse of any child or student; and (3) I understand that if I am hired, any information obtained or maintained by the District may be disclosed to any future subsequent potential employer of mine who contacts the District for an employment or reference check.

I hereby waive any right to see any written material(s) submitted to the District in response to the above inquiries or notes of oral communication relative to such inquiries. I understand that if I am hired by the District any information received in response to the above inquiries is placed in my personnel file, and I may be denied the right to inspect such material(s).

By signing below, I agree to release the District from any action for damages relating to the District's refusal to hire me as a result of information obtained during a reference or background check. I agree to release the District from any action for damages relating to information disclosed by the District to any future subsequent potential employer of mine who contacts the District for an employment or reference check.

I understand that providing false information to the District as part of the application process will be grounds for rejecting an application with no further consideration for the position; or, if such false information is discovered after hire, I will be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution. I agree to release the District from any cause of action for damages as a result of the District's termination of my employment as a result of falsifying any information included in this application.

Signature _____ Date _____

**Disclosure and Consent for Employment / Reference Checks and Release of Liability
(Non-Licensed)**

I understand and acknowledge that: (1) in considering my application for employment, _____ School District ("the District") is legally required to obtain a nationwide (FBI) criminal background check and (if I am hired) ongoing criminal history monitoring while I work for the District; (2) information provided to the District (including fingerprints) will be used for this purpose; (3) the background check process must meet the requirements of Utah Code § 53-10-108(4); (4) procedures for obtaining a change, correction, or updating your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34; (5) I have received (on the fingerprint card form) the FBI Privacy Act Statement and have received the FBI Noncriminal Justice Applicant's Privacy Rights; (6) the background check results will be used to decide whether to employ me and will only be provided to those investigating or involved in the hiring process; (7) I may obtain my criminal history information from the Utah Bureau of Criminal Identification; and (8) if my application is rejected based on criminal background information I will be given written notice of the disqualifying reasons and of the right to request review of the disqualification. My signature affirms this acknowledgment and my consent to the District obtaining the initial check and ongoing monitoring while I work for the District.

I understand that previous employment and my submitted references may be checked by the District. I affirm by my signature that (1) I have disclosed the employer for every prior paid position I have held where my job responsibilities included directly caring for, supervising, controlling, or having custody of anyone under 18 years of age; (2) I consent to past and present employer(s) and references disclosing to the District any and all information, including disciplinary records, which may be pertinent to my employment, and that such information includes, but is not limited to, all information relating to any employment action or discipline imposed for abuse of any child or student; (3) I understand that if I am hired, any information obtained or maintained by the District **except for** criminal background check information may be disclosed to any future subsequent potential employer of mine who contacts the District for an employment or reference check.

I hereby waive any right to see any written material(s) submitted to the District in response to the above inquiries or notes of oral communication relative to such inquiries, **except** criminal background information, which I may obtain from the Bureau of Criminal Identification. I understand that if I am hired by the District any information received in response to the above inquiries is placed in my personnel file, and I may be denied the right to inspect such material(s).

By signing below, I agree to release the District from any action for damages relating to the District's refusal to hire me as a result of information obtained during a reference or background check. I agree to release the District from any action for damages relating to information disclosed by the District to any future subsequent potential employer of mine who contacts the District for an employment or reference check

I understand that providing false information to the District as part of the application process will be grounds for rejecting an application with no further consideration for the position; or, if such false information is discovered after hire, I will be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution. I agree to release the District from any cause of action for damages as a result of the District's termination of my employment as a result of falsifying any information included in this application.

Signature _____ Date _____

**Disclosure and Consent for Employment / Reference Checks
and Release of Liability (Volunteer)**

I understand and acknowledge that: (1) in considering my application to volunteer with _____ School District ("the District"), the District is legally required to obtain a nationwide (FBI) criminal background check and (if I am given certain assignments) ongoing criminal history monitoring while I serve in the District; (2) information provided to the District (including fingerprints) will be used for this purpose; (3) the background check process must meet the requirements of Utah Code § 53-10-108(4); (4) procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34; (5) I have received (on the fingerprint card form) the FBI Privacy Act Statement and have received the FBI Noncriminal Justice Applicant's Privacy Rights; (6) the background check results will be used to decide whether to give me certain assignments and will only be provided to those investigating or involved in the assignment process; (7) I may obtain my criminal history information from the Utah Bureau of Criminal Identification; and (8) if my application is rejected based on criminal background information I will be given written notice of the disqualifying reasons and of the right to request review of the disqualification. My signature affirms this acknowledgment and my consent to the District obtaining the initial check and ongoing monitoring while I serve in the District.

I understand that previous employment and my submitted references may be checked by the District. I affirm by my signature that (1) I have disclosed the employer for every prior paid position I have held within the prior three years where my job responsibilities included directly caring for, supervising, controlling, or having custody of anyone under 18 years of age; and (2) I consent to past and present employer(s) and references disclosing to the District any and all information, including disciplinary records, which may be pertinent to my application, and that such information includes, but is not limited to, all information relating to any employment action or discipline imposed for abuse of any child or student.

I hereby waive any right to see any written material(s) submitted to the District in response to the above inquiries or notes of oral communication relative to such inquiries, **except** criminal background information, which I may obtain from the Bureau of Criminal Identification. I understand that if I am accepted by the District any information received in response to the above inquiries is placed in my service file, and I may be denied the right to inspect such material(s).

By signing below, I agree to release the District from any action for damages relating to the District's refusal to accept me as a result of information obtained during a reference or background check. I agree to release the District from any action for damages relating to information disclosed by the District to any future subsequent potential employer of mine who contacts the District for a reference check

I understand that providing false information to the District as part of the application process will be grounds for rejecting an application with no further consideration for the position; or, if such false information is discovered after hire, I will be subject to immediate dismissal. Any false information may also be the grounds for criminal prosecution. I agree to release the District from any cause of action for damages as a result of the District dismissing me as a result of falsifying any information included in this application.

Signature _____ Date _____

POLICY 3086

Employee Use of Personal **and District** Electronic Devices

- A. The Board of Education recognizes that the inappropriate use of personal electronic devices during instructional time often disrupts student learning. The inappropriate non-instructional use of these devices is disruptive to employees performing their expected job functions.

[Utah Admin. Rules R277-495-3\(1\) \(December 11, 2023\)](#)

B. Definitions

1. "Electronic device" means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including:
 - a. a smart phone;
 - b. a smart or electronic watch;
 - c. a tablet; or
 - d. a virtual reality device.
2. "Guest" means an individual who is not a student, employee, or designated volunteer of a District school who is on school property or at the site of a school-sponsored activity or event.
3. "District electronic device" means an electronic device which is identified as being owned, provided, issued or lent by the District to an employee or student.
4. "Inappropriate matter" means pornographic or indecent material as defined in [Utah Code § 76-10-1235\(1\)\(a\)](#) and [Utah Code § 53G-10-103](#).

[Utah Admin. Rules R277-495-2\(2\), \(3\), \(4\) \(December 11, 2023\)](#)

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

[Utah Admin. Rules R277-495-2\(2\), \(6\) \(December 11, 2023\)](#)

C. **Personal Electronic Devices**

1. The following will govern employee use of personal electronic devices:

- a. Employees may possess these personal items while in school and at school activities.
- b. Employees may access the Districts WLAN for instructional uses where the WLAN is available.
- c. All personal devices not being used for instructional or work related purposes will not be used and will be kept out of sight while an employee is performing his/her employment responsibilities.
- d. Employees may use personal electronic devices between class times (teachers and aides), during their lunch break, other scheduled breaks, and/or recess periods for personal uses as long as it does not interfere with their employment responsibilities.
- e. Employees shall not use electronic devices in any way which violates applicable local, state, or federal laws. Employees shall not use electronic devices in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, and guests.

[Utah Admin. Rules R277-495-4\(1\)\(a\), \(c\), \(f\), \(g\) \(December 11, 2023\)](#)

- f. Employee use of an electronic device on school premises (or use of school connectivity) to access inappropriate matter is prohibited by this policy. It is also illegal, may have criminal consequences, shall be reported to law enforcement, and may have adverse employment consequences including termination from employment.

[Utah Admin. Rules R277-495-4\(1\)\(c\), \(3\)\(a\) \(December 11, 2023\)](#)
[Utah Code § 76-10-1235 \(2007\)](#)

- g. Electronic devices must be used in an ethical and responsible manner and must not be used to invade others' reasonable expectations of privacy. Students and others in the public schools should not be subject to video or audio capture, recording, or transmission of their words or images by any employee without express prior notice and explicit consent for the capture, recording, or transmission of such words or images. There are certain situations where the possession or use of electronic devices and cameras is absolutely prohibited within District schools, including locker rooms, counseling sessions, washrooms, and dressing areas.

[Utah Admin. Rules R277-495-4\(4\)\(a\) \(December 11, 2023\)](#)

- h. Electronic devices must not be used in hacking (obtaining unauthorized access to or disrupting in any way) any District network or any District electronic device.

[Utah Admin. Rules R277-495-4\(4\)\(a\) \(December 11, 2023\)](#)

- i. For information regarding the use of electronic devices while traveling in district owned vehicles, please reference [Policy 2222 Transportation – Use of Cellular Telephones](#).
2. Training: Each school shall, within the first 45 days of each school year, provide school-wide or in-classroom training to employees that covers:
- a. The District’s internet and electronic device policies ([Policy 4177 Responsible Computer Use](#) and this policy)
 - b. The importance of digital citizenship;
 - c. The District and school’s student conduct and discipline policies;
 - d. The benefits of connecting to the internet and using the school’s internet filters while on school premises; and
 - e. The discipline related consequences of violating internet and electronic device policies.

[Utah Admin. Rules R277-495-5 \(December 11, 2023\)](#)

3. Notice of policy
- a. Copies of the District’s internet and electronic device policies shall be available on the District’s website.

[Utah Admin. Rules R277-495-3\(4\) \(December 11, 2023\)](#)

4. Consequences for violating policy
- a. Violation of this policy or of [Policy 4177 Responsible Computer Use](#) may result in disciplinary action against the employee up to and including termination of employment.

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

D. District Electronic Devices

1. District electronic devices shall be used to support the educational and business requirements of the District. District electronic devices shall be used in compliance with all federal, state, and local laws and regulations, and in a cost-effective and ethical manner. This policy also applies to usage of private electronic devices by District employees to the extent used for District business. Failure to comply with this policy may result in suspension of the privilege of using a District electronic device, disciplinary action, or both.

E. Eligible Users

1. District electronic devices are to be used only by District employees. All employees requiring the use of a District electronic device shall read this policy and sign the declaration of having done so which is Exhibit 1 to this policy.

F. Acceptable Use

1. District electronic devices, or any electronic device primarily used to conduct District business, must be used in accordance with the following standards, in addition to those set out in this policy:
 - a. District electronic devices are to be used only for District business. Personal use of these devices is prohibited except in emergency situations or with pre-approval from the Superintendent or school principal or designee. In the event personal calls are made or received on a District electronic device, including personal emergency calls, the employee must reimburse the District for all costs incurred.
 - 1) The Superintendent allows employees to use electronic devices personally under the expectation that all rules and regulations are followed.
 - b. District electronic devices are valuable and should be handled with care. Loss, theft, or damage to a District electronic device must be reported immediately to the user's supervisor. If loss, theft, or damage occurs as a result of employee negligence, the employee to whom the device is assigned will be responsible for reimbursing the District for repair or replacement costs.
 - c. District electronic devices are to be used in an ethical and responsible manner. No employee is to use a District electronic device for the purpose of illegal transactions, harassment, obscene or offensive behavior, to access or create inappropriate matter, for unauthorized access to an electronic network or files or another electronic device (hacking or similar unlawful behavior) or other violations of District policies or federal, state, or local laws, regardless of whether the device is located on District property when the misuse occurs or is located elsewhere.

Utah Admin. Rules R277-495-4(1)(b), (f), (3)(a), (4)(a) (December 11, 2023)

- d. If the employee assigned to use the District electronic device does not return the device and/or related equipment when requested, the employee will be required to reimburse the District for the purchase price of the device and/or related equipment.
- e. Employees have no expectation of privacy in using District electronic devices. Such devices and all information contained on them may be inspected or searched at any time, either directly or remotely. Employees are prohibited from operating District devices in such a way as to conceal the use which has been made of the device, nor may employees install or permit installation of software or other means to accomplish the same purpose. Employees should be aware that a personal electronic device which is used to conduct District business may become subject to public records requests or other legally required disclosure to the extent of such use.
- f. District electronic devices should be used judiciously during instructional time or at school-sponsored programs, meetings, in-services, conferences with parents or guardians, or any other time where there would be a reasonable expectation of quiet attentiveness.
- g. District electronic devices are to be used in a safe manner. Employees should not use these devices while operating a non-District motor vehicle except to the extent permitted by governing motor vehicle or other laws. (General restrictions on use of electronic devices while operating District vehicles are set out in this policy and specific restrictions applicable to school buses are set out in [Policy 2222 Transportation: Use of Cellular Telephones.](#))

G. Misuse of District Electronic Device

- 1. An employee who is issued or provided a District electronic device remains at all times responsible for that device. The employee will be held responsible for use or misuse of the device by the employee or by anyone else, except for uses occurring after the employee has given the District notice that the device has been lost or stolen. Consequences of misusing a District electronic device may include adverse employment action up to and including termination from employment.

Utah Admin. Rules R277-495-4(3)(b) (December 11, 2023)

H. Responsibility for Device Cancellation Charges

1. If an employee misuses a District electronic device or leaves District employment, the employee may be responsible for fees or charges associated with cancellation of the service contract.
2. If the Superintendent or designee determines that the employee no longer needs a District electronic device to perform the employee's job responsibilities, any fees or charges associated with cancellation of the service contract shall be the responsibility of the District.

POLICY 4050

Grades 6-8 Middle Level General Core Requirements

A. Required Core Curriculum

1. The District's curriculum shall at least meet the minimum requirements of state law and State Board rules. Those minimum requirements are to contain the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. The District may add elements at its discretion but shall not delete or omit instruction in the essential elements.
2. In addition, the District shall provide character education in connection with regular schoolwork, through an integrated curriculum approach. Instruction in this area shall emphasize honesty, temperance, morality, courtesy, obedience to law, respect for and an understanding of the constitutions of the United State and the state of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life.

B. The following are the General Core Requirements for 6th Grade:

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Arts
 - a. Visual Arts;
 - b. Music;
 - c. Dance; or
 - d. Theatre
6. Health Education
7. Physical Education
8. Educational Technology;
9. Library Media Skills, integrated into the core subject areas; and
10. Civics and Character Education, integrated into the core subject areas.

C. Formative assessment will occur on a regular basis to ensure continual student progress. State-approved summative adaptive assessments will be used to assess

student mastery of language arts, mathematics, science and effectiveness of written expression.

D. The following are the General Core Requirements for the 7th Grade

1. ~~Grade 7~~ Language Arts (3 trimesters)
2. ~~Grade 7~~ Mathematics (3 trimesters)
3. ~~Grade 7~~ Integrated Science (3 trimesters)
4. Utah Studies (1 trimester)
5. College and Career Awareness (3 trimesters)
6. **At least one course in each of the following in grades 7 or 8:**
 - a. The Arts (1 trimester)
 - b. Physical Education (1 trimester)

[Utah Admin. Rules R277-700-5\(2\), \(3\) June 7, 2024](#)

E. The following are the General Core Requirements for the 8th Grade

1. ~~Grade 8~~ Language Arts (3 trimesters)
2. ~~Grade 8~~ Mathematics (3 trimesters)
3. ~~Grade 8~~ Integrated Science (3 trimesters)
4. United States History (2 trimesters)
5. The Arts (1 trimester)
6. Physical Education (1 trimester)
7. Health Education (1 trimester)
8. Digital Literacy (1 trimester)
9. **At least one course in each of the following in grades 7 or 8:**
 - a. The Arts (1 trimester)
 - b. Physical Education (1 trimester)

F. **In addition to the foregoing requirements, the Board of Education may, as it determines appropriate, require a student to complete additional courses, may offer additional elective courses, and may set minimum credit requirements.**

[Utah Admin. Rules R277-700-5\(6\) \(June 7, 2024\)](#)

G. **State approved summative adaptive assessments will be used to assess student mastery of language arts, mathematics, writing (in grade eight) and science.**

[Utah Admin. Rules R277-700-5\(5\) \(June 7, 2024\)](#)

H. **The District may, upon request of a student or parent and with parental consent, substitute a course requirement set out above with a course, extracurricular activity, or**

experience that is either similar to the course requirement or consistent with the student's plan for college and career readiness. The request shall be made in writing, shall include a parent's signature, shall identify the proposed substitution, and shall explain how the proposed substitution meets the foregoing standard. This request shall be initially evaluated by the counselor responsible for the student, who shall determine whether the request contains the required elements and shall make a recommendation regarding whether the request should be approved or denied. This recommendation shall be submitted to the principal or the principal's designee, who shall grant or deny the request. If the student or parent is dissatisfied with the determination of the principal, the decision can be appealed to the Board of Education or its designee, which shall review the decision and determine whether it should be changed. The decision of the Board or its designee is final.

Utah Admin. Rules R277-700-5(7), (8) (June 7, 2024)

- I. ~~Based on competency, a student who does not successfully complete any of the Core Requirements may be assigned to participate in remediation programs, intervention sessions and/or an approved individualized plan. Fees may be charged for programs outside of the regular school day.~~
- J. ~~Parents will be notified if a student does not successfully complete the Core Requirements and/or demonstrate competency prior to promotion to the next grade level.~~
- K. ~~Board-approved summative adaptive assessments shall be used to assess student mastery of the following: reading, language arts, mathematics, and science.~~
- L. ~~Upon parental or student request (with parental consent), courses listed above may be substituted with a course, extracurricular activity, or experience that is similar to the course requirement and is consistent with the student's plan for college and career readiness. Requests for substitution must be made prior to the beginning of each school year to the school counselors. Should a request for substitution be denied, a parent may appeal the decision to the school principal.~~
- M. **Assessment of Student Mastery of Core Standards**
 - 1. The Board of Education is responsible to provide students with access to courses in the basic academic subjects of the core standards for Utah public schools established by the State Board Education, and for students' mastery of those standards. The Board of Education shall use evidence-based best practices, technology, and other instructional media to increase the relevance and quality of instruction. Student mastery of the core standards shall be evaluated through District participation in statewide assessments as directed by the State Board of Education.

Students who have not achieved mastery of the core standards will be provided intervention as provided for by State statute and State Board of Education regulations. The Board of Education is responsible to ensure statewide assessments are administered in compliance with the requirements of [Utah Code Title 53E, Chapter 9 Student Privacy and Data Protection](#).

[Utah Admin. Rules R277-700 \(June 7, 2024\)](#)

[Utah Code § 53E-4-302 \(2020\)](#)

[Utah Code § 53G-9-803 \(2024\)](#)

N. Alternate Academic Accommodation

1. If a student refrains from a portion of a course or from an entire course under [Utah Code § 53G-10-205](#), the student's parent and the school may work together to establish an alternate academic accommodation which allows the student to demonstrate mastery of Core Standards (by taking a test or otherwise) or to demonstrate mastery of an appropriate alternate standard.

[Utah Admin. Rules R277-700-7\(4\) \(January 10, 2024\)](#)

[Utah Code § 53G-10-205 \(2023\)](#)

Policy 4067

Curriculum: Ethnic Studies

A. Adoption of Ethnic Studies Curriculum

1. "Ethnic studies" means the interdisciplinary social and historical study of how different populations have experienced and participated in building the United States of America, including the study of the culture, history, and contributions of Utahns of diverse ethnicities.

[Utah Code § 53E-4-204.1\(1\)\(b\) \(2024\)](#)

2. By December 31, 2025, the District shall select and adopt curriculum and instructional materials for teaching ethnic studies to students in kindergarten through grade 12 that are integrated with regular schoolwork and that align with the core ethnic studies curriculum standards established by the State Board of Education.

[Utah Code § 53E-4-204.1\(5\)\(a\) \(2024\)](#)

3. In addition to meeting State Board of Education requirements, the ethnic studies curriculum and instructional materials adopted by the District shall:
 - a. focus on shared identity and honoring unique cultural differences, including that each individual student has unique characteristics, the common elements that unite Utahns, and respect for distinct socio-cultural identities; and
 - b. include themes including cultural histories within the context of United States history and global history

[Utah Code § 53E-4-204.1\(5\)\(b\) \(2024\)](#)

4. The District shall modify or revise the ethnic studies instructional materials and curriculum as needed to align with core curriculum standards. In meeting ethnic studies requirements, the District may offer a course on ethnic studies. The District shall report to the State Board of Education on its compliance with the ethnic studies requirements.

[Utah Code § 53E-4-204.1\(5\)\(c\), \(d\) \(2024\)](#)

POLICY 5110

Technology Security

A. Purpose:

1. The purpose of this policy is to ensure the secure use and handling of all District data, computer systems and computer equipment by District students, patrons, and employees.

B. Policy

1. Technology Security

- a. It is the policy of the Box Elder School District (BESD) to support secure network systems in the district, including security for all personally identifiable information that is stored on paper or stored digitally on district-maintained computers and networks. This policy supports efforts to mitigate threats that may cause harm to the district, its students, or its employees.
- b. The District will ensure reasonable efforts will be made to maintain network security. Data loss can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be preventable.
- c. All authorized users of the BESD Network are expected to be careful and aware of suspicious communications and unauthorized use of district devices and the network. Please see [Policy 4177 Responsible Computer Use](#). When an employee or other user becomes aware of suspicious activity, he/she is to immediately contact the district's Information Security Officer with the relevant information.
- d. This policy and procedure also covers third party vendors/contractors that contain or have access to BESD critically sensitive data. All third-party entities will be required to sign a data agreement set forth by BESD before accessing our systems or receiving information.
- e. It is the policy of BESD to fully conform with all federal and state privacy and data governance laws. Including but not limited to the [Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and 34 CFR 99 \(hereinafter "FERPA"\)](#), the [Government Records and Management Act Utah Code § 63G-2 \(hereinafter "GRAMA"\)](#), [Utah Code § 53A-1-1401 et seq.](#), and [Utah Admin. Rules R277-487](#).

- f. The procedures associated with this policy are consistent with guidelines provided by cyber security professionals worldwide and in accordance with the Utah Education Network and the Utah State Board of Education. Professional development for staff and students regarding the importance of network security and best practices are included in the procedures. BESD supports the development, implementation and ongoing improvements for a robust security system of hardware and software that is designed to protect BESD's data, users, and electronic assets.

C. Procedure

1. Definitions:

- a. "Access": Directly or indirectly use, attempt to use, instruct, communicate with, cause input to, cause output from, or otherwise make use of any resources of a computer, computer system, computer network, or any means of communication with any of them.
- b. "Authorization": Having the express or implied consent or permission of the owner, or of the person authorized by the owner to give consent or permission to access a computer, computer system, or computer network in a manner not exceeding the consent or permission.
- c. "Computer": Any electronic device or communication facility that stores, retrieves, processes, or transmits data.
- d. "Computer system": A set of related, connected or unconnected, devices, software, or other related computer equipment.
- e. "Computer network": The interconnection of communication or telecommunication lines between: computers; or computers and remote terminals; or the interconnection by wireless technology between: computers; or computers and remote terminals.
- f. "Computer property": Includes electronic impulses, electronically produced data, information, financial instruments, software, or programs, in either machine or human readable form, any other tangible or intangible item relating to a computer, computer system, computer network, and copies of any of them.
- g. "Confidential": Data, text, or computer property that is protected by a security system that clearly evidences that the owner or custodian intends that it not be available to others without the owner's or custodian's permission.

- h. "Encryption or encrypted data": a process to scramble data into an unreadable format. To read an encrypted file, you must have access to a secret key or password that enables you to decrypt it.
- i. "Personally Identifiable Information (PII)": Any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered Protected data.
- j. "Security system": A computer, computer system, network, or computer property that has some form of access control technology implemented, such as encryption, password protection, other forced authentication, or access control designed to keep out unauthorized persons.
- k. "Sensitive data": Data that contains personally identifiable information.
- l. "System level": Access to the system that is considered full administrative access. Includes operating system access and hosted application access.

2. Security Responsibility

- a. BESD Superintendent shall appoint an IT Security Officer (ISO) responsible for overseeing District-wide IT security, to include development of District policies and adherence to the standards defined in this document.

3. Professional Development

- a. BESD, led by the ISO, shall ensure that all District employees having access to sensitive information undergo annual IT security professional development which emphasizes their personal responsibility for protecting student and employee information. Professional development resources will be provided to all District employees.
- b. BESD, led by the ISO, shall ensure that all students are informed of Cyber Security Awareness.

4. Physical Security

a. Computer Security

- 1) It is the user's responsibility to ensure the computer is not left unattended and unlocked, especially when logged into sensitive systems or data including student or employee information. Tools such as; automatic computer lock or log off should be used to meet this requirement.

- 2) BESD shall ensure that all equipment that contains sensitive information will be secured to deter theft.
- b. Server/Network Room Security
 - 1) BESD shall ensure that server rooms and telecommunication rooms/closets are protected by appropriate access control which segregates and restricts access from general school or district office areas. Access control shall be enforced using either keys, electronic card readers, or similar methods with only those IT or ISO approved staff members having access necessary to perform their job functions are allowed unescorted access.
 - 2) Telecommunication rooms/closets may only remain unlocked or unsecured when, because of building design, it is impossible to do otherwise or due to environmental problems that require the door to be opened.
 - c. Contractor Access
 - 1) Before any contractor is allowed access to any computer system, server room, or telecommunication room the contractor will need to present a company issued identification card, and his/her access will need to be confirmed directly by the authorized employee who issued the service request or by BESD's Technology Department.
5. Network Security
- a. Network perimeter controls will be implemented to regulate traffic moving between trusted internal (District) resources and external, untrusted (Internet) entities. All network transmission of sensitive data should enforce encryption where technologically feasible.
 - b. Network Segmentation
 - 1) BESD shall ensure that all public access computer networks are separated from main district computer networks and utilize security policies to ensure the integrity of those computer networks.
 - 2) BESD will utilize industry standards and current best practices to segment internal computer networks based on the data they contain. This will be done to prevent unauthorized users from accessing services unrelated to their job duties and minimize potential damage from other compromised systems.
 - c. Wireless Networks

- 1) No wireless access point shall be installed on BESD's computer network that does not conform with current network standards as defined by the Information Security Officer.
- 2) BESD shall scan for and remove or disable, where possible, any rogue wireless devices on a regular basis.
- 3) All wireless access networks shall conform to current best practices and shall utilize at minimal WPA encryption for any connections. Open access networks are not permitted, except on a temporary basis for events when deemed necessary.

d. Remote Access

- 1) BESD shall ensure that any remote access with connectivity to the District's internal network is achieved using the District's centralized VPN service, any exception to this policy must be due to a service provider's technical requirements and must be approved by the Information Security Officer.

6. Access Control

- a. System and application access will be granted based upon the least amount of access to data and programs required by the user in accordance with a business need-to-have requirement.

b. Authentication

- 1) BESD shall enforce strong password management for employees, students, and contractors.

2) Password Creation

- a) All server system-level passwords must conform to the Password Construction Guidelines posted on the BESD Technology Website.

3) Password Protection

- a) Passwords must not be shared with anyone. All passwords are to be treated as sensitive, confidential information.
- b) Passwords must not be inserted into email messages or other forms of electronic communication.
- c) Passwords must not be revealed over the phone to anyone.

- d) Do not reveal a password on questionnaires or security forms.
- e) Do not hint at the format of a password (for example, "my family name").
- f) Any user suspecting that his/her password may have been compromised must report the incident and change all passwords.

c. Authorization

- 1) BESD shall ensure that user access shall be limited to only those specific access requirements necessary to perform their jobs. Where possible, segregation of duties will be utilized to control authorization access.
- 2) BESD shall ensure that user access should be granted and/or terminated upon timely receipt, and management's approval, of a documented access request/termination action.

d. Administrative Access Controls

- 1) BESD shall limit IT administrator privileges (operating system, database, and applications) to the minimum number of staff required to perform these sensitive duties.

7. Incident Management

- a. Monitoring and responding to IT related incidents will be designed to provide early notification of events and rapid response and recovery from internal or external network or system attacks.

8. Business Continuity

- a. To ensure continuous critical IT services, IT will develop a business continuity/disaster recovery plan appropriate for the size and complexity of District IT operations.
- b. BESD shall develop and deploy a District-wide business continuity plan which should include as a minimum:
 - 1) Backup Data: Procedures for performing routine daily/weekly/monthly backups and storing backup media at a secured location other than the server room or adjacent facilities. As a minimum, backup media must be stored off-site a reasonably safe distance from the primary server room.
 - 2) Secondary Locations: Identify a backup processing location, such as another school or District building.

- 3) Emergency Procedures: Document a calling tree with emergency actions to include: recovery of backup data, restoration of processing at the secondary location, and generation of student and employee listings for ensuing a full head count of all.

9. Malicious Software

- a. Server and workstation protection software will be deployed to identify and eradicate malicious software attacks such as viruses, spyware, and malware.
- b. BESD shall install, distribute, and maintain spyware and virus protection software on all District-owned equipment, i.e., servers, workstations, and laptops.
- c. BESD shall ensure that malicious software protection will include frequent update downloads (minimum weekly), frequent scanning (minimum weekly), and that malicious software protection is in active state (real time) on all operating servers/workstations.
- d. BESD shall ensure that all security-relevant software patches (workstations and servers) are applied within thirty days and critical patches shall be applied as soon as possible. Any exception must be approved by the Information Security Officer.
- e. All computers must use the District approved anti-virus solution.
- f. Any exceptions to section 9 must be approved by the Information Security Officer.

