



BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING

Detailed Agenda

Wednesday, April 8, 2026

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

*"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. Administrative - 6:30 p.m.

1. Call to Order

Tiffani Summers, Board President

2. Reverence

Makayla Barton, Student Board Member

3. Flag Salute/Pledge of Allegiance

Danielle Wright, Board Member

4. Recognitions

Jamie Kent, Public Information Officer

a. BEHS Rockettes - National Champions

5

b. Shizhong Zhang, BEHS - Utah Foreign Language Association (UFLA) Teacher of the Year

6

c. Willard Elementary School - Model PLC School

7

d. SEE Awards:

S (Strengthen PLCs) - Lori Jacobson - Instructional Coach at Garland

E (Expand Student Connections) - Dianna Serfustini - Counselor at Golden Spike

E (Elevate Employee Appreciation) - Kristen Riley - AP at North Park

C. Approval of Agenda - 6:45 p.m.

D. ESP Employee Recognitions - 6:50 p.m.

Transportation:

Jason Jensen - Mechanic - Transportation

Gaile Bingham - Bus Driver - Transportation

Secretarial:

Talease Jones - Head Secretary - McKinley

Heidi Ivie - Curriculum Director Secretary - District Office

Facilities/IT:

Hunter Morgan - Custodian - Sunrise

Paul Buchi - Assistant Head Custodian - BRHS

Child Nutrition:

Golden Spike Kitchen

Paraprofessionals:

Naphtali Blanquie - Instructional Para - Golden Spike

Amber Kaminsky - ED Para - BEMS

Coerina Fife, Executive Director of Personnel and Title IX

E. Public Comment - 7:10 p.m.

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

F. Action Items - 7:40 p.m.

1. Approval of Indian Education Formula Grant

8

Megan Bushnell, Student Services Director

2. Approval of Amendment to Lake View TSSA Plan

9

Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning

3. Approval of Amendment to North Park TSSA Plan	16
Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning	
4. Approval of Amendment to School Fees for Driver Education Fees	23
Keith Mecham, Asst. Superintendent of Secondary Teaching & Learning	
5. Approval of Sale of Real Property	
Neil Stevens, Business Administrator	

G. Information Items - 7:55 p.m.

1. Gifted Program	24
AshLee Nelson, Director of Literacy & Instructional Support	
2. Lake View Sewer Repair	35
Corey Thompson, Facilities Director	
3. School Land Trust (SLT) 2024-25 Year Review	41
4. Teacher and Student Success Act (TSSA) 24-25 Year Review	207
Keith Mecham & Heidi Jo West, Assistant Superintendents of Curriculum	
5. Child Nutrition Program Report	276
Neil Stevens, Business Administrator	
6. Monthly Financial Report	284
Neil Stevens, Business Administrator	
7. Board Committee Reports	
a. Student Board Member Report	
8. March Employee Appreciation	
a.	

March	Teacher	Support
BRHS	Tyler Brimhall	Darci Stark
BRMS	Mike Wadsworth	Rachel Williams
ACHI	Virginia Spenst	Melanie Francis
BEHS	Sadie Losee	Martha Ewer
ACYI	Misty Norton	Bobbi Melehes
Sunrise	Madi Rinderknecht	Mandy Jeppsen
Century	Ila White	Katie Norman
Discovery	Karson Barker	Makayla Kafton
Fielding	MeKelle Willson	April Earl
Garland	Jodi Pedersen	Cyndee Ritter
Golden Spike	Wendy McKee	Sarah Aldridge
Lake View	Kim Wilson	Melissa Owen
McKinley	Courtney Cortez	Kaycee Summers
North Park	Heidi Watson	Valerie Hill
Three Mile Creek	Annika Pairitz	Roxie Crouch
Willard	Kari Burggraf	Julia Burdych
Western		Alexis Tibbits Winn Sally Pugsley

H. Policy Review - 8:35 p.m.

1. Policy to Delete	
a. Policy 5053 School Breakfast Program (no longer needed)	292

2. Policies for Review with No Changes	
a. Policy 2211 Transportation: Bus Routes and Stops	294
b. Policy 2212 Transportation: Transportation of Students by Private Vehicle	295
c. Policy 2213 Transportation: Kindergarten	296
d. Policy 2214 Transportation: "In Lieu Of" Allowance	297
e. 2215 Transportation: Living and Transportation Allowances	298
f. Policy 2218 Transportation: District Owned Vehicles	300
g. Policy 2219 Transportation: Substitute Bus Drivers	302
h. 2221 Transportation: Special Education/Pre-School	303
i. Policy 2225 Traffic Control	304
j. 2230 Right of Entry	306
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l. Policy 2245 School Lunch: Eligibility Determination for Receiving Reduced Price or Free Meals	308
m. Policy 2250 Homemade Food	310
3. First Reading	
a. Policy 2175 Buildings & Grounds: Energy Conservation	312
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c. Policy 5330 Academic Eligibility	320
4. Second Reading	
a. Policy 1240 Emergency Closing of Schools	321
b. Policy 2130 Capitalization	322
1) Policy 5340 Students Leaving with Adult During School Hours	324
c. Policy 2145 Restrictions on Internet Access	325
d. Policy 4060 High School Graduation Requirements	326
e. Policy 4085 Students Released to Attend Technical Colleges	337
f. Policy 4120 Community Adult High School	338
g. Policy 5285 Detention of Students After School Hours	342
h. Policy 5290 Prohibited Substances	343
I. <u>Consent Items</u> - 8:45 p.m.	
1. Minutes	354
2. Claims	368
3. Personnel	382
4. 150 Mile Trip	383
5. Out of State Travel Request	384
6. Approval of RFP for Waste Management Services	385
Neil Stevens, Business Administrator	
7. Request for Budget Appropriation for Security Cameras	392
Neil Stevens, Business Administrator	
8. Approval of Vehicle Safety System Contract	393
Neil Stevens, Business Administrator	
J. <u>Suggestions for Future Board Meetings</u> - 8:50 p.m.	404
K. <u>Upcoming Events</u>	
1. BEHS Graduation - Tuesday, May 26, 2026 at 6:00 at Weber State University	
2. BRHS Graduation - Wednesday, May 27, 2026 at 8:00 pm at BRHS	
3. Sunrise Graduation - Thursday, June 11, 2026 at 8:00 pm at BEHS	
L. <u>Board Handbook</u>	406
M. Closed Session to Discuss Purchase, Exchange, or Lease of Real Property 9:30 p.m.	
N. Closed Session to Discuss the Character or Professional Competence of an Individual 8:55 p.m.	
O. Closed Session to Discuss Strategy Sessions with Respect to Collective Bargaining or Pending or Imminent Litigation 9:10 p.m.	

P. Adjournment - 9:30 p.m.

A Special Meeting of the Board of Education will be held on Thursday, April 9, 2026, at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

The next meeting of the Board of Education will be held on Wednesday, May 13, 2026, with a Retirement Reception at 6:00 and a Regular Session at 6:30 p.m., at Adele C. Young Intermediate School, 830 Law Dr., Brigham City, Utah.



PRELIMINARY
VARSITY AWARDS
*Novelty / Character
& Contemporary*

UNIVERSAL
ORLANDO RESORT

UNIVERSAL
ORLANDO RESORT



CONTEST
of
CHAMPIONS
NATIONALS

2026
CONTEST
CHAMPIONS

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UFLA Awards

Shizong "John" Zhang



Teacher of the Year
2026



The Executive Board of the Utah Foreign Language Association awards to
John Zhang
the honor of
Teacher of the Year
March 12, 2026
In recognition of excellence, tireless teaching and lifelong service to our profession, our students, and our wonderful world.
UFLA

Shizong John Zhang
East Lake High School
PRESENTER



STAR-TACULAR WORK!

It's the POWER
of YET

MAKE YOUR HAND
ALWAYS BE KIND
ALWAYS LISTEN
STAY ON TASK
STAY ON LINE

10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86

87 88 89 90 91 92 93 94 95 96 97 98 99 100 101

Recommendation to approve

Submitted by: Megan Bushnell

Recommendation:

It is recommended that the Title VI Indian Education Programs Application Plan for the 2026-2027 School Year as written.

Recommended Motion:

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

Background:

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

Policy Implications:

Financial Implications:

Box Elder School District will be allocated around \$18,000 to support the plan.

Staff Implications:

The funding will be utilized to hire a family engagement specialist, provide funding for family events, event supplies, and other projects as necessary.

Recommendation for approval of the revision to the Lake View's TSSA Plan.

Submitted by: Heidi Jo West, Assistant Superintendent of Elementary Teaching and Learning on behalf of Austin Storey, Lake View Elementary School Principal.

Recommendation: It is recommended that the Box Elder School District Board of Education approve the Revision to Lake View Teacher and Student Success Plan as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the Fielding Elementary School's revision and Student Success Plans and for the schools in Box Elder School District for the 2025-2026 school year.

Background:

The original TSSA plan was marked \$6,000 for technology. Due to aging equipment, such as the SMART boards in a number of our classrooms, we would like to replace them with SMART TVs. We request approval to reallocate stipends originally designated for teacher appreciation and stipends. The original stipends that were planned for, such as RTI for upper grades, and the DLI Spanish PLC have been taken from other budgets. In addition, the original funds for Teacher/ Student appreciation & incentives have not been used since we received business contributions to support that. Lake View also was able to have a recent conference for 4 staff members funded by Title 1 funds instead of the original amount in TSSA. These reallocations require no additional funding.

Policy Implications:

This action will have no policy implications.

Financial Implications:

There are no anticipated negative financial consequences. Lake View has qualified for several overcrowding paraprofessionals, as well as reallocated the anticipated funds to go towards enhanced technology in classrooms.

Goal #1 action step 4 & Goal #2 action step 3 Instructional Paras : \$85,000 to \$86,120 an increase of \$1,120.

Goal # 1, action step 8 : Technology and visuals: increase from \$6,000 to \$13,608 for an increase of \$7,608,

The following areas were adjusted to accommodate the increase:

Goal 1, Action Step 7: Teacher Professional Development Conference: \$4,000 to \$0 a decrease of \$4,000.

Goal #1 Action Step 5 & 7: Professional Learning for staff: \$3,000 to \$0 a decrease of \$3,000.

Goal 1 Action Step 7: Teacher Stipends: \$14,447 to \$8,500 a decrease of \$5,947.

Staff Implications

Lake View is adequately staffed for paraprofessional support. At this time, there are no known negative staff implications.

TSSA		Total Allocated	\$114,523 Updated 4/6				
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0765 NonCont *1.3134 Cont Employee Benefits 200	Purchased Profession al & Tech Services 300	Travel 580	Supplies and Materials 600
Goal #1 Action Step # 7	Teacher Appreciation/	\$0.00					
Goal #1 Action Step # 4	Instructional Paras	\$86,120.00	\$80,000.00	\$6,120.00			
Goal #1 Action Step # 7	Teacher Stipends	\$8,500.00	\$7,500.00	\$1,000.00			
Goal #1 Action Step #	Professional Learning	\$0.00					
Goal #1 Action Step # 6	Subs	\$1,000.00			\$1,000.00		
Goal #1 Action Step # 8	Technology and	\$13,608.00					\$13,608.00
Goal #1 Action Step # 8							\$4552.23
Goal # 2 Action Step 2	Supplies and Materials	\$4,552.23					Encumbrance - \$1111.00
		\$0.00					
		\$0.00					
		\$0.00					
		\$0.00					
	Total Subcategories	\$113,780.2	\$87,500.00	\$7,120.00	\$1,000.00	\$0.00	\$13,608.00

Cell: C3

Note: Decreased by \$4000.

Cell: C4

Note: Increased \$1,120

Cell: C5

Note: Decreased \$5,947

Cell: C6

Note: Decreased \$3000

Cell: F6

Comment: Mindy White

@austin.storey@besd.net is this meant for a conference or bringing someone into your school to provide onsite PD?

If it is for a conference it would go under travel, if you are bringing someone onsite it is in the correct column.

Assigned to austin.storey@besd.net

6/4/2025 4:36 PM

Reply: Austin Storey

It was allotted to be able to bring someone in for a conference once I can see what the faculty needs the most.

6/4/2025 4:50 PM

Reply: Mindy White

perfect!

6/4/2025 5:02 PM

Cell: C8

Note: Increased \$7,608.

Goal 1

Do you have TSI Designations? If not TSI, skip red boxes.	TRUE	Which TSI areas have been identified?	SPED & ELL
Goal 1- Include goals for the TSI Subaroup(s)			
Action Plan			
<i>What specific tasks/activites will need to be done to help reach your goal?</i>			
1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders, 95%)			
2 Use LETRS training knowledge to improve literacy instruction.			
3 Begin progress monitoring at the beginning of the year according to district PM expectations for all students.			
4 Paraprofessionals will be hired and trained as needed to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction.			
5 Regular training for paraprofessionals by coaches on: classroom management, program implementation, and LETRS instruction.			
6 Additional Time for Collaboration and Teacher Visits			
7 Additional training Professional Development for Teachers			
8 Purchasing of additional tehcnology & materials to support literacy in classrooms			
<i>How does the TSSA plan support your TSI subarouns?</i>			
Designation 1:	Narrative: Instructional paras will be helping students who are identified as SPED or ELL which evidence-based interventions will be used? Tier 2 & Tier 3 Reading Groups		
Designation 2:	Narrative which evidence-based interventions will be used?		
Designation 3:	Narrative which evidence-based interventions will be used?		
<i>Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?</i>			
Review your progress with your leadership team once each trimester.			
Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	11/25	Acadience	BOY Proficiency: K- 40 %, 1st-62%, 2nd-76 %, 3rd-59 %, 4th-67%, 5th-73%
Trimester 2:	1/12/26	Acadience	MOY Proficiency: K- 81 %, 1st-65%, 2nd- 76%, 3rd-58 %, 4th-71%, 5th-%
Trimester 3:			EOY Proficiency: K- %, 1st-%, 2nd- %, 3rd- %, 4th-%, 5th-%
Final Report- Complete after January 15 of the following year. What were the results of your plan?			

Goal 2

Do you have TSI Designations? If not TSI, skip red boxes.	TRUE	Which TSI areas have been identified?	SPED & ELL	
Goal 1- Include goals for the TSI Subaroup(s)				
Action Plan				
<i>What specific tasks/activites will need to be done to help reach your goal?</i>				
1 Use adopted tier 1 programs with fidelity.				
2 Use Manipulatives and other resources to aide in math instruction.				
3 Begin progress monitoring at the beginning of the year according to district PM expectations for all students.				
4 Hire and Train paraprofessionals to help with Tier 2 and Tier 3 instruction and small groups.				
How does the TSSA plan support your TSI subarouns?				
Designation 1:	Narrative: Instructional paras will be helping students who are identified as SPED or EI I which evidence-based interventions will be used? Tier 2 & Tier 3 Reading Groups			
Designation 2:	Narrative which evidence-based interventions will be used?			
Designation 3:	Narrative which evidence-based interventions will be used?			
Procedures for evaluating success in reaching this goal What summative evidence will be used to show you reached this goal on the final report?				
Review your progress with your leadership team once each trimester.				
Trimester 1:	11/25	Acadience Math	BOY Proficiency: K- 49 %, 1st-48%, 2nd- 43 %, 3rd-38 %	
Trimester 2:	1/12/26	Acadience Math	MOY Proficiency: K- 68 %, 1st-49%, 2nd- 61%, 3rd- 44 %	
Trimester 3:		Acadience/ RISE	EOY Proficiency: K- %, 1st-%, 2nd- %, 3rd- %, 4th-%, 5th-%	
Final Report- Complete after January 15 of the following year What were the results of your plan?				

53G-7-1304	Allocated		\$4,170,227.17					
School	Enrollment	Allocation	Total	Salaries 100	Employee	Purchased	Travel 580	Supplies and
Sunrise	139	\$32,890	\$0.00					
BRHS	1267	\$336,104	\$0.00					
BEHS	1699	\$442,814	\$0.00					
BRMS	821	\$202,795	\$0.00					
BEMS	1137	\$280,850	\$0.00					
Harris	838	\$187,998	\$0.00					
Young	1006	\$222,663	\$0.00					
Grouse Creek	11	\$2,717	\$0.00					
Park Valley	30	\$7,410	\$0.00					
Snowville	25	\$6,175	\$0.00					
Century	433	\$116,304	\$0.00					
Discovery	452	\$119,433	\$0.00					
Fielding	552	\$165,901	\$0.00					
Garland	653	\$167,533	\$0.00					
Golden Spike	970	\$249,735	\$0.00					
Lake View	574	\$114,523	\$114,523.00	\$85,000.00	\$8,522.40	\$10,000.00	\$0.00	\$11,000.60
McKinley	591	\$117,323	\$0.00					
North Park	687	\$133,132	\$0.00					
Three Mile	481	\$97,626	\$0.00					
Willard	296	\$123,744	\$0.00					
Grant Information			#####	\$800,819.75	\$335,259.82	\$10,000.00	\$0.00	\$11,000.60
BE Salary Allocation	25%	#####	#####	\$715,819.75	\$326,737.42			
Salary Stipends								
Total Allocated	12,662	#####	\$0.00					
Total Subcategories			#####	#####	\$670,519.63	\$20,000.00	\$0.00	\$22,001.20

Recommendation for approval of the revision to North Park's TSSA Plan.

Submitted by: Heidi Jo West, Assistant Superintendent of Elementary Teaching and Learning on behalf of Heather Godfrey, North Park Elementary School Principal

Recommendation: It is recommended that the Box Elder School District Board of Education approve the Revision to North Park's Teacher and Student Success Plan as submitted.

Recommended Motion:

I move that the BESD Board of Education approve North Park's Elementary School's revision to their Student Success Plans and for the schools in Box Elder School District for the 2025-2026 school year.

Background:

We request a budget revision to reallocate unused salary funds to the technology budget. These surplus funds are available due to the district covering the cost of overcrowding paraprofessionals, as well as unfilled paraprofessional absences throughout the year.

We propose using these funds to purchase 15 All-in-One Digital TV Interactive Displays for classroom instruction. This investment will support the integration of digital resources to deliver clear, engaging, and differentiated instruction. It will also improve visibility and accessibility for all students.

Additionally, this technology will increase teacher efficiency through streamlined lesson delivery and planning, while supporting small group instruction, and responsive teaching practices. The implementation will include ongoing evaluation to ensure effective use and a positive impact on student learning outcomes.

Policy Implications:

This action will have no policy implications. All funds are being used within policy guidelines for approved purposes.

Financial Implications:

There are no known negative consequences. To meet our goals and be financially responsible with our TSSA funds, an adjusted spending plan was created that still aligns with our plan and goals.

- 86 inch All-in-One Digital Android Based Interactive Display, Strong(TM) Large Tilting Mount for 36-80 in. Flat-Panel TVs, and installation-\$34,020.00

Staff /Student Implications

The proposed budget reallocation will positively impact both staff and students by providing reliable, modern instructional technology in every classroom. Teachers will benefit from increased efficiency, and up-to-date, working technology, allowing them to better focus on instruction and student support. Students will experience improved visibility, engagement, and access to interactive learning opportunities, particularly benefiting Hispanic students, Students with Disabilities, and English Language Learners. Overall, this investment will create a more effective and inclusive learning environment that supports improved student learning outcomes.

TSSA	Total Allocated	\$133,132					
Goal # Action Step #	List Expense Here	Total	Salaries 100	<small>*1.0725 NonCont *1.3134 Cont Employee Benefits 200</small>	Purchased Profession al & Tech Services 300	Travel 580	Supplies and Materials 600
Goal #1 Steps #1-	Instructional	\$49,886.27	\$46,514.00	\$3,372.27			
Goal #1 Steps #1-	Guiding Coalition x10	\$6,567.00	\$5,000.00	\$1,567.00			
Goal #1 Steps #1-	Culture Club x 10	\$6,567.00	\$5,000.00	\$1,567.00			
Goal #1 Step #2	Student Council	\$656.70	\$500.00	\$156.70			
Goal #1 Step #5	Subs (IEP Days &	\$4,000.00			\$4,000.00		
Goal #1 Steps #1-	Kindergarten Para	\$22,288.90	\$20,782.19	\$1,506.71			
Goal #1 Step #2	Student Council	\$650.00				\$650.00	
Goal #1 Steps #1-5	Teacher Appreciation &	\$6,656.60					\$6,656.60
Goal #1 Step #2	Intramurals Stipend	\$1,838.76	\$1,400.00	\$438.76			
Goal #1 Step #6	Technology- TV	\$34,020.00			\$34,020.00		
		\$0.00					
	Total Subcategories	\$133,131.22	\$79,196.19	\$8,608.43	\$38,020.00	\$650.00	\$6,656.60

Cell: C3

Note: Previous amount-\$89,907.04 updated on 4/2/26

Cell: D3

Note: Previous amount-\$78,235.00 updated 4/2/26

Cell: E3

Note: Previous amount \$5672.04 updated 4/2/26

Cell: D9

Comment: Ryan Greene

M-Th=127 Days, F=47 Days:

6/3/2025 12:47 PM

Goal 1

Do you have TSI Designations? If not TSI, skip red boxes.	TRUE	Which TSI areas have been identified?	Hispanic Students, Students with Disabilities, and English Language Learners
Goal 1- Include goals for the TSI Subarou(s)			
Action Plan			
<i>What specific tasks/activities will need to be done to help reach your goal?</i>			
1.Strategic Paraprofessional Placement and TrainingTimeline: August-September (Pre-service) and ongoing monthlyAction: Deploy paraprofessionals strategically across grade level			
2.Implement Multi-Tiered Support Structure: Timeline: August - May (Ongoing)Action: Establish systematic approach to student supportComponents:Guiding Coalition and Culture Cl			
3. Timeline: August implementation, ongoing weekly/bi-weekly monitoringAction: Create systematic tracking of student progress across all interventionsComponents:Weekly progres			
4. Develop Culturally Responsive and Language Appropriate Interventions: Timeline: Ongoing throughout school yearAction: Ensure all interventions are tailored to meet diverse stud			
5. Continuous Evaluation and Program RefinementTimeline: Monthly review cycles with quarterly comprehensive evaluationAction: Systematically evaluate program effectiveness and			
6. Classroom Technology Upgrade (All-in-One Digital Android Based Interactive Display- Instructional Tools)			
How does the TSSA plan support your TSI subarou(s)?			
Designation 1: H17	<i>Narrative:</i> Hispanic students receive comprehensive support through culturally responsive teaching practices that incorporate their cultural which evidence-based interventions will be used? Culturally Sustaining Pedagogy approaches		
Designation 2: SWD	<i>Narrative:</i> Students with disabilities receive comprehensive support through individualized interventions that align directly with their IEP which evidence-based interventions will be used? Individualized support aligned with IEP goals and accommodations		
Designation 3: ELL	<i>Narrative:</i> English Language Learners receive comprehensive support through a multi-tiered approach that simultaneously develops which evidence-based interventions will be used? Simultaneous development of academic content and English language skills		
Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?			
Review your progress with your leadership team once each trimester.			
Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			
Final Report- Complete after January 15 of the following year. What were the results of your plan?			

53G-7-1304	Allocated		\$4,170,227.17					
School	Enrollment	Allocation	Total	Salaries 100	Employee	Purchased	Travel 580	Supplies and
Sunrise	139	\$32,890	\$0.00					
BRHS	1267	\$336,104	\$0.00					
BEHS	1699	\$442,814	\$0.00					
BRMS	821	\$202,795	\$0.00					
BEMS	1137	\$280,850	\$0.00					
Harris	838	\$187,998	\$0.00					
Young	1006	\$222,663	\$0.00					
Grouse Creek	11	\$2,717	\$0.00					
Park Valley	30	\$7,410	\$0.00					
Snowville	25	\$6,175	\$0.00					
Century	433	\$116,304	\$0.00					
Discovery	452	\$119,433	\$0.00					
Fielding	552	\$165,901	\$0.00					
Garland	653	\$167,533	\$0.00					
Golden Spike	970	\$249,735	\$0.00					
Lake View	574	\$114,523	\$0.00					
McKinley	591	\$117,323	\$0.00					
North Park	687	\$133,132	\$133,132.00	\$110,917.19	\$10,908.21	\$4,000.00	\$650.00	\$6,656.60
Three Mile	481	\$97,626	\$0.00					
Willard	296	\$123,744	\$0.00					
Grant Information			#####	\$826,736.94	\$337,645.62	\$4,000.00	\$650.00	\$6,656.60
BE Salary Allocation	25%	#####	#####	\$715,819.75	\$326,737.42			
Salary Stipends								
Total Allocated	12,662	#####	\$0.00					
Total Subcategories			#####	#####	\$675,291.25	\$8,000.00	\$1,300.00	\$13,313.20

Cell: E20

Comment: Ryan Greene

NP's SLT will absorb the amount that TSSA is over budget on.

6/3/2025 1:39 PM

Recommendation to approve

Submitted by: Keith Mecham

Recommendation:

It is recommended that the BESD Board of Education approve the amendment of the [2025-2026 BESD General Student Fees](#) schedule and moving forward for the [2026-2027 General Student Fees](#) schedule for the following activity:

- Increase Driver Education Fees from \$225 to \$240. (This will make the cost breakdown as follows: \$15 - Driver Ed Solutions Software, \$55 - Classroom, \$140 - Behind the Wheel Driving, \$25 Driving Test)

Recommended Motion:

I move that we approve the amendment of the 2025-2026 BESD General Student Fees schedule and amend the 2026-2027 BESD General Student Fees schedule to reflect the new fees for Driver Education.

Background:

In trying to better support our students and their families who desire to participate in driver education in the Box Elder School District, we are adopting the [Driver Ed Solutions Software](#) that is approved by USBE. Below are some of the benefits:

- Allow students to sign-up online for classes and drive times.
- Reduce no-shows with automatic text and email reminders.
- Automatically assess fees for late cancellations and missed lessons, if needed.
- Let instructors manage their schedules and send students messages.
- Easily identify and fill openings with the at-a-glance calendar.
- Allow students to be waitlisted for drive times.
- Eliminate double-booking vehicles and over-booking classes.
- Lock student accounts when fees are past due.
- Print state forms with student and school data pre-filled.
- Run reports to help with accounting, tracking balances, payment reconciliation, student completion, and instructor work logs.

Policy Implications:

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

Financial Implications:

As stated in the recommendation

Staff Implications:

No additional implications

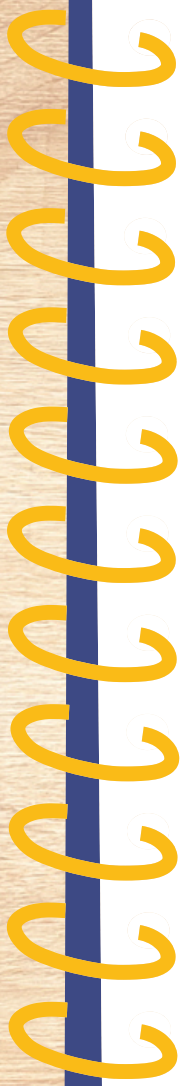
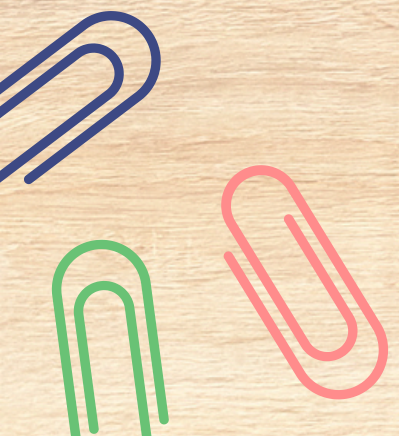
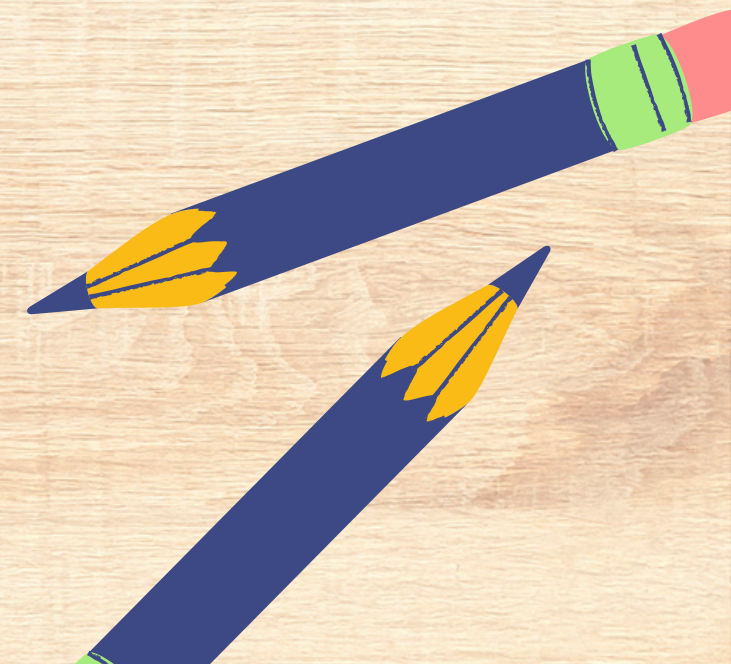
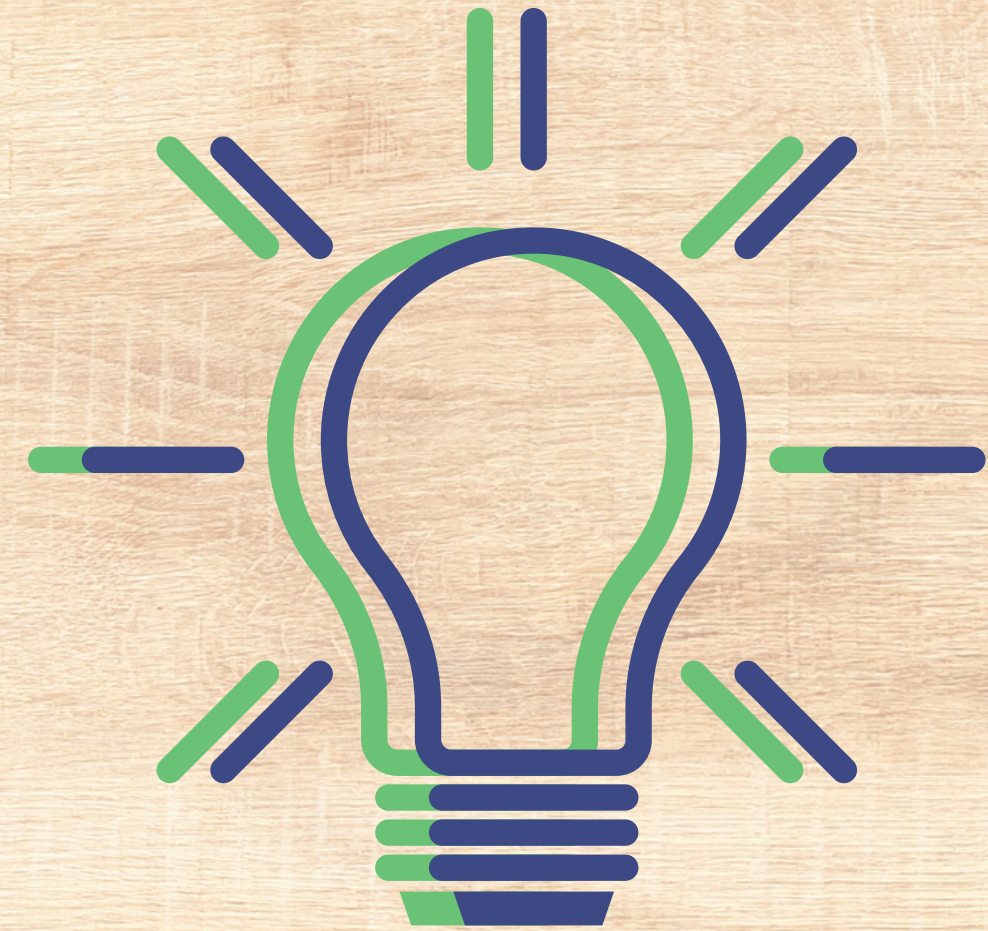


**ELEMENTARY GIFTED
& TALENTED PLAN**

2026-27

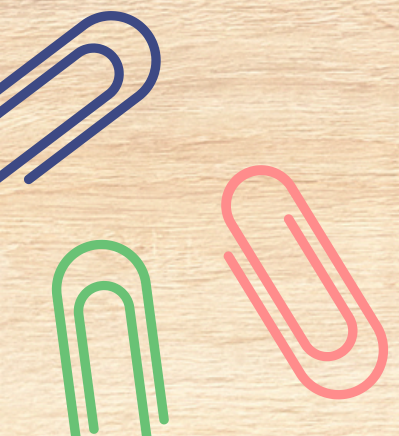
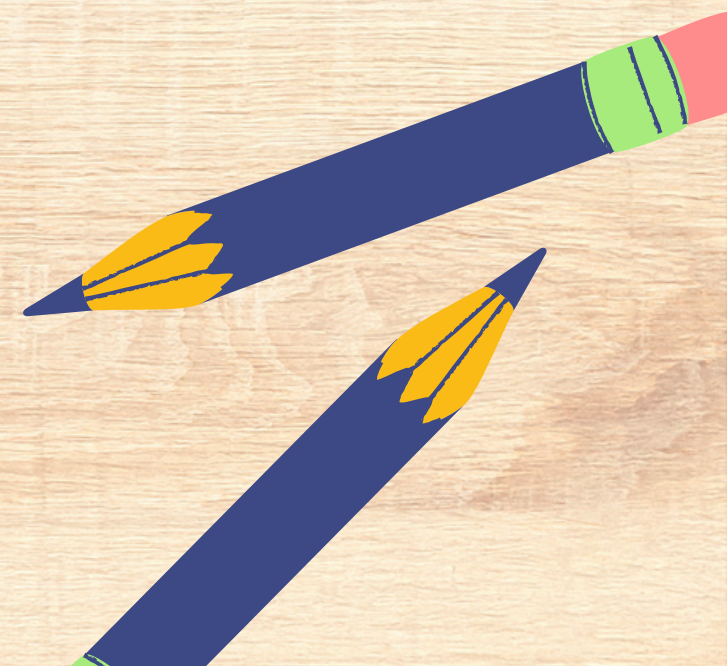
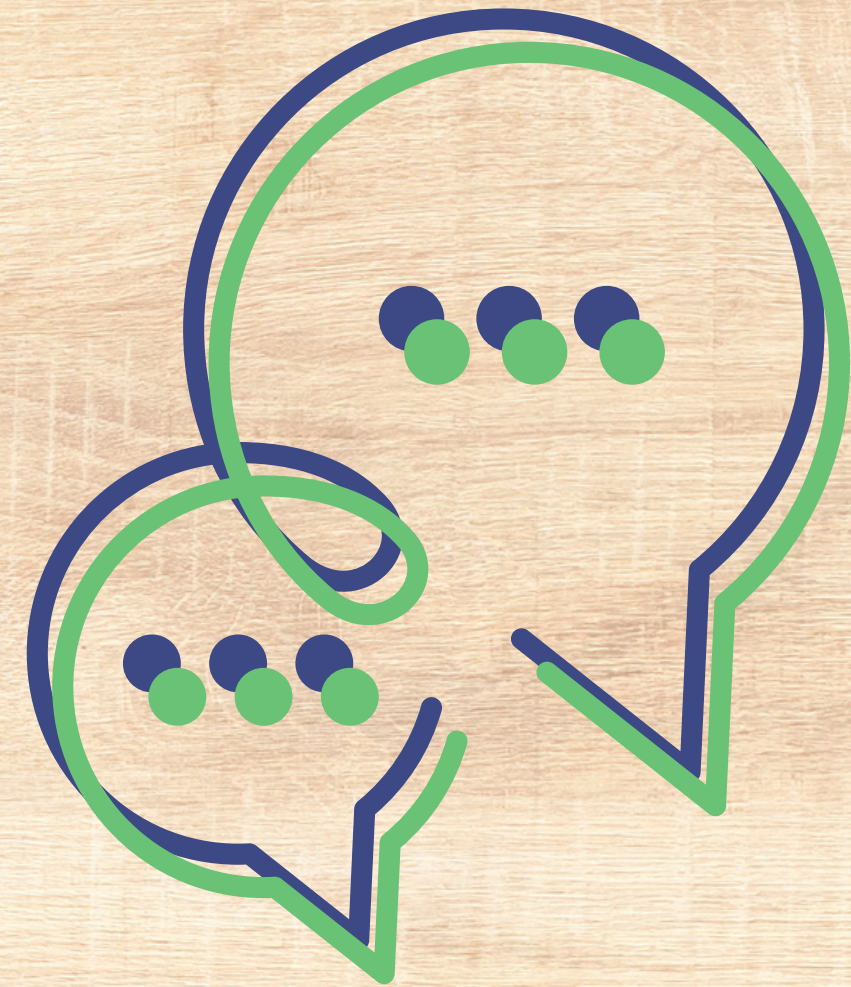
IDENTIFICATION

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



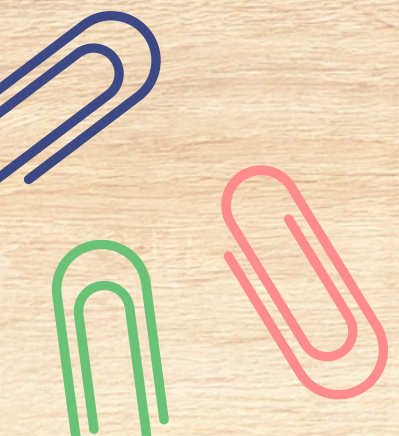
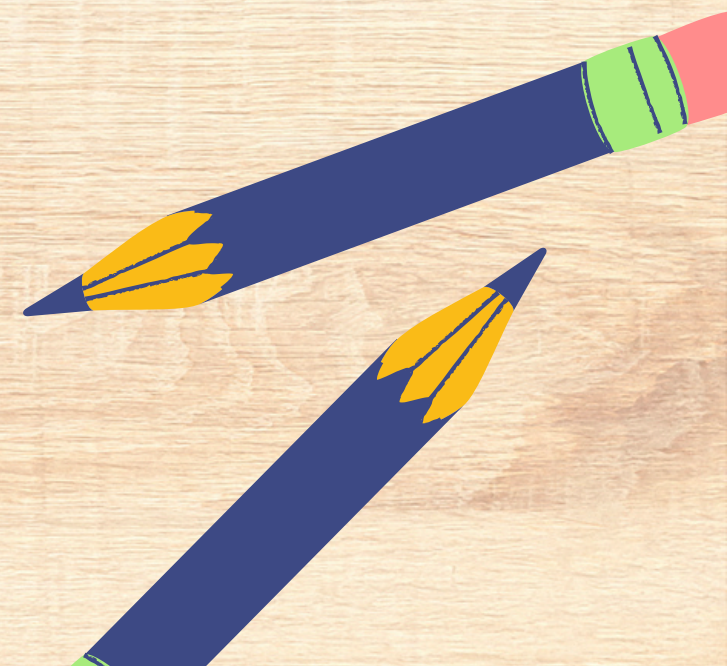
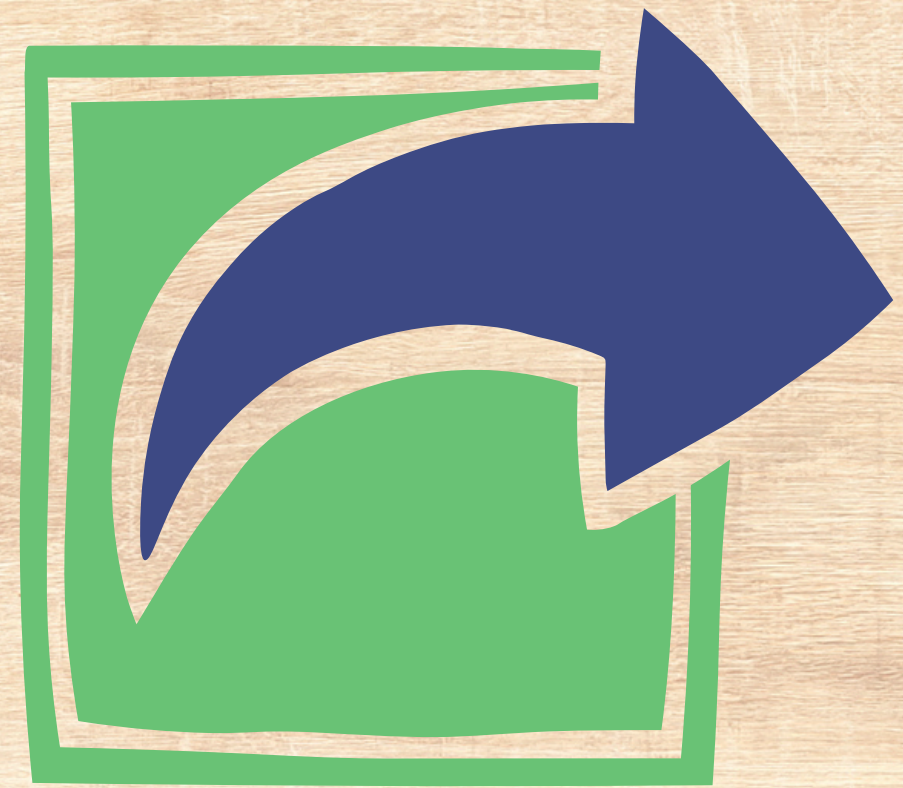
IDENTIFICATION