10. Internet Content Filtering

- a. In accordance with Federal and State Law, BESD shall filter internet traffic for content defined in law that is deemed harmful to minors.
- b. BESD acknowledges that technology-based filters are not always effective at eliminating harmful content and due to this, BESD uses a combination of technological means and supervisory means to protect students from harmful online content.
- c. In the event that students take devices home, BESD will provide a technology-based filtering solution for those devices. However, the District will rely on **parents** to provide the supervision necessary to fully protect students from accessing harmful online content.

- d. Students shall be supervised when accessing the internet and using District owned devices on school property.

11. Data Privacy

- a. BESD considers the protection of the data it collects on students, employees and their families to be of the utmost importance.
- b. BESD protects student data in compliance with the [Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g](#) and [34 CFR 99](#) (hereinafter "FERPA"), the [Government Records and Management Act Utah Code § 63G-2](#) (hereinafter "GRAMA"), [Utah Code § 53A-1-1401 et seq.](#) ("Student Data Protection Act"), [Utah Admin. Rules R277-487](#) and all other applicable laws.
- c. BESD shall ensure that employee records access shall be limited to only those individuals who have specific access requirements necessary to perform their jobs. Where possible, segregation of duties will be utilized to control authorization access.

12. Security Audit and Remediation

- a. BESD shall perform routine security and privacy audits.
- b. District Information Technology personnel shall develop remediation plans to address identified lapses that conforms with the District's Information Security Remediation Plan Template.

13. Employee Disciplinary Actions shall be in accordance with applicable laws, regulations and District policies. Any employee found to be in violation may be subject to disciplinary action up to and including termination of employment with the BESD.

Policy 5035

Attendance Requirements / Procedures

A. Purpose

1. The Board of Education for Box Elder School District acknowledges that regular attendance is essential for a successful learning experience. Studies indicate consistent attendance is vital for enhancing student performance (Ginsburg et al., 2014). Arriving on time is crucial for achieving high academic success, as missed classes and tardiness can lead to significant learning gaps that are challenging to overcome.

B. Compulsory Education

1. Under Utah's compulsory education law, parents/guardians of a student who is at least six (6) years of age and not more than eighteen (18) years of age shall enroll and send their school-age students to school unless an exception applies as outlined in this policy releasing minors from school attendance.

C. Definitions, Roles, and Responsibilities

1. Parent(s)/guardians(s), students, and school personnel should make decisions that lead to excellent classroom attendance:
 - a. Students should arrive on time and attend every class they are enrolled in unless they have an excused absence.
 - b. Parents/guardians are expected to ensure that their school-age child attends school as required by Utah law and to notify the school when their student is absent for a valid reason.
 - c. A parent may excuse an absence via a school-approved messaging method within a reasonable timeframe but not to exceed one week after the absence.
 - 1) Valid Excuse:
 - a) An illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;

- b) mental or behavioral health of the school-age child;
 - c) a family death;
 - d) an approved school activity;
 - e) an absence permitted by a school-age child's
 - i. Individual Education Program; or
 - ii. Section 504 Accommodation plan;
 - f) Prearranged family events
 - g) An absence permitted per [Subsection 53G-6-803\(5\)](#); or
 - h) any other excuse established as valid by the school district superintendent.
 - i) "Valid excuse" does not mean a parent's acknowledgment of an absence for a reason other than a reason described above, unless specifically permitted with the approval of the school district superintendent.
2. Teachers shall create a safe and engaging classroom that will encourage students to come to school and reach out to chronically absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.
3. The school's administrative staff shall reasonably accommodate parents and document efforts to resolve a student's truancy and chronic absenteeism problems.
4. The Board directs the Superintendent to develop procedures for managing student attendance, the requirements outlined in the State's Compulsory attendance law, and this policy to help students benefit from the District's education program. Included in the procedures will be:
- a. Definitions - key definitions, expectations, and tracking for policy implementation. Definitions should include those listed in this policy under definitions.
 - b. General Procedures and Requirements - roles of students, parents, and employees.

- c. Tiered Responses to Truancy and Chronic Absenteeism - outline of communication, interventions, and progressive support provided to students and parents.
- d. School-Based Attendance Procedures - allowances for site-based attendance guidelines.
- e. Student Membership and Enrollment - guidance in accounting for student attendance and engagement in calculating student membership; and
- f. Appeal Process - due process for procedures for appealing district intervention and disciplinary actions.

Legal

Ginsburg, Alan, Phyllis Jordan and Hedy Chang, "Absences Add Up: How School Attendance Influences Student Success," Attendance Works, August 2014.

[Utah Administrative Rule R277-607](#)

[Utah Code § 53G-6-201 et seq.](#)

[Utah Code § 53G-6-801, et seq.](#)

[Utah Code 53G-8-211](#)

[Utah Code § 53G-9-202](#)

[Utah Code § 53G-9-801, et seq.](#)

[Utah Administrative Rule R277-419](#)

- A. ~~Regular attendance at school increases the opportunities for students to benefit from their educational programs. The Utah Compulsory Attendance Law (Utah Code § 53G-6-201) directs parents to require their children between the ages of six and eighteen years to attend school. Frequent absences of students from daily classroom experiences disrupt the instructional process thus impairing a student's opportunity to learn.~~
- B. ~~Special circumstances specified in the law allow the Board to excuse a student from attendance and exempt a parent from consequences listed in the law. (Utah Code § 53G-6-204)~~
- C. ~~Due to Box Elder School District's commitment to quality education, there is concern when a student misses school for any reason. In keeping with state law and to promote the educational goals of the school district, the following attendance requirements are established for all students.~~
 - 1. ~~It is the responsibility of all students to attend school and to be on time every school day. If a student is absent for any reason, it is the student's responsibility to follow~~

~~the procedures outlined by the district attendance procedure. Valid absences (excluding pre-arranged family event absences) and parent contact absences must be called in within one week of the absence.~~

~~2. Students who are absent will be responsible to make up course work that can be made up. Teachers are required to give students an opportunity to make up course work missed. It is essential that teachers be precise in assigning work to be made up, as well as setting any time deadlines. Make up assignments should be as closely related to work missed as possible and should not exceed quantity of work assigned students during the time missed.~~

~~3. When students must leave school for any reason, they shall follow the established procedures outlined by the school. If a student leaves their assigned area without formally checking out, the student will be considered truant.~~

~~4. For each student who is or should be enrolled within the school, the administrator, or designee, shall make efforts to resolve attendance problems. These efforts shall include:~~

~~a. A personal meeting with the student when he/she has missed ten days or any one class period ten times.~~

~~b. Maintain a record of school absences that distinguish between absences that are considered as having a "valid excuse" and those considered to be without a valid excuse or "truancy". Valid excuses include the following:~~

~~1) Illness including mental or physical (the school may not require documentation from a medical professional to substantiate the illness);~~

~~2) Mental or behavioral health of the school-age child;~~

~~3) Family death~~

~~4) School activities~~

~~5) Prearranged family events with at least one day notice~~

~~6) Absence permitted by the provisions of an IEP~~

~~7) Absence permitted by the provisions of a 504 plan~~

~~c. Issue a written notice of a compulsory education violation to a student's parent when the student has accumulated at least ten absences without a valid excuse during the school year. The notice of violation shall:~~

~~1) direct the parent to meet with school authorities to discuss the student's attendance problems~~

~~2) instruct the parent that cooperation is required by state law~~

~~3) designate who the parent is to meet with~~

~~4) notify the parents that it is a class B misdemeanor~~

~~d. A student who is between the ages of twelve and fifteen years and has been truant at least ten times during the school year may be classified as "habitual truant" if the school's administration has made a reasonable, documented effort to resolve the attendance problems without success.~~

~~D. Students requesting an appeal to the school attendance policy may follow the procedures outlined in Box Elder School District Policy 5350 Student Complaints-Resolution.~~

Policy 5270

Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct

A. Purpose and Philosophy

1. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees violates state law and local policy. Bullying based on a protected class violates federal civil rights laws. The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Box Elder School District's students and employees. Box Elder's Board has determined that a safe learning environment in which all members of the school community are treated with dignity and respect is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student's ability to learn and Box Elder School District's ability to educate its students in a safe environment.

B. Definitions

1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. **A single act may not constitute abusive conduct.**
2. "Action Plan" means a process to address an incident of bullying, cyberbullying, hazing, or retaliation that is prohibited.
3. "Allegation" means a claim or assertion that someone has engaged in disruptive student behavior that has not been confirmed through a formal process.
4. "Bullying" means ~~student bullying or staff bullying (see definitions for student bullying and staff bullying) intentionally committing a written, physical, or verbal act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have one of the following effects:~~
 - ~~a. Causing physical or emotional harm to the school employee or student;~~
 - ~~b. Causing damage to the school employee or student's property;~~
 - ~~c. Placing the school employee or student in reasonable fear of:~~

- ~~1) Harm to the school employee's or student's physical or emotional well-being;
or~~

~~C. Damage to the school employee's or student's property.~~

- ~~a. Creating a hostile, threatening, humiliating, or abusive educational environment due to:~~

- ~~1) The pervasiveness, persistence, or severity of the actions; or~~

~~D. A power differential between the bully and the target; or~~

- ~~a. Substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.~~

- ~~b. The foregoing conduct constitutes bullying regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in the conduct.~~

- ~~2. "Communication" means the conveyance of a message, whether verbal, written, or electronic.~~
- ~~5. "Civil rights violation" means bullying, cyber-bullying, hazing, retaliation, or abusive conduct that is targeted at a student or employee upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:~~
 - ~~a. Title VI of the Civil Rights Act of 1964, including discrimination based on race, color, or national origin;~~
 - ~~b. Title IX of the Education Amendments of 1972, including discrimination based on sex; or~~
 - ~~c. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination based on disability.~~
- 6. "Cyberbullying" means:
 - a. Using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

- b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyberbullying.
7. “Hazing” means a student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:
- ~~a) Meets one of the following:~~
- b. Endangers the mental or physical health or safety of a school employee or student; ~~or~~
- c. 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;
- d. 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
- e. 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 either
- 1) 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
- 2) Is directed toward a school employee or student whom the student 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 individual who commits the act student~~ also participates.
- f. The conduct described above constitutes hazing, regardless of whether the ~~school employee or student person~~ against whom the conduct is committed directed, consented to, or acquiesce in, the conduct.

[Utah Admin. Rules R277-613-2 \(September 8, 2024\)](#)

[Utah Code § 76-5-107.5 \(2022\)](#)

[Utah Code § 53G-9-601\(1\) to \(5\) \(2023\)](#)

8. "Incident" means a verified incident of bullying, cyberbullying, hazing or retaliation that is prohibited. ~~one or more infractions committed by a student or a group of students acting in concert, at the same time and place.~~

~~Utah Admin. Rules R277-613-2 (May 24, 2022)~~

9. "Infraction" ~~means an act of prohibited behavior.~~

~~Utah Admin. Rules R277-613-2 (May 24, 2022)~~

10. "LEA Designee" means a designated individual at the LEA level who can provide training to investigators, oversee implementation of any action plan, monitor implementation, assist with school case-specific needs, and act as a liaison to the state board regarding bullying, cyber-bullying, hazing, abusive conduct.

11. "Parent" means a student's parent or guardian.

12. "Restorative justice practice" means a discipline practice designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

13. "Retaliation" means an act or communication intended:

- a. as retribution against a person for reporting bullying, cyberbullying, ~~abusive conduct,~~ or hazing; or
- b. to improperly influence the investigation of, or the response to, a report of bullying, cyberbullying, ~~abusive conduct,~~ or hazing.

[Utah Code § 53G-9-601\(9\) \(2023\)](#)

14. "School" means a public elementary or secondary school, including a charter school.

15. "School Board" means:

- a. A local school board; or
- b. A charter school governing board.

16. "School Employee" means an individual working in the individual's official capacity as:

- a. ~~A school teacher; school administrators, teachers, and staff members, as well as others employed or authorized as volunteers, directly or indirectly, by the school, school board, or school district and who works on a school campus.~~
- b. A school staff member;
- c. An administrator; or
- d. An individual who is employed, directly or indirectly, by a school, school board, or a school district.

[Utah Code § 53G-9-601\(11\) \(2023\)](#)

- 17. "School designee" means a school administrator or designee assigned to receive and investigate allegations at that school, notify parents and/or persons involved, and oversee action plans.
- 18. "School-sponsored activity" means an activity, fundraising event, club, camp, clinic, or other event or activity that is authorized by a specific local education agency or public school, according to LEA governing board policy, and satisfies at least one of the following conditions:
 - a. the activity is managed or supervised by a local education agency or public school, or local education agency or public school employee;
 - b. the activity uses the local education agency's or public school's facilities, equipment, or other school resources; or
 - c. the activity is supported or subsidized, more than inconsequentially, by public funds, including the public school's activity funds or Minimum School Program dollars. This includes preparation for and involvement in a public performance, contest, athletic competition, demonstration, display, or club activity.
- 19. "Staff bullying" means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:
 - a. creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
 - b. substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.
 - c. "Staff bullying" does not mean instances of:

- 1) ordinary teasing, horseplay, argument, or peer conflict;
 - 2) reasonable correction of behavior by a school employee; or
 - 3) reasonable coaching strategies and techniques by a school employee who is a coach.
20. "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:
- a. creates an environment that a reasonable person would find hostile; and
 - b. interferes with a student's educational performance, opportunities, or benefits.
 - c. "Student bullying" does not mean instances of:
 - 1) ordinary teasing, horseplay, argument, or peer conflict;
 - 2) reasonable correction of behavior by a school employee; or
 - 3) reasonable coaching strategies and techniques by a school employee who is a coach.
21. "Verification" means that an alleged incident has been found to be substantiated through a formal investigation process.
22. "Volunteer" means a person working under the direct supervision of a licensed educator ~~non-employee with significant, unsupervised access to students in connection with a school assignment.~~

[Utah Admin. Rules R277-613-2 \(September 8, 2024\)](#)

E. Bullying and Abusive Conduct Prohibited

1. No student may engage in bullying of a student or school employee on school property, at a school related or sponsored event, on a school bus, at a school bus stop, or while the student is traveling to or from a school location or school related or sponsored event. No student may engage in abusive conduct.
2. Students who engage in bullying or abusive conduct are in violation of this policy and verified infractions shall result in disciplinary action up to and including expulsion, consistent with the District's [Safe Schools Policy 5005](#).

3. Anonymous reports of bullying or abusive conduct alone cannot constitute the basis for formal disciplinary action.
4. The school or District may also report infractions to law enforcement if that is permitted by [Utah Code § 53G-8-211](#).

[Utah Code § 53G-9-605 \(2019\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(September 8, 2024\)](#)

[Utah Admin. Rules R277-613-7 \(September 8, 2024\)](#)

F. Hazing and Cyberbullying Prohibited

1. No student may engage in hazing or cyberbullying of a student or of a school employee at any time or at any location.
2. Students who engage in hazing or cyberbullying are in violation of this policy and verified infractions shall result in disciplinary action up to and including expulsion as well as suspension or removal from a school-sponsored team or activity, including school sponsored transportation, consistent with the District's [Safe Schools Policy 5005](#).
3. The school may also determine to break up or dissolve a team, organization, or other school sponsored group for hazing violations by its members.
4. Anonymous reports of hazing or cyberbullying alone cannot constitute the basis for formal disciplinary action.
5. The school or district may also report infractions to law enforcement if that is permitted by [Utah Code § 53G-8-211](#).

[Utah Code § 53G-9-605 \(2019\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(September 8, 2024\)](#)

G. Retaliation Prohibited

1. No student may engage in retaliation against a school employee, a student, or an investigator for, or witness of, an alleged incident of bullying, cyberbullying, hazing, or retaliation ~~against a school employee or student, or an alleged incident of abusive conduct~~.
2. Students who engage in retaliation are in violation of this policy and for verified infractions are subject to disciplinary action up to and including expulsion, consistent with the District's [Policy 5005 Safe Schools – Student Discipline/Behavior](#).

3. Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.
4. The school shall inform students who have reported being subject to bullying, cyberbullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new incidents.

[Utah Code § 53G-9-605 \(2019\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(September 8, 2024\)](#)

H. ~~Making a~~ False ~~Report~~ Allegations Prohibited

1. No student may make a false allegation of bullying, ~~abusive conduct~~, cyberbullying, hazing, or retaliation against a school employee or student.
2. Students who engage in making such false allegations are in violation of this policy and verified violations shall result in disciplinary action up to and including expulsion, consistent with the District's [Policy 5005 Safe Schools – Student Discipline/Behavior](#).

[Utah Code § 53G-9-605\(3\)\(d\) \(2019\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(September 8, 2024\)](#)

I. Additional Prohibitions

1. ~~Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights (see [Policy 5265](#)).~~
2. ~~A student shall not share a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, or retaliation, in order to impact or encourage future incidents.~~

J. ~~Action Plan~~ Reporting and Investigation

1. ~~Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, are strongly encouraged to promptly report such incidents to any School employee. School employees who receive reports of such incidents must report them to the school designee. In connection with a report of an alleged incident, students and School employees who report incidents may request that their identity be kept anonymous, and reasonable steps shall be taken by the school designee and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible.~~

2. The school or LEA designee shall report to the Office of Civil Rights (OCR) all acts of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that the individual reasonably determines may be violations of a student's or employee's civil rights.
3. Students, parents/guardians/families, and school staff are encouraged to submit written complaints to ensure the school administrator is adequately informed of all details relevant to the complaint.
4. Complaints may also be submitted through the SafeUT application.
5. School employees must implement preventative measures to protect students from retaliation, including assisting students who are targeted by incidents and the student's parent(s) in reporting subsequent problems and new incidents. Staff will promptly investigate each complaint of bullying in a thorough and confidential manner, including, to the extent possible, anonymous reports, and shall administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.
6. ~~Upon receipt of a reported incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation, the school principal or designee shall promptly review and investigate the allegations. This~~ At a minimum, an investigation shall include interviewing the alleged targeted individual, the individual alleged to have engaged in an incident prohibited conduct, the parents of the alleged target and alleged perpetrator, any witnesses to the conduct, school staff familiar with the alleged victim, and school staff familiar with the alleged perpetrator. The principal or school designee may also interview other individuals who may provide additional information, including the parents of the alleged target and alleged perpetrator, any witnesses to the conduct, and school staff. The principal or school designee may also review physical evidence, including but not limited to video or audio recordings, notes, email, text messages, social media, and graffiti. The principal or school designee shall inform any person being interviewed that the principal or school designee is required to keep the details of the interview confidential to the extent allowed by law and that further reports of bullying will become part of the investigation.

[Utah Admin Rules R277-613-5\(2\), \(3\), \(4\) \(September 8, 2024\)](#)

7. ~~When the available information indicates that an infraction may also constitute a civil rights violation, the principal or designee shall also investigate that possible violation and take such disciplinary or other action as may be warranted.~~

~~*Utah Admin. Rules R277-613-5(6) (May 24, 2022)*~~

8. ~~When it is determined that a student has been bullied, cyberbullied, or hazed, this plan of action should include consideration of 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.~~

~~Utah Code § 53G-9-605(3)(g) (2019)~~

- ~~9. The plan of action may include supporting involved students through trauma-informed care practices, if appropriate, as defined in Utah Admin. Rules R277-613-2(15).~~

~~Utah Admin. Rules R277-613-5(7) (May 24, 2022)~~

- ~~10. The plan of action may also include positive restorative justice practice action, if permitted. Restorative justice practice is a discipline practice that brings together students, school personnel, school families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and promote healing. An alleged targeted student is *not* required to participate in a restorative justice practice with an alleged perpetrator. If the principal or designee desires to have a student participate, the principal or designee shall first inform that student's parent about the restorative justice practice and obtain the parent's consent prior to such participation.~~

~~Utah Admin. Rules R277-613-2(12) (May 24, 2022)~~

~~Utah Admin. Rules R277-613-6(7) (May 24, 2022)~~

- ~~11. If any retaliation occurs, the principal or designee shall take strong responsive action against it, including but not limited to providing assistance to any targeted individual and his or her parent in reporting subsequent problems and new incidents.~~

~~Utah Admin. Rules R277-613-4(5) (May 24, 2022)~~

- ~~12. The principal or designee shall follow up with parents of all students involved (victim or perpetrator), informing parents when an investigation is concluded, what safety measures will be in place for their child as determined by the investigation, of additional information about the investigation to the extent consistent with the Family Educational Rights and Privacy Act of 1974 ("FERPA"), and of any available appeal options if a parent disagrees with the resolution of the investigation.~~

~~Utah Admin. Rules R277-613-5(10) (May 24, 2022)~~

- ~~13. If a school employee, agent, or school resource officer believes a student is at-risk of harming others, the school employee, agent, or school resource officer may intervene and ask a student questions regarding the student's thoughts of harming others for the purposes of referring the student to appropriate prevention services and informing the student's parent.~~

- ~~14. Box Elder School District shall establish and post:~~

- a. procedures allowing for anonymous or in-person reporting of bullying, cyber-bullying, hazing, retaliation, or abusive conduct; and
 - b. the name and position of the school designee to receive reports.
15. Each reported complaint should include:
- a. name of the complaining party, unless anonymous;
 - b. name of the offender if known;
 - c. date and location of incident(s); and
 - d. a statement describing the incident(s), including the names of any witnesses.
16. All information received in the complaint, including the name of the complaining party, shall be treated with the utmost confidence to the extent possible. Administrators shall notify the complaining party before revealing the complaining party's name.
17. It is Box Elder School District's policy, in compliance with state and federal law, that students have a limited expectation of privacy on Box Elder School District's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has engaged in prohibited conduct. Also, individual targeted searches under this policy will be conducted if there is reasonable suspicion that a user has violated this policy. Personal electronic devices of any student suspected of violating this policy may be confiscated for investigation and may be turned over to law enforcement.

K. Parent Notification/Documentation

1. The School Administrator (or their designee) must notify parents that their student was involved in an incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation, including incidents that result in a student expressing suicidal ideation. Timeliness of notification may vary depending on the circumstances of an incident. If a school employee or agent believes that a situation exists which presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent without delay.
 - a. A phone call with a follow-up email is the preferred method for delivering this notification; however, if the administrator has left a voicemail message but has been unable to connect telephonically with the parent, an email will be sufficient.

- b. The school administrator who notifies parents/guardians/families under this section shall keep an incident report which includes a record verifying that notification was provided to the parents/guardians/families of each student involved.
 - c. It is recommended that the parent be informed of the threat or incident with two school people present.
 2. The administrator's record of notification must include the date and time of notification, manner of notification (phone call, in-person meeting, etc.), and an indication of the type of incident. The incident report may be disclosed to the parents/guardians and/or students involved, but it may not be disclosed to any other person or entity except when required by a valid court order as provided in Utah Code.
 3. Following the investigation of an incident, An LEA shall follow up with the parents of all parties to:
 - a. inform parents of the outcome when an investigation is concluded;
 - b. provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g; and
 - c. inform parents of appeal options, if available, if the parents disagree with the resolution of the investigation.
 4. If an incident is verified, the school will inform parents what safety measures will be in place for their child and regularly update the parents regarding the implementation of an action plan.

L. Action Plan

1. Verified violations of the prohibitions noted previously may result in:
 - a. use a discipline plan consistent with [Admin Rule R277-609](#);
2. Use of restorative justice practices consistent with [Admin Rule R277-613](#);
 - a. A student to whom an incident is directed, is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in an incident. If the school designee would like a student to participate in a restorative justice practice, the school designee shall notify the student's parent of the restorative justice practice and obtain consent from the student's parent before including the student in the process.

3. The provision of supportive services designed to preserve the student's access to educational opportunities and a sense of safety.
4. Other actions against student or employee as appropriate; and
5. Additionally, an LEA shall create an action plan for verified incidents:
 - a. An action plan shall include:
 - 1) a communication plan designed to keep each parent updated on the implementation of the action plan;
 - 2) with respect to the student to whom the incident was directed and in direct coordination with the student's parent:
 - a) a tailored response to the incident that addresses the student's needs
 - b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident
 - c) notification of the consequences and plan to address the behavior of the student who caused the incident;
 - d) supportive measures designed to preserve the student's access to educational services and opportunities; and
 - e) to the extent available, access to other resources the parent requests for the student; and
 - 3) with respect to the student who caused the incident and in direct coordination with the student's parent:
 - a) A range of tailored and appropriate consequences, making reasonable efforts to preserve the student's access to educational services and activities;
 - b) a process to determine and provide any needed resources related to the underlying cause of the incident;
 - c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and

- d) a process to remove the student from school in an emergency situation, including a description of what constitutes an emergency.
6. An action plan may not include a requirement that the student to whom the incident was directed change the student's:
 - a. Educational schedule or placement; or
 - b. Participation in a school sponsored sport, club, or activity.
 7. If, after the school attempts to involve a parent in the development and implementation of an action plan, the parent chooses not to participate in the process, the school may develop and implement an action plan without the parent's involvement.
 8. Actions must also include, as appropriate:
 - a. Prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;
 - b. Procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and
 - c. Procedures for providing due process rights under [Utah Code § 53G-11-501](#).
 9. In determining the appropriate response to students who have been found to have engaged in a verified incident, the following factors should be considered:
 - a. The development and maturity levels of the parties involved;
 - b. The level of harm;
 - c. The surrounding circumstances;
 - d. Past incidents or past continuing patterns of behavior;
 - e. The relationships between the parties involved;
 - f. The level of disruption in or interference with the orderly operation of the school.

M. Training and Education

1. Each school shall establish procedures for training school employees, coaches, volunteers and students on bullying, cyberbullying, hazing, retaliation, or abusive

conduct. The principal or designee shall be the point person to assist, direct, and supervise training on these matters.

a. Training to students, staff, and volunteers shall:

1) Include information on:

- a) Bullying, cyberbullying, hazing, retaliation and abusive conduct;
- b) Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
- c) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination,
- d) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are prohibited based on the students' or employees' actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes, or conformance or failure to conform with stereotypes, and
- e) The right of free speech and how it differs for students, employees, and parents;

2) **The training will also** complement the suicide prevention program required for students **under** [R277-620](#) and the suicide prevention training required for licensed educators **consistent with** [§ 53G-9-704\(1\)](#); and **also**

3) Include information on when issues relating to these standards may lead to employee or student discipline.

[Utah Admin. Rules R277-613-4\(6\) \(September 8, 2024\)](#)

[Utah Admin. Rules R277-613-5\(1\)\(c\) \(September 8, 2024\)](#)

[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

b. This training shall be **required of provided to all:**

- 1) new employees, coaches, and volunteers within the first year of **employment or** service;
- 2) **and shall be provided to** all employees, coaches, and volunteers at least once every three years after the initial training.

[Utah Admin. Rules R277-613-4\(7\) \(September 8, 2024\)](#)

[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

- c. In addition to training school employees and educating students mentioned above, ~~any student, employee, or all~~ volunteer coaches, ~~employees, and students involved participating in a school sponsored athletic program, both curricular and extracurricular, in any curricular athletic program~~ or any extra-curricular club or activity shall, ~~prior to participating in the athletic program or activity, participate in Complete~~ bullying, cyberbullying, harassment, ~~and retaliation~~, hazing, and abusive conduct prevention training ~~prior to participation~~;
- d. Repeat bullying, cyberbullying, harassment and hazing prevention training at least every three years;
- e. ~~Box Elder School District will inform student athletes and extracurricular club members Be informed annually~~ of the prohibited activities list provided previously in this policy ~~under R277-613~~ and the potential consequences for violation of ~~the law and the rule this policy~~.
- f. The content of this activity training shall be developed in collaboration with the Utah High School Activities Association (UHSAA) and the training shall also be provided in collaboration with UHSAA. The school shall obtain and keep signature lists of the participants in the activity training.

[Utah Admin. Rules R277-613-6 \(September 8, 2024\)](#)

[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

- g. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying, harassment, hazing, or cyberbullying.

[Utah Code § 53G-9-605 \(2019\)](#)

- h. The District may also offer voluntary training to parents and students regarding abusive conduct.

[Utah Code § 53G-9-607\(1\)\(b\) \(2020\)](#)

- i. The principal or designee responsible for reviewing and investigating allegations of bullying, cyberbullying, hazing, retaliation, and abusive conduct shall receive training on conducting a review and investigation as provided for in this policy.

[Utah Admin. Rules R277-613-5\(1\)\(b\) \(September 8, 2024\)](#)

N. Assessment

1. Subject to the requirements of [Utah Code § 53E-9-203](#) regarding parental consent for certain types of inquiries of students, each school shall regularly (and at least once per year) ~~conduct assessment through student input (surveys, reports, or other methods)~~ of the prevalence of bullying, cyberbullying, and hazing in the school, and specifically in locations where students may be unsafe and adult supervision may be required such as playgrounds, hallways, and lunch areas.

[Utah Admin. Rules R277-613-4\(4\) \(September 8, 2024\)](#)
[Utah Code § 53E-9-203 \(2022\)](#)

O. Publication and Acknowledgment

1. A copy of this policy shall be included in student conduct handbooks, shall be provided to the parent of each student enrolled in the District, and shall be available on the District's ~~publicly accessible website for faculty, staff, administrators, volunteers, students, parent(s), and community to access.~~
2. Each student 8 years of age and older and a parent of each student enrolled in the District shall annually provide a signed statement stating that the student and parent has received a copy of this policy; however, such a statement is not a substitute for having met the training requirements of this policy.

[Utah Code § 53G-9-605\(3\)\(h\), \(4\) \(2019\)](#)
[Utah Admin. Rules R277-613-4\(1\)\(d\), \(2\) \(September 8, 2024\)](#)

P. Parental Notification of Incidents

1. ~~The school shall notify the parent or a student who is involved in an incident of bullying, hazing, cyberbullying, abusive conduct, or retaliation (whether as a target or as a perpetrator).~~
2. ~~The school is also required to notify and provide suicide prevention information to the parent of a student who threatens suicide. In addition, the school shall produce and maintain a record that verifies that the parent was notified of the threats or incidents listed above. The record is a private record for purposed of the Government Records Access and Management Act.~~
 - a. ~~The process for notifying a parent shall consist of:~~
 - 1) ~~The school principal or designee shall attempt to make personal contact with a parent when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.~~

Q. ~~Contact with the parent must be documented in a “Verification of Parent Contact Regarding Threat or Incident”.~~

- ~~1. (A copy of the “Verification of Parent Contact Regarding Threat or Incident” is attached below.) Subject to laws regarding confidentiality of student education records, at the request of a parent, a school may provide information and make recommendations related to an incident or threat.~~

~~Utah Code § 53G-9-604 (20232)
Utah Admin Rules R277-613-4(2) (May 24, 2022)~~

- ~~2. The record of parental notification shall be maintained in accordance with the Utah Code Title 53E, Chapter 9, Part 3 Student Data Protection, Title 53E, Chapter 9, Part 2, Student Privacy, and the Federal Family Educational Rights and Privacy Act (“FERPA”). A copy of the record of parental notification shall upon request be provided to the student to whom the record relates. After the student has graduated, the District shall expunge the record of parental notification upon request of the student.~~

~~Utah Code § 53G-9-604(2)(a)(ii) (2023)~~

R. Annual Reporting to State Superintendent

- Box Elder School District is required by [Utah Code § 53E-3-401\(3\)](#) and [Admin Rule R277-613](#) to report the following annually ~~Each year,~~ on or before June 30, ~~the District shall submit a report to the State Superintendent which includes in accordance with the Superintendent’s submission requirements:~~
 - a copy of the District’s bullying policy ~~required in~~ [R277-613-4](#);
 - implementation of the signed statement requirement described in [Utah Code §53G-9-605\(3\)\(g\)](#) ~~confirmation of compliance with the requirement to obtain a signed acknowledgment of the policy from students, parents, and employees;~~
 - verification of required training ~~of school employees~~ regarding bullying, cyberbullying, hazing, retaliation, and abusive conduct ~~described in~~ [Utah Code § 53G-9-607](#);
 - ~~the number of verified and alleged~~ incidents of ~~student~~ bullying, cyberbullying, hazing, and retaliation; and
 - the number ~~and type~~ of ~~those~~ incidents that ~~either~~ included a student ~~or employee~~ who ~~is part of a federally protected class or~~ was bullied, cyberbullied, hazed, or retaliated against ~~due to or based on because of~~ the student’s ~~or~~

~~employee's~~ actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, sexual orientation, or other characteristic.

[Utah Admin. Rules R277-613-5\(11\) \(September 8, 2024\)](#)

S. Employee Grievance

1. A School employee who has experienced abusive conduct must report the incident to the School or LEA designee in writing. If the school employee is not satisfied with the school or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or) recommended disciplinary action against the perpetrator, the school employee may address/raise the issue in accordance with the school's grievance policies.
2. A school employee found to have committed an act of bullying, cyberbullying, hazing, or retaliation will be disciplined in accordance with district policy.
3. This policy applies to bullying that:
 - a. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.
 - b. Takes place while students are being transported to or from schools or school-sponsored events;
 - c. Takes place at any school-sponsored event, activity, function, program, instruction or training; or
 - d. Takes place through the use of technology. School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to School operations, including violent altercations or a significant interference with a student's educational performance and involvement in School activities.
4. This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute a bullying, cyber-bullying, or hazing incident creates a substantial disruption to the school environment, Box Elder School District may take disciplinary action against the student who initiated the speech.

**VERIFICATION OF PARENT CONTACT REGARDING
THREAT OR INCIDENT**

I, [Name] _____, principal or principal's designee, contacted [Name of parent] _____ on [Date] _____ and notified him or her that [Name of student] _____ was involved in an incident of bullying, hazing, cyberbullying, abusive conduct, or retaliation. Contact was made:

- in person
- by telephone (number used: _____)
- by email (email address used: _____)
- by other method (specify): _____

Notice was given of:

- bullying incident
- cyberbullying incident
- abusive conduct incident
- hazing incident
- retaliation incident
- suicide threat

[Name of school staff member] _____, witnessed the contact.

This form was scanned and uploaded into Educator's Handbook _____

Date

Principal or Principal's Designee Title Date

School Staff Member Title Date

POLICY 1110

Public Participation in Board Meeting

- A. Individuals, from time-to-time may wish to seek an official audience with the Board on a specific issue. Such matters may be placed on the **printed** Board Agenda by **contacting a Board Member**, the Superintendent, Superintendent's staff assistant, or Board President. **The Board Agenda Committee in consultation with the Board President will make the final determination.** All such requests should be received one week in advance of a regular Board meeting and will be confirmed in writing through the District Office. The request should be in writing and state the nature of the matter to be considered, the name of the individual who will act as spokesperson, and the name of the organization represented.
- B. All regular meetings of the Board will include an agenda item – "Public Comments." All virtual regular meetings of the Board will have notice posted on the District webpage of when public comments are open and to be closed. Virtual comments must be limited to 500 words.

During this agenda item, patrons will be able to address the Board. The following guidelines will be adhered to for the "Public Comments" agenda item:

1. Patrons must state their name prior to making comments.
2. Individual comments shall be limited to three (3) minutes per individual with additional time allowed at the discretion of the Board President.
3. Multiple individuals with the same issue should appoint a spokesperson and make one presentation rather than several. At the discretion of the Board President, group presentations may be limited to a maximum of six (6) minutes.
4. Total time allowed for public comment may be limited to 30 minutes.
5. Comments will be taken in the order signed up on public comment sign-up sheet.
6. Handouts may be used and distributed to Board Members. If handouts are distributed, all members of the Board and District staff present should receive copies of all handouts.

7. The Board will not take final action or have discussion on items presented during “Public Comments” unless the item is already on the meeting agenda. **If additional study is needed to respond adequately to the questions or comments, the resident may receive a written response. The written response may be read publicly at the next regular meeting of the Board.**
 8. Comments on personnel issues will not be allowed during “Public Comments.” The Board will not discuss issues that affect an employee’s right of privacy such as specific appointments, employment, performance or questions, complaints, or charges against particular employees. Concerns in these areas are to be referred to the Superintendent.
 9. ~~When possible, response to the questions or comments may be provided during the meeting. If additional study is needed to respond adequately to the questions or comments, the residents will receive a written response as soon as possible. The written response may be read publicly at the next regular meeting of the Board.~~
- C. At the discretion of the Board President, a patron’s opportunity to address the Board on the same issue may be limited to no more than once in a three-month period.
- D. At the discretion of the Board President, public comment may be taken during other portions of the meeting where the comment is directed toward a specific agenda item.

POLICY 2150

Buildings and Grounds Security

- A. Buildings constitute a substantial investment by the school district. Every effort should be made to protect this investment adequately.
- B. Security includes: properly securing buildings and grounds (locking doors and windows); safe and appropriate practices in the use of electrical, plumbing, heating, and other systems and equipment.
- C. Close cooperation with the local police agencies, fire departments, and insurance company inspectors is required to provide proper security.
- D. ~~Public may access the school grounds consistent with the Civic Center use as outlined by [63G-7-301](#). Organizations who request access to school properties must do so consistent with ~~Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it, except as provided in~~ [Policy 2160 Building & Grounds Rental and Supervision Permit and Use Agreement](#).~~
- E. An adequate access management system shall be maintained which centrally manages access to buildings to authorized personnel and safeguards against unauthorized persons obtaining access.
- F. Records which should be confidential and funds should be kept in a safe place and under lock and key.
- G. Approved surveillance and security systems shall be designed as safeguards against illegal entry and vandalism. Staff or security services may be approved in situations where special risks are involved when deemed appropriate by the superintendent.

POLICY 3010

Employee Bullying and Hazing

A. Definitions

1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.

[Utah Code § 53G-9-601\(1\) \(2024\)](#)

2. "Action plan" means a process to address an "incident."

[Utah Code § 53G-9-601\(2\) \(2024\)](#)

3. "Bullying" means intentionally committing a written, physical, or verbal act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have one of the following effects:
 - a. Causing physical or emotional harm to the school employee or student;
 - b. Causing damage to the school employee or student's property;
 - c. Placing the school employee or student in reasonable fear of:
 - 1) Harm to the school employee's or student's physical or emotional well-being;
or
 - 2) Damage to the school employee's or student's property.
 - d. Creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - 1) The pervasiveness, persistence, or severity of the actions; or
 - 2) A power differential between the bully and the target; or

- e. Substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
- f. The foregoing conduct constitutes bullying regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in the conduct.

[Utah Code § 53G-9-601\(3\) \(2024\)](#)
[Utah Admin. Rules R277-613-2\(2\)\(b\) \(August 8, 2023\)](#)

- 4. “Communication” means the conveyance of a message, whether verbal, written, or electronic.

[Utah Code § 53G-9-601\(4\) \(2024\)](#)

- 5. “Cyberbullying” means:

- a. Using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
- b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyberbullying.

[Utah Code § 53G-9-601\(5\) \(2024\)](#)

- 6. “Hazing” means a school employee intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

- a. Meets one of the following:

- 1) Endangers the mental or physical health or safety of a school employee or student; or
- 2) 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;

- 3) 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
 - 4) 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 either
- b. 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
 - c. Is directed toward a school employee or student whom the actor 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 individual who commits the act also participates.

The conduct described in above constitutes hazing, regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

[Utah Admin. Rules R277-613-2 \(August 8, 2023\)](#)

[Utah Code § 76-5-107.5 \(2022\)](#)

[Utah Code § 53G-9-601\(6\) \(2024\)](#)

7. "Incident" means ~~one or more infractions committed by a student or a group of students acting in concert, and the same time and place an incident of bullying, cyber-bullying, hazing, or retaliation.~~

[Utah Code § 53G-9-601\(7\) \(2024\)](#)

8. "Infraction" means an act of prohibited behavior.

[Utah Admin. Rules R277-613-2\(8\) \(August 8, 2023\)](#)

9. "Retaliate" means an act or communication intended:

- a. as retribution against a person for reporting bullying, cyberbullying, abusive conduct, or hazing; or

- b. to improperly influence the investigation of, or the response to, a report of bullying, cyberbullying, abusive conduct, or hazing.

[Utah Code § 53G-9-601\(11\) \(2024\)](#)

10. "School Employee" means:

- a. school administrators, teachers, and staff members, as well as others employed or authorized as volunteers, directly or indirectly, by the school, school board, or school district and who works on a school campus.

[Utah Code § 53G-9-601\(13\) \(2024\)](#)

11. "Volunteer" means a non-employee with significant, unsupervised access to students in connection with a school assignment.

[Utah Admin. Rules R277-613-2\(16\) \(August 8, 2023\)](#)

B. Bullying Prohibited

1. No school employee may engage in bullying of a student or of a school employee.
2. School employees who engage in bullying are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.
3. Anonymous reports of bullying alone cannot constitute the basis for formal disciplinary action.
4. The school or District may also report infractions to law enforcement.

[Utah Code § 53G-9-602\(1\) \(2024\)](#)

[Utah Code § 53G-9-605\(3\)\(b\) \(2024\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(August 8, 2023\)](#)

C. Hazing and Cyberbullying Prohibited

1. No school employee may engage in hazing or cyberbullying of a student or of a school employee at any time or at any location.
2. School employees who engage in hazing or cyberbullying are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.

3. The school may also determine to break up or dissolve a team, organization, or other school sponsored group for hazing violations by its members.
4. Anonymous reports of hazing or cyberbullying alone cannot constitute the basis for formal disciplinary action.
5. The school or district may also report infractions to law enforcement.

[Utah Code § 53G-9-602\(2\) \(2024\)](#)

[Utah Code § 53G-9-605\(3\)\(b\) \(2024\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(August 8, 2023\)](#)

D. Retaliation Prohibited

1. No school employee may engage in retaliation against a school employee, a student, or an investigation for, or witness of, an alleged incident ~~of bullying, cyberbullying, hazing, or retaliation against a school employee or student~~, or an alleged ~~occurrence incident~~ of abusive conduct.
2. School employees who engage in retaliation are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.
3. Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.
4. The school shall inform students who have reported being subject to bullying, cyberbullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new incidents.

[Utah Code § 53G-9-603\(1\) \(2024\)](#)

[Utah Code § 53G-9-605\(3\)\(c\) \(2024\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(August 8, 2023\)](#)

E. Making a False Report Prohibited

1. No school employee may make a false allegation of bullying, abusive conduct, cyberbullying, hazing, or retaliation against a school employee or student.

2. School employees who engage in making such false allegations are in violation of this policy and verified infractions shall result in disciplinary action up to and including termination.

[Utah Code § 53G-9-603\(2\) \(2024\)](#)

[Utah Code § 53G-9-605\(3\)\(d\) \(2024\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(August 8, 2023\)](#)

F. **Investigation and Action Plan**

1. Upon receipt of a reported incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation, the school principal or designee shall promptly review and investigate the allegations. This investigation shall include interviewing the alleged targeted individual, the individual alleged to have engaged in prohibited conduct, the parents of the alleged target and alleged perpetrator, any witnesses to the conduct, school staff familiar with the alleged victim, and school staff familiar with the alleged perpetrator. The principal or designee may also review physical evidence, including but not limited to video or audio recordings, notes, email, text messages, social media, and graffiti. The principal or designee shall inform any person being interviewed that the principal or designee is required to keep the details of the interview confidential to the extent allowed by law and that further reports of bullying will become part of the investigation.

[Utah Admin Rules R277-613-5\(2\), \(3\), \(4\) \(August 8, 2023\)](#)

2. When the available information indicates that an infraction may also constitute a civil rights violation, the principal or designee shall also investigate that possible violation and take such disciplinary or other action as may be warranted.

[Utah Admin Rules R277-613-5\(6\) \(August 8, 2023\)](#)

3. When it is determined that an ~~incident student~~ has ~~occurred been bullied, cyberbullied, or hazed~~, the school shall create an action plan. While parents should be involved in the development and implementation of the action plan, the school may develop and implement the plan without parent involvement when the parent chooses not to participate in the process ~~this plan of action should include consideration of 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.~~
4. ~~The action plan shall include a communication plan designed to keep each parent updated on the implementation of the plan. The communication plan shall provide for~~

regular updates and communication shall include explaining the process for addressing the incident, informing the parent about the outcome of the investigation, and discussing safety considerations for the student at whom the incident was directed.

5. For the student at whom the incident was directed and in direct coordination with that student's parent, the plan shall include
 - a. a tailored response to the incident that addresses the student's needs,
 - b. a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident,
 - c. notification of the consequences and plan to address the behavior of the student who caused the incident,
 - d. supportive measures designed to preserve the student's access to educational services and opportunities, and
 - e. to the extent available, access to other resources the parent requests for the student.
6. The action plan may not include a requirement that the student at whom the incident was directed change the student's education schedule or placement or participation in a school-sponsored sport, club, or activity.
7. For the student who caused the incident and in direct coordination with that student's parent, the plan shall include
 - a. a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities,
 - b. a process to determine and provide any needed resources related to the underlying cause of the incident,
 - c. supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students, and
 - d. a process to remove the student from school in an emergency situation, including a description of what constitutes an emergency.

[Utah Code § 53G-9-605.5 \(2024\)](#)
[Utah Code § 53G-9-605\(3\)\(f\), \(h\), \(i\) \(2024\)](#)

8. The student who caused the incident (or the student's parent) may appeal one or more of the consequences to that student which are included in the action plan through the same processes and procedures provided for appeal of other student disciplinary actions.

[Utah Code § 53G-9-605.5\(4\) \(2024\)](#)

9. The action plan ~~of action~~ may include supporting involved students through trauma-informed care practices, if appropriate, as defined in [Utah Admin. Rules R277-613-2\(15\)](#).

[Utah Admin. Rules R277-613-5\(7\) \(August 8, 2023\)](#)

10. The action plan ~~of action~~ may also include positive restorative justice practice action, if permitted. Restorative justice practice is a discipline practice that brings together students, school personnel, school families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and promote healing. ~~The student at whom the incident was directed An-alleged targeted student~~ is *not* required to participate in a restorative justice practice with ~~the student who caused the incident an-alleged perpetrator~~. If the principal or designee desires to have a student participate, the principal or designee shall first inform that student's parent about the restorative justice practice and obtain the parent's consent prior to such participation.

[Utah Admin. Rules R277-613-2\(12\) \(August 8, 2023\)](#)

[Utah Admin. Rules R277-613-5\(7\), \(8\) \(August 8, 2023\)](#)

11. If any retaliation occurs, the principal or designee shall take strong responsive action against it, including but not limited to providing assistance to any targeted individual and his or her parent in reporting subsequent problems and new incidents.

[Utah Admin. Rules R277-613-4\(5\) \(August 8, 2023\)](#)

12. The principal or designee shall follow up with parents of all students involved (victim or perpetrator), informing parents when an investigation is concluded, what safety measures will be in place for their child as determined by the investigation, of additional information about the investigation to the extent consistent with the [Family](#)

[Educational Rights and Privacy Act](#) (“FERPA”), and of any available appeal options if a parent disagrees with the resolution of the investigation.

[Utah Admin. Rules R277-613-5\(10\) \(August 8, 2023\)](#)

G. Training and Education

1. Each school shall establish procedures for training school employees, coaches, volunteers and students on bullying, cyberbullying, hazing, retaliation, and abusive conduct. The principal or designee shall be the point person to assist, direct, and supervise training on these matters.
 - a. Training to students, staff, and volunteers shall:
 - 1) Include information on:
 - a) Bullying, cyberbullying, hazing, retaliation, and abusive conduct;
 - b) Discrimination under [Title VI of the Civil Rights Act of 1964](#), [Title IX of the Education Amendments of 1972](#), [Section 504 of the Rehabilitation Act of 1973](#), and [Title II of the Americans with Disabilities Act of 1990](#);
 - c) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination,
 - d) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are prohibited based on the student’s or employees’ actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes, or conformance or failure to conform with stereotypes, and
 - e) The right of free speech and how it differs for students, employees, and parents;
 - 2) Complement the suicide prevention program required for students and the suicide prevention training required for licensed educators; and
 - 3) Include information on when issues relating to these standards may lead to employee or student discipline.

[Utah Code § 53G-9-607\(1\), \(2\) \(2024\)](#)
[Utah Admin. Rules R277-613-4\(6\) \(August 8, 2023\)](#)
[Utah Admin. Rules R277-613-5\(1\)\(c\) \(August 8, 2023\)](#)
[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

- b. This training shall be provided to all new employees, coaches, and volunteers within the first year of service and shall be provided to all employees, coaches, and volunteers annually.

[Utah Admin. Rules R277-613-4\(7\) \(August 8, 2023\)](#)
[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

- c. In addition to training school employees and educating students mentioned above, all volunteer coaches, employees, and students involved in any curricular athletic program or any extra-curricular club or activity shall:
- 1) Complete bullying, cyberbullying, harassment, hazing, and abusive conduct prevention training prior to participation;
 - 2) Repeat bullying, cyberbullying, harassment and hazing prevention training at least every three years;
 - 3) Be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this policy.
- d. The content of this activity training shall be developed in collaboration with the Utah High School Activities Association (UHSAA) and the training shall also be provided in collaboration with UHSAA. The school shall obtain and keep signature lists of the participants in the activity training.

[Utah Admin. Rules R277-613-6 \(August 8, 2023\)](#)
[Utah Admin. Rules R277-605-6\(4\) \(July 22, 2022\)](#)

- e. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying, harassment, hazing, or cyberbullying.

[Utah Code § 53G-9-605\(3\)\(i\)\(ii\), \(4\) \(2024\)](#)

- f. The District may also offer voluntary training to parents and students regarding **bullying, cyberbullying, hazing, and abusive conduct, and retaliation.**

[Utah Code § 53G-9-607\(2\)\(c\) \(2024\)](#)

- g. The principal or designee responsible for reviewing and investigating allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct shall receive training on conducting a review and investigation as provided for in this policy.

[Utah Admin. Rules R277-613-5\(1\)\(b\) \(August 8, 2023\)](#)

H. Assessment

1. Subject to the requirements of [Utah Code § 53E-9-203](#) regarding parental consent for certain types of inquiries of students, each school shall regularly (and at least once per year) conduct assessment through student input (surveys, reports, or other methods) of the prevalence of bullying, cyberbullying, and hazing in the school, and specifically in locations where students may be unsafe and adult supervision may be required such as playgrounds, hallways, and lunch areas.

[Utah Admin. Rules R277-613-4\(4\) \(August 8, 2023\)](#)

[Utah Code § 53E-9-203 \(2024\)](#)

I. Publication and Acknowledgment

1. A copy of this policy shall be included in employee handbooks, shall be provided to the parent of each student enrolled in the District, and shall be available on the District website.
2. Each employee shall annually provide a signed statement stating that the employee has received a copy of this policy; however, such a statement is not a substitute for having met the training requirements of this policy.

[Utah Code § 53G-9-605\(3\)\(j\), \(4\) \(2024\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(d\), \(2\) \(August 8, 2023\)](#)

J. Parental Notification of Incidents **and Suicide Threats**

1. The school shall promptly notify ~~the parent or~~ a student's parent when the student ~~who~~ is involved in an incident ~~of bullying, hazing, cyberbullying, abusive conduct, or retaliation~~ (whether as a target or as a perpetrator) ~~or when a student threatens suicide~~. ~~When the student is involved in an incident, the parent shall also be notified~~

of the action plan. In addition to giving notice of the incident or threat, the school shall also provide the parent with

- a. suicide prevention materials and information as recommended by the State Superintendent,
 - b. information on ways to limit a student's access to fatal means (including firearms and medication), and
 - c. information and resources on the healthy use of social media and online practices. (See [Policy 5064 Medical Recommendations by School Personnel to Parents](#).)
2. ~~The school is also required to notify and provide suicide prevention information to the parent of a student who threatens suicide, see [Policy 5064 Medical Recommendations by School Personnel to Parents](#). In addition, the~~ school shall produce and maintain a record that verifies that the parent was notified of the threats or incidents listed above ~~and provide the required information. If applicable, the record shall also track implementation of the action plan.~~ The record is a private record for purposed of the Government Records Access and Management Act.
- a. The process for notifying a parent shall consist of:
 - 1) The school principal or designee shall attempt to make personal contact with a parent when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.
 - 2) Contact with the parent must be documented in a "Verification of Parent Contact Regarding Threat or Incident". ~~When there is an action plan, the documentation shall be supplemented to track implementation of the action plan.~~
3. (A copy of the "Verification of Parent Contact Regarding Threat or Incident" is attached below.) Subject to laws regarding confidentiality of student education records, at the request of a parent, a school may provide information and make recommendations related to an incident or threat.

[Utah Code § 53G-9-604 \(2024\)](#)
[Utah Admin. Rules R277-613-4\(3\) \(August 8, 2023\)](#)

4. The record of parental notification shall be maintained in accordance with the [Utah Code Title 53E, Chapter 9, Part 3 Student Data Protection](#), [Title 53E, Chapter 9, Part 2, Student Privacy](#), and the [Federal Family Educational Rights and Privacy Act \("FERPA"\)](#). A copy of the record of parental notification shall upon request be provided to the student to whom the record relates. After the student has graduated, the District shall expunge the record of parental notification upon request of the student.

[Utah Code § 53G-9-604\(2\)\(a\)\(iii\), \(4\) \(2024\)](#)

K. Report to State Superintendent

1. Each year, on or before June 30, the District shall submit a report to the State Superintendent which includes
 - a. a copy of the District's bullying policy;
 - b. confirmation of compliance with the requirement to obtain a signed acknowledgment of the policy from students, parents, and employees;
 - c. verification of required training regarding bullying, cyberbullying, hazing, retaliation, and abusive conduct;
 - d. the number of verified and alleged incidents of bullying, cyberbullying, hazing, retaliation, and abusive conduct; and
 - e. the number and type of those incidents that either included a student or employee who is part of a federally protected class or was bullied, cyberbullied, hazed, or retaliated against because of the student's or employee's actual or perceived disability, race, national origin, religion, sex, gender identity, sexual orientation or other characteristic.

[Utah Admin. Rules R277-613-5\(11\) \(August 8, 2023\)](#)

VERIFICATION OF PARENT CONTACT REGARDING THREAT OR INCIDENT

I, [Name] _____, principal or principal's designee, contacted [Name of parent] _____ on [Date] _____ and notified him or her that [Name of student] was involved in an incident of bullying, hazing, cyberbullying, abusive conduct, or retaliation. Contact was made:

[] in person

[] by telephone (number used: _____)

[] by email (email address used: _____)

[] by other method (specify): _____

Notice was given of:

[] bullying **incident**

[] cyberbullying **incident**

[] abusive conduct **incident**

[] hazing **incident**

[] retaliation **incident**

[] suicide threat

If notice was given of a suicide threat, information was provided as required regarding suicide prevention, ways to limit student access to lethal means, and healthy use of social media and online practices.

If notice was given of an incident, the parent was informed of the process for addressing the incident, was updated on the progress of the process, was informed of the action plan, and was informed of the result of the process as follows:

Date: _____ Nature of contact: _____

Date: _____ Nature of contact: _____

Date: _____ Nature of contact: _____

[Attach additional pages as needed to document communication with parent]

[Name of school staff member] _____, witnessed the contact and confirmed that information was provided.

Principal or Principal's Designee	Title	Date
_____	_____	_____
School Staff Member	Title	Date

Policy 3060

Accommodations for Employee Religious Belief or Conscience

A. Definitions

1. "Conscience" means a sincerely held belief as to the rightness or wrongness of an action or inaction.
2. "Task" means a specific job, duty, or function.
3. "Undue hardship" means a substantial burden, privation, or adversity on the District that would result from granting an employee's request to be relieved from performing a certain task when considering all relevant factors, including:
 - a. The practical impact on the District in light of the nature, size, and operating cost of the District;
 - b. The disruption of the District's operations;
 - c. The nature of the employee's duties;
 - d. The number of employees the District would be required to grant a request to if the District grants the employee's request;
 - e. The type of workplace; and
 - f. The number of requests by the employee in the 12 months preceding the request.

[Utah Code § 67-27-106\(1\) \(2024\)](#)

B. Request for Accommodation

1. District employees may request to be relieved from performing a certain task if doing so would conflict with the employee's conscience or sincerely held religious beliefs. The request shall be made in writing. The request shall specifically identify the task and describe when and how it is to be performed and shall explain why the task would conflict with the employee's conscience or sincerely held religious belief. The request shall be given to the employee's supervisor.

The request shall be made as soon as practicable but not more than two days after the day on which the employee first receives the assignment to perform the task. If the employee is asked to begin performing the task sooner than two days after the employee first received the assignment, then the employee may immediately request to be relieved from performing the task by either oral or written request to the employee's supervisor stating that performing the task would conflict with the employee's conscience or sincerely held religious beliefs and why it would conflict. The employee shall provide the District with a reasonable opportunity to grant the request or otherwise address the employee's concerns. If the time to begin performing the task is sooner than the District is able to respond to the request, the employee will not be required to perform the task until the District responds unless the task is required for safety or to preserve property and arranging for another employee to perform the task while the request is pending creates a substantial burden on the District.

[Utah Code § 67-27-106\(3\) \(2024\)](#)

C. Response to Request for Accommodation

1. A supervisor who receives a request for accommodation shall immediately forward that request to District human resources or to an individual designated by the Superintendent.
2. The individual receiving the request shall evaluate the request as provided in this policy, determine whether it will be granted, and provide a written response. The written response shall refer to this policy. If the request is denied, the response shall include an explanation of the decision and state either why granting the request would impose an undue hardship on the District or which exception supports the denial. The written denial shall also inform the employee that if the employee appeals to the Superintendent and the appeal is denied, the employee may file a court action seeking review of the decision within 120 days of the decision as provided for under [Utah Code § 67-27-106\(6\)](#).
3. The District's response shall be provided as soon as practicable but at least five days before the day on which the task is to be performed. The employee and District may by mutual agreement waive or extend this time requirement. If no response is provided within the required time and there is no agreement to waive or extend the deadline, the request will be deemed denied and the employee may appeal to the Superintendent as provided below.
4. If the request is denied, the employee may appeal the denial to the Superintendent in writing within two days of the denial, explaining why the employee believes the denial was in error. The Superintendent shall evaluate and respond to the appeal in writing as soon as practicable but in any event not

more than two working days after receiving the appeal. The Superintendent's decision is final and not subject to further appeal.

[Utah Code § 67-27-106\(4\), \(5\) \(2024\)](#)

D. Standards for Granting Accommodation

1. If the employee has met the time and content requirements for making a request, a request will be granted unless one of the exceptions apply or unless granting the request would impose an undue hardship on the District. A request need not be granted if any of the following exceptions apply:
 - a. The employee's assertion of religious belief or conscience is done for an improper purpose;
 - b. Granting the request would create an unavoidable conflict with an existing legal obligation of the District;
 - c. The request is to be relieved from performing a task that is part of training or safety instructions directly related to the employee's employment; or
 - d. Granting the request would result in a deficit in the amount of work for which the employee is compensated.

[Utah Code § 67-27-106\(2\) \(2024\)](#)

2. In making the determination, the person evaluating the request shall consider the specifics of the employee's request and all relevant information available to the person, including the employee's particular work assignment responsibilities. In evaluating whether granting the request would impose undue hardship on the District, the person shall consider all relevant factors, including but not limited to the factors listed above in the definition of "undue hardship."

[Utah Code § 67-27-106\(5\)\(b\)\(v\) \(2024\)](#)

E. No Retaliation

1. The District shall not take any retaliatory action against an employee for requesting an accommodation under this policy. Retaliatory action includes dismissal, reduction of compensation, failure to increase compensation by an amount the employee would otherwise be entitled to or was promised, failing to promote the employee if the employee would otherwise be promoted, or threatening to take any of these actions. However, this restriction does not

preclude disciplinary action against the employee if the request is determined to be without merit.

[Utah Code § 67-27-106\(1\)\(f\), \(8\) \(2024\)](#)

F. Notice to Employees

1. Each current employee of the District shall be informed of and given access to a copy of this policy upon its adoption by the Board of Education. Thereafter, each new employee shall be informed of and given access to a copy of this policy at the time of hire.