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



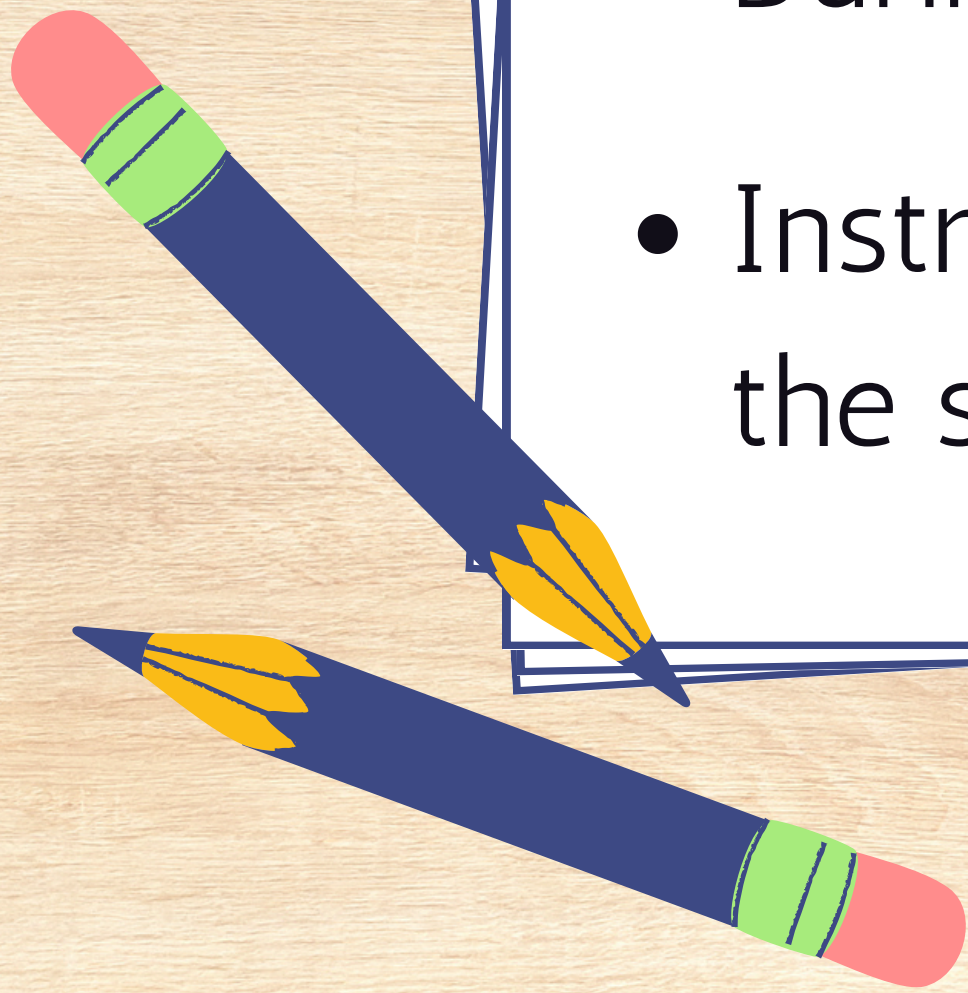
IDENTIFICATION

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



LEAP INSTRUCTION

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



STANDARDS

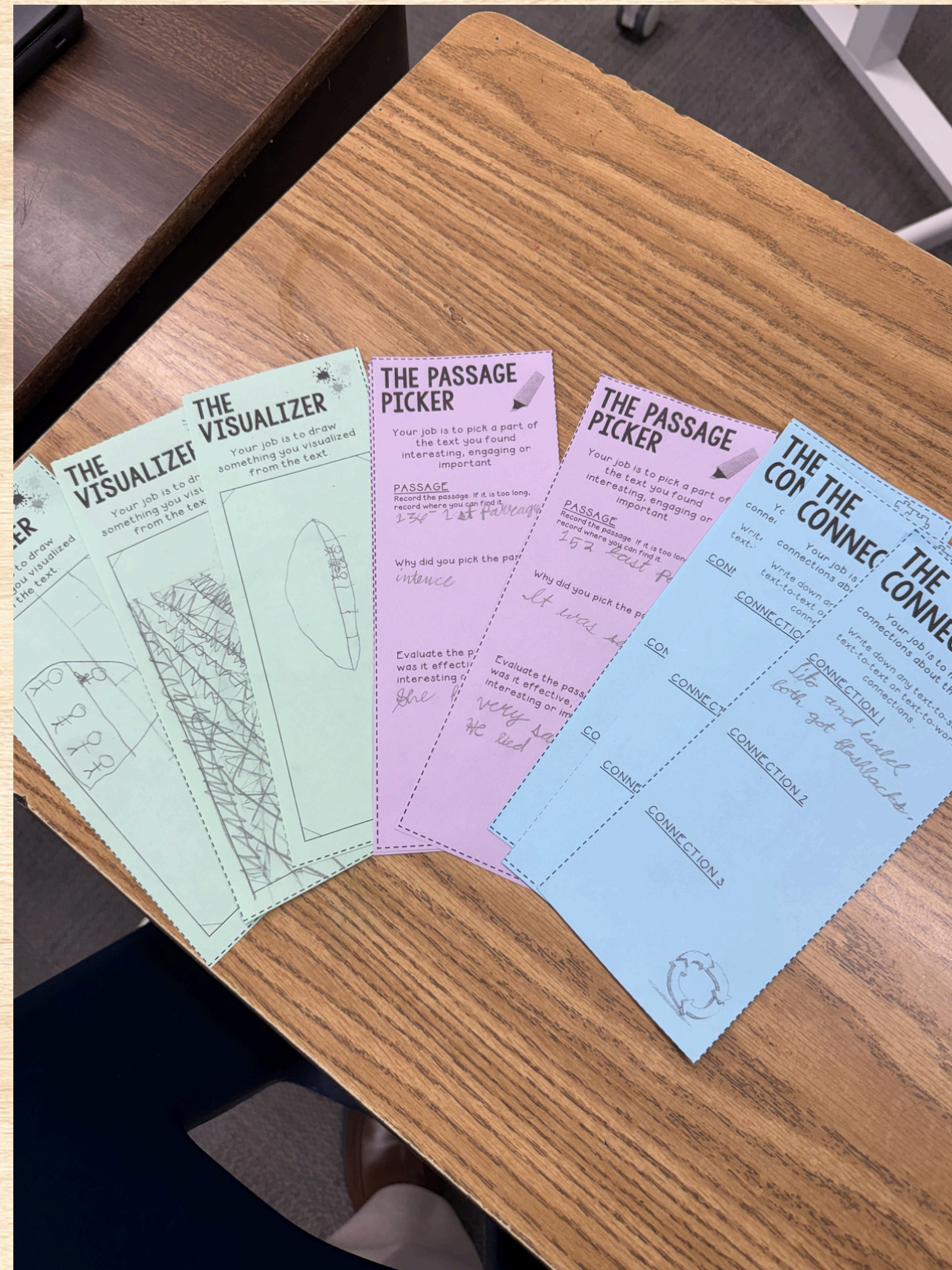
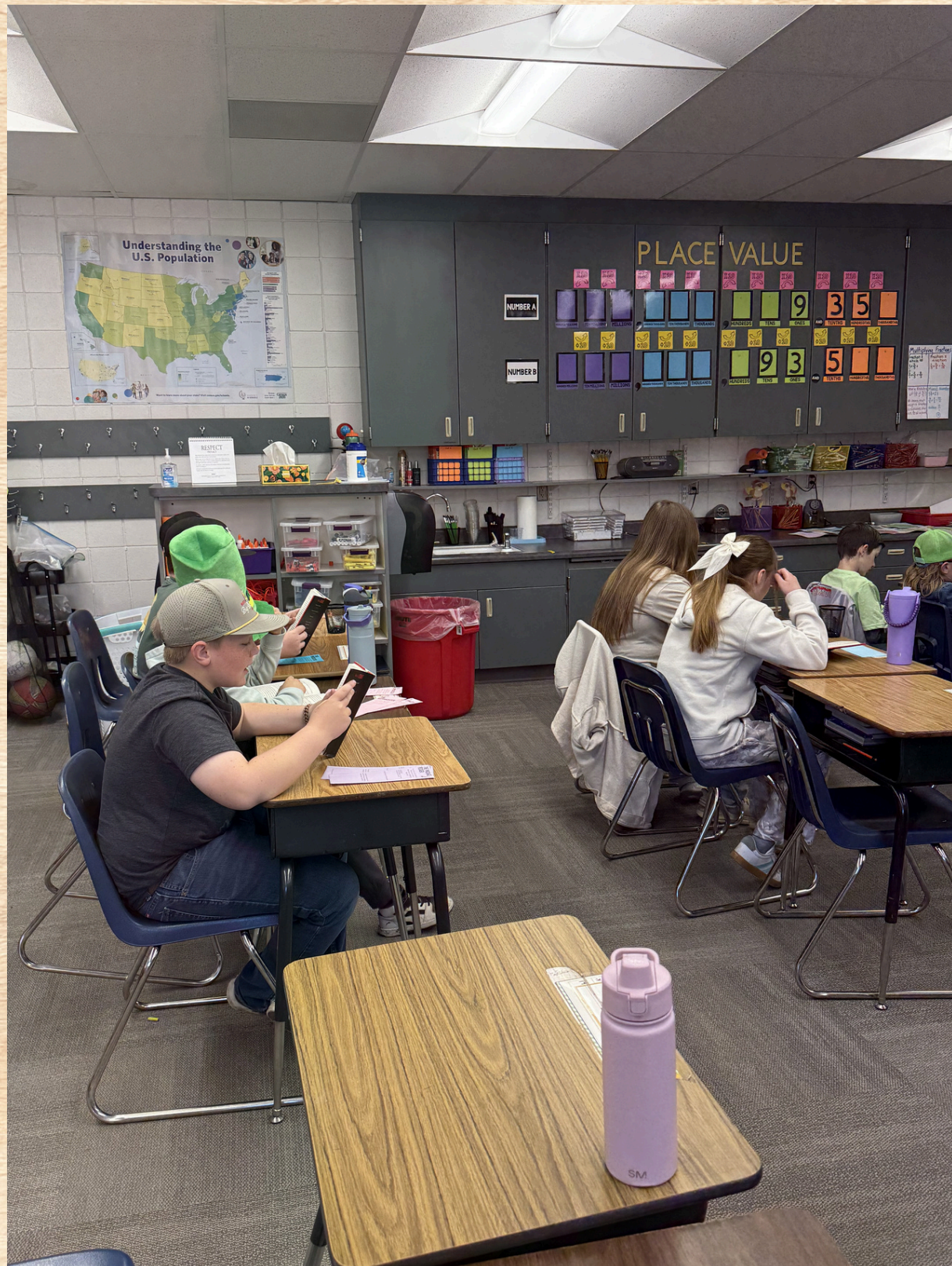
**Creative
Thinking**

**Critical
Thinking**

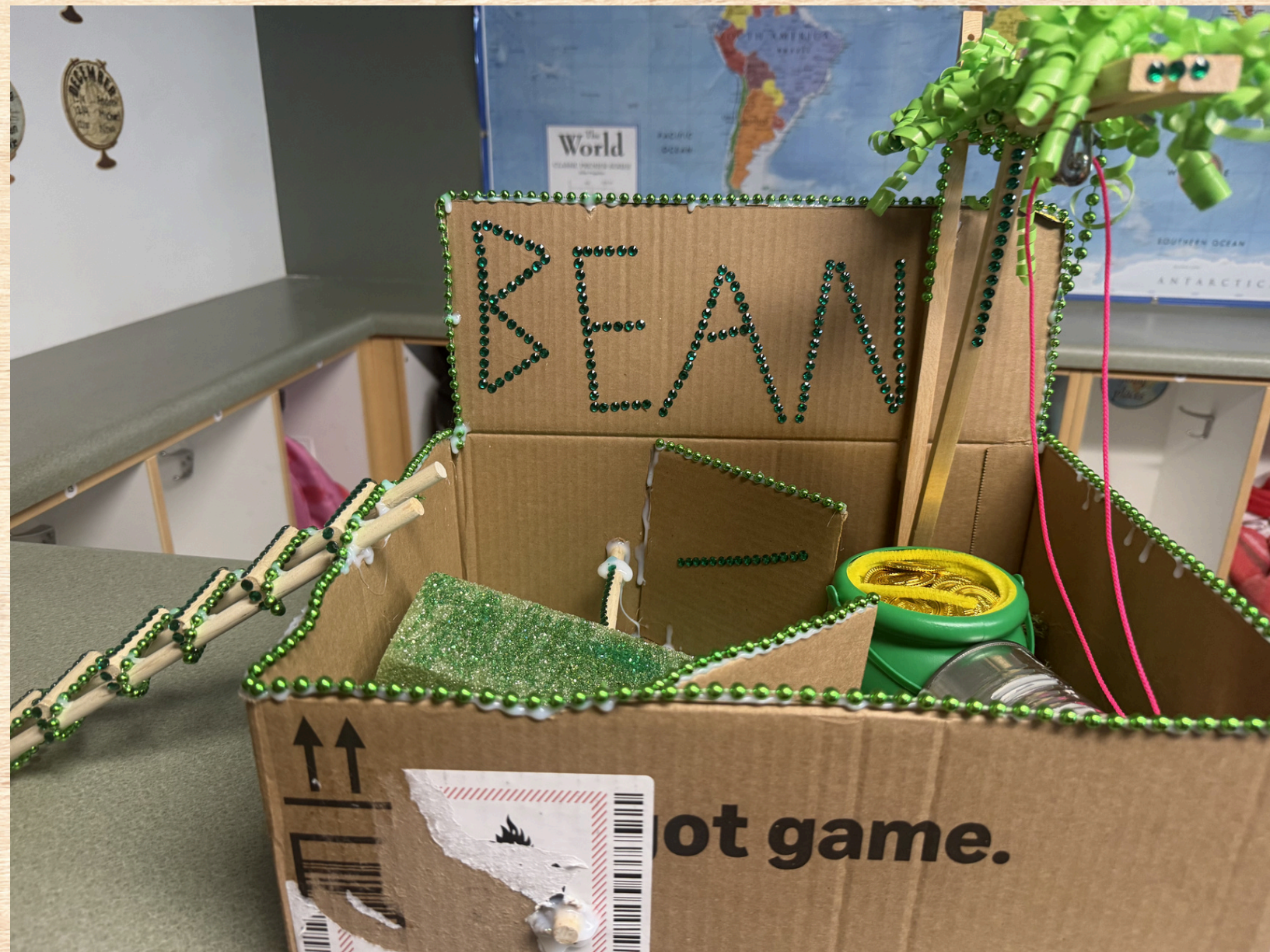
**Problem
Solving**

**Research
Skills**

ELA CLASSROOM ACTIVITIES



MATH CLASSROOM ACTIVITIES



THIS YEAR GOALS

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

24-25=
1 ELL Student

25-26=
2 ELL Students

Many ELL students are in interventions during LEAP time.

NEXT YEAR GOALS

We want to increase participation with Hispanic Students.

25 - 26 = 18 students

Include WIDA, lower threshold for identification

The image features a stack of papers on a light brown wooden desk. The top paper is white with a dark blue border and contains the text 'QUESTIONS?'. To the left, a green lined paper is partially visible. In the bottom left corner, there are two pencils, one blue and one yellow. In the bottom right corner, there is a blue and green pen. In the top right corner, there are three paper clips: one blue, one green, and one red.

QUESTIONS?

Lake View Sewer line Repair Update, 3-30-26

Ran into complications of orangeburg
piping

Orangeburg pipe, or bituminous fiber pipe, was a popular, lightweight sewer and conduit material used primarily from the 1940s to the 1970s, manufactured by layering wood pulp and coal tar pitch. Originally produced in the 1890s for electrical conduit, its use surged post-WWII due to metal shortages and a housing boom, but it is notorious for failing after 30-50 years



A rotted piece of old orangeburg pipe filled with dirt.

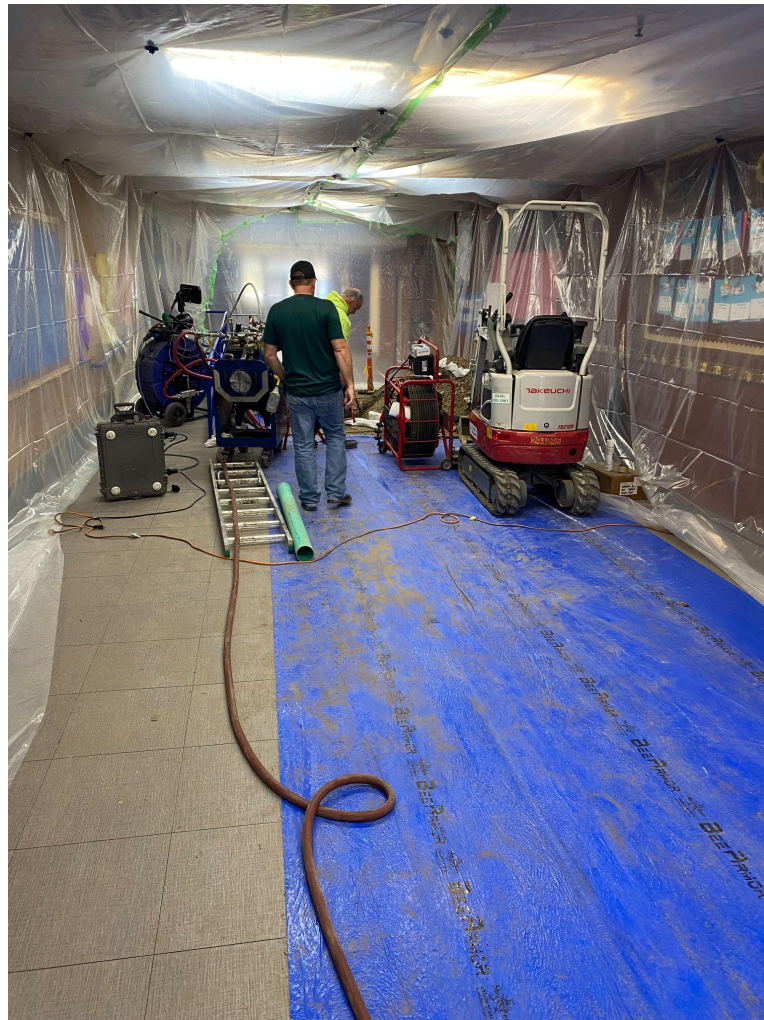


The new lining is as rigid as PVC, commonly used for sewer pipe



Hallway at Lake View

The hallway is protected.
The contractor had to cut a hole to replace some of the collapsed orangeburg pipe



The amount of dirt pulled out to access the pipe. Their plan is to still be finished lining the old buried pipe this week. Replacing the old pipe in tunnels will take place this summer.



Depth to replace old pipe.

We are concerned this is the same issue in other parts of Lake View and also North Park. We suggest starting the process to investigate a cost to line and replace all sewer pipe at both Lake View and North Park this summer.



Box Elder High Final Report 2024-2025

2024 - 2025



Final Report Approved

Final Report Approval Details

Submitted By:

aj.gilmore@besd.net

Submit Date:

2026-02-24

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$115,415.14
Distribution for 2024-2025	\$257,535.77	\$0.00	\$257,535.77
Total Available for Expenditure in 2024-2025	\$257,535.77	\$0.00	\$372,950.91
Salaries and Benefits	\$266,216.00	\$0.00	\$262,878.01
Contracted Services	\$11,421.00	\$0.00	\$7,699.60
Professional Development	\$4,508.00	\$0.00	\$30,317.01
Student Transportation Field Trips	\$4,000.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$58,600.00	\$0.00	\$16,363.08
Technology Related Supplies	\$12,840.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$76.57
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$33,592.40

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$357,585.00	\$0.00	\$350,926.67
Remaining Funds (Carry-Over to 2025-2026)	-\$100,049.23		\$22,024.24

Goal #1

close

Goal Statement

close

Box Elder High School will reduce the number of students who are credit deficit, by 1%, from August 2024 to June 2025.

Academic Area

close

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

- Physical Education
- Reading
- Science
- Social Studies
- Technology
- World Languages
- Writing

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

BEHS started with 10.83% of our students credit deficit, in August 2024. By the end of the school year, in June 2025, the number of students who were credit deficit fell to 4.80%. We achieved our goal of lowering our total percentage of students credit deficit with an increased focus on academic performance in all subject areas.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Hire Online Lab/Credit Recovery Teacher
2. Hire six paras to help the students work on credit recovery and get to the needed interventions given by classroom teachers.
3. Paras will work with teachers to help identify and track students who need academic interventions.
4. Pay teachers summer hours to work on creating Canvas courses and formative assessments to use during the school year to help students earn credit.
5. Pay teachers to run after school credit recovery times (summer stipend).
6. Purchase Read 180 and Math 180 to help build student's prerequisite skills.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

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

Goal #2

close

Goal Statement

close

Box Elder High School teachers will use SIOP and Big 8 teaching strategies to achieve an average of 80% or higher student engagement during the 2024-25 school year. 85% of Box Elder High School teachers will have an average of 80% student engagement during classroom instruction. (This is focused engagement meaning the students are responding to the teachers)

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

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Using the ObserverTab tool administrators and building level coaches will calculate the average percentage of student engagement at Box Elder High School. This data will be tracked monthly through classroom observations. By April 2025, 85% of Box Elder High School teachers will have an average of 80% of their students engaged during classroom instruction. We know that as engagement goes up our student's achievement will go up as well. We want to increase our school-wide (focused) engagement rate to 80%. We feel this is a critical need in our building. As our students are more engaged with their teacher's instruction, achievement will increase and the amount of classes failed will decrease.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

BEHS did not hit the mark of 85% student engagement for this school year. We were close and hit 82% student engagement, which is an increase from the previous year.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Training on SLOP and Big 8 teaching strategies will be provided to PLC team leaders, Teacher Intervention Committee Members, and teachers schoolwide.
2. Ipad/ Foot Pedal, pen, software, Additional Reading Books, Sheet Music, Music Stands, VR Head Sets, and other technologies (Turnitin!, Kahootit!+, ACT Prep, Newslea, Screencast -O-Matic, AAPPL Testing) will be added to classrooms to help teachers increase engagement.
3. Professional Development conferences will be provided for teachers to increase teacher instructional skills, which will increase student engagement. (Pay for subs while teachers are at conferences and travel expenses)
4. LIA students will be transported to elementary schools to read with students.
5. Hire an LIA Liaison to help teachers in ELL and LIA classes and at elementary schools.
6. Pay for an Instructional Coach & Consultant to come in and work with our first year teachers. (Subs while teachers are working with consultant)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	NSTA Conference (\$4,508)	\$4,508.00
Books, Ebooks, online curriculum/subscriptions	Choir Music (\$10,000), Subscription Newslea (\$10,000), Kahootit! (\$390), Screencast-O-Matic (\$240), Turnitin! (\$4000), Atomic Quiz (\$3,070), ACT Prep Subscriptions (\$8,000), AAPPL Testing (\$2,000).	\$37,700.00
	Total:	\$140,505.00

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Team Leaders (\$5,500), Subs for PLC Trainings (\$3,000), LIA Liaison (\$9,000), Instructional Coach (\$52,536).	\$70,036.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	New Teacher Observations (Annette Brinkman) (\$6,500), Teacher PD Conferences (\$4,921),	\$11,421.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	VR Head Sets (\$10,000), Music Stands (\$1,500), Ipad/Foot Pedal, Pen (\$1340).	\$12,840.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	LIA Transportation to Elementary School (\$4,000)	\$4,000.00
	Total:	\$140,505.00

Goal #3

close

Goal Statement

close

Box Elder High School will reduce the number of students who are credit deficit, by 1%, from August 2024 to June 2025.