[Utah Code § 67-27-106\(5\)\(c\)\(i\) \(2024\)](#)

G. Private Information

1. Records which contain information about an employee's request for an accommodation under this policy, including but not limited to the written request and the response to the request, are classified as private records under GRAMA.

[Utah Code § 67-27-106\(1\)\(a\), \(7\) \(2024\)](#)

[Utah Code § 63G-2-302\(1\)\(ee\) \(2024\)](#)

Policy 3112

Certificated: Job Descriptions

- A. The administration shall be responsible for making available job descriptions and statements of responsibilities, typical duties, qualifications and organizational structure for personnel in administrative, supervisory, teaching, para-professional and auxiliary assignments. This list shall be made available electronically under the Human Resources Department.
- B. ~~Educational Aides~~ Paraprofessionals
1. ~~Educational Aides~~ Paraprofessionals are to be used to augment rather than replace certificated educators in their professional role. The ~~Aide~~ paraprofessional is at all times an assistant and is responsible to a member of the professional staff in charge of the service.
 2. ~~Aides~~ Paraprofessionals will not be hired to take the place of a teacher.
 3. The assignment of an ~~Aide~~ paraprofessional to a classroom should not be used as a justification to increase the size of the class.
 4. Teachers will be consulted before an ~~Aide~~ paraprofessional is assigned to work with them to ensure that a clear understanding of duties and responsibilities exists.
 5. A paraprofessional may not:
 - a. be responsible for selecting programming or prescribing educational activities or materials for the students without the supervision and guidance of an appropriately licensed teacher or related service provider;
 - b. be solely responsible for designing lesson plans;
 - c. be assigned to implement elements of an IEP for a student with disabilities without direct training, supervision, and involvement from an appropriately licensed teacher or related service provider

[Utah Admin. Rules R277-324-4\(1\), \(2\) \(March 15, 2024\)](#)

Policy 3112
Re-named
November 1, 2022
First Reading
April 16, 2025
Second Reading
May 14, 2025

- C. Guidelines governing interns are to be jointly developed by the Association and the District Administration.

Policy 3126

Certificated: Sickness, Absences and Leaves

A. Definitions

1. "Birth parent" means: (a) the biological mother of a child, (b) a man whose paternity of a child is established, (c) a man who has been identified as the father of a child by the child's birth mother who has not denied paternity, or (d) an unmarried biological father.

[Utah Code § 78B-6-103\(10\), \(11\) \(2024\)](#)

2. "Paid leave hours" means leave hours the District provides to an employee who accrues paid leave benefits in accordance with District policies, including annual, vacation, sick, paid time off, or any other type of leave that may be taken while still receiving compensation. It includes but is not limited to paid parental leave or paid postpartum recovery leave.

[Utah Code § 53G-11-209\(1\)\(a\) \(2024\)](#)

3. "Parental leave" means leave hours provided to a parental leave eligible employee.

[Utah Code § 53G-11-209\(1\)\(b\) \(2024\)](#)

4. "Parental leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who is

- a. a birth parent;
- b. legally adopting a minor child (except when the employee's spouse is the child's pre-existing parent),
- c. the intended parent of a child born under a validated gestational agreement under [Utah Code Title 78B Chapter 15, Part 8](#), or
- d. appointed the legal guardian of a minor child or an incapacitated adult.

[Utah Code § 53G-11-209\(1\)\(c\) \(2024\)](#)

5. "Postpartum recovery leave" means leave provided to a postpartum recovery leave eligible employee to recover from childbirth at 20 weeks or greater gestation.

[Utah Code § 53G-11-209\(1\)\(d\) \(2024\)](#)
[Utah Code § 63A-17-511\(1\)\(d\) \(2024\)](#)

6. "Postpartum recovery leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who gives birth to a child at 20 weeks or greater gestation.

[Utah Code § 53G-11-209\(1\)\(e\) \(2024\)](#)
[Utah Code § 63A-17-511\(1\)\(d\) \(2024\)](#)

7. "Qualified employee" means a parental leave eligible employee or a postpartum recovery leave eligible employee.

[Utah Code § 53G-11-209\(1\)\(f\) \(2024\)](#)

8. "Unmarried biological father" means a man who is the biological father of a child but who was not married to the biological mother at the time of the child's conception or birth.

[Utah Code § 78B-6-103\(28\) \(2024\)](#)

B. All leave types must be input in the appropriate system before the absence occurs. Emergency situations would be the only exception.

C. Sick Leave for Personal Illness

1. In the event an educator is compelled to be absent from assignment because of personal illness, pregnancy, adoption, or injury, a sick leave benefit is allowed. (Sick leave may be used only during a regular nine-month contract year.)
2. Sick leave shall be earned at the rate of one day per month, but in no case less than 10 days per working year. No sick leave will be earned while an educator is on leave without pay or on unpaid Family Medical Leave. Unused sick leave shall accumulate without restriction.

3. Recovery from any extended illness extending to 10 working day or more will require certified medical verification. Every 10 days thereafter following the initial ten days will require an additional certified medical verification from a physician specifying the medical need for an extension. The Board may require, at its expense, a second opinion and verification of the medical need for an extension.
4. Educators shall be notified annually of the number of days of accumulated sick leave.
5. Ten days of sick leave, the annual amount, will become available to each educator at the beginning of the contract year. In the event an educator does not fulfill the contract year, sick leave will be pro-rated, based on the number of days worked. Salary due upon termination will be adjusted accordingly.

D. Family Illness

1. Certificated 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, 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. [Family Medical Leave Act](#) (FMLA) and [District Policy 3090 Family Medical Leave Act](#).

E. Extended Illness

1. In cases where the accumulated sick leave days of an educator do not adequately care for the sick leave need of that educator or family, the Board may, upon written request of the educator, grant an extension of the sick leave benefits of said educator, with or without pay, to carry the educator over the period of need.
2. Accumulated sick leave will be granted for extended illness of an educator 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 educator to continue employment. If the educator 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 educator will be required to apply for these benefits. The School District will pay the salary difference between these benefits and the daily salary amount an educator would receive under normal circumstances for the number of sick leave days accumulated.

F. Misuse of Sick Leave

1. Educators are expected to act in a professional manner when using their sick leave. In the event an educator misuses sick leave the educator will forfeit pay for that day(s) and the substitute wages will be deducted from the educator's pay. The sick leave days used will not be reinstated. The Board may request verification of the need for sick leave if they believe misuse has occurred.

G. Voluntary Sick Leave Bank (Certificated)

1. The Board and the Association will cooperate in maintaining a Sick Leave Bank on a voluntary basis. All educators shall be eligible to participate. Participants must be enrolled in the Bank.
2. Educators enrolling in the Bank will automatically donate one day of their sick leave each October 1st until the Bank has accumulated 750 days; thereafter, if the Bank becomes depleted to 500 days, all members will donate one day of sick leave. New members will donate one day of sick leave when joining. Educators will be notified in writing when sick leave days are withdrawn to add to the Sick Leave Bank.
3. An educator wishing to withdraw from the Bank must give written notification by October 1st of each school year. An educator withdrawing from membership in the Bank will not be able to withdraw any days which such educator has previously contributed.
4. An educator must use at least 25 leave days for the same illness (with any combination of leave days and/or leave without-pay days) prior to receiving Sick Leave Bank benefits. A provisional teacher may apply to the Sick Leave Bank Committee to have up to 10 of the 25 days waived.
5. After having used the required 25 days, all remaining leave days will be the educator's new balance.
6. A maximum of 75 days each school year can be drawn by an educator from the Bank in addition to the educator's own accumulated days.
7. And educator who withdraws sick leave days from the Bank will not be required to replace such days except as a regular contributing member to the Bank.

8. Sick leave days can only be withdrawn from the Bank for an individual educator's illness or injury.
9. A written request for use of the Bank days, accompanied by a letter from the attending physician certifying that the educator is unable to fulfill contractual obligations and explaining the medical reasons therefore, must be submitted to the Sick Bank Committee for its review.
10. The Sick Leave Bank Committee shall consist of three educators appointed by the Association and three persons from the Administrative Staff appointed by the Superintendent.
11. The duties of the Sick Leave Bank Committee will be to receive applications from members desiring to use Sick Bank benefits, to review such applications, to make decisions on usage and to respond to the applicants. Decisions will be by a 2/3 majority.
12. All 6 members of the Committee shall be present in order to conduct business. If a member is unable to attend, the member may send an alternate for that particular meeting.
13. If the applicant is denied benefits, the educator may appeal such decision in writing within 14 days after notification. The applicant may provide additional information or explanation, and the full Committee will have 14 days to respond to the appeal.

H. Absences with Pay

1. Death and Burial – Immediate Family Members
 - a. Educators may be absent from their assignment without loss of pay for up to five consecutive days in any one instance for the death and burial of husband or wife and/or child of either spouse.
 - b. An educator may be absent from assignment without loss of pay for up to three days for the death and burial of the educator's 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 educator may be absent from assignment without loss of pay for up to one day for the death and burial of the educator's grandparents, grandparents-in-law, aunt, aunt-in-law, uncle, uncle-in-law, niece and nephew.
2. Personal Leave – The philosophy and intent of the personal leave is based upon the following:
 - a. Professional educators have a contracted duty to fulfill their assigned duty for a specified number of days each year.
 - b. Personal leave is a privilege educators are given to take care of certain personal and emergency situations which must be accomplished during the school day. Personal leave days are to be used only for the 184 contract days.
 - c. If a personal emergency situation occurs on a non-contract day, non-contract days may be made up. Proposed plans for and verification of make-up will be submitted in writing to the appropriate local committee chairperson prior to stipends being requested.
 - d. Each educator in the District will be granted three days of personal leave per year cumulative to 10 days. If on June 30, the three days personal leave granted the educator causes accumulated personal leave days to exceed 10, the educator will be paid at one-half their current daily rate of pay for each day exceeding 10. The payment will be calculated by the District and paid in July.
 - e. Whenever an educator asserts the option to take personal leave, the educator should notify their principal/supervisor as a professional courtesy.
 - f. An educator 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.
 - g. An educator with fewer than 25 accumulated sick days (or hourly equivalent) may make a request to convert up to three days per year to personal leave.
 - h. To convert sick leave to personal leave an educator must provide a written explanation explaining the need (email is fine) to the Executive Director of Personnel.

- i. These converted sick leave days cannot be returned to the educator's sick leave account.

3. Other Educational Absences

- a. At the discretion of the Superintendent, personnel may be designated or excused to attend educational meetings or to participate in educational meetings or to participate in educational committee work, and will suffer no loss in pay.

I. Absence Without Pay

1. Leaves of Absence – A career educator may apply for a Leave of Absence without salary and insurance. The reasons for granting such leaves will be considered on an individual basis. Leaves of Absences will be granted for a period of one year with the option to request an extension of up to two additional years. Requests for extension must be received by the Personnel Office no later than February 1 prior to the end of the initial Leave Absence.
 - a. Career educators returning from a one year leave of absence will be reinstated to the previously held position or given a school committee interview for available vacant positions at another school for which they are qualified. The interviews will be conducted before interview are opened to outside applicants. Those reinstated shall receive the same status as when the leave was granted, namely: step on the salary schedule, accrued sick leave benefits, insurance and other benefits granted by these policies. Educators desiring to return to employment in the District following a one year leave of absence must notify the Personnel Office in writing, no later than February 1 of the year in which they intend to return.
 - b. Those returning from an extended leave of absence (in excess of one year) will be given professional consideration for available vacant positions. Notice of desire to return from an extended leave of absence must be given to the Personnel Office in writing no later than February 1 of the year they intend to return. Those reinstated shall receive the same status as when the leave was granted, namely: step on the salary schedule, accrued sick leave benefits, insurance and other benefits granted by these policies.
2. Military Leave – Educators 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 absences. Such absences will be granted without pay.

POSTPARTUM RECOVERY LEAVE BEGINS JULY 1, 2025:

3. ~~Postpartum Recovery Leave Parental Leave— Illness due to pregnancy of an educator shall be regarded as is any other illness and shall be covered in the Sick Leave Policy (see A. above)~~
 - a. ~~An eligible employee who is full-time may take up to 3 work weeks of paid postpartum recovery leave. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave must be taken beginning with the date of birth unless a health care provider certifies that it is medically necessary to begin the leave earlier. The leave must be used in a single continuous period unless prior written authorization otherwise is given by the Superintendent or the human resources director. This leave is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy.~~

[Utah Code § 53G-11-209\(2\)\(a\), \(c\), \(4\) \(2024\)](#)

[Utah Code § 63A-17-511\(2\)\(a\)\(ii\), \(4\) \(2024\)](#)

- 1) ~~An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using postpartum recovery leave and before the date the employee plans to stop using postpartum recovery leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.~~

[Utah Code § 63A-17-511\(5\) \(2024\)](#)
- b. ~~an eligible employee who is full-time may take up to 3 work weeks of paid parental leave in a 12-month period. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave cannot be taken before the date of the event making the employee eligible for the leave and must be taken within 6 months following the date of the qualifying event. The leave~~

may not be used on an intermittent basis unless the District and the employee mutually agree in writing to intermittent use or unless a health care provider certifies that intermittent leave is medically necessary due to a serious medical condition of the child to whom the leave relates. This leave is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy, more than one child is adopted, or the employee is appointed as the guardian of more than one child or incapacitated adult.

[Utah Code § 53G-11-209\(2\)\(a\), \(c\), \(4\) \(2024\)](#)

[Utah Code § 63A-17-511\(2\)\(a\)\(i\), \(3\) \(2024\)](#)

- 1) An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using parental leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.

[Utah Code § 63A-17-511\(5\) \(2024\)](#)

4. Notice of Leave Benefits

- a. The District shall provide written notice to all employees regarding a qualified employee's right to use postpartum recovery leave and parental leave.

[Utah Code § 53G-11-209\(2\)\(d\) \(2024\)](#)

- b. FMLA or Extended Absences for three or more weeks

- 1) 30 days before an anticipated long-term absence
 - a) Communicate with your principal/supervisor
 - b) Arrange for your substitute
 - c) Prepare one week of general lesson plans including materials as needed
 - d) Communicate with your PLC team

- 2) District will help compensate PLC team members for the creation of ongoing lesson plans up to two hours per week during extended absence.
- 3) The substitute will receive the Long-Term Sub rate for the duration of the extended absence.

J. Sabbatical Leave

1. Sabbatical Leave is provided under the following regulations:

- a. Sabbatical leave shall be granted only for full-time attendance at an institution of higher education for the purpose of pursuing a graduate degree and/or other certification. Payment of one-half salary will be contingent on verification of enrollment and registration for a least 12 quarter hours or eight and one-half semester hours credit each term or an approved full-time internship or apprenticeship for a minimum of two semesters or three quarters.
- b. Applicants must have completed a minimum of six consecutive years of professional experience with the Box Elder School District before being eligible for a sabbatical leave.
- c. Two sabbatical leaves will be available each year. If one or zero are taken in a given year, Sabbatical Leave shall accumulate to a total of three. No more than three educators shall be absent on sabbatical leave at any one time.
- d. Applications, made upon forms to be furnished by the Board, shall be filed by February 1 of the year in which the sabbatical leave is to begin. Notification of leave approval shall be given by March 1 of the same year. No person shall be given such leave of absence more than once in seven years. The final selection of those to receive sabbatical leave is to be made by the Superintendent based upon criteria jointly determined by the Association and the Board.
- e. A person who accepts a sabbatical leave of absence must signify their written intention of returning to the Box Elder School system for one year as part of the sabbatical leave contract. The leave-taking educator shall be reinstated to their previously held position, and upon return, the educator shall be placed in the appropriately gained salary lane (if applicable). They will, however, be placed on the increment step they would have been on if sabbatical leave had not been taken with the following exception:

- 1) A person taking sabbatical leave and assumes a full-time teaching assistantship (as determined by the university or college attended) will be granted an increment step the same as if they had been employed in the District.
- f. In case an educator who has taken advantage of sabbatical leave fails to return to service as provided above, all monies received from the Board while on sabbatical leave are to be returned to the Board, including the insurance premiums paid by the Board for the benefit of the educator.
- g. All educators on sabbatical leave shall be entitled to all insurance benefits provided by the Board at the expense of the Board.

K. Attendance at Conventions

1. Leaves of absence, with or without pay, shall be granted for the purpose of attending conventions, workshops, committee meetings, etc., as per the following policy:
 - a. The Superintendent shall build into the annual budget an amount of money not less than \$6,500 for the purpose of sending the district educators to conventions, workshops, committee meetings, etc. Such funds shall be exclusive of funds budgeted for substitute teachers used when such leaves are granted.
 - b. A committee of five persons composed of four educators selected by the Association, two of whom represent elementary education and two of whom represent secondary education and the Superintendent or his designee shall have the responsibility of reviewing applications and making recommendations to the Superintendent and the Board regarding personnel who they feel should attend the conventions, etc.
 - c. Each educator selected to attend a convention shall receive a per diem and/or travel allowance. In the event the educator drives a car, the educator shall receive the current district mileage rate. Other forms of transportation may be utilized as thought best by the committee. The per diem amounts will be reviewed annually by the committee who will make recommendations to the Board of Education for approval.
 - d. The Board shall not give financial support to educators for participation in UEA and NEA conventions.

- e. If it is deemed advisable, permission may be granted to educators to attend conventions, etc., at their own expense. If such permission is granted, the Board shall pay the cost of the substitute if such is required for the educator.

L. Association Leave

1. The Box Elder Education Association (BEEA) may request leave, not to exceed 15 days per year, for teachers to be absent from their assignment to conduct Association business when it is deemed such leave would directly [promote the interest of] 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 15 days annually of Association leave directly benefiting education within the District shall be paid out of District funds.
 - 2) Paid leave in excess of 15 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 of the [Box Elder School District Certificated Handbook](#).
2. The BEEA 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 BEEA. All reporting, accounting, and other restrictions in J.1. above apply to this section also.

M. Leave Without Pay

1. Educators are expected to act in a professional manner by consulting with their supervisor when they have used all their appropriate leave. In special situations as approved by the supervisor, leave without pay will be approved. In the event an educator misuses leave without pay the educator will pay the substitute wages which will be deducted from the educator's pay. If this leave without pay is denied by the school administration, it may be appealed to the Superintendent or his designee.

Policy 3212

ESP: Paraprofessional Qualifications

A. Definitions

1. “Paraprofessional” or “paraeducator” means a school employee who delivers instruction under the direct supervision of a teacher.

[Utah Admin. Rules R277-324-2\(3\) \(March 15, 2024\)](#)
[Utah Code § 53F-2-411\(1\)\(b\) \(2019\)](#)

B. Appropriate Assignments or Duties for Paraprofessionals

1. A paraprofessional may:
 - a. Upon completion of explicit training from appropriately licensed teachers or related service providers, provide individual or small group instructional assistance or tutoring to students as designed by an appropriately licensed teacher or related service provider during times when students would not otherwise receive instruction from an appropriately licensed teacher or related service provider;
 - b. Assist with classroom organization and management, such as organizing instructional or other materials;
 - c. Provide assistance with supplementary aids and services, program modifications, and support, such as assistive technology devices and services;
 - d. Conduct parental involvement activities;
 - e. Provide support in library or media centers; or
 - f. Provide supervision for students in non-instructional settings.
2. A paraprofessional may not:
 - a. be responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments if the paraprofessional’s training, licensure, or other forms of certification do not

- align with the administration and interpretation requirements stated in an instrument's technical manual;
- b. be responsible for selecting programming or prescribing educational activities or materials for the students without the supervision and guidance of an appropriately licensed teacher or related service provider;
 - c. be solely responsible for designing lesson plans;
 - d. be assigned to implement elements of an IEP for a student with disabilities without direct training, supervision, and involvement from an appropriately licensed teacher or related service provider;
 - e. be employed to fulfill the responsibilities that may only be provided by an appropriately licensed and otherwise qualified teacher or related service provider; or
 - f. perform nursing procedures or administer medications without appropriate supervision and training from an appropriately licensed health care professional.

[Utah Admin. Rules R277-324-4\(1\), \(2\) \(March 15, 2024\)](#)

C. Supervision and Training of Paraprofessionals

1. A licensed teacher shall:
 - a. prepare a lesson and plan the instruction support activities to be carried out by a paraprofessional;
 - b. evaluate the achievement of the students with whom a paraprofessional works; and
 - c. provide the supervision and support to the paraprofessional that the teacher deems appropriate for the paraprofessional to work effectively in the paraprofessional's role and responsibilities.

[Utah Admin. Rules R277-324-4\(3\) \(March 15, 2024\)](#)

- d. All paraprofessionals employed by the District shall complete appropriate training. Paraprofessionals who are acting in an instructional capacity shall complete appropriate training so as to be able to meet the Utah Standards for Instructional Paraeducators. Each paraprofessional who works with any

student with a disability shall complete the training required by Section IX.E. of the Utah State Board of Education Special Education Rules. The District shall maintain documentation of completion of required paraprofessional training.

[Utah Admin. Rules R277-324-4\(4\), \(5\) \(March 15, 2024\)](#)
[Utah Standards for Instructional Paraeducators](#)
[Utah State Board of Education Special Education Rules](#)

D. Requirements for Paraprofessionals in Title I Programs

1. A paraprofessional who works in Title I schoolwide or targeted assistance programs supported by Title I funding must be a high school graduate or equivalent and must meet one of the following requirements:
 - a. Complete at least two years, or a minimum of 48 semester hours, at an accredited higher education institution;
 - b. Obtain an associate (or higher) degree from an accredited higher education institution;
 - c. Satisfy a rigorous state assessment, approved by the State Board of Education or the Board of Education, that demonstrates:
 - 1) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or
 - 2) Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate
2. A paraprofessional who works in Title I schoolwide and targeted assistance programs supported by Title I funding and who was hired after January 6, 2002 must be a high school graduate or equivalent and must meet at least one of the following requirements:
 - a. Complete at least two years, or a minimum of 48 semester hours, at an accredited higher education institution;
 - b. Obtain an associate (or higher) degree from an accredited higher education institution; or
 - c. Satisfy a rigorous Utah State Board of Education approved assessment that demonstrates:

- 1) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
- 2) Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

[Utah Admin. Rules R277-324-5\(1\) \(March 15, 2024\)](#)

3. The foregoing requirements do not apply to a paraprofessional with a high school diploma or equivalent who solely provides:
 - a. Support through translator services;
 - b. Support as a parent engagement liaison; or
 - c. Personal care for students with disabilities.

[Utah Admin. Rules R277-324-6 \(March 15, 2024\)](#)

E. Background Check

1. Each paraprofessional shall pass a criminal background check as provided for under [Policy 3035 Employee Criminal Background checks and Arrest Disclosure Requirements](#).

[Utah Admin. Rules R277-324-5\(2\) \(March 15, 2024\)](#)

F. Responsibilities Relating to State Paraeducator Funding

1. Paraeducators hired with paraeducator funding from the State Board of Education shall meet the qualifications relating to Title I funding above and provide additional aid in the classroom to assist students in achieving academic success.

[Utah Admin. Rules R277-324-9 \(March 15, 2024\)](#)

POLICY 4030

Elementary School Curriculum

- A. ~~Box Elder School District's curriculum shall at least meet the minimum requirements of state law and State Board rules. Those minimum requirements are to contain the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. The District may add elements at its discretion but shall not delete or omit instruction in the essential elements. The Utah State Board of Education shall establish the Core Curriculum for elementary grades K-6. It is the responsibility of the Box Elder School District Board of Education to provide access to the Core Curriculum to all students.~~
- B. In addition, the District shall provide character education in connection with regular schoolwork, through an integrated curriculum approach. Instruction in this area shall emphasize honesty, temperance, morality, courtesy, obedience to law, respect for and an understanding of the constitutions of the United States and the state of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life. ~~Required content areas in the Elementary School Education Core Curriculum:~~
1. Grades K-~~5~~6 core curriculum:
 - a. English Language Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
 - e. Arts:
 - 1) Visual Arts;
 - 2) Music;

- 3) Dance; or
- 4) Theatre
- f. Health Education
- g. Physical Education
- h. Educational Technology
- i. Library Media skills, integrated into the core subject areas; and
- j. Civics and character education, integrated into the core subject areas.

[Utah Admin. Rules R277-700-4\(2\) \(June 7, 2024\)](#)

- C. Formative assessment will occur on a regular basis to ensure continual student progress. State-approved summative adaptive assessments will be used to assess student mastery of language arts, mathematics science and (in grade five) effectiveness of written expression. Schools and teachers shall provide interventions for all elementary students who do not achieve proficiency of Core Standards.

[Utah Admin. Rules R277-700-4\(5\), \(6\), \(7\) \(June 7, 2024\)](#)

TENTATIVE MINUTES OF A WORK MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
April 16, 2025

Work Session to review property tax laws, regulations and process, Box Elder School District, held Wednesday evening April 16, 2025 at 5:30 p.m. at Independent Life Skills Center.

Those in attendance at the meeting included Board Vice President Danielle Wright, Board Members Julie Taylor, Bryan Smith, Karen Cronin, Stephanie DeFilippis, and Wade Hyde. Board President Tiffani Summers was excused. Also present were Superintendent Steve Carlsen, Assistant Superintendents Keith Mecham and Heidi Jo West, and Business Administrator Neil Stevens.

TENTATIVE MINUTES OF A REGULAR
MEETING OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT
April 16, 2025

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening April 16, 2025 at 6:30 p.m. at the Independent Life Skills Center, Box Elder School District.

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Board Members Julie Taylor, Bryan Smith, Karen Cronin, Stephanie DeFilippis, and Wade Hyde, and Student Board Member Easton Johnson. Also present were Superintendent Steve Carlsen, Assistant Superintendents Heidi Jo West and Keith Mecham, IT Director Robert Gordon, CTE Director Ben Willey, Business Administrator Neil Stevens; members of the press, employees and patrons.

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

Reverence offered by Julie Taylor, Vice Board Chair.

Flag Salute/Pledge of Allegiance by Danielle Wright, Board Member.

Recognitions

Stephanie DeFilippis, Board Member

Superintendent Carlsen presented the Box Elder School District dignity index. He also presented Dr. Andrew Larsen, BEHS Choir Teacher, Misa Findlay, Accompanist and the BEHS Madrigals. The Madrigals sang two songs: "Lean on Me" and "Love Can Build a Bridge"

Stephanie DeFilippis recognized and provided a thank you on behalf of the Board to all individuals and businesses who donated to the Bear River High School facilities. Those donors include:

- Crump Reese - Coby Reese
- Golden Spike Powersports - Jared Fronk
- Lewis Construction Services - Lanny Lewis
- Rupp Trucking
- Nucor Steel
- Chanshare Select, Inc. - Buster and Brett Marble
- 3G Dental LLC - Rod Gardner
- Shico, Inc. - Cody and Shilo Reese
- Kent's Market, Tremonton
- Sierra Homes - Jay and Courtney Stocking
- Coldwell Banker - Gary Madsen

BEHS Sterling Scholars:

- Ashtin Burgess - Business and Marketing
- Sheradyn Toon - Dance - Semi-Finalist
- Easton Secrist - English - Semi-Finalist
- Sage Higley - Family and Consumer Sciences
- James Biskey – Math
- Annaliese Christensen - Science - Semi-Finalist
- Danzel Woodland - Skilled & Technical Sciences Education
- Bryson Singleton - Social Science – Finalist
- Brooklyn Valberg - Theater/Speech
- Addy Anderson - Visual Arts
- Trey Bauer - Vocal Performance – Finalist
- Hannah Jeppsen - World Languages - Semi-Finalist
-

Sariah Calles, BEHS student - won 1st place at the State Poetry Out Loud Contest. She will be competing at the national competition.

Rhonda Pace, Bear River Middel School Science Teacher - recognized for her efforts around science education.

Kayley Throop, Spanish Dual Language Immersion teacher at Garland Elementary - received the State of Utah Math Teacher of the Month in February.

Approval of Agenda

Danielle Wright motioned to approve the agenda; Julie Taylor seconded. Motion unanimously approved.

Karen Cronin – yes

Julie Taylor – yes

Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Report on AP English Field Trip to Moab

Brock Cheney, Teacher at Box Elder High School - presented on his AP English class's trip to Moab. The trip put into context a book that they read called *Desert Solitaire: A Season in the Wilderness* by Edward Abbey, which is about a park ranger and his experiences in Moab, UT. Each of his students presented on their experiences of the trip.

ESP Recognitions

Coerina Fife, HR Director, presented each of the following ESP recognitions.

Transportation:

Neil Evans - bus driver
Gary Mortensen - bus driver

Secretarial:

Shanna Hales - Box Elder High School Athletic Director Secretary
Tami Bingham - District Payroll Clerk

Custodial:

Josefina Tejeda-Fernandez - Adele C. Young, Intermediate School
Calvin Larsen - Park Valley School

Child Nutrition:

JoAnn Kimber - Cook/Para - Grouse Creek School
Shantel Higgins - Cook - Box Elder High School

Paraprofessionals:

Alicia Porritt - DLI Para - Garland Elementary
Michelle Warner - Media Aide - Willard Elementary

Public Comment

Melissa Little – Presented comment on school construction plans. She is opposed to the high school expansion. She is opposed to the changes to the grade bands.

Angie Cefalo – Presented comment on school facilities. She requested a survey to gauge public sentiment in each end of the District with regards to school construction.

Mary Ann Cox represented a group of parents (Haley Hemphill, Ashley and Mark Jordan) – Presented commented on school construction. She is opposed to grade band changes and high school expansions.

Don Belnap, a former Board Member in another community – Presented comment on grade bands. He is opposed to changing grade bands.

Laura Wheatley – Presented an update on PTA activities.

Shantae Christensen – Presented comment on grade band changes. She is opposed to changing grade bands.

Action Items

College and Career Readiness Counseling Program (CCRCP) Approval

Ben Wiley, CTE Director, presented on the College and Career Readiness Counseling program. He asked that the Board approve the program for the upcoming year.

Karen Cronin motioned to approved the program, Wade Hyde seconded. The motion passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Closed Session to Discuss Collective Bargaining

Julie Taylor motioned to table the closed session, Bryan Smith second the motion. The motion passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Approval of Negotiation Teams

Coerina Fife, Executive Director of Personnel and Title IX, presented on HB267, public sector unions.

- Public employers will no longer recognize a labor organization as a bargaining agent for public employees and may not enter into collective bargaining contracts.
- Public employers will not enter into a new collective bargaining agreement or renew, extend, or modify an existing collective bargaining agreement.
- It does NOT require that labor organizations be prohibited from continuing to exist.

- It does NOT require that public employers refrain from engaging in ongoing discussions regarding conditions of employment, salary, and benefits with labor organizations.
- It does NOT prohibit public employers from inviting other employee groups to the table.
- It does NOT impact current labor organizations employees from participating in URS.
- It does NOT impact or terminate our current negotiated agreements with Box Elder Administrative Association (BEAA), Box Elder Educator Association (BEEA), and Box Elder Educational Support Professional Association (BEESPA).
- We are committed to employee voice and will continue to seek input by holding...
 - Listening Sessions - Where the agenda will be open, all employees may attend, and the District will listen and respond at a later meeting.
 - Information Sessions - Where information will be provided, including answers from the previously held listening session.
 - Surveys - Faculty and Staff will continue to receive surveys relative to working conditions.
- We want to ensure that all employees have a voice and their feedback will remain vital in decision-making.
- We will seek more involvement from across the District and not only those who are part of an association.

Superintendent Carlsen recommended to table the approval of the negotiation teams due to the impact of HB267. Karen Cronin motioned; Bryan Smith seconded the motion. The motion passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Approval to Add Line Item for Foundation Expenses

Neil Stevens, Business Administrator, presented on the request that the School District cover the supplies and materials expenses of the Box Elder School District Foundation. This will allow 100% of the Foundation assets to be used to benefit students and teachers.

Tiffani Summers motioned that the Board approve the request, Julie Taylor seconded the motion. The motioned passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes

Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Approval of School Land Trust Plans

Keith Mecham & Heidi Jo West, Assistant Superintendents of Curriculum presented on the School Land Trust plans for 2025-26 school year and recommended their approval.

Karen Cronin motioned to approve the School Land Trust plans; Tiffani Summers seconded the motion. Motion passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Information Items

Energy Efficiency of Golden Spike Elementary

Corey Thompson, Facilities Director, and Dave Cox from VCBO presented on the energy efficiency of Golden Spike Elementary. Several Board Members posed questions on the program. Dave Cox provided technical feedback to those questions.

Energy Report

Mike Clark, Energy Specialist, presented an annual report on the energy saving measures that the District has implemented in its buildings. Also, included in the report is the progress that Johnson Controls is making on the energy efficiency appliance retrofit project.

Child Nutrition Report

Neil Stevens, Business Administrator, presented an annual report on the Child Nutrition program. Several Board Members posed questions on the chemical dyes in foods. The program will make efforts to obtain dye-free foods as soon as they are available.

Monthly Financial Report

Neil Stevens, Business Administrator, presented the monthly financial statement. The finances of the District are in a good spot, with collected revenues ahead of budget and expenses trailing the budgeted expenses.

Board Committee Reports

Karen Cronin

- Boys and Girls Club will have their annual fundraiser on June 20th.

- The Garland play included anyone in 5th grade who wanted to participate.
- Discovery Elementary held a music and arts night.
- The Box Elder Chamber of Commerce sponsored the Career Day at both high schools.

Stephanie DeFilippis

- The high school community councils are supportive of expansion plans and moving the 9th grades to the high schools.
- McKinley Elementary had a literacy night.
- North Park Elementary PTA purchased a gaga ball pit, the school supports the PTA well.
- Garland Elementary is piloting the 95% phonic program and also received two new handicap parking stalls.
- Visited the Canyons School District to watch the battle of the books. Wants to bring that program to BESD.

Julie Taylor

- Attended Lake View Community Council. Neil, Keith and Heidi Jo presented the expansion plans, and it was well received.

Danielle Wright

- Attended the Golden Spike Elementary safety and health fair which included a silent auction. Thanks to them for all their hard work.

Tiffani Summers

- Bear River High School's reunification drill and lockdown was very impressive.
- Fielding Elementary PLC is doing great things.

Student Board Member Report

Easton Johnson

- Participated in the USBA conference in January. It was an enjoyable experience to share with his parents.
- Student council elections at the high school have concluded
- Student service projects are on-going
- Graduation preparation is progressing
- There is a post-graduation, District-wide stomp being planned.

Policy Review

First Reading

Policy 1110 Public Participation in Board Meeting

Policy 2150 Buildings and Grounds Security

Policy 3010 Employee Bullying and Hazing

Policy 3060 Accommodations for Employee Religious Belief or Conscience

Policy 3112 Certificated: Job Descriptions
Policy 3126 Certificated: Sickness, Absences and Leaves
Policy 3212 ESP: Paraprofessional Qualifications
Policy 4030 Elementary School Curriculum

Karen Cronin asked clarifying question on Policy 2150 and 3112. No changes to those policies were made. Bryan Smith motioned to approved policies on first reading. Wade Hyde seconded the motion. The motion passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Second Reading

Policy 2032 Procurement of Construction: Construction and School-Site Acquisition Requirements
Policy 2033 Procurement: Education Contractor Oversight
Policy 2034 Procurement: Contracts and Contract Limitations
Policy 3007 Employment: Staff Code of Conduct
Policy 3008 Employee Communication/Addressing Concerns
Policy 3044 Orderly School Termination for Employees
Policy 4135 Dual Enrollment
Policy 4215 Student Notifications
Policy 5294 Student Discipline – Searches

Karen Cronin clarified that under policy 3008 that employees can contact any Board Member without the fear of retaliation or retribution. Superintendent Carlsen invited anyone who has a concern or complaint to speak with school and/or District leadership.

Board Member Cronin stated, regarding Policy 3008, she wants to emphasize that anyone, including any district employee, can contact any elected official, including any school board member, for any reason, including with concerns or ideas, without violating Policy 3008 or any other policy, and without fear of retribution. It was acknowledged by Supt Carlsen that this statement is true, saying “Certainly, nobody is going to get in trouble if they talk to a Board Member.” Asst Supt Mecham stated it would be illegal for the District to have any kind of retribution in a negative way against someone. Board Member Cronin again emphasized that we want people to come forward if they have concerns or ideas. She noted that some feel like they can’t raise concerns for fear of retribution. Board Member Cronin said she is just trying to make sure that this policy (Policy 3008) would not put that in their mind, stating anyone can come forward because it is a matter of free speech coming to talk to a School Board Member, and voicing concern is definitely allowed and not precluded by Policy 3008.

Tiffani Summers motioned to approve the policies on second and final reading. Stephanie DeFilippis seconded the motion. The motion passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Consent Items

Approval of Minutes of the work and regular meetings held on March 12, 2025.

Approval of Claims 51229, 52431-52924, 2031125, 5031025, 7033125, 8033125, 9032025, 9033125, 101475-101487, 1106255,1106302

Personnel

See agenda for details.

Award of BRHS Scoreboard Replacement

See agenda for details

Karen Cronin asked clarifying questions on the BRHS scoreboard award.

Karen Cronin motioned to approve the consent items. Wade Hyde seconded the motion. The motion passed unanimously.

Karen Cronin – yes
Julie Taylor – yes
Tiffani Summer – yes
Danielle Wright – yes
Stephanie DeFilippis – yes
Bryan Smith – yes
Wade Hyde – yes

Suggestions for Future Board Meetings

- Nancy Kennedy to present on the use of lands in the School Land Trusts
- Tour of district office reorganization
- New fiscal year budget for May meeting
- Update on BEHS donors

Upcoming Events

BEHS Graduation - May 27, 2025 at 6:00 pm at Dee Events Center

BRHS Graduation - May 28, 2025 at 8:00 pm at the BRHS Field

Sunrise Graduation - June 12, 2025 at 6:00 pm at BEHS Gymnasium

Adjournment

The meeting adjourned at 9:57 p.m. The next meeting of the Board of Education will be held on Wednesday, May 14, 2025, with a Work Session at 5:30 and a Regular Session at 6:30 p.m., at Alice C. Harris Intermediate School, 515 N 800 W, Tremonton, Utah.

Check Register Summary

Batch Year: 25 Bank: All Date Range: 04/01/2025 - 04/30/2025

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00053510	C	04/10/2025	1	ERIN STEWART	36.15
01	00053511	C	04/10/2025	1	HALEY OR RYAN LUKE	200.00
01	00053512	C	04/10/2025	71552	SARA ALFONSO	49.00
01	00053513	C	04/10/2025	10103	CATHERINE ALLEN	301.00
01	00053514	C	04/10/2025	812477	ALSCO/AMERICAN LINEN	898.64
01	00053515	C	04/10/2025	38040	AMERICAN SIGN LANGUAGE COMMUNICATION	140.00
01	00053516	C	04/10/2025	73369	MACLANE BALLARD	264.32
01	00053517	C	04/10/2025	85738	BEAR RIVER HIGH SCHOOL	2,746.97
01	00053518	C	04/10/2025	102956	BEAR RIVER MENTAL HEALTH	87.08
01	00053519	C	04/10/2025	85768	BEAR RIVER SEWER DEPT	255.50
01	00053520	C	04/10/2025	12033	BOB'S BODY SHOP	1,195.15
01	00053521	C	04/10/2025	73970	BOOST HR & RECRUITING SERVICES, INC	898.00
01	00053522	C	04/10/2025	100913	BORDER STATES INDUSTRIES, INC	4,908.58
01	00053523	C	04/10/2025	72613	TRISHA BOYCE	3,000.00
01	00053524	C	04/10/2025	113116	BRYSON SALES & SERVICE	6,007.49
01	00053525	C	04/10/2025	103056	WESTLEY BURRELL	140.00
01	00053526	C	04/10/2025	123130	CACHE COUNTY SCHOOL DISTRICT	1,774.00
01	00053527	C	04/10/2025	110973	KIM CHRISTENSEN	139.80
01	00053528	C	04/10/2025	73059	DEVONY GAIL CHRISTIANSEN	3,000.00
01	00053529	C	04/10/2025	40363	CIO MEDICAL SERVICES	891.00
01	00053530	C	04/10/2025	61310	LINUS COLYER	140.00
01	00053531	C	04/10/2025	162470	CRUS OIL INC	1,168.81
01	00053532	C	04/10/2025	14958	CULLIGAN	134.30
01	00053533	C	04/10/2025	9717	GLORIA DABB	301.00
01	00053534	C	04/10/2025	72478	DESERT PEAKS PROMO	735.00
01	00053535	C	04/10/2025	67865	IWALANI DIPRIMA	90.00
01	00053536	C	04/10/2025	67873	BROOKE DRAPER	90.00
01	00053537	C	04/10/2025	109514	MICHAEL DRAPER	90.00
01	00053538	C	04/10/2025	72982	KASSIDY AMELIA EAKLE	3,000.00
01	00053539	C	04/10/2025	729332	ECONO WASTE INC	7,436.66
01	00053540	C	04/10/2025	32263	TIFFANY EDDINGTON	760.03
01	00053541	C	04/10/2025	110514	SHAYLYNN EKINS	301.00
01	00053542	C	04/10/2025	64084	ALDER EDUCATION LAW	1,000.00
01	00053543	C	04/10/2025	71668	CHELSEA ESCALANTE	368.39
01	00053544	C	04/10/2025	58955	BECKY EZOLA	538.65
01	00053545	C	04/10/2025	73377	CRYSTAL FAIRBANKS	3,000.00
01	00053546	C	04/10/2025	67407	MALISSA FREEZE	26.22
01	00053547	C	04/10/2025	72052	JORGE GARCIA	90.00
01	00053548	C	04/10/2025	304217	GARLAND CITY	1,081.71
01	00053549	C	04/10/2025	4456	GOLDEN SPIKE ELECTRIC	937.30
01	00053550	C	04/10/2025	324430	GRAYBAR ELECTRIC COMPANY INC	234.64
01	00053551	C	04/10/2025	70505	RYAN GREENE	301.00
01	00053552	C	04/10/2025	66788	OAKLEY HANCOCK	49.00
01	00053553	C	04/10/2025	110559	HARMONY HOME HEALTH LLC	4,070.50
01	00053554	C	04/10/2025	361	INTERMOUNTAIN HEALTHCARE	783.18
01	00053555	C	04/10/2025	111125	IML SECURITY SUPPLY	2,745.26
01	00053556	C	04/10/2025	7757	GERALD JACKMAN	301.00
01	00053557	C	04/10/2025	455120	JACKS TIRE & OIL INC	2,090.98
01	00053558	C	04/10/2025	67644	MICHELLE JENSEN	1,005.48
01	00053559	C	04/10/2025	63142	SHAWN JENSEN	90.72
01	00053560	C	04/10/2025	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	13,137.73
01	00053561	C	04/10/2025	47864	KAYLEEN KRAUS	49.00
01	00053562	C	04/10/2025	57568	LANGUAGE ACCESS NETWORK LLC	77.19
01	00053563	C	04/10/2025	108289	DAVID LEE	301.00
01	00053564	C	04/10/2025	61794	GOGUARDIAN	689.00
01	00053565	C	04/10/2025	58246	LINDE GAS & EQUIPMENT INC	2,386.89
01	00053566	C	04/10/2025	543168	MADDOX RANCH HOUSE	80.27
01	00053567	C	04/10/2025	72044	READ MARSHALL	90.00
01	00053568	C	04/10/2025	110561	MAXIM HEALTHCARE SERVICES INC	596.40
01	00053569	C	04/10/2025	60941	NATALIE MCGUIRE	26.00
01	00053570	C	04/10/2025	8770	KRISTINE MILLETT	49.00
01	00053571	C	04/10/2025	42064	JENNIE MONSEN-HANSEN	550.62

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
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01	00053574	C	04/10/2025	31917	HEATHER MYERS	90.00
01	00053575	C	04/10/2025	22195	BRANDON NELSON	301.00
01	00053576	C	04/10/2025	71331	TASHA NORTON	104.40
01	00053577	C	04/10/2025	66435	OBSERVERTAB, LLC	3,454.64
01	00053578	C	04/10/2025	49859	JACKSON GROUP PETERBILT, INC.	9,687.64
01	00053579	C	04/10/2025	700077	PERRY CITY	266.81
01	00053580	C	04/10/2025	35270	QUADIENT, INC	111.00
01	00053581	C	04/10/2025	732367	RAFT RIVER RURAL	1,817.62
01	00053582	C	04/10/2025	107960	TYLER J RHODES	140.00
01	00053583	C	04/10/2025	110101	MATI RINDERKNECHT	36.00
01	00053584	C	04/10/2025	892645	ROCKY MOUNTAIN POWER	6,159.37
01	00053585	C	04/10/2025	60020	RON KELLER TIRE INC	1,623.73
01	00053586	C	04/10/2025	70831	S & D CARWASH MANAGEMENT LLC	215.91
01	00053587	C	04/10/2025	110789	CORE BUSINESS TECHNOLOGIES (SIP)	39.95
01	00053588	C	04/10/2025	110968	SKY BLUE INDUSTRIES INC	729.74
01	00053589	C	04/10/2025	109177	STATE OF UTAH	148.25
01	00053590	C	04/10/2025	70513	AUSTIN STOREY	301.00
01	00053591	C	04/10/2025	110914	SUPERIOR WATER AND AIR INC	35.95
01	00053592	C	04/10/2025	48186	COREY THOMPSON	49.00
01	00053593	C	04/10/2025	111109	TOM RANDALL DIST	2,736.00
01	00053594	C	04/10/2025	109356	TRANSPORT DIESEL	1,760.45
01	00053595	C	04/10/2025	34614	TREND INTERIORS INC	491.50
01	00053596	C	04/10/2025	8613	ANNE TURNER	26.00
01	00053597	C	04/10/2025	892916	DGO FUEL NETWORK TEAM	48,028.50
01	00053598	C	04/10/2025	63177	VALANT MEDICAL SOLUTIONS, INC	165.00
01	00053599	C	04/10/2025	73768	MIKE WADSWORTH	1,000.00
01	00053600	C	04/10/2025	62510	JESSICA WAITE	320.88
01	00053601	C	04/10/2025	924155	WASTE MGMT OF UTAH INC	7,646.25
01	00053602	C	04/10/2025	68187	CHRIS WEEMS	90.00
01	00053603	C	04/10/2025	110931	WEESE GLASS LLC	604.30
01	00053604	C	04/10/2025	48178	HEIDI JO WEST	301.00
01	00053605	C	04/10/2025	941217	WILLARD CITY CORP	200.00
01	00053606	C	04/10/2025	32840	YOUNG FORD OF BRIGHAM CITY	1,717.11
01	00053607	C	04/10/2025	72389	ANGEL ZAMBRANO	138.32
01	00053608	C	04/10/2025	38032	AMAZON CAPITAL SERVICES INC	16,283.83
01	00053609	C	04/10/2025	106497	APPLE STORE	258.00
01	00053610	C	04/10/2025	70343	BLUUM USA, INC	16,813.93
01	00053611	C	04/10/2025	100913	BORDER STATES INDUSTRIES, INC	4,633.28
01	00053612	C	04/10/2025	31658	BSN SPORTS	2,478.00
01	00053613	C	04/10/2025	73016	CANON U.S.A., INC	859.00
01	00053614	C	04/10/2025	158220	COVER UP	107.89
01	00053615	C	04/10/2025	180241	DEMCO INC	450.03
01	00053616	C	04/10/2025	62235	DEX IMAGING LLC	3,044.36
01	00053617	C	04/10/2025	49956	EDUCATION LOGISTICS, INC	39,758.00
01	00053618	C	04/10/2025	72656	PNC BANK	142.06
01	00053619	C	04/10/2025	109704	FOLLETT SCHOOL SOLUTIONS	36.52
01	00053620	C	04/10/2025	59463	FS.COM INC	184.00
01	00053621	C	04/10/2025	386370	HYKO SUPPLY CO	407.03
01	00053622	C	04/10/2025	45560	LAKESHORE LEARNING MATERIALS	122.55
01	00053623	C	04/10/2025	2917	LATINOS IN ACTION	2,400.00
01	00053624	C	04/10/2025	53082	LEXIA LEARNING SYSTEMS LLC	99.00
01	00053625	C	04/10/2025	633340	OFFICE DEPOT	188.38
01	00053626	C	04/10/2025	110417	RESCO	278.00
01	00053627	C	04/10/2025	54313	SCHOOL SPECIALTY, LLC	1,839.50
01	00053628	C	04/10/2025	44210	SHAFFER FARMS, INC.	19,800.00
01	00053629	C	04/10/2025	157371	STAPLES	4,654.35
01	00053630	C	04/10/2025	111629	WEST MUSIC COMPANY	63.80
01	00053631	C	04/10/2025	40193	WHEELWRIGHT LUMBER COMPANY INC	2,375.60
01	00053632	C	04/17/2025	1	NICHOLAS THORNBURG	141.00
01	00053633	C	04/17/2025	6617	ACME WATER CO	120.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
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01	00053635	C	04/17/2025	14575	AIRMOTIVE SERVICE	140.00
01	00053636	C	04/17/2025	347560	ALICE C HARRIS INTERM SCH	955.39
01	00053637	C	04/17/2025	95835	JASON V BINGHAM	414.00
01	00053638	C	04/17/2025	104338	BOX ELDER HIGH SCHOOL	3,150.00
01	00053639	C	04/17/2025	104348	BOX ELDER MIDDLE SCHOOL	995.69
01	00053640	C	04/17/2025	108217	BRIGHAM CITY CORPORATION	54,007.92
01	00053641	C	04/17/2025	111190	PETER BURT	631.00
01	00053642	C	04/17/2025	109337	VAL CALL	90.00
01	00053643	C	04/17/2025	73016	CANON U.S.A., INC	11,790.27
01	00053644	C	04/17/2025	64017	COPPER CANYON APPAREL	173.80
01	00053645	C	04/17/2025	40363	CIO MEDICAL SERVICES	872.00
01	00053646	C	04/17/2025	8052	MELANIE DAY	414.00
01	00053647	C	04/17/2025	109514	MICHAEL DRAPER	487.69
01	00053648	C	04/17/2025	203737	EAST GROUSE CREEK WATER	675.00
01	00053649	C	04/17/2025	74047	SAMANTHA ELLIOTT	414.00
01	00053650	C	04/17/2025	22985	ENERGYCAP LLC	6,171.54
01	00053651	C	04/17/2025	60950	ROBERT FRANCKOWIAK	69.00
01	00053652	C	04/17/2025	72761	LYNETTE HALTINER	104.10
01	00053653	C	04/17/2025	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	14,897.30
01	00053654	C	04/17/2025	111807	JAMIE KENT	414.00
01	00053655	C	04/17/2025	489240	KENTS MARKET PL/TREMONTON	11.18
01	00053656	C	04/17/2025	107465	KIMBALL MIDWEST	39.30
01	00053657	C	04/17/2025	61328	MARSHALL INDUSTRIES	861.00
01	00053658	C	04/17/2025	111284	ANDREW MILLER	631.00
01	00053659	C	04/17/2025	29858	MOUNTAINLAND SUPPLY COMPANY	9,506.32
01	00053660	C	04/17/2025	44172	NORCO INC	1,601.66
01	00053661	C	04/17/2025	111273	NUCO2 LLC	2,663.36
01	00053662	C	04/17/2025	110378	JESSE THOMAS ROBERTS	414.00
01	00053663	C	04/17/2025	60020	RON KELLER TIRE INC	1,964.86
01	00053664	C	04/17/2025	50369	S & P BRAKE SUPPLY, INC	1,297.28
01	00053665	C	04/17/2025	11274	JONATHAN SMITH	90.00
01	00053666	C	04/17/2025	802087	SNOWVILLE WATERWORKS INC	37.00
01	00053667	C	04/17/2025	820521	STYLISH FABRICS/BERNINA	326.68
01	00053668	C	04/17/2025	102470	THE BOOK TABLE	732.92
01	00053669	C	04/17/2025	852617	TREMONTON CITY CORP	637.50
01	00053670	C	04/17/2025	892964	UTAH STATE TAX COMMISSION	1,506.11
01	00053671	C	04/17/2025	70394	LISA WEEMS	234.89
01	00053672	C	04/17/2025	38032	AMAZON CAPITAL SERVICES INC	9,503.68
01	00053673	C	04/17/2025	110222	BENCHMARK EDUCATION CO	7,500.00
01	00053674	C	04/17/2025	70343	BLUUM USA, INC	3,885.00
01	00053675	C	04/17/2025	51055	BULK BOOKSTORE	2,795.56
01	00053676	C	04/17/2025	230	CAROLINA BIOLOGICAL	181.26
01	00053677	C	04/17/2025	55395	CLASS CREATOR	34,902.00
01	00053678	C	04/17/2025	11517	COMPUNET, INC	3,458.58
01	00053679	C	04/17/2025	100293	DELL INC	1,864.74
01	00053680	C	04/17/2025	180241	DEMCO INC	497.31
01	00053681	C	04/17/2025	2267	EPIC SPORTS INC	188.71
01	00053682	C	04/17/2025	109704	FOLLETT SCHOOL SOLUTIONS	625.00
01	00053683	C	04/17/2025	59463	FS.COM INC	43.00
01	00053684	C	04/17/2025	386370	HYKO SUPPLY CO	5,586.95
01	00053685	C	04/17/2025	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	355.85
01	00053686	C	04/17/2025	102697	INTERCONNECT SERVICES INC	9,581.25
01	00053687	C	04/17/2025	100550	JOSTENS INC	2,609.10
01	00053688	C	04/17/2025	73687	MICRO GROW GREENHOUSE SYSTEMS, INC	1,255.30
01	00053689	C	04/17/2025	586159	MOUNTAIN STATE TEXTBOOK DEP	160.80
01	00053690	C	04/17/2025	699420	PERMA BOUND BOOKS	955.54
01	00053691	C	04/17/2025	110417	RESCO	252.00
01	00053692	C	04/17/2025	48259	RESILITE SPORTS PRODUCTS, INC.	34,037.92
01	00053693	C	04/17/2025	54313	SCHOOL SPECIALTY, LLC	773.81
01	00053694	C	04/17/2025	110873	SOLUTION TREE	6,921.00
01	00053695	C	04/17/2025	157371	STAPLES	895.11

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00053696	C	04/24/2025	1	ANNIE ADAMS	11.30
01	00053697	C	04/24/2025	1	TERESA ROSS	75.75
01	00053698	C	04/24/2025	36784	AMERICAN RED CROSS	329.00
01	00053699	C	04/24/2025	23132	CORY BALLARD	90.00
01	00053700	C	04/24/2025	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	1,632.00
01	00053701	C	04/24/2025	108267	BRIGHAM NORTH FIELD WATER	226.61
01	00053702	C	04/24/2025	24236	BRODY CHEMICAL	297.31
01	00053703	C	04/24/2025	57991	EMILEE BURNHAM	152.66
01	00053704	C	04/24/2025	890740	CENTURYLINK	390.64
01	00053705	C	04/24/2025	60313	DUO GROUP LLC	1,500.00
01	00053706	C	04/24/2025	74063	GREENHOUSE WORKS	297.00
01	00053707	C	04/24/2025	111769	H&H DOORS	2,157.00
01	00053708	C	04/24/2025	32280	BRUCE D HIRSCHI	90.00
01	00053709	C	04/24/2025	361	INTERMOUNTAIN HEALTHCARE	150.38
01	00053710	C	04/24/2025	49026	IVY LANE PEDATRICS	21,861.02
01	00053711	C	04/24/2025	100774	JEPPESEN DISTRIBUTING/JEFF JEPPESEN	22,205.62
01	00053712	C	04/24/2025	62162	LAUNA JULANDER	129.00
01	00053713	C	04/24/2025	14940	CHRISTYN KENDRICK	38.00
01	00053714	C	04/24/2025	489240	KENTS MARKET PL/TREMONTON	180.00
01	00053715	C	04/24/2025	55573	LEAD	125.00
01	00053716	C	04/24/2025	61328	MARSHALL INDUSTRIES	1,730.40
01	00053717	C	04/24/2025	109484	PUBLIC CONSULTING GROUPS INC	5,070.14
01	00053718	C	04/24/2025	892645	ROCKY MOUNTAIN POWER	41,398.71
01	00053719	C	04/24/2025	38024	STEVEN SIMPSON	90.00
01	00053720	C	04/24/2025	44040	LISA SMITH	130.03
01	00053721	C	04/24/2025	55034	UTAH PARENT CENTER, INC	3,699.67
01	00053722	C	04/24/2025	101369	UTAH SCHOOL BOARDS ASSOCIATION	1,430.72
01	00053723	C	04/24/2025	102864	WALKER CINEMAS	672.00
01	00053724	C	04/24/2025	74098	WEBSTER BANK-LOAN OPS	219,132.94
01	00053725	C	04/24/2025	38032	AMAZON CAPITAL SERVICES INC	21,265.93
01	00053726	C	04/24/2025	106497	APPLE STORE	79.00
01	00053727	C	04/24/2025	84960	BEACON METALS INC	1,713.69
01	00053728	C	04/24/2025	70343	BLUUM USA, INC	2,401.99
01	00053729	C	04/24/2025	100913	BORDER STATES INDUSTRIES, INC	6,778.91
01	00053730	C	04/24/2025	73016	CANON U.S.A., INC	9,158.00
01	00053731	C	04/24/2025	100293	DELL INC	2,492.78
01	00053732	C	04/24/2025	74101	DIGITAL SCOREBOARDS, LLC	159,200.00
01	00053733	C	04/24/2025	109704	FOLLETT SCHOOL SOLUTIONS	249.08
01	00053734	C	04/24/2025	386370	HYKO SUPPLY CO	240.22
01	00053735	C	04/24/2025	901150	IMT COMPANIES LLC	17,509.26
01	00053736	C	04/24/2025	102697	INTERCONNECT SERVICES INC	120,255.65
01	00053737	C	04/24/2025	45560	LAKESHORE LEARNING MATERIALS	25,187.33
01	00053738	C	04/24/2025	11894	LIBRARY STORE	1,344.90
01	00053739	C	04/24/2025	60160	MARENEM INC	11,716.60
01	00053740	C	04/24/2025	633340	OFFICE DEPOT	6,313.73
01	00053741	C	04/24/2025	35955	PROMO PLUS	94.00
01	00053742	C	04/24/2025	32590	RELYCO SALES INC	466.32
01	00053743	C	04/24/2025	110417	RESCO	22,149.00
01	00053744	C	04/24/2025	157371	STAPLES	2,154.84
01	00053745	C	04/24/2025	51837	SWEETWATER	5,016.72
01	00053746	C	04/24/2025	110040	WALL 2 WALL	38,719.99
01	00053747	C	04/28/2025	72737	AMERITAS LIFE INSURANCE CORP	3,762.15
01	00053748	C	04/28/2025	999027	B E SCHOOL BOARD FUND	70.00
01	00053749	C	04/28/2025	999024	BOSTON MUTUAL LIFE INS CO - W	501.35
01	00053750	C	04/28/2025	999055	BOX ELDER FOUNDATION	213.00
01	00053751	C	04/28/2025	999023	BOX ELDER SCHOOL DISTRICT	100.00
01	00053752	C	04/28/2025	999033	BUREAU CHILD SUPPORT SERV	1,353.00
01	00053753	C	04/28/2025	65781	DELTA DENTAL INSURANCE COMPANY	33,083.56
01	00053754	C	04/28/2025	999021	ELEVATE CREDIT UNION	7,000.00
01	00053755	C	04/28/2025	999019	EMI HEALTH	381.69
01	00053756	C	04/28/2025	999017	GLOBE LIFE INSURANCE CO	69.12
01	00053757	C	04/28/2025	999035	HORACE MANN INSURANCE COMPANY	29,376.11