Academic Area

close

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

- Social Studies
- Technology
- World Languages
- Writing

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

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2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

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Action Plan Steps and Expenditures

close

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5. Pay teachers to run after school credit recovery times (summer stipend).
6. Purchase Read 180 and Math 180 to help build student's prerequisite skills.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

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

Goal #4

close

Goal Statement

close

Box Elder High School teachers will use SIOP and Big 8 teaching strategies to achieve an average of 80% or higher student engagement during the 2024-25 school year. 85% of Box Elder High School teachers will have an average of 80% student engagement during classroom instruction. (This is focused engagement meaning the students are responding to the teachers)

Academic Area

close

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

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Using the ObserverTab tool administrators and building level coaches will calculate the average percentage of student engagement at Box Elder High School. This data will be tracked monthly through classroom observations. By April 2025, 85% of Box Elder High School teachers will have an average of 80% of their students engaged during classroom instruction. We know that as engagement goes up our student's achievement will go up as well. We want to increase our school-wide (focused) engagement rate to 80%. We feel this is a critical need in our building. As our students are more engaged with their teacher's instruction, achievement will increase and the amount of classes failed will decrease.

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2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

BEHS did not hit the mark of 85% student engagement for this school year. We were close and hit 82% student engagement, which is an increase from the previous year.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Training on SIOP and Big 8 teaching strategies will be provided to PLC team leaders, Teacher Intervention Committee Members, and teachers schoolwide.
2. Ipad/ Foot Pedal, pen, software, Additional Reading Books, Sheet Music, Music Stands, VR Head Sets, and other technologies (Turnitin!, Kahootit!+, ACT Prep, Newslea, Screencast -O-Matic, AAPPL Testing) will be added to classrooms to help teachers increase engagement.
3. Professional Development conferences will be provided for teachers to increase teacher instructional skills, which will increase student engagement. (Pay for subs while teachers are at conferences and travel expenses)
4. LIA students will be transported to elementary schools to read with students.
5. Hire an LIA Liaison to help teachers in ELL and LIA classes and at elementary schools.
6. Pay for an Instructional Coach & Consultant to come in and work with our first year teachers. (Subs while teachers are working with consultant)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	NSTA Conference (\$4,508)	\$4,508.00
Books, Ebooks, online curriculum/subscriptions	Choir Music (\$10,000), Subscription Newslea (\$10,000), Kahootit! (\$390), Screencast-O-Matic (\$240), Turnitin! (\$4000), Atomic Quiz (\$3,070), ACT Prep Subscriptions (\$8,000), AAPPL Testing (\$2,000).	\$37,700.00
	Total:	\$140,505.00

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Team Leaders (\$5,500), Subs for PLC Trainings (\$3,000), LIA Liaison (\$9,000), Instructional Coach (\$52,536).	\$70,036.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	New Teacher Observations (Annette Brinkman) (\$6,500), Teacher PD Conferences (\$4,921),	\$11,421.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	VR Head Sets (\$10,000), Music Stands (\$1,500), Ipad/Foot Pedal, Pen (\$1340).	\$12,840.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	LIA Transportation to Elementary School (\$4,000)	\$4,000.00
	Total:	\$140,505.00

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website
- Social Media

The school plan was actually publicized to the community in the following way(s):

- Letters to policymakers and/or administrators of trust lands and trust funds

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

Council Plan Approvals

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

**Plan Amendments
Amendment #1**

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved:

0

Number Not Approved:

0

Absent:

0

Council Vote Date:

Explanation for Amendment:

Was the Amendment implemented and associated expenditures spent as described?:

Yes

BACK

Bear River High Final Report 2024-2025 (Converted Amendment)

2024 - 2025



Final Report Approved

Final Report Approval Details

Submitted By:

David.Lee@besd.net

Submit Date:

2026-02-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Amendment Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$24,885.35
Distribution for 2024-2025	\$193,272.02	\$0.00	\$193,272.02
Total Available for Expenditure in 2024-2025	\$193,272.02	\$0.00	\$218,157.37
Salaries and Benefits	\$132,154.00	\$0.00	\$144,117.12
Contracted Services	\$0.00	\$0.00	\$5,802.40
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$12,000.00	\$0.00	\$0.00
Technology Related Supplies	\$18,000.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$36,000.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$100.00	\$0.00	\$16,830.00

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$18,000.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$180,254.00	\$0.00	\$202,749.52
Remaining Funds (Carry-Over to 2025-2026)	\$13,018.02		\$15,407.85

Goal #1

close

Goal Statement

close

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

Academic Area

close

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

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Graduation data:

2022 - 2023 = 86.20%

2023 - 2024 = 90.7%

2024 - 2025 = 91.7%

We have seen an overall increase in our graduation rate at Bear River High School by 5.5% from 2023-2025. We are very proud of what this represents, and though it wasn't 5% in one year, we still made a growth of 1%.

We had 933 Concurrent enrollement courses taken in the 2024-2025 school year.

Pathways:

365 Pathways completed

232 Students completed (66% of 12th grade students, 50% Female, 50% Male)

99 Students completed multiple pathways

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Increase the number of students participating in a Healthy Habits class to teach and improve student skills, habits, and techniques to support learning for future graduation. (\$12,353)

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

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

Goal #2

close

Goal Statement

close

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

- English/Language Arts
- Mathematics
- Reading
- Science

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Student ACT scores and ACT benchmark scores.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

ACT data:

Unfortunately, our ACT data went down overall by .3%; with most scores remaining the same.

These are the Action Steps identified in the plan to reach the goal:

1. Give our senior students an opportunity to take the ACT a second time. (\$18,000)
2. Increase parents and student awareness of ACT options and testing tips through regular email communications. (no cost - increased focus for Admin and teachers)
3. Purchase a program to allow teachers in class and students at home to practice and prepare for the ACT test. (\$12,000)

4. Improve curriculum to support ACT preparation and practice. Also, purchase 72 replacement chromebooks for student access to curriculum and learning opportunities. (\$43,074)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

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

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

Date	Name	Comment
2024-05-10	Paula Plant	Plan Comment: Please include the Expendable Items in the Action Plan steps - what is it and why is it needed to support the goal. Thank you!
2025-02-11	Marcus Chen	Amendment Comment: Amendment comment: One edit. Please include the council vote date and results in the "Council Plan Approvals" section of the amendment form
2025-04-08	David Lee	Amendment Comment: The amendment to our plan was on the October 8th agenda and passed by a vote of 12/12, carrying the motion to approve the additional funds for a math para position.

[BACK](#)

Sunrise High School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By:

Randall.Rasmussen@besd.net

Submit Date:

2026-01-20

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$24,679.84	\$0.00	\$24,679.84
Total Available for Expenditure in 2024-2025	\$24,679.84	\$0.00	\$24,679.84
Salaries and Benefits	\$24,679.84	\$0.00	\$24,679.84
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$24,679.84	\$0.00	\$24,679.84
Remaining Funds (Carry-Over to 2025-2026)	\$0.00		\$0.00

Goal #1

close

Goal Statement

close

Our goal is to continue to increase our graduation percentage to over 70% over the next two years. Thus helping Sunrise High to exit Comprehensive School Improvement. One step that has shown to be very valuable is to increasing student support. We will use these funds to pay for a full time student mentor to work with students. These funds will not be sufficient to pay the entire cost with benefits, but will cover the majority of the expense. We will use other funds to cover the remaining costs. This mentor will contact students each day to help improve their attendance and provide extra academic support throughout each day.

Academic Area

close

- Graduation Rate Increase (*secondary schools only*)

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

The most critical measurement will be the graduation rate put out by the state. We will also continue to use weekly attendance percentages, and term failing rates to indicate success and gage our progress throughout the year.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Graduation rate for the 2023-2024 school year was 75%. Graduation rate for the 2024-2025 school year was 83.2.

We have received preliminary information that we will be removed from the Comprehensive School Improvement status and are awaiting official confirmation.

Action Plan Steps and Expenditures

These are the Action Steps identified in the plan to reach the goal:

1.
We hired a para professional as one of our student mentors. She will continue with us for this coming year. About 65% of her salary and benefits are paid for through land trust money. This will exhaust our trust land funds for the year. \$24679.84

2. Along with our other mentors, this para will be assigned a class of 15-18 students in August.

She will work with these students each day. Outside of helping students in the classroom, our mentors will contact any absent student each day as well as parents each week.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	We hired a full time para as one of our student mentors. She will continue with us for this coming year. About 65% of her salary and benefits are paid for through land trust money. This will exhaust our trust land funds for the year.	\$24,679.84
	Total:	\$24,679.84

Goal #2

close

Goal Statement

close

Our goal is to continue to increase our graduation percentage to over 70% over the next two years. Thus helping Sunrise High to exit Comprehensive School Improvement. One step that has shown to be very valuable is to increasing student support. We will use these funds to pay for a full time student mentor to work with students. These funds will not be sufficient to pay the entire cost with benefits, but will cover the majority of the expense. We will use other funds to cover the remaining costs. This mentor will contact students each day to help improve their attendance and provide extra academic support throughout each day.

Academic Area

close

- Graduation Rate Increase (*secondary schools only*)

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

The most critical measurement will be the graduation rate put out by the state. We will also continue to use weekly attendance percentages, and term failing rates to indicate success and gage our progress throughout the year.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Graduation rate for the 2023-2024 school year was 75%. Graduation rate for the 2024-2025 school year was 83.2.

We have received preliminary information that we will be removed from the Comprehensive School Improvement status and are awaiting official confirmation.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1.

We hired a para professional as one of our student mentors. She will continue

with us for this coming year. About 65% of her salary and benefits are paid for through land trust money. This will exhaust our trust land funds for the year. *\$24679.84*

2. Along with our other mentors, this para will be assigned a class of 15-18 students in August.

She will work with these students each day. Outside of helping students in the classroom, our mentors will contact any absent student each day as well as parents each week.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	We hired a full time para as one of our student mentors. She will continue with us for this coming year. About 65% of her salary and benefits are paid for through land trust money. This will exhaust our trust land funds for the year.	\$24,679.84
	Total:	\$24,679.84

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website
- Social Media

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

Date	Name	Comment
2024-04-11	Gerald Jackman	As an alternative high school we have a board waiver to not have a community council. This waiver was again approved by our board this year.
2024-05-10	Paula Plant	Plan Comment: We are required to alert the LEA and district if there may be privacy concerns before the plans are made public on the website. The teacher's name is included in the text. If you would like to remove the name, please do so. Otherwise, you can approve. Thank you!

[BACK](#)

Box Elder Middle Final Report 2024-2025

2024 - 2025



Final Report Approved

Final Report Approval Details

Submitted By:

500002441

Submit Date:

2026-03-17

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$187,502.71	\$0.00	\$187,502.71
Total Available for Expenditure in 2024-2025	\$187,502.71	\$0.00	\$187,502.71
Salaries and Benefits	\$191,875.00	\$0.00	\$173,333.27
Contracted Services	\$0.00	\$0.00	\$4,494.80
Professional Development	\$0.00	\$0.00	\$722.34
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$8,952.30
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$191,875.00	\$0.00	\$187,502.71
Remaining Funds (Carry-Over to 2025-2026)	-\$4,372.29		\$0.00

Goal #1

close

Goal Statement

close

Box Elder Middle School will increase MAPS proficiency in each grade level on the Winter assessment by 2% overall. Proficiency will be determined by the percentage of students performing in the green (61st to 80th percentile nationally) and blue (80th percentile and up nationally) bands on the assessments in both reading and math. Reading: 2023-2024 results: 8th grade: 31% proficient 9th grade: 44% proficient 2024-2025 goal: 8th grade: 33% proficient 9th grade: 46% proficient Math: 2023-2024 results: 8th grade: 44% proficient 9th grade: 48% proficient 2023-2024 goal: 8th grade: 46% proficient 9th grade: 50% proficient

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- English/Language Arts

- Financial Literacy
- Fine Arts
- Graduation Rate Increase (*secondary schools only*)
- Health
- Mathematics
- Physical Education
- Reading
- Science
- Social Studies
- Technology
- World Languages
- Writing

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our goal has been based around our MAP proficiency in each grade level . We were hoping to increase our overall proficiency by 2% school wide. Below is a chart from the last couple of years. In 8th grade reading and math we met the 2% increase in proficiency from 33-40% and 46-50% In 9th grade reading we met our proficiency from 46-53%. In 9th grade Math we did not improve but stayed the same with 50% proficiency.

BEMS MAP Proficiency Data

Reading

2022-23 2023-24 2024-25

8th 31% 33% 40%
9th 44% 46% 53%

Math

	2022-23	2023-24	2024-25
8th	44%	46%	50%
9th	48%	50%	50%

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

Step 1:

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

Step 2:

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

Step 3:

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

Step 4:

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

Step 5:

The school will hire an online mentor to help our students who are taking classes in online settings to help them access curriculum and assessments as well as to partner with students and families in goal setting and to improve communication. We will also hire four math aides to assist students with instruction and small group work in math. We will pay team leaders to coordinate the training and focus of teachers in each content area. We will pay a reading interventionist to help address the needs of struggling readers. We will pay a reading lab coordinator to assist our struggling readers with reading remediation. We will also pay for part of our instructional coach's salary to make sure all of our teachers have access to great professional development. We will pay for our teachers to collaborate inside their academic teams to drive instruction forward using data from student assessments. We will pay part of the salary of a licensed clinical social worker (LCSW) to aid in meeting the needs of our students so they can focus on academics. We will pay 16 team leaders to lead the work of the professional learning community in each team, with a focus on literacy across the school.

We will hire a literacy specialist who will oversee training of staff and testing of students for placement into remedial reading classes as needed.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

We spent money as it was approved.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	STEPS 3,4, and 5	\$191,875.00
	Total:	\$191,875.00

Goal #2

close

Goal Statement

close

Box Elder Middle School will increase MAPS proficiency in each grade level on the Winter assessment by 2% overall. Proficiency will be determined by the percentage of students performing in the green (61st to 80th percentile nationally) and blue (80th percentile and up nationally) bands on the assessments in both reading and math. Reading: 2023-2024 results: 8th grade: 31% proficient 9th grade: 44% proficient 2024-2025 goal: 8th grade: 33% proficient 9th grade: 46% proficient Math: 2023-2024 results: 8th grade: 44% proficient 9th grade: 48% proficient 2023-2024 goal: 8th grade: 46% proficient 9th grade: 50% proficient

Academic Area

close

- College and Career Readiness (*secondary schools only*)

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

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our goal has been based around our MAP proficiency in each grade level . We were hoping to increase our overall proficiency by 2% school wide. Below is a chart from the last couple of years. In 8th grade reading and math we met the 2% increase in proficiency from 33-40% and 46-50% In 9th grade reading we met our proficiency from 46-53%. In 9th grade Math we did not improve but stayed the same with 50% proficiency.

BEMS MAP Proficiency Data

Reading

	2022-23	2023-24	2024-25
8th	31% 33%	40%	
9th	44% 46%	53%	

Math

	2022-23	2023-24	2024-25
8th	44% 46%	50%	
9th	48% 50%	50%	

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

Step 1:

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

Step 2:

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

Step 3:

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

Step 4:

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

Step 5:

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

assessments. We will pay part of the salary of a licensed clinical social worker (LCSW) to aid in meeting the needs of our students so they can focus on academics. We will pay 16 team leaders to lead the work of the professional learning community in each team, with a focus on literacy across the school. We will hire a literacy specialist who will oversee training of staff and testing of students for placement into remedial reading classes as needed.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

We spent money as it was approved.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	STEPS 3,4, and 5	\$191,875.00
	Total:	\$191,875.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$191,875.00
Total:	\$191,875.00

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- Letters to policymakers and/or administrators of trust lands and trust funds
- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

Letters to policymakers and/or administrators of trust lands and trust funds

Other: Please explain

School assembly

School marquee

Stickers that identify purchases made with School LAND Trust funds

School newsletter or website

Social Media

Council Plan Approvals

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

Comments

Date	Name	Comment
2024-05-10	Paula Plant	Plan Comment: The 5th Action Plan step needs some clarification with the last two sentences.
2024-05-10	Paula Plant	Plan Comment: 'We will hire teachers during their lunch time to help supervise students and keep the school safe, helping all students to focus on academics.' The law requires that the funds be used for the direct instruction of students. Unless the teachers are providing instruction to support math and reading (the measurement tool) this is an inappropriate expenditure and will need to be removed. If the teachers are providing instruction, please reword so that it is clear that instruction is the purpose toward the goal.
2024-05-10	Paula Plant	Plan Comment: 'We will pay for two student government advisors to help with promoting our PBIS plan.' Please provide clarity about how this expenditure supports the goal, including why it is student government advisors promoting the PBIS - to the reader, it could imply that it is PBIS for students in student government. What part of the PBIS plan will they be implementing/teaching towards reaching the goal (reading and math identified in the measurement section). Thank you! Please contact me if you have questions. Paula Plant 801-538-7555 - paula.plant@schools.utah.gov

Bear River Middle Final Report 2024-2025

2024 - 2025



Final Report Approved

Final Report Approval Details

Submitted By:

chad.kirby

Submit Date:

2026-02-02

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$11,802.36
Distribution for 2024-2025	\$133,495.52	\$0.00	\$133,495.52
Total Available for Expenditure in 2024-2025	\$133,495.52	\$0.00	\$145,297.88
Salaries and Benefits	\$133,000.00	\$0.00	\$135,957.91
Contracted Services	\$0.00	\$0.00	\$9,101.80
Professional Development	\$0.00	\$0.00	\$130.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$495.00	\$0.00	\$108.17

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$133,495.00	\$0.00	\$145,297.88
Remaining Funds (Carry-Over to 2025-2026)	\$0.52		\$0.00

Goal #1

close

Goal Statement

close

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

Academic Area

close

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

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We were just under our goal. Combined math and reading we had 59.9% that were at grade level or made a years growth. The beginning of the year data showed that math was at a higher percent then reading. Each time we took the test our percentage of students that were at grade level increased. The end of year data showed that we were nearly 62% of our students in math that were at or above grade level or showed one years growth. Our data in reading was lower. around 58% of our students were at or above grade level or showed that same growth. We changed our goal for the next year and broke it into two goals. Math and reading are separated so that we can focus on each subject separately.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. We will provide teachers with collaboration time through their Professional Learning Communities to plan, pace, and prepare common formative assessments, evaluate data, share best practices based on data, and develop methods for interventions and extensions. Teachers will be compensated to work a day in the summer with their collaborative teams or a substitute will be provided if teams choose to work during the school year. All teachers will have the opportunity for extra days with their PLC teams and additional days will be granted as needed, provided funds are available.
2. We will employ three instructional aides to support interventions and extensions and assist in our regular classrooms so our teachers can differentiate instruction for small groups of students.

3. We will pay for 60% of the salary for an ELA teacher to lower the pupil to teacher ratio in our language arts courses. The district will fund the additional 40% of the salary.

4. We will continue funding digital citizenship and tools addressing interventions and extensions. Digital citizenship will be addressed during study hall, and stickers to adhere to the student Chromebooks will be purchased as reminders.

5. Pay a portion of the Guiding Coalition Stipends \$500 each per member (10 members).

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

We spent more on collaboration time for teachers. The \$9100 that was spent for contracted services went to collaboration time for teachers and professional development opportunities. Part of that should be tied to our second goal. We had the opportunity to have part of our staff do a full day professional development training using SIOP strategies.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step 1 (12000) Action Step 2, (55000) Action Step 3 (50000) Action Step 5 (5000)	\$122,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Action Step 4	\$495.00
	Total:	\$122,495.00

Goal #2

close

Goal Statement

close

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

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

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We were designated ATSI for ELL students and so we have been focusing on improving with our ELL students. Our focus has been on using SIOP and big 8 strategies. We took data first trimester to look at how many teachers are using these strategies. We then shared strategies with them, did professional development with them, and gave them time to meet with their teams and impliment

strategies. We then went back in their rooms and recorded the number of strategies that the students were engaged in during class. The first data showed that very few teachers were using more than one strategy. The follow up data showed that most all teachers were using multiple strategies and students were more engaged. This lead to us making enough gains that we were removed from ATSI designation.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

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

Goal #3

close

Goal Statement

close

Sixty percent of BRMS students will make one year's growth on the MAP assessment during the

Academic Area

close

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

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We were just under our goal. Combined math and reading we had 59.9% that were at grade level or made a years growth. The beginning of the year data showed that math was at a higher percent then reading. Each time we took the test our percentage of students that were at grade level increased. The end of year data showed that we were nearly 62% of our students in math that were at or above grade level or showed one years growth. Our data in reading was lower. around 58% of our students were at or above grade level or showed that same growth. We changed our

goal for the next year and broke it into two goals. Math and reading are separated so that we can focus on each subject separately.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

We spent more on collaboration time for teachers. The \$9100 that was spent for contracted services went to collaboration time for teachers and professional development opportunities. Part of that should be tied to our second goal. We had the opportunity to have part of our staff do a full day professional development training using SIOP strategies.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step 1 (12000) Action Step 2, (55000) Action Step 3 (50000) Action Step 5 (5000)	\$122,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Action Step 4	\$495.00
	Total:	\$122,495.00

Goal #4

close

Goal Statement

close

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

Academic Area

close

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

- Writing

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We were designated ATSI for ELL students and so we have been focusing on improving with our ELL students. Our focus has been on using SIOP and big 8 strategies. We took data first trimester to look at how many teachers are using these strategies. We then shared strategies with them, did professional development with them, and gave them time to meet with their teams and impliment strategies. We then went back in their rooms and recorded the number of strategies that the students were engaged in during class. The first data showed that very few teachers were using more then one strategy. The follow up data showed that most all teachers were using multiple strategies and students were more engaged. This lead to us making enough gains that we were removed from ATSI designation.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

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

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$495.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$133,000.00
Total:	\$133,495.00

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

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

The school plan was actually publicized to the community in the following way(s):

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly

School marquee

Stickers that identify purchases made with School LAND Trust funds

School newsletter or website

Social Media

Council Plan Approvals


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

Comments

Date	Name	Comment
2026-02-02	chad.kirby	Final Report Comment: We were very close to reaching both of our goals. We fell just short of our first goal, but exceeded our second goal. This helped us to be removed for ATSI designation.

[BACK](#)

Young Intermediate Final Report 2024-2025

2024 - 2025 

Final Report Approved

Final Report Approval Details

Submitted By:

lewis.whitaker@besd.net

Submit Date:

2026-01-15

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Amendment Board Approval Date:

2025-02-12

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$1,427.11
Distribution for 2024-2025	\$161,701.05	\$0.00	\$161,701.05
Total Available for Expenditure in 2024-2025	\$161,701.05	\$0.00	\$163,128.16
Salaries and Benefits	\$126,230.07	\$0.00	\$137,212.40
Contracted Services	\$0.00	\$0.00	\$1,135.60
Professional Development	\$2,000.00	\$0.00	\$3,653.91
Student Transportation Field Trips	\$4,100.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$10,500.00	\$0.00	\$0.00
Technology Related Supplies	\$8,000.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$3,557.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$10,373.50	\$0.00	\$5,841.63

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$161,203.57	\$0.00	\$151,400.54
Remaining Funds (Carry-Over to 2025-2026)	\$497.48		\$11,727.62

Goal #1

close

Goal Statement

close

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

Academic Area

close

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

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance in English Language Arts showed mixed results and did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in ELA by 10% compared to the 2023–2024 RISE assessment results, ensure growth for all students as measured by MAP assessments, and reduce the number of students reading below grade level by 50%.

RISE assessment data indicates that ELA proficiency slightly decreased from 39.7% in 2023–2024 to 39.4% in 2024–2025, indicating that the targeted increase was not achieved. MAP Winter Reading data also showed a decrease, with proficiency moving from 55% in Winter 2023–2024 to 53% in Winter 2024–2025. While Lexile growth and individual student progress were observed through ongoing instruction and intervention efforts, overall proficiency rates did not reflect the anticipated gains.

Despite these outcomes, targeted instructional supports, literacy interventions, and progress monitoring were implemented throughout the year to support student growth. These efforts helped maintain overall performance levels and provided valuable data to inform instructional adjustments moving forward. Continued focus on data-driven instruction and targeted reading interventions will remain a priority to improve student literacy outcomes.

These are the Action Steps identified in the plan to reach the goal:

1. Accommodations/Literacy Aides: Aides will be hired (100 hours per week) to provide in-class support for at-risk and struggling students. The aides will work with ELA teachers to provide support, instruction, and intervention for students in remedial, team taught and general education classes. (\$70,350.59)

2. Pay teacher to work in the summer to: 1) analyze testing data (CFA's, MAPS, and RISE) to identify areas of student need and adjust instruction accordingly, 2) create unit plans to use during the school year, and review literacy strategies. (\$10,835.55)

3. ACYI will use trustlands funds to purchase reading intervention programs to supplement Tier 1 instruction in the English Language Arts Classrooms and to provide Tier 2 and Tier 3 interventions for students. Programs to be purchased include Phonics for Reading, Rewards, PAST, and High Noon Text. (\$10,000)

4. Funding will be provided to the sixth grade English Language Arts department for a field trip as a capstone to their literacy projects. (\$2,600)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

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

Goal #2

close

Goal Statement

close

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

Academic Area

close

- Fine Arts
- Mathematics
- World Languages

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance in Mathematics did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in Mathematics by 10% compared to the 2023–2024 RISE assessment results and to ensure growth for all students as measured by MAP assessments.

RISE Mathematics data shows a decrease in proficiency from 40% in 2023–2024 to 38.7% in 2024–2025, indicating that the intended increase in proficiency was not achieved. MAP Winter Mathematics results also reflected a slight decline, with proficiency decreasing from 52% in Winter 2023–2024 to 50% in Winter 2024–2025. While individual student growth was monitored throughout the year and instructional adjustments were made based on MAP data, overall proficiency gains did not reflect the expected outcomes.

Throughout the school year, ACYI implemented targeted math instruction, intervention supports, and ongoing progress monitoring to support student learning. Although these efforts helped maintain instructional focus and identify student needs, the data indicates that additional adjustments and supports will be necessary to improve mathematics achievement and proficiency levels in future school years.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Teacher Professional Development: Professional Development Opportunities will be funded for teachers to attend conferences, develop curriculum, and learn/refine instruction practices. This will include admission to conferences, substitute teachers to cover classes, and payment for additional time outside of teaching contracts. (\$2,000).
2. Daily Practice Sheets: Throughout the past two years, Math PLC Teams have developed and refined curriculum that aligns with State Standards and District Essentials. The materials provide practice, spiral review, and assessment of content taught during the course of the school year. This curriculum will be printed for consumable student use and also inform instruction, intervention, and remediation. (\$4,000)
3. PLC Team Leaders: All teachers will be part of a PLC team that meets weekly to review learning standards and curriculum, create common formative assessments, review assessment data and/or plan enrichment/intervention activities for students based on data . PLC team leaders conduct these weekly meetings as well as attend regular leadership meetings to discuss the effectiveness of school-wide intervention efforts and the planning of strategies and program changes to improve their effectiveness. A stipend will be paid to each PLC team leader for this additional responsibility. (\$12,880)
4. Smartboards will be purchased to install in rooms to facilitate curriculum deliver in classrooms. (\$8,000)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Category	Description	Estimated Cost
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Action step 1	\$2,000.00
	Total:	\$26,880.00

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Action step 2	\$4,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action step 3	\$12,880.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Action step 4	\$8,000.00
	Total:	\$26,880.00

Goal #3

close

Goal Statement

close

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

Academic Area

close

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

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Data used will be score reports from RISE assessments.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance in Science did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in Science by 10% compared to the 2023–2024 RISE assessment results.

RISE Science data indicates a slight decrease in proficiency, with 54.3% of students demonstrating grade-level proficiency in 2023–2024 compared to 53.7% in 2024–2025. As a result, the intended increase in proficiency was not achieved.

Throughout the school year, science instruction focused on alignment to state standards, use of hands-on learning experiences, and ongoing formative assessments to support student understanding. While these instructional efforts helped sustain overall performance levels, assessment data shows that additional instructional adjustments and supports will be needed to improve science proficiency outcomes in future school years.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Intervention Aide: An Intervention Aide will be hired to assist teachers, students and administrators in coordination the daily academic intervention program (SOAR). The aide will access and gather data from the school gradebook program program and assign students interventions from one of their teachers. (\$14,071.72)
2. Technology Devices Aide; An Aide will be hired to oversee the scheduling distribution, and maintenance of the school Chromebooks as well as well as 2 existing computer labs. This aide will also support student and teachers with assistance on technology issues on a daily basis. Such management will extend the life of the hardware as well as its effective distribution and use. (\$18,092.21)
3. Consumable Science Lab Supplies: Hands on Science labs will be conducted throughout the school year in both 6th and 7th grade science classes. Consumable supplies will be purchased to facilitate these labs. (\$6,737.50)
4. OER Textbooks: To accommodate and enrich the learning of students in Science, an Open Educational Resource (OER) textbook will be purchased. This textbook contains a wealth of

information for students and serves as a resource for teachers as they teacher lessons, perform lab experiments, and give assessments with the new Utah Science Standards. (\$500)

5. The seventh grade science will have a field trip to the Box Elder Museum of Natural History. (\$1,500)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action steps 1 and 2	\$32,163.93
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Action Step 3	\$6,373.50
Books, Ebooks, online curriculum/subscriptions	Action 4	\$500.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Action step 5	\$1,500.00
	Total:	\$40,537.43

Goal #4

close

Goal Statement

close

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

Academic Area

close

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

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance in English Language Arts showed mixed results and did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in ELA by 10% compared to the 2023–2024 RISE assessment results, ensure growth for all students as measured by MAP assessments, and reduce the number of students reading below grade level by 50%.

RISE assessment data indicates that ELA proficiency slightly decreased from 39.7% in 2023–2024 to 39.4% in 2024–2025, indicating that the targeted increase was not achieved. MAP Winter Reading data also showed a decrease, with proficiency moving from 55% in Winter 2023–2024 to 53% in Winter 2024–2025. While Lexile growth and individual student progress were observed through ongoing instruction and intervention efforts, overall proficiency rates did not reflect the anticipated gains.

Despite these outcomes, targeted instructional supports, literacy interventions, and progress monitoring were implemented throughout the year to support student growth. These efforts helped maintain overall performance levels and provided valuable data to inform instructional adjustments moving forward. Continued focus on data-driven instruction and targeted reading

interventions will remain a priority to improve student literacy outcomes.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Accommodations/Literacy Aides: Aides will be hired (100 hours per week) to provide in-class support for at-risk and struggling students. The aides will work with ELA teachers to provide support, instruction, and intervention for students in remedial, team taught and general education classes. (\$70,350.59)
2. Pay teacher to work in the summer to: 1) analyze testing data (CFA's, MAPS, and RISE) to identify areas of student need and adjust instruction accordingly, 2) create unit plans to use during the school year, and review literacy strategies. (\$10,835.55)
3. ACYI will use trustlands funds to purchase reading intervention programs to supplement Tier 1 instruction in the English Language Arts Classrooms and to provide Tier 2 and Tier 3 interventions for students. Programs to be purchased include Phonics for Reading, Rewards, PAST, and High Noon Text. (\$10,000)
4. Funding will be provided to the sixth grade English Language Arts department for a field trip as a capstone to their literacy projects. (\$2,600)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action steps 1 and 2	\$81,186.14
Books, Ebooks, online curriculum/subscriptions	Action Step 3	\$10,000.00
	Total:	\$93,786.14

Category	Description	Estimated Cost
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Action step 4	\$2,600.00
	Total:	\$93,786.14

Goal #5

close

Goal Statement

close

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

Academic Area

close

- Fine Arts
- Mathematics
- World Languages

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.

2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance in Mathematics did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in Mathematics by 10% compared to the 2023–2024 RISE assessment results and to ensure growth for all students as measured by MAP assessments.

RISE Mathematics data shows a decrease in proficiency from 40% in 2023–2024 to 38.7% in 2024–2025, indicating that the intended increase in proficiency was not achieved. MAP Winter Mathematics results also reflected a slight decline, with proficiency decreasing from 52% in Winter 2023–2024 to 50% in Winter 2024–2025. While individual student growth was monitored throughout the year and instructional adjustments were made based on MAP data, overall proficiency gains did not reflect the expected outcomes.

Throughout the school year, ACYI implemented targeted math instruction, intervention supports, and ongoing progress monitoring to support student learning. Although these efforts helped maintain instructional focus and identify student needs, the data indicates that additional adjustments and supports will be necessary to improve mathematics achievement and proficiency levels in future school years.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Teacher Professional Development: Professional Development Opportunities will be funded for teachers to attend conferences, develop curriculum, and learn/refine instruction practices. This will include admission to conferences, substitute teachers to cover classes, and payment for additional time outside of teaching contracts. (\$2,000).
2. Daily Practice Sheets: Throughout the past two years, Math PLC Teams have developed and refined curriculum that aligns with State Standards and District Essentials. The materials provide practice, spiral review, and assessment of content taught during the course of the school year. This curriculum will be printed for consumable student use and also inform instruction, intervention, and remediation. (\$4,000)
3. PLC Team Leaders: All teachers will be part of a PLC team that meets weekly to review learning standards and curriculum, create common formative assessments, review assessment data and/or plan enrichment/intervention activities for students based on data . PLC team leaders conduct these weekly meetings as well as attend regular leadership meetings to discuss the effectiveness of school-wide intervention efforts and the planning of strategies and program changes to improve their effectiveness. A stipend will be paid to each PLC team leader for this additional responsibility. (\$12,880)

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Action step 1	\$2,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Action step 2	\$4,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action step 3	\$12,880.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Action step 4	\$8,000.00
	Total:	\$26,880.00

Goal #6

close

Goal Statement

close

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

Academic Area

close

- CTE (Career and Technical Education)
- Physical Education

- Science

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Data used will be score reports from RISE assessments.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance in Science did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in Science by 10% compared to the 2023–2024 RISE assessment results.

RISE Science data indicates a slight decrease in proficiency, with 54.3% of students demonstrating grade-level proficiency in 2023–2024 compared to 53.7% in 2024–2025. As a result, the intended increase in proficiency was not achieved.

Throughout the school year, science instruction focused on alignment to state standards, use of hands-on learning experiences, and ongoing formative assessments to support student understanding. While these instructional efforts helped sustain overall performance levels, assessment data shows that additional instructional adjustments and supports will be needed to improve science proficiency outcomes in future school years.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Intervention Aide: An Intervention Aide will be hired to assist teachers, students and administrators in coordination the daily academic intervention program (SOAR). The aide will access and gather data

from the school gradebook program program and assign students interventions from one of their teachers. (\$14,071.72)

2. Technology Devices Aide; An Aide will be hired to oversee the scheduling distribution, and maintenance of the school Chromebooks as well as well as 2 existing computer labs. This aide will also support student and teachers with assistance on technology issues on a daily basis. Such management will extend the life of the hardware as well as its effective distribution and use. (\$18,092.21)

3. Consumable Science Lab Supplies: Hands on Science labs will be conducted throughout the school year in both 6th and 7th grade science classes. Consumable supplies will be purchased to facilitate these labs. (\$6,737.50)

4. OER Textbooks: To accommodate and enrich the learning of students in Science, an Open Educational Resource (OER) textbook will be purchased. This textbook contains a wealth of information for students and serves as a resource for teachers as they teacher lessons, perform lab experiments, and give assessments with the new Utah Science Standards. (\$500)

5. The seventh grade science will have a field trip to the Box Elder Museum of Natural History. (\$1,500)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action steps 1 and 2	\$32,163.93
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Action Step 3	\$6,373.50
Books, Ebooks, online curriculum/subscriptions	Action 4	\$500.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Action step 5	\$1,500.00
	Total:	\$40,537.43

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$2,000.00
	Total: \$161,203.57

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$8,000.00
Books, Ebooks, online curriculum/subscriptions	\$10,500.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$10,373.50
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$4,100.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$126,230.07
Total:	\$161,203.57

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

The school plan was actually publicized to the community in the following way(s):

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

**Plan Amendments
Amendment #1**

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved:

0

Number Not Approved:

0

Absent:

0

Council Vote Date:


Explanation for Amendment:

Was the Amendment implemented and associated expenditures spent as described?:

Yes

[BACK](#)

Harris Intermediate Final Report 2024-2025

2024 - 2025 

Final Report Approved

Final Report Approval Details

Submitted By:

Gerald.Jackman@besd.net

Submit Date:

2026-02-02

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Amendment Board Approval Date:

2025-02-12

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$11,555.26
Distribution for 2024-2025	\$134,457.07	\$0.00	\$134,457.07
Total Available for Expenditure in 2024-2025	\$134,457.07	\$0.00	\$146,012.33
Salaries and Benefits	\$158,457.07	\$0.00	\$135,379.53
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$158,457.07	\$0.00	\$135,379.53
Remaining Funds (Carry-Over to 2025-2026)	-\$24,000.00		\$10,632.80

Goal #1

close

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

As a guiding coalition and school Community Council, we used the trend data from our RISE end-of-year assessment as well as our MAP growth over time to determine our area of most critical academic need. The MAP proficiency and growth reports help us to see what percentage of students made the year's projected growth. It was determined by our School Leadership Team and Community Council that both the math and science RISE tests are also tests of reading and our students who struggle or are below grade level, struggle to read the tests. Additionally, our ATSI percentages for ELL and SWD's were below the state average for 2024.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We did not reach our goal based on the end of year MAP reading test. 6th grade had an end of year average of 70.59 and 7th grade had an end of year average of 69.89. We did see an increase in Math MAP data with both grades scoring above 75% on the end of year assessment. Rise Data was also looked at but was not included in the goal so it will not be addressed here.

It should be noted that after the goal was set and plan completed for the 2024-25 year there was a change in administration. When it was apparent that the goal was not met and while looking at other data some barriers to students doing well with their reading were noticed. Overall school behavior and the available behavior resources were a major concern. The current reading program being used was also not being successful with under 5% of students setting or reaching goals. These concerns were discussed with the community council and adjustments have been made for the 2025-26 school year.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Students will be screened using the BOY MAP benchmark in September 2024, so that we will know exactly which differentiated interventions/ extensions to put them in for the start of the 24-25 school year in reading.
2. \$146,457.07 will be spent on Paraprofessionals to help support our 6th grade Language Live intervention classrooms, as well as intervention paras for our Math, ELA, and Science 7th grade weekly interventions.
3. Each student in our school will also take 2 MAP benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal.
4. PLC teams will use our 6th-grade flex time block and the 7th will use weekly interventions as well as grade-level established class time to help provide interventions and extensions based

on the CFA grade-level data.

5. We will work to participate in district and sister school efforts to increase the PLC process in both schools as we collaborate together.
6. The administration will work with each team once per trimester to conduct a data review of the Reading MAP data for ELA teachers, and Vocabulary and other literacy supports that the non-ELA teachers will provide. The administration will also help teams to record their uptick data for the year to document trend data, which will be used for growth discussions.
7. We will use the reports generated by the MAP assessment to determine yearly growth.
8. We will spend \$12,000 for our instructional coach who helps with instructional strategies and student achievement.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

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

Goal #2

close

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

As a guiding coalition and school Community Council, we used the trend data from our RISE end-of-year assessment as well as our MAP growth over time to determine our area of most critical academic need. The MAP proficiency and growth reports help us to see what percentage of students made the year's projected growth. It was determined by our School Leadership Team and Community Council that both the math and science RISE tests are also tests of reading and our students who struggle or are below grade level, struggle to read the tests. Additionally, our ATSI percentages for ELL and SWD's were below the state average for 2024.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We did not reach our goal based on the end of year MAP reading test. 6th grade had an end of year average of 70.59 and 7th grade had an end of year average of 69.89. We did see an increase in Math MAP data with both grades scoring above 75% on the end of year assessment. Rise Data was also looked at but was not included in the goal so it will not be addressed here.

It should be noted that after the goal was set and plan completed for the 2024-25 year there was a change in administration. When it was apparent that the goal was not met and while looking at other data some barriers to students doing well with their reading were noticed. Overall school behavior and the available behavior resources were a major concern. The current reading program being used was also not being successful with under 5% of students setting or reaching goals. These concerns were discussed with the community council and adjustments have been made for the 2025-26 school year.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

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

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website
- Social Media

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Plan Amendments Amendment #1

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved:

0

Number Not Approved:

0

Absent:

0

Council Vote Date:

Explanation for Amendment:

Was the Amendment implemented and associated expenditures spent as described?:

Yes

Comments

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

BACK

Century School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: dallin.gittins

Submit Date: 2026-02-17

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Amendment Board 2025-05-14

Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$72,116.43	\$0.00	\$72,116.43
Total Available for Expenditure in 2024-2025	\$72,116.43	\$0.00	\$72,116.43

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Salaries and Benefits	\$68,116.43	\$0.00	\$72,053.69
Contracted Services	\$2,000.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$2,000.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$72,116.43	\$0.00	\$72,053.69
Remaining Funds (Carry-Over to 2025-2026)	\$0.00		\$62.74

Goal #1

close

Goal Statement

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

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

1. Explain how academic performance was improved or not, and describe how the before and after

measurement data supports the improvement.

While we didn't reach our goal for every grade, we did see improvements as a school from the beginning of the year to the end of the year. Overall, performance was improved.

Here is our increase in proficiency on Acadience by each grade level.