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00053758	C	04/28/2025	51080	IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	451.00
01	00053759	C	04/28/2025	999111	MEADE RECOVERY SERVICES LLC	1,580.65
01	00053760	C	04/28/2025	999084	NATIONAL BENEFITS SERVICES LLC	11,257.29
01	00053761	C	04/28/2025	999081	NATIONAL BENEFITS SERVICES LLC	8,383.18
01	00053762	C	04/28/2025	999079	PEHP	782,186.70
01	00053763	C	04/28/2025	999032	PRE-PAID LEGAL SERVICES	1,233.15
01	00053764	C	04/28/2025	999018	THE HARTFORD	20,986.16
01	00053765	C	04/28/2025	999012	UESP	200.00
01	00053766	C	04/28/2025	999007	UTAH EDUCATION ASSOCIATION	5,556.36
01	00053767	C	04/28/2025	999025	UTAH SCHOOL EMPLOYEES ASSOCIATION	7,188.26
01	00053768	C	04/28/2025	999003	UTAH STATE TAX COMMISSION	244,718.40
01	00053769	C	04/28/2025	999004	UTAH STATE TAX COMMISSION	315.80
01	00053770	C	04/28/2025	71110	VOYA FINANCIAL	8,628.56
01	02041425	M	04/14/2025	109177	UTAH DEPARTMENT OF WORKFORCE SERVICES	1,224.62
01	05041025	M	04/10/2025	888540	US BANK	494,689.82
01	07043025	M	04/28/2025	999070	HEALTH EQUITY INC	156,247.12
01	08043025	M	04/28/2025	999005	UTAH STATE RETIREMENT FUND	1,544,620.46
01	09041825	M	04/28/2025	999140	BANK OF UTAH	207,959.01
01	09043025	M	04/28/2025	999140	BANK OF UTAH	1,318,279.25
Total Bank: 01						\$6,209,484.79
02	00101488	C	04/10/2025	106497	APPLE STORE	1,316.00
02	00101489	C	04/10/2025	85738	BEAR RIVER HIGH SCHOOL	10,000.00
02	00101490	C	04/10/2025	891181	UTAH STATE UNIVERSITY/BRIGHAM CAMPUS	5,000.00
02	00101491	C	04/17/2025	106497	APPLE STORE	658.00
Total Bank: 02						\$16,974.00
11	01106340	A	04/10/2025	54828	MCKENZIE ANDERSON	109.00
11	01106341	A	04/10/2025	104132	BEAZER LOCK & KEY	123.49
11	01106342	A	04/10/2025	101520	BELL JANITORIAL	138.67
11	01106343	A	04/10/2025	64467	DAVE BINGHAM	49.00
11	01106344	A	04/10/2025	48011	GAILE BINGHAM	108.20
11	01106345	A	04/10/2025	60933	MICHAEL BIRD	134.00
11	01106346	A	04/10/2025	107376	KAYLENE BOND	36.00
11	01106347	A	04/10/2025	49476	MICHAEL BOWEN	178.00
11	01106348	A	04/10/2025	18384	CRISTINA BRADSHAW	48.20
11	01106349	A	04/10/2025	102177	BRADY INDUSTRIES LLC	20.62
11	01106350	A	04/10/2025	39616	JOHN BRYAN	59.00
11	01106351	A	04/10/2025	106437	CARSON ELEVATOR CO INC	352.47
11	01106352	A	04/10/2025	66958	CDW GOVERNMENT, LLC	28,447.50
11	01106353	A	04/10/2025	31380	JOSE M CEDILLO	283.00
11	01106354	A	04/10/2025	134250	CEM SALES & SERVICE	1,105.67
11	01106355	A	04/10/2025	53473	CHARLIE'S PRODUCE	5,013.90
11	01106356	A	04/10/2025	103095	KISHA C COLLOM	48.20
11	01106357	A	04/10/2025	69868	ARCHER CRAWFORD	97.00
11	01106358	A	04/10/2025	60500	DOABLE WELLNESS	7,750.00
11	01106359	A	04/10/2025	107656	DWA CONSTRUCTION INC	71,921.32
11	01106360	A	04/10/2025	66265	CURTIS EGBERT	49.00
11	01106361	A	04/10/2025	728870	ENBRIDGE GAS UTAH	52,592.03
11	01106362	A	04/10/2025	106815	MAILEE FORREST	46.00
11	01106363	A	04/10/2025	46116	ROBERT GORDON	534.08
11	01106364	A	04/10/2025	67059	TRENA GREGORY	38.08
11	01106365	A	04/10/2025	36706	MONICA GROVER	48.20
11	01106366	A	04/10/2025	56480	ANDRIA HANSEN	39.60
11	01106367	A	04/10/2025	64866	JACOB HANSEN	178.00
11	01106368	A	04/10/2025	72850	KANONI HARRIS	48.20
11	01106369	A	04/10/2025	40320	JACINDA HEYDER	61.20
11	01106370	A	04/10/2025	110864	JEFF HUNT	98.20
11	01106371	A	04/10/2025	56669	SHEA L JENSEN	25.20
11	01106372	A	04/10/2025	43346	JOHN JOHNSON	25.20
11	01106373	A	04/10/2025	110088	MICHAEL JOHNSON	25.20
11	01106374	A	04/10/2025	68640	BRIANNA JONES	25.20
11	01106375	A	04/10/2025	35289	NELDON KAPP	25.20
11	01106376	A	04/10/2025	27243	KELLY SERVICES INC	30,090.00

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11	01106377	A	04/10/2025	52493	ROBERT KENNER	82.20
11	01106378	A	04/10/2025	493170	STEVEN G KIMBER	25.20
11	01106379	A	04/10/2025	59129	DESI LARSEN	742.14
11	01106380	A	04/10/2025	21610	STEVE LEGGETT	31.00
11	01106381	A	04/10/2025	72842	MONTANAELA LOFTISS	309.00
11	01106382	A	04/10/2025	72486	CORY LOPEZ	25.20
11	01106383	A	04/10/2025	40312	SHAILA MCCLURE	47.00
11	01106384	A	04/10/2025	67075	RACHEL MCCULLOUGH	108.00
11	01106385	A	04/10/2025	49999	BILLY MCFARLAND	72.00
11	01106386	A	04/10/2025	111457	KEITH MECHAM	878.20
11	01106387	A	04/10/2025	10936	JONI MITCHELL	48.20
11	01106388	A	04/10/2025	43982	MIKE MOORE	553.32
11	01106389	A	04/10/2025	25640	RAMONA MORA	48.20
11	01106390	A	04/10/2025	56103	KARA MORRIS	117.00
11	01106391	A	04/10/2025	67032	GARY MORTENSEN	59.00
11	01106392	A	04/10/2025	54356	MARISSA NELSON	74.20
11	01106393	A	04/10/2025	21962	MARK NELSON	71.20
11	01106394	A	04/10/2025	35718	O C TANNER RECOGNITION COMPANY	115.47
11	01106395	A	04/10/2025	23817	CYNTHIA A PAGE	25.20
11	01106396	A	04/10/2025	69418	SHANE PAGE	25.20
11	01106397	A	04/10/2025	71439	PILOT THOMAS LOGISTICS, LLC	20,998.33
11	01106398	A	04/10/2025	55930	MCKELLEN RADER	83.00
11	01106399	A	04/10/2025	108310	RANDY RASMUSSEN	301.00
11	01106400	A	04/10/2025	45349	LADAWN RICHINS	60.00
11	01106401	A	04/10/2025	47325	RIVERSIDE INSIGHTS	15,523.20
11	01106402	A	04/10/2025	65846	PIPER ROPER	37.00
11	01106403	A	04/10/2025	58858	ANNA SHERMAN	214.00
11	01106404	A	04/10/2025	63304	KAYLEE SILVESTER	216.07
11	01106405	A	04/10/2025	58866	RACHEL SMITH	224.00
11	01106406	A	04/10/2025	69876	MARTIN SOHOLT	73.20
11	01106407	A	04/10/2025	102033	SCOTT STAHELI	46.00
11	01106408	A	04/10/2025	6009	IRLANDA STEVENS	163.08
11	01106409	A	04/10/2025	59706	TRINI TRACY	36.00
11	01106410	A	04/10/2025	852290	SANDIE TRAPP	48.20
11	01106411	A	04/10/2025	100590	WAXIE SANITARY SUPPLY	10,289.95
11	01106412	A	04/10/2025	28150	KARIE WEAVER	71.20
11	01106413	A	04/10/2025	40002	MAURY WHEATLEY	48.20
11	01106414	A	04/10/2025	69442	TRINA WINNINGHAM	318.40
11	01106415	A	04/10/2025	63940	LESLIE YOUNG	46.00
11	01106416	A	04/17/2025	105301	CACHE VALLEY ELECTRIC INC	776.00
11	01106417	A	04/17/2025	66958	CDW GOVERNMENT, LLC	2,700.00
11	01106418	A	04/17/2025	53473	CHARLIE'S PRODUCE	1,339.36
11	01106419	A	04/17/2025	107656	DWA CONSTRUCTION INC	27,705.61
11	01106420	A	04/17/2025	322776	GRAINGERS INC	24.32
11	01106421	A	04/17/2025	27243	KELLY SERVICES INC	74,647.00
11	01106422	A	04/17/2025	109964	MIDGLEY HUBER INC	1,507.16
11	01106423	A	04/17/2025	65846	PIPER ROPER	28.13
11	01106424	A	04/17/2025	803050	SHI INTERNATIONAL CORP	42.37
11	01106425	A	04/17/2025	12688	SYSCO	234,698.89
11	01106426	A	04/17/2025	47686	TNT ENGRAVING	320.00
11	01106427	A	04/17/2025	100590	WAXIE SANITARY SUPPLY	1,436.00
11	01106428	A	04/24/2025	109024	ARBITERPAY TRUST ACCOUNT	6,000.00
11	01106429	A	04/24/2025	101520	BELL JANITORIAL	639.85
11	01106430	A	04/24/2025	105301	CACHE VALLEY ELECTRIC INC	93,755.65
11	01106431	A	04/24/2025	70939	CAMFIL USA, INC	1,819.48
11	01106432	A	04/24/2025	134250	CEM SALES & SERVICE	3,922.98
11	01106433	A	04/24/2025	53473	CHARLIE'S PRODUCE	1,176.57
11	01106434	A	04/24/2025	43214	SHERRI HARPER	65.25
11	01106435	A	04/24/2025	27243	KELLY SERVICES INC	1,938.00
11	01106436	A	04/24/2025	100590	WAXIE SANITARY SUPPLY	2,184.25
Total Bank: 11						\$708,952.46

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
15	00000273	C	04/08/2025	111656	SCHOLASTIC BOOK FAIRS	468.03
15	00000274	C	04/08/2025	38032	AMAZON CAPITAL SERVICES INC	818.00
15	00000275	C	04/08/2025	62235	DEX IMAGING LLC	912.20
15	00000276	C	04/08/2025	157371	STAPLES	52.96
15	00000277	C	04/15/2025	85738	BEAR RIVER HIGH SCHOOL	73.00
15	00000278	C	04/15/2025	45500	BOX ELDER SCHOOL DISTRICT	378.40
15	00000279	C	04/15/2025	14958	CULLIGAN	139.95
15	00000280	C	04/15/2025	17493	FINE ARTS CENTER	395.00
15	00000281	C	04/15/2025	489240	KENTS MARKET PL/TREMONTON	169.64
15	00000282	C	04/15/2025	66834	MOUNTAIN VALLEY PRINTING	57.00
15	00000283	C	04/15/2025	17680	WORLD'S FINEST CHOCOLATE	14,499.00
15	00000284	C	04/15/2025	38032	AMAZON CAPITAL SERVICES INC	1,597.13
15	00000285	C	04/15/2025	633340	OFFICE DEPOT	645.58
15	00000286	C	04/15/2025	73903	SPORT RESOURCE GROUP, INC	5,940.00
15	00000287	C	04/22/2025	45500	BOX ELDER SCHOOL DISTRICT	600.12
15	00000288	C	04/22/2025	702688	PETTY CASH	80.00
15	00000289	C	04/22/2025	38032	AMAZON CAPITAL SERVICES INC	4,261.84
15	00000290	C	04/22/2025	633340	OFFICE DEPOT	324.57
Total Bank: 15						\$31,412.42
29	16800605	C	04/07/2025	698980	PEPSI COLA OF OGDEN	3,875.00
29	16800606	C	04/08/2025	104321	BOX ELDER SCHOOL DISTRICT	285.00
29	16800607	C	04/09/2025	489240	KENTS MARKET PL/TREMONTON	200.85
29	16800608	C	04/16/2025	5223	SWIRE COCA-COLA	3,991.26
29	16800609	C	04/24/2025	7242	PINNEAE GREENHOUSES	826.20
Total Bank: 29						\$9,178.31
33	30403166	C	04/09/2025	38032	AMAZON CAPITAL SERVICES INC	2,240.05
33	30403167	C	04/09/2025	327480	GREER'S HARDWARE	690.00
33	30403168	C	04/09/2025	489240	KENTS MARKET PL/TREMONTON	853.71
33	30403169	C	04/09/2025	769715	SAM'S CLUB BUSINESS PAYMENTS	267.31
33	30403170	C	04/09/2025	5908	WALMART COMMUNITY	74.82
33	30403171	C	04/15/2025	104321	BOX ELDER SCHOOL DISTRICT	394.20
33	30403172	C	04/18/2025	1	TAMI MUNNS	50.00
33	30403173	C	04/18/2025	38032	AMAZON CAPITAL SERVICES INC	206.60
33	30403174	C	04/18/2025	106895	BADGER SCREEN PRINTING CO	68.95
33	30403175	C	04/24/2025	38032	AMAZON CAPITAL SERVICES INC	2,733.68
33	30403176	C	04/24/2025	104321	BOX ELDER SCHOOL DISTRICT	2,354.00
33	30403177	C	04/24/2025	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	1,595.00
33	30403178	C	04/24/2025	109248	J W PEPPER MUSIC	55.00
33	30403179	C	04/24/2025	3549	JONES SCHOOL SUPPLY CO, INC.	490.61
33	30403180	C	04/29/2025	38032	AMAZON CAPITAL SERVICES INC	1,873.61
33	30403181	C	04/29/2025	104321	BOX ELDER SCHOOL DISTRICT	1,352.00
33	30403182	C	04/29/2025	230	CAROLINA BIOLOGICAL	53.94
33	30403183	C	04/29/2025	16535	VEX ROBOTICS	259.08
Total Bank: 33						\$15,612.56

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
34	30803771	C	04/14/2025	71242	IRON GATE CATERING	1,740.00
34	30803772	C	04/24/2025	1	BROOKE THOMAS	8.89
34	30803773	C	04/24/2025	1	CHRIS HERNANDEZ	8.00
34	30803774	C	04/24/2025	1	ELIZABETH CLAVELL	16.10
34	30803775	C	04/24/2025	1	JILL TOONE	10.00
34	30803776	C	04/24/2025	1	LILLY BROPHY	19.55
34	30803777	C	04/24/2025	347560	ALICE C HARRIS INTERM SCH	6.45
34	30803778	C	04/24/2025	38032	AMAZON CAPITAL SERVICES INC	3,897.97
34	30803779	C	04/24/2025	104321	BOX ELDER SCHOOL DISTRICT	517.24
34	30803780	C	04/24/2025	104321	BOX ELDER SCHOOL DISTRICT	773.81
34	30803781	C	04/24/2025	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	510.00
34	30803782	C	04/24/2025	109248	J W PEPPER MUSIC	442.98
34	30803783	C	04/24/2025	633340	OFFICE DEPOT	366.27
34	30803784	C	04/24/2025	11711	SOUTHWEST STRINGS	318.74
34	30803785	C	04/24/2025	822122	SUMMERHAYS MUSIC CENTER	49.99
34	30803786	C	04/28/2025	38032	AMAZON CAPITAL SERVICES INC	55.57
34	30803787	C	04/28/2025	71242	IRON GATE CATERING	1,596.00
Total Bank: 34						\$10,337.56
35	40403427	C	04/14/2025	1724	ACE HARDWARE TREMONTON	89.47
35	40403428	C	04/14/2025	38032	AMAZON CAPITAL SERVICES INC	305.88
35	40403429	C	04/14/2025	104321	BOX ELDER SCHOOL DISTRICT	430.50
35	40403430	C	04/14/2025	304218	GARLAND SCHOOL	25.00
35	40403431	C	04/14/2025	327480	GREER'S HARDWARE	110.96
35	40403432	C	04/14/2025	103961	INTERMOUNTAIN WOOD PRODUCTS	1,100.71
35	40403433	C	04/14/2025	489240	KENTS MARKET PL/TREMONTON	446.92
35	40403434	C	04/14/2025	110914	SUPERIOR WATER AND AIR INC	39.95
35	40403435	C	04/15/2025	104321	BOX ELDER SCHOOL DISTRICT	73.52
Total Bank: 35						\$2,622.91
36	40804614	CV	04/09/2025	1	NICOLE PEREA	-57.13
36	40804622	CV	04/09/2025	1	BUNNIE CLIFFORD	-55.25
36	40804651	CV	04/09/2025	1	MELISSA MURPHY	-5.00
36	40804724	C	04/11/2025	104338	BOX ELDER HIGH SCHOOL	634.00
36	40804725	C	04/11/2025	1	KALISA LISH	17.00
36	40804726	C	04/11/2025	112046	ACE HARDWARE - BRIGHAM	53.98
36	40804727	C	04/11/2025	38032	AMAZON CAPITAL SERVICES INC	247.89
36	40804728	C	04/11/2025	104338	BOX ELDER HIGH SCHOOL	4,268.00
36	40804729	C	04/11/2025	104321	BOX ELDER SCHOOL DISTRICT	7,767.00
36	40804730	C	04/11/2025	109248	J W PEPPER MUSIC	20.00
36	40804731	C	04/11/2025	489250	KENTS MARKET PL/BRIGHAM	105.26
36	40804732	C	04/11/2025	104992	PRINT SHOP	181.25
36	40804733	C	04/11/2025	10731	SMITH'S CUSTOMER CHARGES	3.69
36	40804734	C	04/11/2025	5908	WALMART COMMUNITY	751.14
36	40804735	C	04/15/2025	104321	BOX ELDER SCHOOL DISTRICT	2,263.36
36	40804736	C	04/22/2025	1	ARACELI ALVAREZ LUNA	80.00
36	40804737	C	04/22/2025	38032	AMAZON CAPITAL SERVICES INC	171.66
36	40804738	C	04/22/2025	13021	ROGUE FITNESS	740.00
36	40804739	C	04/22/2025	27383	UTAH RESTAURANT ASSOCIATION	15.00
36	40804740	C	04/25/2025	38032	AMAZON CAPITAL SERVICES INC	374.44
36	40804741	C	04/25/2025	104321	BOX ELDER SCHOOL DISTRICT	7.00
36	40804742	C	04/25/2025	4901	NASSP	385.00
36	40804743	C	04/25/2025	19879	HAL LEONARD LLC	118.73
36	40804744	C	04/29/2025	38032	AMAZON CAPITAL SERVICES INC	233.97
36	40804745	C	04/29/2025	158220	COVER UP	12.82
36	40804746	C	04/29/2025	5908	WALMART COMMUNITY	197.69
Total Bank: 36						\$18,531.50
37	70415264	C	04/08/2025	1	JULIE BOYER	200.00
37	70415265	C	04/08/2025	1724	ACE HARDWARE TREMONTON	321.25
37	70415266	C	04/08/2025	56170	BINGHAM PARTY RENTALS LLC	1,623.00
37	70415267	C	04/08/2025	106055	BLICK ART MATERIALS	146.98
37	70415268	C	04/08/2025	104321	BOX ELDER SCHOOL DISTRICT	3,591.00
37	70415269	C	04/08/2025	4790	HOME DEPOT CREDIT SERVICE	573.82

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37	70415270	C	04/08/2025	4871	LOGAN HIGH SCHOOL	200.00
37	70415271	C	04/08/2025	111030	LOWE'S	3,047.88
37	70415272	C	04/08/2025	698980	PEPSI-COLA OF OGDEN	414.00
37	70415273	C	04/08/2025	7242	PINNEAE GREENHOUSES	826.20
37	70415274	C	04/08/2025	60291	RENEGADE RENTALS LLC	854.20
37	70415275	C	04/08/2025	5193	STEVE REGAN CO	170.70
37	70415276	C	04/08/2025	110914	SUPERIOR WATER AND AIR INC	40.00
37	70415277	C	04/08/2025	830460	TACO TIME/TREMONTON	45.00
37	70415278	C	04/08/2025	69035	TITAN SPORTING GOODS	3,575.00
37	70415279	C	04/08/2025	72435	TWISTED SUGAR TREMONTON	668.42
37	70415280	C	04/08/2025	16535	VEX ROBOTICS	822.70
37	70415281	C	04/10/2025	38032	AMAZON CAPITAL SERVICES INC	1,915.56
37	70415282	C	04/10/2025	104338	BOX ELDER HIGH SCHOOL	875.00
37	70415283	C	04/10/2025	31658	BSN SPORTS	10,549.74
37	70415284	C	04/10/2025	6742	CLARION SUITES	2,856.86
37	70415285	C	04/10/2025	327480	GREER'S HARDWARE	279.77
37	70415286	C	04/10/2025	489240	KENTS MARKET PL/TREMONTON	5,476.24
37	70415287	C	04/10/2025	35963	SHAUN D CHRISTENSEN	900.00
37	70415288	C	04/10/2025	67776	SO SIMPLY SWEET CO	225.00
37	70415289	C	04/10/2025	55328	T & J HORSE TRAILER INC.	1,579.73
37	70415290	C	04/10/2025	65382	THE VW PHOTO BUS	630.00
37	70415291	C	04/15/2025	74039	MORGAN BASS	100.00
37	70415292	C	04/15/2025	104321	BOX ELDER SCHOOL DISTRICT	14,494.55
37	70415293	C	04/15/2025	40363	CIO MEDICAL SERVICES	920.00
37	70415294	C	04/15/2025	59986	EASTERN OREGON UNIVERSITY	500.00
37	70415295	C	04/15/2025	28991	FAMILY CAREER AND COMMUNITY LEADERS OF	1,377.00
37	70415296	C	04/15/2025	74020	HILTON ORLANDO	2,133.00
37	70415297	C	04/15/2025	51977	HONEYBUCKET	521.00
37	70415298	C	04/15/2025	51187	METALMART INC.	2,628.42
37	70415299	C	04/15/2025	66834	MOUNTAIN VALLEY PRINTING	5,101.00
37	70415300	C	04/15/2025	71838	UNIVERSAL CHEER ASSOCIATION	100.00
37	70415301	C	04/17/2025	41041	CEDAR VALLEY HIGH SCHOOL	300.00
37	70415302	C	04/17/2025	38032	AMAZON CAPITAL SERVICES INC	1,507.66
37	70415303	C	04/17/2025	61344	KREDO, INC	1,041.65
37	70415304	C	04/17/2025	230	CAROLINA BIOLOGICAL	1,008.94
37	70415305	C	04/17/2025	52140	EAGLE MOUNTAIN GOLF COURSE	340.00
37	70415306	C	04/17/2025	47635	EPIC PRODUCTIONS LLC	500.00
37	70415307	C	04/17/2025	16314	HOSA-FUTURE HEALTH PROFESSIONALS	210.00
37	70415308	C	04/17/2025	58084	SAUNDERS TOURS	28,953.00
37	70415309	C	04/17/2025	67776	SO SIMPLY SWEET CO	762.00
37	70415310	C	04/17/2025	7528	UMEA	250.00
37	70415311	C	04/17/2025	20494	UTAH HOSA	650.00
37	70415312	C	04/22/2025	71218	7TH SOUTH DESIGNS, LLC	33.00
37	70415313	C	04/22/2025	14109	ALLAN PLANT CO	6,156.00
37	70415314	C	04/22/2025	67121	TROY MECHAM	150.00
37	70415315	C	04/22/2025	85738	BEAR RIVER HIGH SCHOOL	410.00
37	70415315	CV	04/23/2025	85738	BEAR RIVER HIGH SCHOOL	-410.00
37	70415316	C	04/22/2025	158220	COVER UP	110.00
37	70415317	C	04/22/2025	1627	DOMINO'S PIZZA / TREMONTON	693.83
37	70415318	C	04/22/2025	42323	DUTCH MILL BULBS INC	370.50
37	70415319	C	04/22/2025	47317	HOFFMAN AL BREEDERS, INC.	75.00
37	70415320	C	04/22/2025	46965	LITTLE REDS LLC	245.00
37	70415321	C	04/22/2025	4871	LOGAN HIGH SCHOOL	280.00
37	70415322	C	04/22/2025	74110	JANINE SIMMONS	240.00
37	70415323	C	04/22/2025	58084	SAUNDERS TOURS	500.00
37	70415324	C	04/22/2025	5193	STEVE REGAN CO	88.42
37	70415325	C	04/24/2025	1	DANIELLE SMITH	50.00
37	70415326	C	04/24/2025	66559	ALLTEAM SPORTSWEAR	9,697.25
37	70415327	C	04/24/2025	38032	AMAZON CAPITAL SERVICES INC	2,651.31
37	70415328	C	04/24/2025	52140	EAGLE MOUNTAIN GOLF COURSE	290.00
37	70415329	C	04/24/2025	286060	FLINN SCIENTIFIC	1,012.70
37	70415330	C	04/24/2025	361	INTERMOUNTAIN HEALTHCARE	8,350.00