Kindergarten - BOY - 41%

Kindergarten - EOY - 99%

Increase of 58%

First Grade - BOY - 65%

First Grade - EOY - 79%

Increase of 14%

Second Grade - BOY - 78%

Second Grade - EOY - 75%

Decrease of 3%

Third Grade - BOY - 72%

Third Grade - EOY - 90%

Increase of 18%

Fourth Grade - BOY - 70%

Fourth Grade - EOY - 73%

Increase of 3%

Fifth Grade - BOY - 65%

Fifth Grade - EOY - 72%

Increase of 7%

As we can see, every grade besides second had an increase from the beginning of the year to the end of the year. Although we only reached our goal in three of the grades, seeing an increase in five of the grades helps solidify that the School Land Trust money indeed did help students at Century Elementary.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction. (\$68,116.43)
2. Prioritize regular collaboration and data discussion to facilitate appropriate responses to intervention, improve school climate, and improve behavior.
3. Conduct regular meetings with the leadership teams to determine the needs of the grade levels and school.
4. Use adopted tier 1 programs with fidelity (SuperKids and Wonders).
5. Use LETRS Instruction to improve literacy instruction.
6. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
7. Professional development for Teachers and paras. (\$2000)
8. Regular training for paraprofessionals by coaches on classroom management, program implementation, and LETRS instruction.
9. Increase the amount of reading time and opportunities to respond, with an intentional focus on students at risk.
10. Set Pathways of Progress goals by October 15th and monitor student progress regularly.
11. Resources and supplies needed to implement the plan and support student learning. (\$2000)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction. (\$68,000)	\$68,116.43
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	2. Professional Development for Teachers and paras. (\$2000)	\$2,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	3. Resources and supplies needed to implement the plan and support student learning. (\$2000)	\$2,000.00
	Total:	\$72,116.43

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$2,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$2,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$68,116.43
Total:	\$72,116.43

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

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

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

**Plan Amendments
Amendment #1**

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved:

Number Not Approved:

Absent:

Council Vote Date:

**Explanation for
Amendment:**

**Was the Amendment
implemented and
associated expenditures
spent as described?:** Yes

Amendment #2

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved:

Number Not Approved:

Absent:

Council Vote Date:

**Explanation for
Amendment:**

**Was the Amendment
implemented and
associated expenditures
spent as described?:** Yes

Comments

Date	Name	Comment
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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

Discovery School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: toddbarrow

Submit Date: 2026-02-18

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$74,199.79	\$0.00	\$74,199.79
Total Available for Expenditure in 2024-2025	\$74,199.79	\$0.00	\$74,199.79
Salaries and Benefits	\$52,000.00	\$0.00	\$51,907.86

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$3,502.00
Professional Development	\$10,000.00	\$0.00	\$9,980.55
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$12,000.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$8,779.95
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$74,000.00	\$0.00	\$74,170.36
Remaining Funds (Carry-Over to 2025-2026)	\$199.79		\$29.43

Goal Statement

close

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

Academic Area

close

- English/Language Arts
- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

1- We didn't meet our 100% goal, but we were excited to see that, at the end of year, 85% of our students were either reading on grade level on Acadience, got a 3 or higher on RISE, they were making above typical progress on Acadience Pathways of Progress, or they met their IEP reading goals if they weren't on grade level in reading. Our mission is to ensure all students learn at grade level or higher. So we will always continue to strive for this. We started the year with 67% of our

students meeting this goal and had an increase of 18% by the end of the year.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Paraprofessionals will be hired and trained to support tier 1 instruction using Superkids and Wonders. They will help progress monitor with Acadience, and provide small-group tier 2 and tier 3 instruction, using 95% Phonics, Heggerty, SIPPS, and Sound Partners. (\$52,000).
2. We will purchase interactive whiteboards to replace outdated technology and better facilitate tier 1 instruction (Superkids and Wonders) in the classroom (\$12,000).
3. Professional development for staff (\$10,000).

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

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

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$10,000.00
Total:	\$74,000.00

Category	Estimated Cost
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Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$12,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$52,000.00
Total:	\$74,000.00

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

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

[BACK](#)

Fielding School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: 5kyrunn3r

Submit Date: 2026-02-09

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Amendment Board 2025-02-12

Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$176.62
Distribution for 2024-2025	\$87,341.00	\$0.00	\$87,341.00
Total Available for Expenditure in 2024-2025	\$87,341.00	\$0.00	\$87,517.62

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Salaries and Benefits	\$84,500.00	\$0.00	\$84,119.43
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$4,000.00	\$0.00	\$3,181.29
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$88,500.00	\$0.00	\$87,300.72
Remaining Funds (Carry-Over to 2025-2026)	-\$1,159.00		\$216.90

Goal #1

close

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

These are the Action Steps identified in the plan to reach the goal:

1. We will hire paraprofessionals for tier 1 and 2 instruction. Paraprofessionals will be trained in classroom management, program implementation and LETRS instruction. (\$79,000)
2. Teachers and paraprofessionals will monitor student progress and provide reading support and instruction for reading skills. Coaching cycles and feedback for paraprofessionals and teachers . We will use our adopted tier 1 programs with fidelity (SuperKids and Wonders). Set Pathways of Progress goals by October 15th and monitor student progress regularly. (\$2000.00)
3. Provide reading incentives to students. Provide additional reading time to improve students' reading abilities with a focus on our at-risk students.(\$1000)
4. Parent and Student Literacy night to encourage student reading at home. Provide parents with training on reading with students at home.(\$1000)
5. Teachers will have the opportunity to serve on school committees to look at student data and provide school-wide professional development to improve student success in reading. School-wide professional development will focus on LETRS review from our instructional coach and district coaches. Conduct regular meetings to discuss student progress and school needs to improve literacy instruction. (\$4500.00)
6. Substitutes will be provided when needed for teacher professional development. Teachers will meet with parents to discuss individual student needs. (\$1000.00)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

How was the plan implemented and associated expenditures spent differently?

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

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$84,500.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$4,000.00
Total:	\$88,500.00

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

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

The school plan was actually publicized to the community in the following way(s):

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly

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

Council Plan Approvals

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

Plan Amendments

Approved Amendment #1

Submitted By: Kristi Capener

Submit Date: 2025-02-11

Admin Reviewer: Paula Plant

Admin Review Date: 2025-02-26

LEA Reviewer: Heidi Jo West

LEA Approval Date: 2025-02-26

Board Approval Date: 2025-02-12

Number Approved: 0

Number Not Approved: 0

Absent: 0

Council Vote Date:

**Explanation for
Amendment:**

**Was the Amendment
implemented and
associated expenditures
spent as described?:** Yes

Comments

Date	Name	Comment
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Date	Name	Comment
2024-04-18	Heidi Jo West	Change the assessment to Acadience Reading Benchmark Composite Academic area is reading, not ELA or writing Student incentive max is \$1100 Separate literacy night from student incentives Separate substitutes from stipends Add evidence-based practices and consistent with the LEA's pedagogy, programs, and curriculum
2024-04-19	Heidi Jo West	Measurement needs to just be the assessment, not the scores. Acadience Reading Benchmark Composite Grades K-5
2026-03-24	5kyrunn3r	Final Report Comment: Converted Amendment

BACK

Garland School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: vcrane

Submit Date: 2026-02-06

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$2,480.75
Distribution for 2024-2025	\$105,450.24	\$0.00	\$105,450.24
Total Available for Expenditure in 2024-2025	\$105,450.24	\$0.00	\$107,930.99
Salaries and Benefits	\$104,990.04	\$0.00	\$101,329.68

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$71.40
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$104,990.04	\$0.00	\$101,401.08
Remaining Funds (Carry-Over to 2025-2026)	\$460.20		\$6,529.91

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

82% of kindergartners can blend 10 or more Whole Words Read (-6% of our goal). This shows growth from last year's performance on whole words read, but not quite reaching our goal.

47% of first graders can read 47 WPM and 43% could read with 90% Accuracy. Only 23% (-46% of

goal) could do both. This was a frustrating statistic because 59% of our 1st graders were blue composite. We learned a lot by stretching for this goal.

27% of second graders can read 87 WPM AND with 97% Accuracy. The overall blue composite was 56%, which is much higher. But neither marker gets us to our combined fluency and accuracy of 80% (-43% of goal)

21% of third graders can read 100 WPM AND with 97% Accuracy. The overall blue composite was 55%. This is significantly lower than our goal of 83% (-62%)

16% of fourth graders can read 115 WPM AND with 98% Accuracy. Overall Blue composite was 78% though, so it is very unusual that only 16% were blue combined on Fluency and Accuracy. (-69%)

14% of fifth graders can read 130 WPM AND with 99% Accuracy. Overall Blue composite was 63%, so again, it is very frustrating that only 14% were blue combined on Fluency and Accuracy. (-68%)

In summary, despite some great effort by students and teachers and strong growth in many areas, by choosing to focus on the combined statistic of accuracy and fluency it looks like we didn't meet our goals. I still think there was a lot of value in spending a year talking about how both accuracy and literacy need to proficient when we're talking about having kids that are truly proficient.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

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

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

Date	Name	Comment
2024-04-12	Vanica Crane	We are excited to be working toward the SB-127 goal of getting 95% of our students highly proficient in reading! This funding is such a blessing.
2026-02-06	vcrane	Final Report Comment: Please send our deepest gratitude to all involved in the management and leadership over the usage of the SLT funds. Thank you again for choosing us as the winners of the fun video prize last year! As stated above, despite some great effort by students and teachers and strong growth in many areas, by choosing to focus on the combined statistic of accuracy and fluency it looks like we didn't meet our goals. I still think there was a lot of value in spending a year talking about how both accuracy and literacy need to be proficient when we're talking about having kids that are truly proficient.

[BACK](#)

Golden Spike Elementary Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: Sekins

Submit Date: 2026-02-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$1,898.02
Distribution for 2024-2025	\$116,828.61	\$0.00	\$116,828.61
Total Available for Expenditure in 2024-2025	\$116,828.61	\$0.00	\$118,726.63
Salaries and Benefits	\$116,828.59	\$0.00	\$118,585.46

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$116,828.59	\$0.00	\$118,585.46
Remaining Funds (Carry-Over to 2025-2026)	\$0.02		\$141.17

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Acadience reading assessment

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Students in grades kindergarten, first, second, and fourth met the goals as listed above. Third and

fifth-grade students had an increase from beginning to the end of the year but did not have the increase necessary to meet the goal.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

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

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Estimated

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

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

[BACK](#)

Grouse Creek Elementary Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: Melissa.Morris@besd.net

Submit Date: 2026-01-29

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$440.59
Distribution for 2024-2025	\$801.29	\$0.00	\$801.29
Total Available for Expenditure in 2024-2025	\$801.29	\$0.00	\$1,241.88
Salaries and Benefits	\$1,500.93	\$0.00	\$756.29

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$485.59
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$1,500.93	\$0.00	\$1,241.88
Remaining Funds (Carry-Over to 2025-2026)	-\$699.64		\$0.00

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance improved and the goal was met. Acadience data showed an increase from 42% of students at benchmark or higher at BOY to 57% at EOY. In addition, 71% of students demonstrated typical or higher growth on Pathways of Progress, exceeding the 50% goal. The before-and-after measurement data supports this improvement.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- 1- Employ a paraprofessional to provide skill-based small group/ individualized interventions. (\$1507.62)
- 2- Provide professional development to our teachers and paraprofessionals to build skills in researched-based practices.
- 3- Give students diagnostic assessments (PASI/ PSI screener) to identify specific reading skills needed.
- 4- All reading teachers will instruct using correct reading techniques and strategies.
- 5- Teachers will spend more time and focus on providing quality tier 1 instruction.
- 6- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
- 7-Students performing below benchmark will be monitored regularly using Acadience Progress Monitoring.
- 8- Individual student goals will be set using the Acadience Pathways of Progress.
- 9- Program assessments will be analyzed to adjust intervention groups in a timely manner.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1- Employ a paraprofessional to provide skill-based small group/ individualized interventions. (\$1507.62)	\$1,500.93
	Total:	\$1,500.93

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

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

BACK

Lake View School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: austinstorey

Submit Date: 2026-02-17

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$5,381.66
Distribution for 2024-2025	\$92,148.77	\$0.00	\$92,148.77
Total Available for Expenditure in 2024-2025	\$92,148.77	\$0.00	\$97,530.43
Salaries and Benefits	\$96,480.00	\$0.00	\$97,400.43

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$130.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$96,480.00	\$0.00	\$97,530.43
Remaining Funds (Carry-Over to 2025-2026)	-\$4,331.23		\$0.00

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our goal was for students to reach grade level expectations on the Acadience Reading Benchmark End-of-Year (EOY) assessment. In Kindergarten, the target was 68% of students meeting benchmark on Whole Words Read. In grades 1–5, the goal was based on the percentage of students meeting grade-level expectations in words per minute and reading accuracy.

When comparing our goals to our actual results, we saw overall positive progress:

Kindergarten: Goal = 68% | Result = 76%

Kindergarten exceeded the goal by 8 percentage points. This indicates strong growth in foundational reading skills, particularly in whole word recognition.

1st Grade: Goal = 69% | Result = 75%

First grade exceeded the goal by 6 percentage points, showing improved fluency and accuracy.

2nd Grade: Goal = 79% | Result = 72%

Second grade fell 7 percentage points short of the goal, indicating that while many students met benchmark, the target was not fully reached.

3rd Grade: Goal = 79% | Result = 69%

Third grade fell 10 percentage points below the goal, suggesting a need for continued focus on fluency and comprehension support.

4th Grade: Goal = 75% | Result = 75%

Fourth grade met the goal exactly, demonstrating steady performance at grade level expectations.

5th Grade: Goal = 64% | Result = 71%

Fifth grade exceeded the goal by 7 percentage points, reflecting significant growth in reading fluency and accuracy.

Overall, academic performance improved in Kindergarten, 1st grade, and 5th grade, with those grades exceeding their established goals. Fourth grade maintained expected performance by meeting the target. While 2nd and 3rd grades did not reach their benchmarks, the data provides clear direction for targeted instructional adjustments and interventions.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Use adopted tier 1 programs with fidelity (SuperKids and Wonders)
2. Use LETRS training knowledge to improve literacy instruction.
3. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
4. Begin progress monitoring at the beginning of the year according to district PM expectations for all students.
5. Paraprofessionals will be hired and trained to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. (\$96,480)
6. Regular training for paraprofessionals by coaches on: classroom management, program implementation, and LETRS instruction.
7. Increasing amount of reading time and opportunities to respond, with intentional

focus on students at risk.

8. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention.
9. Set Pathways of Progress goals by October 15th.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

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

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website
- Social Media

The school plan was actually publicized to the community in the following way(s):

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly

School marquee

Stickers that identify purchases made with School LAND Trust funds

School newsletter or website

Social Media

Council Plan Approvals

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

[BACK](#)

Mckinley School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: kristi.capener@besd.net

Submit Date: 2026-02-11

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Amendment Board 2025-02-12

Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$21,798.38
Distribution for 2024-2025	\$91,026.95	\$0.00	\$91,026.95
Total Available for Expenditure in 2024-2025	\$91,026.95	\$0.00	\$112,825.33

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Salaries and Benefits	\$57,400.00	\$0.00	\$82,548.36
Contracted Services	\$0.00	\$0.00	\$1,791.80
Professional Development	\$10,000.00	\$0.00	\$7,689.73
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$1,675.00	\$0.00	\$0.00
Technology Related Supplies	\$17,610.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$20,698.93
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$2,280.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$88,965.00	\$0.00	\$112,728.82
Remaining Funds (Carry-Over to 2025-2026)	\$2,061.95		\$96.51

Goal #1

close

Goal Statement

close

Our school goal is based on reading achievement. Our goal is that in grade level 1st-5th we will have 68% of students on or above grade level in accuracy proficiency.

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Based off of Acadience Reading benchmark EOY 2025

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We are pleased to report that our school has successfully met our goal of 70% accuracy in

Acadience reading assessments. This achievement is the direct result of a multi-tiered strategic approach implemented this year involving staffing, scheduling, and curriculum development.

Key drivers of this success included:

Staffing & Support: We increased adult-to-student ratios by placing aides in every Kindergarten class and utilizing push-in aides for targeted support in 1st and 2nd grades.

Instructional Time: We maximized learning time by adding dedicated reading groups to the Friday schedule.

Professional Learning: Staff committed to a monthly study on the Science of Reading, ensuring our instruction is evidence-based.

Curriculum Focus: A specific fluency routine was implemented in 4th grade to target upper-grade reading accuracy.

Please see the attached measurement data in the Attachments Section below. Please compare cohorts (Color-coded) and not grade levels.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. We will hire paraprofessionals for reading groups. (\$52,000)
2. We will purchase additional smart TV's to complement classroom literacy instructions. (\$17,610)
3. We will send teachers to a conference for professional learning opportunities to help guide instructional practices. (\$10,000)
4. We will create planning sessions for each grade level and provide a substitute so they can create CFA's and get aligned as a team 3 times a year. (\$5400)
5. We will purchase classroom sets of books to help support our LEAP program to help challenge our students. (\$1400)
6. We will purchase calming kits for each classroom to help with student behavior and emotional regulation. (\$1380)
7. We will purchase the REWARDS curriculum for our special education department to help

complement classroom literacy instructions. (\$275)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

The district provided a curriculum for our LEAP program to challenge our students. I am a new principal here this year, so I am unfamiliar with the expenditures that were appropriated last year and the reasons behind our surplus.

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

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Services, goods and fees not defined above	\$2,280.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$10,000.00
Total:	\$88,965.00

Category	Estimated Cost

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$17,610.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$57,400.00
Books, Ebooks, online curriculum/subscriptions	\$1,675.00
Total:	\$88,965.00

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

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

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Plan Amendments

Amendment #1

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved: 0

Number Not Approved: 0

Absent: 0

Council Vote Date:

**Explanation for
Amendment:**

**Was the Amendment
implemented and
associated expenditures
spent as described?:** Yes

Plan Attachments

Upload Date	Title	Description
2026-01-20	23-24 to 24-25 Cohort Comparison	Please compare cohorts, not grades. Data trends upward except the 2023-2024 4th grade cohort which dropped in the 2024-2025 5th grade.

Comments

Date	Name	Comment
2024-04-19	Heidi Jo West	Revise: Goal, Academic Area, Measurements, Action Plan Steps- remove items not associated with reaching the goal.
2024-05-10	Paula Plant	Plan Comment: In the 6th Action Plan Step, please make the expenditure numbers agree. Is the cost \$1380 or \$2280?
2026-01-20	heidijo.west@besd.net	Final Report Comment: The attachment for Accuracy returns a 404 error. The budget for Technology shows up in Software. Reach out to Sherri Harper and determine why. Add an attachment to explain why the funds were spent on Software instead of Technology. The plan states that these funds were for Smart TVs not software.
2026-02-11	kristi.capener@besd.net	Final Report Comment: We bought smart TVs for our classrooms. We put it under budget 670 which is Technology Equipment/ Software. This is where the funds were spent.

[BACK](#)

North Park School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: hgodfrey

Submit Date: 2026-02-09

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$1,671.42
Distribution for 2024-2025	\$95,193.68	\$0.00	\$95,193.68
Total Available for Expenditure in 2024-2025	\$95,193.68	\$0.00	\$96,865.10
Salaries and Benefits	\$95,193.00	\$0.00	\$96,528.93

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$278.80
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$95,193.00	\$0.00	\$96,807.73
Remaining Funds (Carry-Over to 2025-2026)	\$0.68		\$57.37

Goal Statement

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

Academic Area

- Reading

Measurements

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Acadience reading assessment

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

In the 2024-2025 school year, all grade levels met our SLT goal except for 2nd grade.

Kindergarten increased 62% from BOY to EOY.

First Grade increased 26% from BOY to EOY.

Second Grade did not have an increase or a decrease. We were at 72% at BOY and 72% EOY.

Third Grade increased 9% from BOY to EOY.

Fourth Grade increased 8% from BOY to EOY.

Fifth Grade increased 5% from BOY to EOY.

Paraprofessionals that were hired with our SLT funds made a big impact on student growth in

literacy, and allowed us to focus individual students needs.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Paraprofessionals will be hired to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. (\$90,193)
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention. Regular meetings with leadership team to determine the needs of the grade-levels and school. (\$5,000)
3. Use adopted tier 1 programs with fidelity (SuperKids and Wonders)
4. Use LETRS Instruction to improve literacy instruction
5. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
6. School-wide professional development will focus on LETRS review from instructional coaches.
7. Regular training for paraprofessionals by coaches on: classroom management, program implementation, and LETRS instruction.
8. Increase amount of reading time and opportunities to respond, with intentional focus on students at risk.
9. Set Pathways of Progress goals by October 15th and monitor student progress regularly.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

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

Summary of Estimated Expenditures

Estimated Cost

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

Date	Name	Comment
2024-04-19	Heidi Jo West	Revise Goal, Academic Area and Action Plan Steps and Expenditures
2026-02-09	hgodfrey	Final Report Comment: Thank you for our SLT funds. We know this makes a big difference for our school.

BACK

Park Valley Elementary Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: Melissa.Morris@besd.net

Submit Date: 2026-01-29

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$4,006.47	\$0.00	\$4,006.47
Total Available for Expenditure in 2024-2025	\$4,006.47	\$0.00	\$4,006.47
Salaries and Benefits	\$2,724.00	\$0.00	\$4,006.47

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$2,724.00	\$0.00	\$4,006.47
Remaining Funds (Carry-Over to 2025-2026)	\$1,282.47		\$0.00

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

BOY, MOY, EOY Acadience Reading benchmark

BOY, MOY, EOY Pathways of Progress Reading Acadience Benchmark

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance did not improve and the goal was not met. Acadience data showed a decrease from 89% of students at benchmark at BOY to 77% at EOY, and only 66% of students demonstrated typical or higher growth on Pathways of Progress, below the 75% goal. The before-

and-after measurement data indicates a decline in performance and highlights the need for

improved instructional consistency and support.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- 1- Give students diagnostic assessments (PSI; PASI) to identify specific reading skills needed.
- 2- All reading teachers will instruct using correct reading techniques and strategies.
- 3- Teachers will spend more time focusing on providing quality tier 1 instruction and implementing strategies and knowledge gained in PD.
- 4- Teachers and staff will give formative assessments as students acquire and progress in their reading development.
- 5- Identified students will receive individualized tier 3 interventions using a paraprofessional
- 6- Employ Paraprofessional to provide skill-based small group interventions, and Tier 1 and Tier 2 support. (\$2724)
- 7- Provide professional development to teachers and paraprofessionals to build skills in research-based practices.
- 8- Students performing below benchmark will be monitored regularly using Acadience progress monitoring
- 9- Individual student goals will be set using the Acadience Pathways of Progress goal setting tool.
- 10- Program assessments will be analyzed to adjust intervention groups in a timely manner.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	6- Employ Paraprofessional to provide skill-based small group interventions, and Tier 1 and Tier 2 support. (\$2724)	\$2,724.00
	Total:	\$2,724.00

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

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

[BACK](#)

Snowville School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: Melissa.Morris@besd.net

Submit Date: 2026-01-29

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$4,968.02	\$0.00	\$4,968.02
Total Available for Expenditure in 2024-2025	\$4,968.02	\$0.00	\$4,968.02
Salaries and Benefits	\$4,968.02	\$0.00	\$4,968.02

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$4,968.02	\$0.00	\$4,968.02
Remaining Funds (Carry-Over to 2025-2026)	\$0.00		\$0.00

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Academic performance did not improve as expected. Acadience data showed a decrease from 68% of students at benchmark at BOY to 64% at EOY, and only 51% of students demonstrated typical or higher growth on Pathways of Progress. These before-and-after results indicate the goal was not met and that instructional consistency and effectiveness need improvement. This data has

guided next steps, including stronger coaching cycles, closer review of student-level data, and

implementation of the RTI process to better support student learning.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- 1- Employ paraprofessionals to provide skill-based small group/ individualized interventions. (\$4968.02)
- 2- Provide professional development to our teachers and paraprofessionals to build skills in researched-based practices.
- 3- Give students diagnostic assessments (PASI/ PSI screener) to identify specific reading skills needed.
- 4- All reading teachers will instruct using correct reading techniques and strategies.
- 5- Teachers will spend more time and focus on providing quality tier 1 instruction.
- 6- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.
- 7-Students performing below benchmark will be monitored regularly using Acadience Progress Monitoring.
- 8- Individual student goals will be set using the Acadience Pathways of Progress.
- 9- Program assessments will be analyzed to adjust intervention groups in a timely manner.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1- Employ a paraprofessional to provide skill-based small group/individualized interventions. (\$4968.02)	\$4,968.02
	Total:	\$4,968.02

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

Comments

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

[BACK](#)

Three Mile Creek School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: Teryl.Jeffs@besd.net

Submit Date: 2026-02-18

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Amendment Board

Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$12,934.24
Distribution for 2024-2025	\$95,834.72	\$0.00	\$95,834.72
Total Available for Expenditure in 2024-2025	\$95,834.72	\$0.00	\$108,768.96

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Salaries and Benefits	\$89,834.72	\$0.00	\$98,683.99
Contracted Services	\$3,000.00	\$0.00	\$2,815.20
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$3,640.10
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$3,000.00	\$0.00	\$3,066.34
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$95,834.72	\$0.00	\$108,205.63
Remaining Funds (Carry-Over to 2025-2026)	\$0.00		\$563.33

Goal #1

close

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

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

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

For the 2024-2025 school year. Three Mile Creek set a goal to achieve a 5% increase in the

percentage of students scoring at or above benchmark in Acadience Reading from the Beginning of Year (BOY) to the End of Year (EOY). Schoolwide data shows that students began the year with 77.5% proficiency and concluded with 79.5%, resulting in an overall growth of 2%. While the schoolwide aggregate did not fully meet the 5% target, individual grade levels demonstrated remarkable success, exceeding the goal. Most notably, the 5th Grade cohort achieved an impressive 11% increase (rising from 68% to 79%), and the 3rd Grade successfully met the target with a 5% increase (rising from 75% to 80%). These strong performances highlight areas of significant instructional impact, even as fluctuations in other grades impacted the schoolwide average.

2nd grade BOY 88% - EOY 80%

3rd grade BOY 75% - EOY 80%

4th grade BOY 79% - EOY 81%

5th grade BOY 78% - EOY 80%

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

Action Steps:

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction. (\$89,834.72)
2. Prioritize regular collaboration and data discussion to facilitate appropriate responses to intervention, improve school climate, and improve behavior.
3. Conduct regular meetings with the leadership teams to determine the needs of the grade levels and school.
4. Use adopted tier 1 programs with fidelity (SuperKids and Wonders).
5. Use LETRS Instruction to improve literacy instruction.
6. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
7. Professional development for Teachers and paras. (\$3000)
8. Regular training for paraprofessionals by coaches on classroom management, program implementation, and LETRS instruction.
9. Increase the amount of reading time and opportunities to respond, with an intentional focus on students at risk.
10. Set Pathways of Progress goals by October 15th and monitor student progress

regularly.

11. Resources and supplies needed to implement the plan and support student learning. (\$3000)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
 No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	#1 Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction.	\$89,834.72
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	#11 Resources and supplies needed to implement the plan and support student learning.	\$3,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	#7 Professional development for Teachers and paras.	\$3,000.00
	Total:	\$95,834.72

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$3,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$3,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$89,834.72
Total:	\$95,834.72

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

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

**Plan Amendments
Amendment #1**

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved: 0

Number Not Approved: 0

Absent: 0

Council Vote Date:

Explanation for

Explanation for

Amendment:

**Was the Amendment Yes
implemented and
associated expenditures
spent as described?:**

Comments

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

BACK

Willard School Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: tawniebowcutt

Submit Date: 2026-02-18

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

Board Approval Date: 2024-05-08

Amendment Board

Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$2,522.77
Distribution for 2024-2025	\$33,494.07	\$0.00	\$33,494.07
Total Available for Expenditure in 2024-2025	\$33,494.07	\$0.00	\$36,016.84

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Salaries and Benefits	\$31,000.00	\$0.00	\$36,016.84
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$2,000.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$33,000.00	\$0.00	\$36,016.84
Remaining Funds (Carry-Over to 2025-2026)	\$494.07		\$0.00

Goal #1

close

Goal Statement

close

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

Academic Area

close

- Reading

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Reading Acadience EOY Benchmark.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

At the end of the year, our Acadience assessment data showed strong progress toward our literacy

goals. In kindergarten, we surpassed our goal of 85%, with 88% of students able to blend and read 10 or more whole words. In first grade, our target was for 78% of students to read 47 words per minute with 90% accuracy, and we exceeded that as well, with 84% of students meeting the benchmark. These results reflect the effectiveness of our strategic efforts, including targeted phonics instruction, the use of LETRS and 95% routines, paraprofessional support, data-driven collaboration, and consistent implementation of explicit phonics programs like SuperKids and 95% Phonics.

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. Paraprofessionals will be hired to work with students in small reading groups, Tier 2 and Tier 3 interventions. (\$31,000)
2. We will exit Kindergarten with accuracy through skill 3 on 95% phonics, and exit first grade with accuracy through skill 9 on 95% phonics, according to a district-adopted phonics interventions.
3. We will purchase 95% phonics materials for small phonics intervention groups. (\$2,000)
4. We will use the district approved curriculum SuperKids, with fidelity, including explicit phonics routine, phonemic awareness, assessment and interventions.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Paraprofessionals will be hired to work with students in small reading groups, Tier 2 and Tier 3 interventions. (\$31,000)	\$31,000.00
	Total:	\$33,000.00

		Estimated
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Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	We will purchase 95% phonics materials for small groups. (\$2,000)	\$2,000.00
	Total:	\$33,000.00

Summary of Estimated Expenditures

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

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

The school plan was actually publicized to the community in the following way(s):

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date

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

**Plan Amendments
Amendment #1**

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved: 0

Number Not Approved: 0

Absent: 0

Council Vote Date:

**Explanation for
Amendment:**

**Was the Amendment
implemented and
associated expenditures
spent as described?:** Yes

Comments

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

[BACK](#)

Total Allocated \$225,450									
List Expense Here	Total	Salaries 100	Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Marquee Monitor (Tom Davidson)	\$656.70	\$500.00	\$156.70						
ACT Accomodations Coordinator (Travis Mumford)	\$656.70	\$500.00	\$156.70						
Credit Recovery Teacher Salary/Teacher Productivity	\$78,304.00	\$59,619.31	\$18,684.69						
LCSW 3 Days a Week (Jason Jones)	\$55,162.80	\$42,000.00	\$13,162.80						
Academic Olympiad (Shannon Cheney)	\$656.70	\$500.00	\$156.70						
Academic Olympiad (Peter Gerlach)	\$656.70	\$500.00	\$156.70						
Graduation Chair (Shannon Cheney)	\$394.02	\$300.00	\$94.02						
Sterling Scholar Coordinator (Sarah Bliesner)	\$1,182.06	\$900.00	\$282.06						
Aspire Testing Coordinator (Patrick Parker)	\$1,182.06	\$900.00	\$282.06						
ACT Coordinator (Patrick Parker)	\$1,313.40	\$1,000.00	\$313.40						
ACT 504 Accomodations Coordinator (Bonnie Mortensen)	\$656.70	\$500.00	\$156.70						
Assistant Student Government Advisor (Journey Grenwell)	\$1,182.06	\$900.00	\$282.06						
AP Testing Coordinator (Caden Burrell)	\$1,313.40	\$1,000.00	\$313.40						
STEM (Gregg Cefalo)	\$1,313.40	\$1,000.00	\$313.40						
Student of the Month (Sarah Bliesner)	\$1,182.06	\$900.00	\$282.06						
Summer School Credit Recovery Teachers (Caden Burrell)	\$6,567.00	\$5,000.00	\$1,567.00						
Summer School Credit Recovery Teachers (Shizhong Zhang)	\$6,567.00	\$5,000.00	\$1,567.00						
Summer School Edgenuity Prep/ All Year Maintenance (Jamie Kent)	\$2,626.80	\$2,000.00	\$626.80						
Dance Company Teachers (Becca Ammons) NonContracted	\$8,580.00	\$8,000.00	\$580.00						
MAP Testing Coordinator (Patrick Parker)	\$1,313.40	\$1,000.00	\$313.40						
Spirit Squad Assistant Advisors (?)	\$1,313.40	\$1,000.00	\$313.40						
Video Board Technology (Patrick Parker)	\$2,626.80	\$2,000.00	\$626.80						
Master Schedule Builder (Kristin Udy)	\$1,313.40	\$1,000.00	\$313.40						
Summer School Counselor (?)	\$1,313.40	\$1,000.00	\$313.40						
Purchase Items for Unite, Hope, and Destress Week	\$3,000.00						\$3,000.00		
Teacher PD/ Travel/ Subs	\$26,398.92					\$26,398.92			
Display Boards/ Chrome Books/ Other Technology as needed	\$18,017.12						\$18,017.12		
	\$0.00								
Total Subcategories	\$225,450.00	\$137,019.31	\$41,014.65	\$0.00	\$0.00	\$26,398.92	\$21,017.12	\$0.00	\$0.00
Actual Exp	\$149,781.50	\$89,900.38	\$40,683.06	\$2,271.20		\$5,960.50	\$10,966.36		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	End 1st Tri	Students off track (percentage)	10.83% of students off track for graduation.
Trimester 2:	End 2nd Tri	Students off track (percentage)	5.17% of students off track for graduation.
Trimester 3:	End 3rd Tri	Students off track (percentage)	4.86% of students off track for graduation.

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? The number of students credit deficient will decrease throughout the year. We will track the number of students off track each trimester. Between August and May would like to see a 1% decrease in students off track for graduation. We will also track our graduation rate each year. Here is a link to the data we have been tracking:

https://docs.google.com/spreadsheets/d/1g15D1necxz566-5I6MG7_cN6TN9MaAgTmfAvFL-c7z8/edit#gid=865167652

Final Report-

BEHS graduation rate for the class of 2024 was 88.80%. Graduation rate for the class of 2025 was 90.90%. This is an increase of more than 1% - goal achieved!

BEHS had 5.34% of students off track to graduate, end of 3rd Trimester, 2024 school year. End of 3rd Trimester, 2025, 4.86% of students off track for graduation. This is a reduction of students, but not by 1%. Technically we did not meet this goal.

BEMS TSSA PLAN 2024-25										
Goal # Action Step #	2024-25 BRHS TSSA List Expense Here	Total	Salaries 100	Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
G1A1	LCSW - 3 days a week	\$42,000.00	\$31,978.07	\$10,021.93					Not allowed	Not allowed
G1A1	Instructional Coach Salary	\$40,000.00	\$30,455.30	\$9,544.70					Not allowed	Not allowed
G1A1	Aide - remainder from SLT	\$11,474.00	\$8,736.10	\$2,737.90					Not allowed	Not allowed
G1A2	Lunch and Learn/Breakfast Brush-ups	\$5,000.00						\$5,000.00	Not allowed	Not allowed
G1A2	PD opportunities	\$10,000.00				\$10,000.00			Not allowed	Not allowed
G1A3	Asst. Student Government Advisor	\$4,500.00	\$3,426.22	\$1,073.78					Not allowed	Not allowed
G1A3	Student Ambassador Advisor	\$4,500.00	\$3,426.22	\$1,073.78					Not allowed	Not allowed
G1A3	PLC Team Leadership Stipend - 9 total (take home \$500)	\$5,910.00	\$4,500.00	\$1,410.00					Not allowed	Not allowed
G1A1	Edgenuity Manager Stipend	\$2,500.00	\$2,209.65	\$290.35					Not allowed	Not allowed
G1A3	Sterling Scholar stipend and supplies	\$750.00	\$380.69	\$119.31				\$250.00	Not allowed	Not allowed
G1A2	Robert Proffitt coaching and training	\$1,200.00				\$1,200.00			Not allowed	Not allowed
G1A3	Robotics	\$3,500.00						\$3,500.00	Not allowed	Not allowed
G1A1	Summer School	\$3,400.81	\$2,626.00	\$774.81					Not allowed	Not allowed
G1A5	School Pride/Unity Swag	\$10,000.00						\$10,000.00	Not allowed	Not allowed
G1A4	Computer Lab	\$23,745.19						\$23,745.19	Not allowed	Not allowed
	Total Allocated	\$168,480.00							Not allowed	Not allowed
	\$168,480.00	\$0.00							Not allowed	Not allowed
	Total Subcategories	\$168,480.00	\$87,738.25	\$27,046.56	\$0.00	\$11,200.00	\$0.00	\$42,495.19	Not allowed	Not allowed
	Actual Exp	\$171,745.74	\$79,177.48	\$26,727.14	\$14,206.00		\$2,734.20	\$48,900.92		

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

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

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

4 - Update student computer lab

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

Review your progress with your leadership team once each trimester.

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

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

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

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

- 1. Our graduation rate improved from 86.2% in 2022-23 to 91.7% at the end of 2024-25. Demonstrating improvement overall as a school in student learning.**
- 2 - We spent the allotted funds on the salary for our LCSW.**
- 3 - We spent our allotted funds for 6 math teacher, 3 art teachers, 6 ELA and 3 science teachers to attend their respective state training meetings of their departments.**
- 4 - We spent our allotted funds on our student council advisors, and purchased our student designed swag = shirts.**
- 5 - Using the allotted funds we purchased a new computer lab updating the one that was obsolete.**

	Total Allocated									
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1, Step 1	Full-Time Instructional Para	\$22,005.00	\$15,404.00	\$6,601.00					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$22,005.00	\$15,404.00	\$6,601.00	\$0.00	\$0.00	\$0.00	\$0.00		
	Actual Exp	\$15,968.92	\$11,899.40	\$4,069.52						

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

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

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

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

We did not meet our goal: In 23/24, 9.8% of grades posted were failing grades. In 24/25, 17.18% of grades posted were failing grades.

			*1.0725 NonCont *1.3134 Cont						
List Expense Here	Total	Salaries 100	Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Teacher Lunch Duty	\$14,000.00	\$9,612.40	\$4,387.60					Not allowed	Not allowed
Student Government Advisors	\$7,000.00	\$4,806.20	\$2,193.80					Not allowed	Not allowed
Team Leaders	\$16,000.00	\$10,985.60	\$5,014.40					Not allowed	Not allowed
Webmaster	\$1,500.00	\$1,029.90	\$470.10					Not allowed	Not allowed
Reading Lab para	\$23,125.00	\$15,877.63	\$7,247.38					Not allowed	Not allowed
Summer School	\$6,000.00	\$5,565.00	\$435.00					Not allowed	Not allowed
SPED Summer Parent Meeting [1]	\$3,360.00	\$2,306.97	\$1,053.02					Not allowed	Not allowed
Teacher PD/Subs/Busses	\$10,000.00				\$10,000.00			Not allowed	Not allowed
Band Clinician budget	\$1,000.00			\$1,000.00				Not allowed	Not allowed
SPED Busses	\$500.00					\$500.00		Not allowed	Not allowed
8th Math calculators [2]	\$2,882.00						\$2,882.00	Not allowed	Not allowed
8th Math Maneuvering the Middle Cur.	\$876.00			\$876.00				Not allowed	Not allowed
8th Math Splashtop for iPad	\$240.00			\$240.00				Not allowed	Not allowed
9th Math Calculators [3]	\$2,400.00						\$2,400.00	Not allowed	Not allowed
8th Science InfiniD Program	\$3,750.00			\$3,750.00				Not allowed	Not allowed
8th Science Busses	\$1,000.00					\$1,000.00		Not allowed	Not allowed
8th Science Happy Atoms - 4 sets	\$7,450.00						\$8,450.00	Not allowed	Not allowed
8th Science headphones - 4 sets	\$3,200.00						\$3,200.00	Not allowed	Not allowed
Social Studies rolling maps	\$4,000.00						\$4,000.00	Not allowed	Not allowed
Lunch/Learn & Breakfast/Brush-up	\$8,000.00						\$7,000.00	Not allowed	Not allowed
BYU-Indepent Study Seats	\$7,458.00			\$7,458.00				Not allowed	Not allowed
PE Fieldtrips	\$4,500.00				\$4,500.00			Not allowed	Not allowed
Spanish Novels	\$1,700.00						\$1,653.40	Not allowed	Not allowed
HOPE Squad/Counseling Support	\$5,000.00						\$5,000.00	Not allowed	Not allowed
Upgrade Auditorium Projector	\$20,444.00						\$20,444.00	Not allowed	Not allowed
Total Subcategories	\$155,338.40	\$50,183.70	\$20,801.30	\$13,324.00	\$14,500.00	\$1,500.00	\$55,029.40	Not allowed	Not allowed
Actual Exp	\$139,061.44	\$47,053.62	\$16,175.60	\$4,664.80		\$4,400.82	\$66,766.60	Not allowed	Not allowed

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN: Box Elder Middle School will increase MAPS proficiency in each grade level on the Winter assessment by 2% overall. Proficiency will be determined by the percentage of students performing in the green (61st to 80th percentile nationally) and blue (80th percentile and up nationally) bands on the assessments in both reading and math. Reading: 2023-2024 results: 8th grade: 31% proficient 9th grade: 44% proficient 2024-2025 goal: 8th grade: 33% proficient 9th grade: 46% proficient Math: 2023-2024 results: 8th grade: 44% proficient 9th grade: 48% proficient 2023-2024 goal: 8th grade: 46% proficient 9th grade: 50% proficient

Tasks/Activities

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

Step 1. Administer MAP tests and analyze results

Step 2. We will pay 6 teachers to help supervise at lunch, helping keep our students safe. We will pay a webmaster to post each class's guaranteed and viable curriculum and communicate with parents. Our Leadership Team will work on helping the school improve on becoming a model PLC with consistent academic growth in all areas. We will pay student government advisors to help promote school goals and safety. A reading lab paraeducator will work with students specified by the reading interventionist to improve academic skills. We will offer summer school to help students gain skills to progress toward graduation. Our SPED department will meet with parents during the summer to help transition students to the new school year. We will pay for teacher substitutes and buses so students and teachers can go on field trips and so teachers can attend professional development. We will hire and use our intervention specialists to work with students to improve attendance, help pass more classes, gain more academic skills for the future. Our teachers will modify and align their in class and online curriculum to better meet the needs of all our students. Our music teacher will bring in a clinician to help our band improve. We will replace calculators so our students will have the tools they need to succeed. We will add digital tools such as Maneuvering the Middle, Emulator, InfiniD, and Splashtop so our students can more easily get instruction from teachers. Our teachers will have access to various professional development opportunities to increase their skill to the benefit of our students. We will purchase needed electronic equipment such as headphones. We will bring in rolling map sets to help our students better visualize things in the world around them as they relate to history and geography.

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

4

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Review your progress with your leadership team once each trimester.