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37	70415331	C	04/24/2025	3549	JONES SCHOOL SUPPLY CO, INC.	484.16
37	70415332	C	04/24/2025	51187	METALMART INC.	2,987.45
37	70415333	C	04/24/2025	702688	PETTY CASH	410.00
37	70415334	C	04/24/2025	67326	PIZZA PLUS OF TREMONTON	1,305.18
37	70415335	C	04/24/2025	999004	UTAH STATE TAX COMMISSION	606.85
37	70415336	C	04/29/2025	1	BAYLEE LAYTON	195.00
37	70415337	C	04/29/2025	65048	AKTIVATE	375.00
37	70415338	C	04/29/2025	4790	HOME DEPOT CREDIT SERVICE	2,177.64
37	70415339	C	04/29/2025	70360	JERROD CALHOUN BASKETBALL CAMP, LLC	600.00
37	70415340	C	04/29/2025	66834	MOUNTAIN VALLEY PRINTING	966.45
37	70415341	C	04/29/2025	4910	NATIONAL FFA ORGANIZATION	549.25
37	70415342	C	04/29/2025	633340	OFFICE DEPOT	3,061.76
37	70415343	C	04/29/2025	5029	ROY HIGH SCHOOL	235.00
37	70415344	C	04/29/2025	769715	SAM'S CLUB BUSINESS PAYMENTS	3,879.53
37	70415345	C	04/29/2025	5908	WALMART COMMUNITY	174.86
37	70415346	C	04/29/2025	32824	YES PRINT COPY N MORE, LLC	18.75
Total Bank: 37						\$154,826.16
38	70814643	CV	04/21/2025	71390	JOEL NAVA PHOTOGRAPHY	-462.24
38	70814824	CV	04/21/2025	804825	SUNRISE HIGH SCHOOL	-48.00
38	70814860	CV	04/22/2025	71900	UTAH DEBATE COACHES ASSOCIATION	-37.00
38	70815080	CV	04/17/2025	100550	JOSTENS INC	-287.00
38	70815338	C	04/10/2025	38032	AMAZON CAPITAL SERVICES INC	441.00
38	70815339	C	04/10/2025	72427	BEAR RIVER FLORAL	154.45
38	70815340	C	04/10/2025	109415	BEAR RIVER CO-OP	8,500.00
38	70815341	C	04/10/2025	45500	BOX ELDER SCHOOL DISTRICT	542.40
38	70815342	C	04/10/2025	53457	BLACK STITCH LLC	100.00
38	70815343	C	04/10/2025	106055	BLICK ART MATERIALS	58.50
38	70815344	C	04/10/2025	104321	BOX ELDER SCHOOL DISTRICT	58.90
38	70815345	C	04/10/2025	104321	BOX ELDER SCHOOL DISTRICT	50.00
38	70815346	C	04/10/2025	111598	MARIANNE BREITENBEKER	49.00
38	70815347	C	04/10/2025	41122	ANGELIKA BREWER	300.00
38	70815348	C	04/10/2025	31658	BSN SPORTS	5,234.24
38	70815349	C	04/10/2025	64017	COPPER CANYON APPAREL	1,658.45
38	70815350	C	04/10/2025	109652	DREWES FLORAL & GIFTS	59.00
38	70815351	C	04/10/2025	37672	EWELL EDUCATIONAL SERVICES INC	215.00
38	70815352	C	04/10/2025	28991	FAMILY CAREER AND COMMUNITY LEADERS OF	3,021.00
38	70815353	C	04/10/2025	73130	GOOSE IT LACROSSE LLC	116.00
38	70815354	C	04/10/2025	102697	INTERCONNECT SERVICES INC	7,101.95
38	70815355	C	04/10/2025	109248	J W PEPPER MUSIC	8.00
38	70815356	C	04/10/2025	50601	JUAB HIGH SCHOOL	75.00
38	70815357	C	04/10/2025	55255	KW STRIPING	900.00
38	70815358	C	04/10/2025	73890	LEAGUE OUTFITTERS, LLC	1,051.25
38	70815359	C	04/10/2025	25119	SIZZLING PLATTER	307.56
38	70815360	C	04/10/2025	4871	LOGAN HIGH SCHOOL	200.00
38	70815361	C	04/10/2025	4880	WURTH LOUIS & COMPANY	398.02
38	70815362	C	04/10/2025	73920	M-X INSULATION, LLC	1,556.00
38	70815363	C	04/10/2025	543168	MADDOX RANCH HOUSE	165.75
38	70815364	C	04/10/2025	1694	MCMASTER CARR	18.41
38	70815365	C	04/10/2025	66834	MOUNTAIN VALLEY PRINTING	40.00
38	70815366	C	04/10/2025	10804	MUSIC THEATRE INTERNATIONAL	2,084.65
38	70815367	C	04/10/2025	4910	NATIONAL FFA ORGANIZATION	606.50
38	70815368	C	04/10/2025	44172	NORCO INC	2,018.82
38	70815369	C	04/10/2025	4979	O'REILLY AUTOMOTIVE	83.76
38	70815370	C	04/10/2025	111637	OASIS STAGE WERKS	450.00
38	70815371	C	04/10/2025	7242	PINNEAE GREENHOUSES	16.80
38	70815372	C	04/10/2025	104992	PRINT SHOP	144.00
38	70815373	C	04/10/2025	60097	RALLY ATHLETIC BAGS	780.00
38	70815374	C	04/10/2025	5070	SAVON	800.00
38	70815375	C	04/10/2025	10731	SMITH'S CUSTOMER CHARGES	354.68
38	70815376	C	04/10/2025	19488	T SHIRT CHOP SHOP	1,068.00
38	70815377	C	04/10/2025	47686	TNT ENGRAVING	36.00
38	70815378	C	04/10/2025	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	100.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70815379	C	04/10/2025	7536	GAME ONE	145.51
38	70815380	C	04/10/2025	40193	WHEELWRIGHT LUMBER COMPANY INC	8,191.63
38	70815381	C	04/17/2025	112046	ACE HARDWARE - BRIGHAM	37.98
38	70815382	C	04/17/2025	38032	AMAZON CAPITAL SERVICES INC	3,523.80
38	70815383	C	04/17/2025	58211	ARTS PEOPLE	482.13
38	70815384	C	04/17/2025	45500	BOX ELDER SCHOOL DISTRICT	650.00
38	70815385	C	04/17/2025	104321	BOX ELDER SCHOOL DISTRICT	7,077.00
38	70815386	C	04/17/2025	104321	BOX ELDER SCHOOL DISTRICT	4,675.74
38	70815387	C	04/17/2025	108217	BRIGHAM CITY CORPORATION	280.00
38	70815388	C	04/17/2025	31658	BSN SPORTS	619.49
38	70815389	C	04/17/2025	40363	CIO MEDICAL SERVICES	1,302.00
38	70815390	C	04/17/2025	102017	DAVIS HIGH SCHOOL	500.00
38	70815391	C	04/17/2025	107267	DOMINO'S PIZZA / BRIGHAM	151.47
38	70815392	C	04/17/2025	103987	EWING IRRIGATION	514.80
38	70815393	C	04/17/2025	30880	HOME 2 SUITES - MURRAY	3,456.60
38	70815394	C	04/17/2025	51977	HONEYBUCKET	390.00
38	70815395	C	04/17/2025	103961	INTERMOUNTAIN WOOD PRODUCTS	1,550.59
38	70815396	C	04/17/2025	69256	JFS WHOLESALE	574.20
38	70815397	C	04/17/2025	25119	SIZZLING PLATTER	56.93
38	70815398	C	04/17/2025	5029	ROY HIGH SCHOOL	120.00
38	70815399	C	04/17/2025	73997	SOTOS DRYWALL SOLUTIONS LLC	1,200.00
38	70815400	C	04/17/2025	6149	THE LOGO SHOP	2,423.10
38	70815401	C	04/17/2025	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	50.00
38	70815402	C	04/17/2025	14273	VIEWMONT HIGH SCHOOL	170.00
38	70815403	C	04/17/2025	73440	WHITE ROCK RENTAL	130.00
38	70815404	C	04/17/2025	60364	GRAY LINE OF TENNESSEE	3,404.45
38	70815405	C	04/17/2025	100550	JOSTENS INC	287.00
38	70815406	C	04/22/2025	104321	BOX ELDER SCHOOL DISTRICT	23,035.86
38	70815407	C	04/23/2025	104321	BOX ELDER SCHOOL DISTRICT	7,361.08
38	70815408	C	04/28/2025	1	AMBER JACKSON	20.00
38	70815409	C	04/28/2025	1	LAYNE HUFF	59.00
38	70815410	C	04/28/2025	112046	ACE HARDWARE - BRIGHAM	237.34
38	70815411	C	04/28/2025	38032	AMAZON CAPITAL SERVICES INC	6,346.75
38	70815412	C	04/28/2025	109415	BEAR RIVER CO-OP	300.00
38	70815413	C	04/28/2025	23698	BIO CORPORATION	445.24
38	70815414	C	04/28/2025	53457	BLACK STITCH LLC	315.00
38	70815415	C	04/28/2025	108249	BRIGHAM IMPLEMENT CO	64.90
38	70815416	C	04/28/2025	74080	BRUSH BROTHERS PAINTING, INC	1,340.00
38	70815417	C	04/28/2025	31658	BSN SPORTS	1,853.26
38	70815418	C	04/28/2025	64017	COPPER CANYON APPAREL	128.00
38	70815419	C	04/28/2025	107267	DOMINO'S PIZZA / BRIGHAM	385.93
38	70815420	C	04/28/2025	22756	JENNIFER JOHNSON	210.00
38	70815421	C	04/28/2025	109652	DREWES FLORAL & GIFTS	62.00
38	70815422	C	04/28/2025	37672	EWELL EDUCATIONAL SERVICES INC	392.00
38	70815423	C	04/28/2025	74160	HAMPTON INN ORLANDO INTERNATIONAL DRIVE	2,835.00
38	70815424	C	04/28/2025	4839	INTSEL STEEL WEST LLC	900.20
38	70815425	C	04/28/2025	474162	JOSTENS	376.00
38	70815426	C	04/28/2025	4871	LOGAN HIGH SCHOOL	280.00
38	70815427	C	04/28/2025	47007	SPANISH FORK HIGH SCHOOL	215.00
38	70815428	C	04/28/2025	4960	OLD GRIST MILL BREAD	67.50
38	70815429	C	04/28/2025	73571	WILL RILEY	500.00
38	70815430	C	04/28/2025	804825	SUNRISE HIGH SCHOOL	48.00
38	70815431	C	04/28/2025	19488	T SHIRT CHOP SHOP	492.00
38	70815432	C	04/28/2025	47686	TNT ENGRAVING	55.50
38	70815433	C	04/28/2025	5959	UNIFORMITY APPAREL, LLC	750.00
38	70815434	C	04/28/2025	5908	WALMART COMMUNITY	2,059.63
38	70815435	C	04/28/2025	927359	MOUNTAIN VIEW JR HIGH	106.25
38	70815436	C	04/28/2025	74195	YARDLEY SPORTS	500.00
38	70815437	C	04/28/2025	32824	YES PRINT COPY N MORE, LLC	35.00
Total Bank: 38						\$133,831.71
39	77800618	C	04/21/2025	104321	BOX ELDER SCHOOL DISTRICT	672.42
Total Bank: 39						\$672.42

Check Register Summary

Batch Year: 25 Bank: All Date Range: 04/01/2025 - 04/30/2025

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
Total Computer Checks:						\$2,881,823.68
Total Manual Checks:						\$3,723,020.28
Total ACH Checks:						\$708,952.46
Total Other Checks:						\$0.00
Total Electronic Checks:						\$0.00
Total Computer Voids:						-\$1,359.62
Total Manual Voids:						\$0.00
Total ACH Voids:						\$0.00
Total Other Voids:						\$0.00
Total Electronic Voids:						\$0.00
Grand Total:						\$7,312,436.80
Number of Checks:						650

Batch Year	Batch	Amount
25	000466	-462.24
25	000779	-48.00
25	000849	-35.00
25	001006	-57.13
25	001045	-55.25
25	001291	-287.00
25	001342	-5.00
25	001607	41.24
25	001741	1,436.00
25	001744	29.87
25	001791	1,974.00
25	001855	2,264.15
25	001856	15,000.00
25	001920	150,202.23
25	001921	67,857.92
25	001922	76,927.35
25	001923	181,463.52
25	001924	71,921.32
25	001925	468.03
25	001926	1,753.29
25	001929	3,875.00
25	001935	285.00
25	001936	17,120.15
25	001946	200.85
25	001954	4,125.89
25	001956	49,260.23
25	001957	25,287.90
25	001971	2,549.39
25	001973	634.00
25	001980	13,415.21
25	001985	117,909.64
25	001986	290,176.31
25	001987	25,924.81
25	001988	127,301.78
25	001989	27,705.61
25	001991	15,711.99
25	001992	8,182.71
25	001994	1,740.00
25	001996	2,263.36
25	001999	27,874.97
25	002005	394.20
25	002008	73.52
25	002016	3,991.26
25	002022	29,935.83
25	002023	35,523.25
25	002024	3,691.45
25	002030	325.55

Check Register Summary

Batch Year: 25 Bank: All Date Range: 04/01/2025 - 04/30/2025

Batch Year	Batch	Amount
25	002037	672.42
25	002040	72,050.43
25	002041	41,789.35
25	002042	220,632.94
25	002043	552,441.50
25	002045	680.12
25	002046	4,586.41
25	002053	8,941.75
25	002059	23,035.86
25	002062	1,006.66
25	002066	7,361.08
25	002068	27,844.90
25	002076	6,945.99
25	002083	7,228.29
25	002084	494,689.82
25	002086	826.20
25	002089	885.17
25	002106	4,395,701.33
25	002109	1,651.57
25	002113	21,379.50
25	002121	12,233.24
25	002123	3,538.63
25	002125	444.48

For May 14, 2025 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
North Park	Allison Adams	2nd Grade Teacher	Resigned
TMC	Jessica Allen	2nd Grade Teacher	Resigned
Fielding	Lola Baker	Kindergarten Teacher	Retired
BEMS	Charity Beck	CTE Business Teacher	Resigned
BEHS	Russell Beck	PE Teacher	Resigned
Garland	Breanna Berchtold	5th Grade Teacher	Resigned
BRHS	Alyssa Bingham	10th Grade Language Arts Teacher	Resigned
BRHS	Toria Bingham	FACS Teacher	Resigned
Golden Spike	Ashlyn Birchell	Kindergarten Teacher	Resigned
BRHS	Janalyn Brown	Secondary Sped Math Teacher	Resigned
Snowville	Sabrina Burmester	Aide/Para/Bus Driver	Resigned
ACYI	Leah Campbell	7th Grade Sped Language Arts Teacher	Resigned
Golden Spike	Lauren Corbridge	Kindergarten Teacher	Resigned
Golden Spike	Beatrice Daley	Sped Resource Teacher	Resigned
Harris	Jaclyn Evans	CTE Buisness Teacher	Resigned
Lake View	Jasimine Flores Garcia	2nd Grade DLI Spanish Teacher	Resigned
ACYI	David Fullmer	Band Teacher	Resigned
Fielding	Courtney Gregory	4th Grade Teacher	Resigned
McKinley	Abby Harris	4th Grade Teacher	Resigned
Century	Nicole Harrison	5th Grade Teacher	Resigned
ACHI	Jamie Hirschi	6th Grade LA Teacher	Resigned
Golden Spike	Dan Jin	Chinese DLI- 3rd Grade	Resigned
BEMS	Jeff Knight	8th Grade Language Arts Teacher	Resigned
Harris	Deatra Fawcett Law	Math Teacher	Resigned
Garland	Tristin Larsen	2nd Grade Teacher	Resigned
North Park	Natalie Levi	4th Grade Teacher	Resigned
Lake View	Sarah Lindquist	4th Grade Teacher	Resigned
Golden Spike	Jacob Lott	3rd Grade Teacher	Resigned
Garland	Sabrina Matson	3rd Grade Teacher	Resigned
Sunrise	Natalie McGuire	ELA Teacher	Resigned
Golden Spike	Edson Mendoza	2nd Grade Teacher	Resigned
Garland	Ashley Powell	Kindergarten Teacher	Resigned
BEHS	Rachel Preslar	Sped Language Arts Teacher	Resigned
BEMS	Chad Reeder	CTE/ Wood Shop Teacher	Resigned
BEMS	Megan Rich	Art Teacher	Resigned
North Park	Jared Rindlistbacher	4th Grade Teacher	Resigned
Snowville	Joylene Ritchie	K-2 Teacher	Retired
Willard	Nicolette Robins	1st Grade Teacher	Resigned
BEHS	Michelle Stimpson	FACS Teacher	Resigned
Golden Spike	Hannah Volesky	3rd Grade Teacher	Resigned
BRMS	Mia Vorwaller	PE Teacher	Resigned
Garland	Alyson Yeates	2nd Grade Teacher	Resigned

New Hires

<i>Site</i>	<i>Employee</i>	<i>Position</i>
District Office	Karli Hess	Receptionist

BEHS	Florencio Zarate Contreras	Custodian
BEHS	Khalil Ramos	Custodian

**Box Elder School District
Out of State Travel Request**

School BEHS

Organization/Team/Club/Etc. BEHS Productions Co/Theatre Department

Purpose of Trip (Educational Value) _____

Students will have the opportunity to work collaboratively with professionals in the fields of performance and entertainment. They will see first hand the extensive career opportunities that exist in the vast field of entertainment. Students will also have character building and leadership opportunities as representatives of BESD

Destination Anaheim Miles to be traveled (one way) 750

Number of Students Traveling 26-30

Freshmen	_____
Sophomore	<u>5-6</u>
Junior	<u>8-12</u>
Senior	<u>8-12</u>

Number of Adults (Chaperones) Traveling 8-12

Departure Date February TBD Time AFTERNOON

Return Date March TBD Time MORNING

Means of Travel Bus Van Other (please list) Plane

Anticipated Actual Cost of the Trip per Individual Student 950-1050

Anticipated Direct Cost to Each Student 950-1050

**THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO
ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.**

List all methods of transportation that will be used and when they are being used
School bus to airport, plane, charter bus

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? Parent meeting or online

How will surveys be collected? Meeting or possibly online

Who will tabulate survey results? Admin or other teacher

Does the trip involve some type of performance or competition? Yes

Did the students have to qualify for this performance/competition? Yes

How? Audition

Signatures:
Organization/Team Leader/Coach Melanie Day

Date 3/26/25

Principal _____

Date _____

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans

Date _____

**Box Elder High School
Productions Company
Travel Request 2025/2026**

Educational Value:

This trip is designed as an introduction to theatrical and film performance and production in the professional entertainment industry. Students will have the opportunity to work collaboratively with professionals in the field to create and learn performance pieces. Additionally students will have the opportunity to discuss education required for success, and methods for entering the field of performance art as a competitive and competent performer. Students will have the opportunity to perform at a public venue to theme park guests and receive feedback from field personnel. Students are also provided with a workbook/journal for the trip. Each day 4-5 assignments are given (based on the professional entertainment industry), as well as pre and post reflections on their workshops and performances. In addition to the educational and vocational value of this trip, students will have character building and leadership opportunities as group leaders and representatives of Box Elder School District.

Miles to be traveled: 750

Destination: Anaheim, CA

Staff

Melanie Day-Teacher
Paraprofessional

Participants

26-28 students (mix of Juniors and Seniors)
10-16 adults

Departure: Wednesday Afternoon (February or March 2026)

Return: Sunday Morning (February or March 2026)

Students will be missing 2-3 school days.

Anticipated cost: Around \$950-1050

Means of travel: Travel by bus to/from the airport. Fly to California.

Method for Make Up classwork: We require students to do two progress reports the weeks prior to leaving so there will be clear communication with teachers and parents. We will also allow time in our class for students to do work, take quizzes or tests.

Reduce Liability:

Students will be traveling with licensed and bonded agencies who provide travel related services. (Students will be flying with Delta or jetBlue Airlines to the Los Angeles/Long Beach area.) Our many chaperones help keep our students safe. We will have 1 chaperone per 2.5 students.

Student Behavior:

Additionally students and parents will be required to sign a behavior contract and liability waiver. Behavior contract will include hotel behavior, walking restrictions, 9:30 room curfew, 10:30 lights out, (unless attending a group event) and noise limitations while in hotel. In cases where a contract is breached, students will be immediately returned home on the next available flight at parent expense or that participant may be grounded to a specific area or from specific activities if it is not feasible to send him/her home.

Box Elder School District
Out of State Travel Request

School Box Elder High

Organization/Team/Club/Etc. Drill Team

Purpose of Trip (Educational Value) to compete at the highest level for high school drill.

Destination Anaheim, California OR Orlando, FL Miles to be traveled (one way) 741 miles or 1,930

Number of Students Traveling 28

Freshmen	<u>TBD</u>
Sophomore	<u>TBD</u>
Junior	<u>TBD</u>
Senior	<u>TBD</u>
Number of Adults (Chaperones) Traveling	<u>5</u>

Departure Date Feb. 12, 2026 Time _____

Return Date Feb. 16, 2026 Time _____

Means of Travel Bus Van Other (please list) airline

Anticipated Actual Cost of the Trip per Individual Student \$1500

Anticipated Direct Cost to Each Student \$1500 (we do want to fundraiser to help costs)

THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.

List all methods of transportation that will be used and when they are being used
bus to and from airport; plane to California; bus to hotel/comp. or Florida

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? At a parent meeting in summer.

How will surveys be collected? see disclosure

Who will tabulate survey results? _____

Does the trip involve some type of performance or competition? yes.

Did the students have to qualify for this performance/competition? no.

How? _____

Signatures:

Organization/Team Leader/Coach Heena Ammon Date 2/20/25

Principal _____ Date _____

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans

_____ Date _____

UHSAA 150 MILE Contest Approval Form

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

School Box Elder High School Sport Cross Country female male

Date of
contest

Number miles
(one way)

Destination

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

9/27/2025	299	Eagle Island State Park	
		Boise Idaho	All Levels



Signature of School Board President



Date

Please duplicate this form for use in each sport



INKOM
(over 150)
meet requirements
for over 150

Box Elder High School
Over-Night Travel Request

Organization Girls Volleyball

Educational Value We want to build trust and chemistry from the very beginning with each player on the team

Reason for overnight stay Volleyball Team Retreat

Advisor(s) Kris Harding, Ashlee Hendricks, Kim Hoyt, Annie Lewis

Departure Date Aug. 1, 2025 Return Date Aug. 2, 2025

Destination Inkom, ID Distance 97 miles

Mode of Transportation Bus

Per Student Cost \$40 Class Time missed 0

Accommodations:

Boys _____

Girls Will be separating coaches from girls when we go to sleep.

- Parental Information/Disclosure Statements are attached?
- A plan for emergencies is attached?
- A plan for reacting to student misbehavior is attached?
- A list of emergency telephone numbers is attached?

Chaperones:

All Coaches 4-6 people

Kw Harding 3-6-25 _____
 Advisor's Signature Date Principal's Signature Date

Team Retreat Information

2025 Season

Location: 265 S Old Tom Rd. Inkom, ID 83245

Time frame: We will be leaving at 2:00 pm Aug. 1st and returning at 6:00pm Aug. 2nd.

Purpose: This is a wonderful opportunity for our girls to build trust and chemistry from the beginning of the season. In most sports, but especially girls volleyball, it is very important the girls learn to trust and enjoy one another to have a successful season.

Criteria: Friday, we will be going to Inkom and playing on their slip in slide in the back yard, having a BBQ, and performing team skits. In the morning, we will be going over team goals and individual goals. At 11:00 am we will pack up and go to Lava Hot Springs and float the river from 11:30am-4:30 pm before we will head home.

Meals: As a team we will be eating 3 meals together; Friday evening dinner, Saturday morning breakfast, and Saturday's lunch. The girls will be responsible for their own dinner if they cannot wait until we get back Saturday night around 6:00 pm. Please have each girl bring a blanket and pillow. The costs associated with trip will be **\$40.00** to pay for food and swimming at Lava Hot Springs pool.

Requirements/Expectations: Girls will be asked to put their phones away, allowing time to bond and build relationships with their teammates. Girls will not be allowed to leave the lodging at any point of time, on their own or with a teammate without the knowledge and approval of parents and coaches. Girls will not be allowed to wear bikinis. If they do not own another swimsuit, please have them wear a shirt/tank top over their swimsuit. Everyone will be required to bring and wear sunblock. If there are any discipline problems (improper use of cell phones, disrespect for coaches or teammates, inappropriate behavior, sneaking out at night, etc.) parents will be contacted and asked to pick up their daughter immediately, wherever we may be at the time. Each athlete will be asked for an emergency contact if there is a medical problem. The team retreat fee of **\$40** must be paid in full before they are allowed to go on the trip.

If you have any further questions or concerns, please feel free to call me at **801-668-1781**. If you need to get a hold of your daughter over the weekend you will need to contact me. Their cell phones will be taken away if they become a problem and they will not get them back until we head home Saturday.

Thank you for your support in this team overnight activity, Kris Harding

Alternate Coaches Numbers:

Kim Hoyt 435-720-2874 Ashlee Hendricks 435-740-0661 Annie Mecham: 435-740-1586



INSTRUCTIONS

This agreement should be used in conjunction with the *Facility Management Standards and Procedures*. Delete these instructions before finalizing and signing the agreement, as the instructions are for internal Red Cross use only.

Immediately before using the facility, use the *Facility/Shelter Opening and Closing Inspection Form* to document the date the Red Cross begins using the facility, any existing damage, and any restrictions regarding the use of the facility by Red Cross such as restrictions related to parking or areas that are off limits.

If you have any questions regarding the *Facility Use Agreement*, please contact the Disaster Logistics Center at 202-303-4099 or DLC@redcross.org. The Facilities associate will either answer your questions or contact the Office of General Counsel, as appropriate.

FOLLOW THESE STEPS TO COMPLETE THE AGREEMENT:

1. Enter *Parties and Facility* information.
2. Review *Terms and Conditions* with the facility representative.
 - a. Paragraph 1 (*Use of Facility*): The Red Cross and facility representatives both initial each purpose for which the Red Cross may use the facility.
 - b. Paragraph 4 (*Food Services*) and paragraph 5 (*Custodial Services*) can be removed if those services are not relevant to the relationship with the facility by deleting the paragraphs in Microsoft Word and renumbering the remaining paragraphs or crossing the paragraphs out on a printed version and having the facility and Red Cross representatives initial next to the crossed-out paragraph.
 - c. Paragraph 10 (*Reimbursement*): The Red Cross and facility representatives both initial all utilities that Red Cross will reimburse. Make sure the facility representative understands the terms for reimbursement.
 - i. Paragraph 10(e) only applies to facilities that are owned by a municipal or state government entity. It can be removed if the facility owner is not a municipal or state government entity. If this paragraph is removed, also remove this phrase from the Paragraph 10 opening statement: "Subject to the conditions in paragraph 10(e) below,"
 - d. Paragraph 13 (Term): This paragraph describes the term of the agreement, but it does not identify the specific days the Red Cross will use the facility. The dates the Red Cross begins and ends its use of the facility are recorded on the *Shelter/Facility Opening and Closing Inspection* form during an operation.
 - e. **Modifications other than those listed above must be reviewed by the Disaster Logistics Center** at national headquarters. Send the proposed modifications to DLC@redcross.org. The Disaster Logistics Center will engage Risk Management, Office of General Counsel, and the

Sheltering program as appropriate to provide coordinated input.

3. Authorized Red Cross and Facility representatives sign and date the agreement. This may be completed by hand or by digital signature if both parties agree. The use of digital signatures is not intended to be used to circumvent the requirement of our visual inspection of the facility.
4. If a facility owner requests confirmation of Red Cross insurance coverage, provide them with the link to the [Downloadable Memorandum of Insurance](#), which they can review at any time.
5. File the *Facility Use Agreement* with all other documentation in the Disaster Requisition Facility File. See the *Facility Documentation Checklist* for file requirements.

Additional Instructions for Sheltering Facilities

- Before entering into an agreement to use the facility as a shelter, complete a *Shelter Facility Survey* and ensure the facility meets the Red Cross standards for sheltering facilities. In hurricane-prone areas, ensure that the facility meets the criteria outlined in the *Standards for Selecting Hurricane Evacuation Shelters (ARC 4496)*.
- Remove paragraph 9 before presenting this agreement to the partner by deleting the paragraph in Microsoft Word and renumbering the remaining paragraphs or crossing the paragraphs out on a printed version and having the facility and Red Cross representatives initial next to the crossed-out paragraph.
- Attach the *Facility Use Agreement* to the facility record in the National Shelter System. See the *Sheltering Standards and Procedures* for instructions.

Additional Instructions for Florida

- When entering into an agreement with a school district that may be required to open their facility as a shelter due to Florida Statutes §252.385(4), add the following paragraph immediately before the *Term* section, and update paragraph numbering:
 - Exception: This agreement does not apply if the school is opened for sheltering during an evacuation pursuant to Florida Statutes §252.385(4).

The American National Red Cross (“Red Cross”), a non-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disasters strike. The disaster relief activities of the Red Cross are made possible by the American public who support the Red Cross with generous donations. The Red Cross’s disaster services are also supported by facility owners who permit the Red Cross to use their buildings as shelters and other service delivery sites for disaster victims. This agreement is between the Red Cross and a facility owner (“Owner”) so the Red Cross can use the facility to provide services during a disaster. This agreement only applies when Red Cross requests use of the facility and is managing the activity at the facility.

Parties and Facility

Owner:

Full Name of Owner	
Address	
24-Hour Point of Contact Name and Title Work Phone Cell Phone	
Address for Official Notices (only if different from above address)	

Red Cross:

Chapter Name	
Chapter Address	
24-Hour Point of Contact Name and Title Work Phone Cell Phone	
Address for Official Notices	American Red Cross, Disaster Cycle Services Logistics, 8550 Arlington Blvd., Fairfax, VA 22031

Facility:

<p>Insert name and complete street address of building or, if multiple buildings, write “See attached facility list,” and attach facility list, including complete street address of each building that is part of this agreement. If the Red Cross will use only a portion of a building, then describe the portion of the building that the Red Cross will use.</p>

Terms and Conditions

1. **Use of Facility:** Upon request and if feasible, Owner will permit the Red Cross to use and occupy the Facility on a temporary basis to conduct emergency, disaster-related activities. The Facility may be used for the following purposes (both parties must initial all that apply):

Facility Purpose	Owner Initials	Red Cross Initials
Service Center (Operations, Client Services, or Volunteer Intake)		
Storage of supplies		
Parking of vehicles		
Disaster Shelter		

2. **Facility Management:** The Red Cross will designate a Red Cross official to manage the activities at the Facility ("Red Cross Manager"). The Owner will designate a Facility Coordinator to coordinate with the Red Cross Manager regarding the use of the Facility by the Red Cross.
3. **Condition of Facility:** The Facility Coordinator and Red Cross Manager (or designee) will jointly conduct a survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Red Cross's **Facility/Shelter Opening/Closing Form** to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment in the Facility that the Red Cross should not use. The Red Cross will exercise reasonable care while using the Facility and will not modify the Facility without the Owner's express written approval.
4. **Food Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request by the Red Cross, and if such resources are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate meals at the direction of and in cooperation with the Red Cross Manager. The Food Service Manager will establish a feeding schedule and supervise meal planning and preparation. The Food Service Manager and Red Cross Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies before the Facility is turned over to the Red Cross. When the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the Red Cross's activities at the Facility.
5. **Custodial Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request of the Red Cross and if such resources are available, the Owner will make its custodial resources, including supplies and workers, available to provide cleaning and sanitation services at the Facility. The Facility Coordinator will designate a Facility Custodian to coordinate these services at the direction of and in cooperation with the Red Cross Manager.
6. **Security/Safety:** In coordination with the Facility Coordinator, the Red Cross Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any security and safety issues at the Facility.
7. **Signage and Publicity:** The Red Cross may post signs identifying the Facility as a site of Red Cross operations in locations approved by the Facility Coordinator. The Red Cross will remove such signs when the Red Cross concludes its activities at the Facility. The Owner will not issue press releases or other publicity concerning the Red Cross's activities at the Facility without the written consent of the Red Cross Manager. The Owner will refer all media questions about the Red Cross activities to the Red Cross Manager.
8. **Closing the Facility:** The Red Cross will notify the Owner or Facility Coordinator of the date when the Red Cross will vacate the Facility. Before the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator will jointly conduct a post-occupancy inspection, using the second page of the *Shelter/Facility Opening/Closing Form*, to record any damage or conditions.

9. Fee (*This paragraph does not apply when the Facility is used as a shelter. The Red Cross does not pay fees to use facilities as shelters.*): Both parties must initial one of the two statements below:
- a. Owner will not charge a fee for the use of the Facility.
Owner initials: _____ Red Cross initials: _____
 - b. The Red Cross will pay \$_____ per day/week/month (circle one) for the right to use and occupy the Facility. Owner initials: _____ Red Cross initials: _____
10. Reimbursement: Subject to the conditions in paragraph 10(e) below, the Red Cross will reimburse the Owner for the following:
- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross, in consultation with the Owner, will select from bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
 - b. *Reasonable costs associated with custodial and food service personnel and supplies* which would not have been incurred but for the Red Cross's use of the Facility. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
 - c. *Reasonable, actual, out-of-pocket costs for the utilities indicated below*, to the extent that such costs would not have been incurred but for the Red Cross's use of the Facility. (Both parties must initial all utilities that may be reimbursed by the Red Cross):

	Owner Initials	Red Cross Initials
Water		
Gas		
Electricity		
Waste Disposal		
 - d. The Owner will submit any request for reimbursement to the Red Cross within 60 days after the occupancy of the Red Cross ends. Any request for reimbursement must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked.
 - e. If the disaster is a Federally-declared disaster and Owner is a municipal or state government entity, then the Owner will work with appropriate emergency management agencies to seek cost reimbursement through the Federal Emergency Management Agency's program for administering Public Assistance Category B under the Robert T. Stafford Act. The Red Cross is not obligated to reimburse the Owner for costs covered by Public Assistance Category B.
11. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.
12. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to claims for bodily injury, death, and property damage arising from the negligence of the Red Cross during the use of the Facility.
13. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.



Facility Use Agreement

Digital Signature: Each party agrees that either party's execution of this agreement by DIGITAL signature (whether ELECTRONIC or encrypted) is expressly intended to authenticate this AGREEMENT and to have the same force and effect as manual signatures. The term DIGITAL signature means any electronic sound, symbol, or process attached to or logically associated with a record and executed and adopted by a party with the intent to sign such record, including facsimile or email electronic signatures. The use of digital signatures is intended to facilitate more efficient execution and delivery of signed documents.

The American National Red Cross

Owner (Legal Name)

(Legal Name)

By (Signature)

By (Signature)

Name (Printed)

Name (Printed)

Title

Title

Date

Date



7 Mindsets Academy, LLC
 60 King Street
 Roswell, GA 30075
 (678) 878-3144
 www.7mindsets.com

Quote Number: 00012409
Quote Date: April 29, 2025
Expiration Date: June 30, 2025

Prepared By: Hayden Shickler
Email: hayden.shickler@7mindsets.com

Contact Information

Contact Name: Neil Stevens
Contact Email: neil.stevens@besd.net

Prepared For: Box Elder School District
Billing Address:
 960 S Main St Ste 1
 Brigham City, UT 84302
 United States

Notes

Quote Notes: This contract mirrors the exact terms of the cost proposal that was submitted and approved as a part of Box Elder School District’s Social Emotional Learning Curriculum Grades K-12 RFP #BESD-001-01062024

Terms

License Start Date: July 1, 2025

License End Date: June 30, 2030

Subscription Terms: 5 Year Subscription (Invoiced Annually)

Payment Terms: Net 30

Product	Product Description	Sales Price	Quantity	Total Price
7 Mindsets + BASE + Insights (Full MTSS Solution)	The ultimate bundle, combining 7 Mindsets, BASE, and Insights for maximum impact and comprehensive support for your campus- includes annual onboarding, live 2 hour virtual presentation, product and implementation training, monthly collaborative coaching sessions and best practices, and up to two Insights administrations for 1 campus per school year	\$6,555.00	21	\$137,655.00
Ridiculously Amazing District Training and Coaching Package (included at no additional cost):	Includes: Dedicated District Dashboard Reporting to monitor engagement and program Impact, Dedicated District Coach & Accountability Partner to support implementation and progress tracking, Two dedicated onsite days for planning, training, observations, or other initiatives aligned with BESD’s goals, Monthly coaching calls for district leaders to monitor progress, analyze data, collaborate with peers, and refine implementation strategies, and District Data Workshops designed to evaluate trends, measure outcomes, and refine SEL implementation strategies.	\$0	1	\$0

Annual Subtotal \$137,655.00

5-Year Grand Total \$688,275.00

License applies to the following School(s) or Group(s)

License Accounts: Box Elder School District

Product Terms & Definitions

Subscription Services Terms

The subscription Services are delivered under a limited, non-exclusive, non-transferrable, non-sublicensable, revocable license, subject to the Terms and Conditions on the Agreement between 7 Mindsets and the Purchaser. The number of license and applicable fee will be specified in the Order Form. The Purchaser's access to the use of the Service is permitted during the Term of the license. The License Start and End dates for the Subscription Services are listed in the above terms. Renewal notifications will be sent to the Customer sixty (60) days before the License End Date, and invoices will be generated within thirty (30) days of the License End Date.

Professional Development Terms

7 Mindsets and affiliates Professional Development includes both Onsite and Virtual Training and Implementation Services. The scope and delivery date(s) for Professional Development will be determined during the initial implementation process, unless previously agreed upon and referenced in the notes section of the Order Form. The terms and conditions governing the Subscription Services and Professional Development are available in the Master Subscription Agreement at <https://www.7mindsetsportal.com/agreement.pdf> and the Terms of Use [7 Mindsets Terms of Use.pdf](#) respectively.

Binding Agreement

This Order Form serves as a binding legal agreement between the Purchaser and 7 Mindsets and its affiliates and incorporates the terms of the Master Subscription agreement available at <https://www.7mindsetsportal.com/agreement.pdf>. By signing the Order Form, the Purchaser acknowledges and agreed to be bound by the terms and conditions set forth in the Agreement and this Order Form. The signatory for the Purchaser certifies that they have the authority to sign this Agreement and Order Form on behalf of the Purchaser and that they have read, understood, and will comply with the Agreement and this Order Form. The payment terms for both the Subscription Services and the Professional Development services, stating that payment is due within (15) days from the invoice date. This Order Form, together with the Agreement and any other executed Order Forms, constitutes the entire agreement between the parties and supersedes all prior negotiations, agreements, representations, and discussions related to this subject matter.

Complete License Terms and Conditions may be found in the Master Subscription Agreement at <https://www.7mindsetsportal.com/agreement.pdf> and Terms of Use [7 Mindsets Terms of Use.pdf \(7mindsetsportal.com\)](#)

Sales and Use Tax

Sales and Use Tax will be applicable based on taxable sales and customer tax exemption status.

Purchasing Terms

Purchase Orders (PO) may be sent directly to orderprocessing@7mindsets.com.
If applicable, please include current tax-exempt form.

If a Purchase Order (PO) is NOT required, please *Sign Below* and an invoice will be generated and sent via email.

Invoice Instructions

School or District: _____

Attention: _____

Special Instructions (Reference PO or Requisition Number, etc): _____

Email: _____

Customer Approval

Upon signature by Customer and submission to orderprocessing@7mindsets.com, the Customer acknowledges and accepts the terms of this order, pricing, applicable training dates and deliverables. All billing pertaining to this order form will contain the pricing and payment terms listed above.

First Name _____

Last Name _____

Title _____

Signature _____

Date _____

Suggestions for Future Board Meetings

June 11, 2024 – *(tentative)*

- Second Public Comment on School Fees
- Approval of School Fees – Keith Mecham
- Budget Hearing – Neil Stevens
- Approval of Budget – Neil Stevens
- Approval of 2023-24 Tax Rates – Neil Stevens
- Approval of Internal and Independent Auditors – Neil Stevens
- MBA Meeting – Neil Stevens
- Pick-up Contributions for Members of Contributory Retirement System – Neil Stevens
- Tentative Ratification of Negotiated Agreement with BEAA – Coerina Fife
- Tentative Ratification of Negotiated Agreement with BEEA – Coerina Fife
- Tentative Ratification of Negotiated Agreement with BEESPA – Coerina Fife
- Declaration of Open Enrollment Schools – Megan Bushnell
- BEHS Turf Field Review
- Policy Review
- Sunrise High School Schedule Discussion

July 9, 2025 – *(tentative)*

- Tour of District Office
- 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 – Neil Stevens
- Policy Review

October 15, 2025 – *(tentative)*

- Walmart Grants Presentation
- October 1 Enrollment Report – Coerina Fife
- 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

December 10, 2025 – (tentative)

- Meeting with Legislators
- Approval of New Courses – Keith Mecham
- Audit Report – Neil Stevens
- Policy Review

January 14, 2026 – (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 – Matt Nelson
- AAPPL Data – Jeff Morris
- Policy Review
- Elect New Board President and Vice President
- Policy 1080 Board Committees - Committee Assignments
- Building and Ground Rental and Supervision Policies – Neil Stevens

February 11, 2026 – (tentative)

- Approval of Human Sexuality Curriculum – Keith Mecham
- FY 2026 Capital Improvement Plan – Corey Thompson
- Legislative Update – Steve Carlsen
- Policy Review
- USBA Conference Report

March 11, 2026 – (tentative)

- Negotiations Team Approval – Coerina Fife
- Legislative Update – Steve Carlsen
- Policy Review
- Board Graduation Assignments

April 8, 2026 – (tentative)

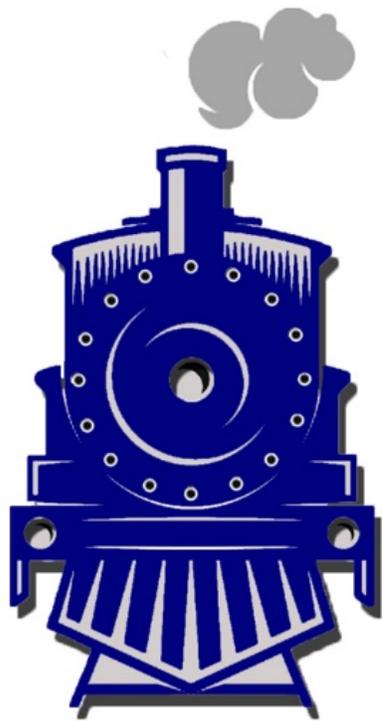
- ESP Recognitions – Coerina Fife

- Public Hearing on Indian Education Formula Grant – Megan Bushnell
- College and Career Readiness Counseling Program (CCRCP) Approval – Ben Wiley
- Approval of School Land Trust Plans –Keith Mecham and Heidi Jo West
- ACT Data – Jeff Morris
- Child Nutrition Report – Neil Stevens
- Energy Report – Mike Clark
- Policy Review

May 13, 2026 – (tentative)

- Retirement Recognitions – Coerina Fife
- Certificate Employee and Volunteer Recognitions - BEAA
- First Public Comment on School Fees
- 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
- ACT Data – Jeff Morris
- Assign School Board Member to School Trust Land Committee
- Policy Review

BOX ELDER SCHOOL DISTRICT BOARD OF EDUCATION HANDBOOK



**BOX ELDER
SCHOOL DISTRICT**

Learning is Everything

REVISED
OCTOBER 9, 2019
BOX ELDER SCHOOL DISTRICT

Box Elder School District Board of Education Handbook Table of Contents

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BOARD OF EDUCATION HANDBOOK INTRODUCTION

This Board of Education Handbook has been developed to capture, in one place and in plain language, the primary operating procedures and governing principles of the Box Elder County School District Board of Education.

This handbook serves as a resource for members of the board as they assume their offices and carry out their responsibilities. It will be posted on the school district's website and updated periodically.

The Box Elder County School District Board of Education has one goal and one purpose: **student learning**.

Authority and Responsibilities of the Board

The powers and mandatory duties of the Board of Education are defined in the Utah Code and State Board of Education Rule.

Principles of Board Leadership

Remembering three important principles of board leadership will help keep the Box Elder County School District Board of Education focused on its most important responsibilities:

1. The board delegates authority.
The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written policies that designate board ends and define operating limits.
2. The board monitors performance.
The board constantly monitors progress toward district goals and compliance with written board policies.
3. The board takes responsibility for itself.
The board, collectively and individually, takes full responsibility for board activity and behavior. Board deliberations and actions are limited to board work, not staff work.

[Utah Code § 53G-4](#)

Making School Board Decisions

State and federal laws, financial constraints, and local expectations must govern school districts. Nevertheless, decisions made by a local board of education create the environment in which a district will flourish or flounder.

Although the typical school board makes many different decisions, all of those decisions can be put into four general categories:

Policy decisions are the most important work of the board. The majority of a board's time should be spent on policy development, monitoring, and review. Written policies accomplish the following:

- articulate district direction and goals;
- delegate authority and define limitations on that authority;
- establish board processes, including those for monitoring progress toward district goals and ensuring compliance with laws and board policy.

The board is empowered to make policy decisions for district schools. Board members act as trustees for the community; therefore, policies are often understood as expressions of the community's aspirations for its public schools.

Problem solving decisions come in response to a crisis or opportunity that cannot be resolved by the superintendent or is not fully addressed in existing board policy. For example, in the face of declining enrollment, a typical school board would not expect its superintendent to make a final decision on which building to close. Although the superintendent would be expected to provide information and make recommendations, the school board would make the final decision, after deliberating alternatives and consulting policy statements.

Problem-solving decisions usually have isolated, one-time impacts. However, such decisions can establish a precedent that may have the force of policy. For example, a school board's decision to grant a benefit to one group of students may obligate it to grant the same benefit to another group in a similar situation.

Managerial decisions required of each local Utah school board are set forth in the statutes, most notably in [Utah Code § 53G-4-402](#). For example, a school board is required to do the following:

- implement the core curriculum
- administer tests,
- implement training programs,
- enroll children in school,
- establish school libraries, and

- establish school safety traffic committees
- ensure that school community councils receive the required annual training and review and approve the school improvement plans developed by the school community councils.

With few exceptions, managerial duties are delegated to the superintendent. Where there is good communication and high level of trust between the board and superintendent, combined with sound policies that set directions and establish parameters, routine managerial duties will consume only a small amount of time at public board meetings. Legally required board actions can usually be accomplished through approval of consent agendas.

School boards must learn to distinguish policy decisions from problem-solving decisions. Sometimes this is challenging but, in general, boards that emphasize policy development will need to make fewer decisions in response to routine problems. Superintendents who have strong policy guidance are able to resolve a wider array of problems without bringing them to the board for action. Good policy development and review processes allow boards to operate at the systemic level - dealing with mission, purpose, direction, and results.

Conversely, boards without up-to-date written policies often find their meetings running late into the night. Their superintendents must bring numerous issues for discussion and action, which wastes time and yields inconsistent results.

Personnel decisions represent a special category of managerial decisions. Most school boards delegate personnel matters to the superintendent and use policies to express their desired standards for hiring, evaluation, compensation, discipline, and dismissal. This approach avoids the quagmire of wrestling directly with hiring or disciplining employees other than the superintendent and business administrator. Personnel actions, therefore, are usually found on the consent agenda, because a board is required by law to approve all employment contracts, salaries, benefits, and dismissals.

The superintendent is an appointed public official, the district's chief executive, and an employee of the board. Only the board can employ, evaluate, discipline, or dismiss the superintendent.

Holding Closed Meetings

A closed meeting may be held if:

1. A quorum is present.
2. The meeting is an open meeting for which specific notice for a closed meeting has been given with the stated purpose defined.

3. Two-thirds of the members present vote to close the meeting. Voting must be taken by roll call. Name and vote.

Minutes of the closed meeting shall contain:

1. Reason for holding the meeting.
2. Location of the meeting.
3. Vote by name, of each member of the board, either for or against the motion to hold the closed meeting.

Purpose of a closed meeting:

1. Discussion of the character, professional competence, or physical or mental health of individual.
2. Strategy sessions to discuss collective bargaining.
3. Strategy sessions to discuss pending or reasonably imminent litigation.
4. Strategy sessions to discuss the purchase, exchange, or lease of real property including any form of a water right or water shares if public discussion of the transaction would:
 - a. Disclose the appraisal or estimated value of the property under consideration; or
 - b. Prevent the board from completing the transaction on the best possible terms.
5. Strategy sessions to discuss the sale of real property, including any form of water right or water shares if public discussion of the transaction would:
 - a. Disclose the appraisal or estimated value of the property under consideration; or
 - b. Prevent the board from completing the transaction of the best possible terms.
6. Discussion regarding deployment of security personnel, devices or systems.
7. Investigative proceedings regarding allegations of criminal misconduct.

A Board may not interview a person applying to fill an elected position in a closed meeting.

Record of closed meetings:

1. A recording shall be made of the closed portion of the meeting.
2. Detailed written minutes may be kept that disclose the content of the closed portion of the meeting.
3. A recording of a closed meeting shall be complete and unedited from the commencement of the closed meeting through adjournment.
4. The recording and any minutes of a closed meeting shall include:
 - a. Date, time, and place of the meeting.
 - b. Name of the members present and absent.
 - c. Names of all others present except where the disclosure would infringe on the confidentiality necessary to fulfill the original purpose of the closing the meeting.
5. No recording or minutes will be taken if the purpose of the closed meeting is for the discussion of the character, professional competence, or physical or mental health of an individual.

- a. A sworn statement must be signed by the presiding member of the board that the sole purpose for closing the meeting was to discuss the character, professional competence, or physical or mental health of an individual.

Collaborative Relationships: Shared Governance

The Box Elder County School District Board of Education has the exclusive right and responsibility to determine the goals and direction of the schools and use all its resources to achieve such goals, within the bounds of state and federal law and rules of the Utah State Board of Education.

Box Elder School District is a complex organization, which can succeed only if we enlist the energy, creativity, and effort of many people to accomplish our goals. The board believes that ideal conditions for student learning can be realized when shared governance is thoughtfully used to support student achievement.

Board decisions should accurately reflect the public's interests. Statutes of the state of Utah require local school boards to make decisions by majority vote; thus the obligation to seek consensus under shared governance does not bind the board in its decision-making.

The board delegates to school sites and departments the right to make some decisions using the shared governance process. Site-based decisions must conform to legal requirements, state and federal rules and regulations, the district's Student Achievement Plan, policies, procedures, guidelines, and contractual obligations, including negotiated employee agreements.

Essentials of A Professional Learning Community

- A. The Superintendent and district administrators will ensure that all of the schools in the district function as professional learning communities. Professional learning communities are defined as educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.
 1. The Board, district, and school administrators will ensure that time is available, within the contract day, for educators to meet together regularly in collaborative teams.
 2. District/school administrators will ensure this time is reserved for activities directly related to the process of collective inquiry and action research to achieve better achievement results for our students.

3. Collaborative teacher teams will focus on the following four questions:
 - a. What is it that our students are expected to know and do?
 - b. How will we know if they know and can do what is expected?
 - c. How will we respond if they don't know and can't do what is expected?
 - d. How will we respond if they already know and can do it?

District and school administrators will ensure that ongoing training and professional learning opportunities are provided to ensure that all Box Elder School District educators are proficient in the philosophies and practices related to professional learning communities/collaborative teacher teams.

Authority of Individual Board Members

Power belongs not to individual members of a Board of Education but to the Board of Education acting as a corporate body through collective action. Board members have authority only when acting as a Board of Education in a legally constituted session, with a quorum present. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is specifically authorized by an official act of the board. This does not preclude individual board members from representing the board at meetings and ceremonial events or speaking to constituent groups in their capacity as board members.

Nominations and Elections for Board Leadership

Nominations

- A. An office must be created by Board Policy or by a motion to that effect before it can be filled by election or otherwise.
- B. The Board President must call for nominations.
- C. Nominations do not require a second. However, any number of persons may second a given nomination just to show their support of that nominee.
- D. The motion "to close nominations" is not in order until the assembly is ready to close nominations.
 1. When there are two or more nominees for the office the motion to close nominations requires a two-thirds vote. (This motion must be seconded.)
 2. A negative vote on the motion signifies that there are additional nominations forthcoming.
 3. If and when there are no further nominations the Board President may then put the motion to close nominations to a vote without waiting for a second.

Elections

- A. Elections and nominations must conform to the procedure prescribed by the Utah State Law and Board Policy.

- B. In case of a tie vote, the election is decided by lot unless the organization adopts a motion to do otherwise.
- C. Elections are decided by a roll call vote, not by secret ballot. Election to the office is determined by a simple majority.

Board Leadership Responsibilities

The board president will:

1. Conduct meetings of the board in accordance with law and policy.
2. Communicate regularly with the superintendent, business administrator, and members of the board to set meeting agendas, facilitate the flow of necessary information, and respond to community issues and queries.
3. Sign legal assurances, correspondence, and contracts on behalf of the board as required by law, policy, or vote of the board.
4. Represent the board, or designate others to represent the board, as requested, in executive meetings with community and business leaders or elected officials to promote perform their duties.

The board vice president will:

1. Advise and assist the president as needed.
2. Substitute for the president as required.
3. Attend meetings with or at the request of the president and superintendent.
4. Keep the board appropriately informed of issues or data that would help members

Board leadership may speak for the board, or designate others to speak for the board, when requested to do so by vote or consensus of the board communication, without binding the board to a specific decision or position.

New Board Member Orientation

Following the election or appointment of new members, the superintendent and board leadership will provide for an orientation, as to the board's operation and processes, the working relationships with the Superintendent of Schools and staff of the Box Elder School District, and substantive background information pertaining to school system issues and procedures. A copy of this handbook will be provided online. New board members are also encouraged to attend the orientation session organized by the Utah School Boards Association (USBA).

Board of Education Code of Conduct

The members of the Board of Education agree to abide by the following norms of behavior, both as they govern the conduct of board meetings and as they govern the actions of individual board members. These norms will provide an orderly way to conduct public business, promote an atmosphere of mutual respect, and establish a level of expectation for those who aspire to become school board members in the future.

Board members shall:

1. Represent the Board with dignity, honesty, and integrity.
2. Attend meetings regularly, prepared, professional, engaged, and dedicated to accomplishing and adhering to the agenda.
3. Support efforts to focus on the important matters, remembering that the student is always our most important matter.
4. Communicate effectively, early, and often with each other and with others concerned, seeking to make your own ideas clear while respecting the different opinions of others.
5. Be loyal to the Board and work to achieve unity by supporting its decisions, even though you may personally espouse a different view.
6. Value civility and avoid contention realizing conflict on some issues is inherent and not undesirable.
7. Represent and seek to understand the needs of all students, staff and citizens in the District without partisanship.
8. Work effectively with the Superintendent, and through him/her, with the staff throughout the District.
9. Develop and improve Board skills by establishing goals, measuring progress, and participating in a variety of training opportunities
10. If at all possible Board members should notify the Superintendent or the Board President well in advance of any concerns or questions regarding the Board agenda so that they can be resolved in advance if possible.

Board Member Commitments and Ethics

The Board and its members commit to standards of conduct that are consistent with the public trust placed in elected officials. Accordingly, the Board and its members will:

1. Strive to make policies that promote the educational growth and development of all students;
2. Endeavor to appoint the most competent person available as superintendent of schools and hold that superintendent responsible for carrying out the vision, mission, and goals of the District in the administration of its schools;

3. Support and allow administrators, teachers, and staff to function in their authorized capacities while holding employees responsible for carrying out the District's vision, mission, and goals in their respective roles;
4. Seek to employ the best qualified personnel available without regard to race, color, sex, pregnancy, religion, national origin, age, marital status, disability, sexual orientation, or gender identity—except when justified to meet a bona fide occupational requirement (see [20 U.S.C. 1681 et seq.](#); [Utah Code § 34A-5 et seq.](#));
5. Promulgate policies and procedures dedicated to maintaining a learning and working environment in the District free of discrimination and unlawful harassment, including sexual harassment;
6. Promulgate policies and procedures that ensure operational transparency, including directing employees to maintain, manage, and where appropriate, produce records consistent with federal and state laws (see [20 U.S.C. § 1232g](#); [34 C.F.R. Part 99](#); and [Utah Code § 53E-9 et seq.](#));
7. Attend Board meetings, insofar as possible, being informed and prepared to discuss and act upon the items on the Board agenda;
8. Conduct Board business in compliance with the [Utah Open Meetings Act \(Utah Code § 52-4-1 et seq.\)](#);
9. Exercise Board authority exclusively to perform legislative and judicial functions;
10. Encourage free expression of opinion and seek regular communication and feedback from the public;
11. Work toward consensus in Board decision making and foster respectful and civil working relationships with other Board members and with the superintendent and District staff while recognizing the value of diverse perspectives and differences of opinion; and
12. Strive to be effective educational leaders by participating in professional development, studying education issues, fulfilling assigned Board duties, building relationships with community organizations and leaders, communicating with constituents, and advocating for public education.

A. Board of Education Code of Ethics

1. Members of the Board may receive compensation for services and necessary expenses in accordance with [Utah Code § 53G-4-204](#). For purposes of Utah Retirement Systems (URS) coverage, however, duly elected members of the Board are classified as part-time employees and ineligible for URS benefits.
2. Members of the Board may not use their position, or information acquired by reason of their position, for any improper or unlawful purpose including substantially furthering personal economic interests or securing special privileges or benefits for themselves or others that would impair the members' independent judgement or interfere with the ethical performance of the members' duties in

violation of [Utah Code, § 67-16-4](#).

3. The Board will officially accept gifts and donations on behalf of the District; such acceptance, however, shall not obligate the Board to act in any way contrary to the best interests of students and the public. Further, the Board or its members shall not request, demand, or accept personally or on behalf of the District, a loan, donation, gift of substantial value, or an economic benefit tantamount to a gift in violation of [Utah Code §§ 67-16-5 to 5.6](#)
4. The Board and its members shall not misappropriate or misuse public funds or resources and shall be responsible fiscal managers of public funds. Expenditure of public funds shall only be made in accordance with federal or state law and District policies.
5. Members of the Board shall disclose any compensation or any position (whether officer, director, agent, employee, or owner of a substantial interest) in any business entity that does business with or is subject to the regulations governing the District or other public agency in a sworn affidavit and file it with the state attorney general, the District, and any other agency involved in the business or transaction consistent with [Utah Code §§ 67-16-6 to 8](#). Further, members of the Board shall have no personal investments and/or conduct any business creating a substantial conflict of interest between Board members' private interests and their public duties in violation of [Utah Code § 67-16-9](#).
6. Members of the Board shall maintain the confidentiality of information obtained in executive session or other confidential information otherwise obtained in an official capacity.
7. Members of the Board have no individual authority to act on behalf of the Board and the Board only exercises its authority as a body by taking official action through voting in a duly scheduled Board meeting. Individual Members of the Board should not speak on behalf of the Board without prior Board approval.

Members of the Board shall abide by state and federal laws and District policies and refrain from personal or professional conduct that would bring censure, ridicule, damage, or reproach upon the Board or the District.

Disciplining Board Members

If a member of the Board of Education violates the Code of Conduct or the ethical assurances outlined in [Board Policies 1034](#) and [1035](#), the board president and vice president will speak to that member about his or her responsibilities. If disruptive or destructive behavior occurs, the board may issue a formal reprimand by a vote of five members.

Policies Governing the Board

Detailed information about the board's process of conducting meetings and other guidance around board operation can be found in [School Board Policy Article 1](#).

Links to other helpful resources, including specific citations to Utah Code, are included with the appropriate policy on the district's website.

Guidelines and Parliamentary Motions

The following guidelines and examples have been taken from the Utah School Boards Association book titled *Coming to Order*, which is available on the USBA website. The Box Elder School District Board of Education appoints a Business Administrator who serves as the board's parliamentarian:

1. A board should agree on and adopt an agenda format that it will follow at regular meetings.
2. Action items on the agenda require:
 - a motion by a board member,
 - a second to the motion (required by most boards but not all),
 - a discussion of the motion by board members, and
 - a vote by board members.
3. Other than the consent agenda, each motion should be limited to one idea or issue.
4. No new motion may be made while another is being discussed.
5. A motion may be amended and votes on the amendments must be taken before acting on the original motion.
6. Before a vote on a main motion is taken, business can be interrupted by a motion:
 - to table the main motion,
 - to postpone action,
 - to refer the motion to a committee,
 - to withdraw it from consideration, or
 - to adjourn the meeting.

The subsidiary motions must be disposed of prior to action on the main motion.
7. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
8. When a Board member wishes to speak in board meeting, he/she should request to be recognized by the Board President before speaking. He/she may gain recognition by the President by raising a hand or speaking audibly, "Mr./Mrs. President". Once recognized the Board member should address the Board.

9. When the president senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
10. Some motions, such as a motion to adjourn, are not debatable. See the “Simplified Chart of Parliamentary Motions” on page 10.
11. Before a motion is voted upon, it should be repeated aloud.
12. The president, by virtue of membership on the board, is expected to vote on each issue before the board.
13. The president should indicate before each vote whether a simple or special majority is required.
14. The president should keep readily at hand a reference guide, such as the chart of parliamentary motions.

Simplified Chart of Parliamentary Motions

Motion & Order of Precedence	You Say:	Debatable	Amendable	Vote Required
Adjourn	I move to adjourn	No	No	Majority
Recess	I move to recess for	No	No	Majority
Close Debate	I move the previous question	No	No	2/3
Postpone Definitely	I move to postpone the motion to	Yes	Yes	Majority
Refer to Committee	I move to refer the motion to	Yes	Yes	Majority
Amend the Amendment	I move to amend the amendment by	Yes	Yes	Majority
Amend or substitute	I move to amend the motion by	Yes	Yes	Majority
Main motion	I move to	Yes	Yes	Majority
Reconsider		Yes	Yes	Majority
Rescind		Yes	Yes	Majority (with notice)

Incidental Motions				
No order of precedence. Arise incidentally and decided immediately				
Point of Order (to enforce rules)	Point of Order	No	No	None
Parliamentary Inquiry	Parliamentary questions	No	No	None
Withdraw or Modify a Motion	I withdraw (or modify) my motion	No	No	Majority

Board Policies Relevant to Board of Education Legal Status, Responsibilities, and Ethics

Policy 1010 School Board’s Legal Status

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371387/1010-School_Board_Legal_Status.pdf

Policy 1020 Board Power and Duties

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371388/1020-Board_Powers__Duties.pdf

Policy 1025 Administration Relations

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371389/1025-Administration_Relations.pdf

Policy 1034 Board of Education Code of Conduct

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371392/1034-Board_of_Education_Code_of_Conduct.pdf

Policy 1035 Board Member Commitments and Ethics

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371393/1035-Board_Member_Commitments_and_Ethics.pdf

Policy 1036 Conflict of Interest: Board Member and Employee

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371394/1036-Board_Member_Employee_Conflict_of_Interest.pdf

Policy 1037 Employment/Assignment of Relatives (Nepotism) (Reference - [Utah Code 52-3](#))

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371395/1037-Employee_Assignment_of_Relatives.pdf

Board Policies Relevant to School Board Meetings

Policy 1070 Board Meeting Procedures

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371399/1070-Board_Meeting_Procedures.pdf

Policy 1072 Board Meetings: Notice Requirements

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371400/1072-Board_Meetings_Notice_Requirements.pdf

Policy 1074 Board Meetings: Closed Meetings

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371401/1074-Board_Meetings_Closed_Meetings.pdf

Policy 1080 Board Committees

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371402/1080-Board_Committees.pdf

Policy 1090 Rules of Order

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371403/1090-Rules_of_Order.pdf

Policy 1100 Minutes

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371404/1100-Minutes.pdf

Policy 1110 Public Participation in Board Meeting

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371405/1110_Public_Participation_in_Board_Meeting.pdf