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

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

Final Report- Complete after January 15 of the following year. What were the results of your Plan? Our goal has been based around our MAP proficiency in each grade level . We were hoping to increase our overall proficiency by 2% school wide. Below is a chart from the last couple of years.

In 8th grade reading and math we met the 2% increase in proficiency from 33-40% and 46-50%

In 9th grade reading we met our proficiency from 46-53%. In 9th grade Math we did not improve but stayed the same with 50% proficiency.

BEMS MAP Proficiency Data

Reading

	2022-23	2023-24	2024-25
8th	31%	33%	40%
9th	44%	46%	53%

Math

	2022-23	2023-24	2024-25
8th	44%	46%	50%
9th	48%	50%	50%

[1] 6 teachers x 16 hours each x \$35/hr = 96 total hours

[2] 180 calculators and 8 totes

[3] 200 calculators

Goal 1- ACTION PLAN

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

Tasks/Activities:		
<i>What specific tasks/activities will need to be done to help reach your goal?</i>		
1 - Review processes for effective interventions for all students		
2 - Provide an instructional coach to build capacity in instructional staff.		
3 - Provide professional learning opportunities that align with school goals and overarching goal of becoming a model PLC school		
4 - Continue positive behavior plan with student and teacher incentives		
5 - Review, adapt, and modify PLC process to ensure high levels of learning for all students		
6 - Work with the Guiding Coalition to develop and ongoing 90 Day plan		
7 - Provide an LCSW one day a week for students who are struggling socially and emotionally.		
8 - Work with student groups to determine incentives, process changes, etc. to give students a voice.		
9 - Provide acadmeic fieldtrips and incentives for students.		

Review your progress with your leadership team once each trimester.		
Trimester Updates:	Date of Review	Comments
Trimester 1:	Beginning of the year	The begining of year MAP data showed that in math the 8th grade were at 50% and the 9th grade were at 57%. They were both at 44% in reading.
Trimester 2:	Middle of year	At the mid year test the 8th grade improved to 56% and the 9th grade improved to 66% in math. In reading the 8th grade remained at 44% while the 9th made great improvement to 62%
Trimester 3:	End of year	The end of year data showed the 8th at 59% and 9th 64% in math. overall that is 63% and above our goal. In reading the 8th grade improved to 45% while the 9th improved th 67%. That is an overa

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

Final Report- Complete after January 15 of the following year. We reached and surpassed our goal in Math. It was at 63% overall. The 8th grade were at 59%, while the 9th grade were at 64%. This was a combined percent of 63.

Goal 2- ACTION PLAN

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

Tasks/Activities	
<i>What specific tasks/activities will need to be done to help reach your goal?</i>	
1 - Review processes for effective interventions for all students	
2 - Instructional coach will hold breakfast bunch PD opportunities for teachers on SIOP and Strategies	
3 - Continue to build capacity of instructional staff with professional learning opportunities that align with school goals and overarching goal of becoming a model P	
4 - Continue positive behavior plan with student and teacher incentives	
5 - Review, adapt, and modify PLC process to ensure high levels of learning for all students	

Review your progress with your leadership team once each trimester.		
Trimester Updates:	Date of Review	Comments
Trimester 1:	Oct.- Nov.	During 1st trimester we gathered baseline data. The big thing we were looking for was to see what SIOP strategies teachers were using
Trimester 2:	Jan. - Feb.	As the year progressed we had breakfast bunch PD that focused on SIOP strategies. They then implemented these strategies and engaged
Trimester 3:		We once again through surveys but also doing peer to peer observation collect data on what SIOP strategies were being used in class

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

Final Report- Complete after January 15 of the following year. The results at the end showed that the use of SIOP strategies increased in the classrooms and engagement of students increased significantly. We went from 62.7% students not engaged in the beginning of the year to 86.2% engaged at the end of the year. One of the main reasons for this goal was to help our ELL students. We had spent several years with targeted for improvement status. The increase was enough that we were removed from that status.

	Total Allocated									
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 S	LCSW Salary	\$42,000.00	\$31,978.07	\$10,021.93					Not allowed	Not allowed
Goal 2 S	Instructional/Literacy Coach	\$40,000.00	\$30,455.31	\$9,544.69					Not allowed	Not allowed
Goal 2 st	Scope Magazine	\$5,494.50						\$5,494.50	Not allowed	Not allowed
Goal 3 S	Behavior Aides	\$33,768.28	\$31,485.58	\$2,282.70					Not allowed	Not allowed
Goal 3 S	Stipends For PBIS Committee	\$5,500.00	\$4,187.60	\$1,312.40					Not allowed	Not allowed
Goal 3 S	Student Rewards	\$9,300.00						\$9,300.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
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	Total Subcategories	\$136,062.78	\$98,106.56	\$23,161.72	\$0.00	\$0.00	\$0.00	\$14,794.50		
	Actual Exp	\$62,704.58	\$49,054.04	\$12,684.94	\$965.60	\$0.00	\$0.00	\$11,440.39		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

2

3

4

5

Review your progress with your leadership team once each trimester.

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

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

Final Report- Complete after January 15 of the following year. For the 23/24 school year our LCSW saw 28 kids for a total of 231 visits. For the 24/25 school year, our LCSW saw 30 kids for a total of 209 visits. We did see an increase in the number of students seen, but a decrease in overall visits.

Goal 1- ACTION PLAN

Goal 2 - ACYI will begin a focus on improving literacy without students. We will pay a portion of the salary of an Instructional/Literacy coach who will spearhead this movement. The coach will focus on acquiring resources and organizing Tier 1 instruction and Tier 2 and 3 interventions. The goal is to decrease by 30% the number of students reading below grade level.

Tasks/Activities

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

- 1 - Contribute \$40,000 to the salary and benefits of Instructional/Literacy Coach
- 2 - Purchase Scope magazine as a supplemental test for English Language Arts classrooms. - \$6,022.03

- 3
- 4
- 5

Review your progress with your leadership team once each trimester.

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

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

Final Report- Complete after January 15 of the following year. Using the Student Growth Summary Report from the MAP test system, I compared the winter assessment of the Reading Test for the 6th and 7th grade. In the 23/24 administration, 6th graders had an achievement percentile of 74. For the 24/25 test, they also had an achievement percentile of 74. In the 23/24 testing for reading, the 7th graders had an achievement percentile of 69. For the following year, the 7th grade had a jump to 73. So overall, 6th grade stayed the same, but 7th grade moved up 4%.

Goal 1- ACTION PLAN

Goal 3 - ACYI will continue with the implementation of a school wide behavior program that was started in the 2019-2020 school year. With the implementation, teachers will receive ongoing coaching and professional development for addressing student behavior in various settings as well as procedures for referral of students to receive additional behavioral support. There will be consistency throughout the school based on a schedule of skills to be taught. ACYI will continue with the PBIS model of RISE (Respect, Safety, Engagement) where students will learn and understand how each of those look and sound. ACYI will implement a schedule of adequate supervision in the common areas and hallways and address concerns with consistency. Staff members will have opportunities for classroom management and restorative discipline professional development and training in the Big 8 with classroom model teachers. Through the implementation of this type of behavioral support program, ACYI will reduce the number of negative office referrals by 20% through the 2023-2024 school year when compared to data from the 2012-2023 school year.

Tasks/Activities

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

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

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

4 - Student Rewards - \$9300

5

Review your progress with your leadership team once each trimester.

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

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

Final Report- Complete after January 15 of the following year. For the academic year 23/24, there were 708 office referrals in the Educators Handbook system. For the 24/25 year, there was an increase to 754 office referrals. As I am writing this, 3/26/26, we have instituted a behavior support team to address these issues.

	Total Allocated									
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal #1 Action # 2	Sub charges PD, Data dives etc.	\$4,820.00			\$4,820.00				Not allowed	Not allowed
Goal # 1 Action step # 3	P.D. Conferences	\$3,500.00			\$3,500.00				Not allowed	Not allowed
Goal # 1 Action step # 3	Lunch & Learn, Faculty Appreciaion.	\$6,000.00						\$6,000.00	Not allowed	Not allowed
Goal # 1 Action step # 3	Para lunch and learn salary	\$500.00	\$500.00						Not allowed	Not allowed
Goal # 1 Action step # 6		\$500.00						\$500.00	Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
Goal #2 Action # 3	Faculty SEL books for Lunch and Learn	\$2,500.00						\$2,500.00	Not allowed	Not allowed
Goal # 2 Action step # 4	PBIS student incentives	\$6,000.00						\$6,000.00	Not allowed	Not allowed
Goal #2 Step # 5	Motivational speakers	\$2,000.00			\$2,000.00				Not allowed	Not allowed
Goal #2 Step # 5	Building project stipends	\$49,900.00	\$49,900.00						Not allowed	Not allowed
Goal #2 Step # 1	LCSW	\$42,000.00	\$42,000.00						Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$117,720.00	\$92,400.00	\$0.00	\$10,320.00	\$0.00	\$0.00	\$15,000.00		
	Actual Expenses	\$115,238.61	\$65,298.66	\$28,650.67	\$5,284.40		\$1,850.36	\$14,154.52		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	Nov. 20, 2024	BOY MAP test given to all students	
Trimester 2:	Feb. 28, 2025	Mid year MAP given	
Trimester 3:	May 16, 2025	EOY MAP assessment given	

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

Final Report- Complete after January 15 of the following year. The goal was for 75% of all students to make one years growth or be above the 50th percentile. This includes both the Reading and Math tests. The end of year results were as follows: Based on the end of year MAP test, in 6th grade 78% of students met the goal in Math while only 70.5% met the goal in Reading. In 7th grade 78% met the goal in Math with only 69.9% reaching the goal in Reading.

Goal 2- ACTION PLAN

Increase access to mental health support by 5%, and decrease the number of times students repeat their in school suspension The goals in this plan were created by the previous principal. As I read through them and assessed the needs of the school I came to understand them as really two separate goals. One being to increase the mental health support and the other to decrease the number of students in ISS. I have addressed the progress for these two goals below.

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	Nov. 20, 2024	Educators handbook data as well as data gathered by the LCSW	It was noticed that the pre and post test did not accurately show the increase of the mental health support. All of the students receiving the pre and post test were already receiving support. The LCSW works with them to develop strategies but what truly shows the increase in support is the number of students that have been helped the the increase in time that the help is available. This data was gathered throughout the year.
Trimester 2:	Feb. 28, 2025	Educators handbook data as well as data gathered by the LCSW	
Trimester 3:	May 16, 2025	Educators handbook data as well as data gathered by the LCSW	

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Students will be given a pre and post survey on the coping strategies they use. They will self report favorite strategies. After students have been taughts strategies, they will be able to use them and communicate effectively the level of effectiveness in specific situations. They will also be able to advocate for themselves in a clear and calm manner when talking to adults and other students. The problem encountered was that the goal was to show an increase in access to mental health. However, the procedures listed here do not measure an increase in access but simply identify what will be done to support the students once they a receiving support.

Final Report- The pre and post test survey was created and is being used but is not providing the data needed to show if we have increased mental health support by 5%. What we do have is an LCSW that has increased the time available to receive mental health support. The addition of the LCSW has increased the available mental health support by nearly 24%. This is calculated by adding her time to that of our two counselors. Durring the 24-25 school year there were 37 students referred for therapy and 33 students were seen. These 33 students participated in 357 therapy sessions as well as 5 crisis intervention sessions for students not referred for therapy. The total being 362 mental health sessions conducted by our LCSW here at Harris. The revisions to our ISS program and behavior plan did not produce the data to show if students were less likely to repeat ISS. However there was a 28.9% decrease overall in the number of office referrals as compared to the previous year as recorded in educators handbook.

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	November, 2024	Progress Monitoring and Project	We are making lots of progress, especially in grades K, 1st and 3rd
Trimester 2:	January, 2025	MOY Acadience Data	We have already made the goal in Kindergarten! Good growth in 5th as well.
Trimester 3:	May, 2025	EOY Acadience Data	We made our goal in K, 1st, and 3rd grades!

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

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

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

Although we didn't reach our goal in every grade, we did reach our goal of having 10% growth in 3 grades (Kindergarten, 1st and 3rd grade). See below to see how each grade level ended the year. We have a lot of successes to celebrate at Century.

Kindergarten - BOY - 41%
Kindergarten - EOY - 99%
Increase of 58%

First Grade - BOY - 65%
First Grade - EOY - 79%
Increase of 14%

Second Grade - BOY - 78%
Second Grade - EOY - 75%
Decrease of 3%

Third Grade - BOY - 72%
Third Grade - EOY - 90%
Increase of 18%

Fourth Grade - BOY - 70%
Fourth Grade - EOY - 73%
Increase of 3%

Fifth Grade - BOY - 65%
Fifth Grade - EOY - 72%
Increase of 7%

Goal 2- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	November, 2024	Progress Monitoring data	We are making great growth in all grades! We are hopeful with our goal.
Trimester 2:	January, 2025	MOY Acadience Data	We have already met the goals in first and third grade!
Trimester 3:	May, 2025	EOY Acadience Data	We met our goal in all grades, and exceeded some by a lot more than 5%! We had a lot of success with math this year.

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

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

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

Narrative: We met our goal for all three grade levels. Having the extra para support in math intervention helped us reach our goal. See below to see how we performed in each grade level.

First Grade - BOY - 28%
 First Grade - EOY - 67%
 Increase of 39%

Second Grade - BOY - 47%
 Second Grade - EOY - 71%
 Decrease of 24%

Third Grade - BOY - 67%
 Third Grade - EOY - 87%
 Increase of 20%

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:		Acadience Achievement/PoP	67% of students were meeting the goal
Trimester 2:		Acadience Achievement/PoP	82% of students were meeting the goal now with Pathways of Progress Included.
Trimester 3:E	01/28/2026	Acadience Achievement/PoP/RISE	85% of students met the goal by EOY with RISE ELA now included.

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? EOY Acadience Reading Composite scores, Pathways of Progress and RISE ELA scores.

Final Report- Complete after January 15 of the following year. What were the results of your
 We didn't meet our 100% goal, but we were excited to see that 85% of our students were reading on grade level on Acadience or RISE or that they were making above typical progress if they weren't on grade level in reading. Our mission is to ensure all students learn at grade level or higher. So we will always continue to strive for this.

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	10/28/2024	Acadience Math	58.7% of students in K-3 were proficient at BOY on Acadience math
Trimester 2:	12/15/2024	Acadience Math	By MOY, we had increased to 64% proficient (surpassed goal)
Trimester 3:	06/01/2025	Acadience Math	74% of our students were proficient on Acadience math at EOY

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?
 We will use the Acadience score to determine if students are at the benchmark. Acadience will be administered three times during the school year. The final assessment of the school year will be used to determine whether we have reached our goal.

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

Our goal was to increase by 5% from BOY to EOY. We increased by 15.3%, surpassing our goal.

Goal 1- ACTION PLAN

Goal 1- Fielding Elementary students will show a 28% increase from BOY to MOY in the math Acadience composite score.

Tasks/Activities

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

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

2 Progress monitor on math skills

3 Identify students needing intensive tier 3 math instruction.

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

5 Purchase supplies for teachers. Provide teachers professional development opportunities.

6. Purchase incentives for students. \$1000.00

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1: BOY	10/27/2024	Acadience Math Composite	We reviewed baseline assessment data and talked about groupings.
Trimester 2: MOY	1/23/2025	Acadience Math Composite	A current focus for our teams is to address and set up an action plan for students that declined from BOY to MOY
Trimester 3: EOY	5/23/25	Acadience Math Composite	Reviewed EOY data and created an action plan on what we as teams need to improve on.

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

First Grade Acadience Math Composite 2023-24 - BOY 45% MOY 70% EOY 87%
Second Grade Acadience Math Composite 2023-24 - BOY 51% MOY 70% EOY 93%
Third Grade Acadience Math Composite 2023-24 - BOY 31% MOY 64% EOY 81%

School-Wide Average Percentage of first-third grade students at Math benchmark BOY - 44% MOY - 69%
25% increase from BOY to MOY 2023-24. Our goal for next year will be a 28% increase at the MOY 2024-25.

First Grade Acadience Math Composite	2023-24 - BOY 45% MOY 70% EOY 87%	2024-25 - BOY 44% MOY 81% EOY 89%
Second Grade Acadience Math Composite	2023-24 - BOY 51% MOY 70% EOY 93%	2024-25 - BOY 51% MOY 70% EOY 85%
Third Grade Acadience Math Composite	2023-24 - BOY 31% MOY 64% EOY 81%	2024-25 - BOY 37% MOY 76% EOY 84%
	Total at or above Benchmark 87%	Total at or above benchmark 86%

2024-25 Math Composite - BOY - 44%, MOY 76% Increase of 32% We made our goal of at least a 28% increase in the math composite score at MOY data.

Goal 2- ACTION PLAN

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

Tasks/Activities

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

1 Teachers will teach Second Step SEL lessons to all grade levels.

2 Hire paraprofessionals to help track behavior, run small groups and provide tier 3 behavioral interventions. (\$17569.50 Salary) (\$1,287.60 Benefits)

3 Provide recess school for students to refocus behavior and learn positive behavior strategies.

4 Teachers will form a behavior committee (CHAT) (\$4000.00 Salary) (\$1,253.60 Benefits)

5 Purchase incentives for improvement for students and staff to ensure a positive school culture and climate.(Fieldtrips, Reading Books, Math, Behavior (\$5.000.00)

6 Supplies (\$1,000.00)

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	8/30/2024	Educator Handbook Data	Looked at students with high incidences
Trimester 2:	12/06/2024	Educator Handbook Data	Compared data from previous year on identified students.
Trimester 3:	4/25/2025	Educators Handbook	We worked with the two students that had the majority of incidences the previous year. We also hired a very effective behavior aide that did well connecting with students.

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

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

Mild Physical Contact/Classroom Disruptions - 2023-24 - 82 Incidences 2024-25 - 58 Incidences We decreased the number of classroom disruptions and mild physical contact by 30%

Identifying students who needed behavior interventions at the beginning of the year.

Garland TSSA	Total Allocated	\$89,370								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professiona I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal #1 /#2 Step #1	TSSA Para [1]	\$7,294.80	\$6,786.00	\$508.80					Not allowed	Not allowed
Goal #1 /#2 Step #1	TSSA Para	\$14,588.00	\$13,572.00	\$1,016.00					Not allowed	Not allowed
Goal #1 /#2 Step #1	TSSA Para	\$14,588.00	\$13,572.00	\$1,016.00					Not allowed	Not allowed
Goal #1 /#2 Step #1	TSSA Para	\$14,588.00	\$13,572.00	\$1,016.00					Not allowed	Not allowed
Goal #1 /#2 Step #1	TSSA Para [2]	\$12,912.00	\$11,719.50	\$1,192.50					Not allowed	Not allowed
Goal #1 /#2 Step #1	TSSA Para [3]	\$8,510.00	\$7,917.00	\$593.00					Not allowed	Not allowed
Goal #1 /#2 Step #3	Teacher Subs for Teacher Learning	\$5,000.00			\$5,000.00				Not allowed	Not allowed
Goal #1 /#2 Step #3	Teacher Incentives(5% of \$89,370	\$3,050.00						\$3,050.00	Not allowed	Not allowed
Goal #1 Step #4	Guiding Coalition	\$1,313.10	\$1,000.00	\$313.10					Not allowed	Not allowed
Goal #1 /#2 Step #10	Student Council Advisor	\$1,313.10	\$1,000.00	\$313.10					Not allowed	Not allowed
Goal #1 /#2 Step #10	AM Library Hours (60 hours)	\$1,072.50	\$1,000.00	\$72.50					Not allowed	Not allowed
Goal #1 Step #4	Team Leader	\$656.70	\$500.00	\$156.70					Not allowed	Not allowed
Goal #1 Step #4	Team Leader	\$656.70	\$500.00	\$156.70					Not allowed	Not allowed
Goal #1 Step #4	Team Leader	\$656.70	\$500.00	\$156.70					Not allowed	Not allowed
Goal #1 Step #4	Team Leader	\$656.70	\$500.00	\$156.70					Not allowed	Not allowed
Goal #1 Step #4	Team Leader	\$656.70	\$500.00	\$156.70					Not allowed	Not allowed
Goal #1 Step #4	Team Leader	\$656.70	\$500.00	\$156.70					Not allowed	Not allowed
Goal #2 Step #6	Math Materials	\$1,150.00						\$1,150.00	Not allowed	Not allowed
Goal #1 Step #6	95% Phonics Core Materials	\$25,000.00						\$25,000.00	Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
	Total Subcategories	\$114,319.70	\$73,138.50	\$6,981.20	\$5,000.00	\$0.00	\$0.00	\$29,200.00	Not allowed	Not allowed
	24-25 FINAL EXP	\$123,180.29	\$64,336.55	\$6,417.49	\$5,722.20	\$19,947.71		\$26,756.34		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

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

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

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

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

6. We will purchase needed materials for the 95% core phonics routine for grades 2-5.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	Friday Collaboration 1 x month	Acadience/RISE data, PSI data	1st-2nd grade might be moving too slowly and need to consider how they can better align with the district.3-5 have a lot of questions about how to implement new RISE expectations, but Jeff Morris has been wonderful to answer our questions.
Trimester 2:	MOY Deep Dive after each team finished MOY testing	Acadience MOY data	2nd grade is not making it. I have directed Lori Jacobson to give explicit guidance to my 2nd grade team to see where we can make gains. They are not happy with me, but I feel like we have got to push past our own bias and ideas and take expert advice.
Trimester 3:	EOY Data Dive in RTI mtg. 5/23/25	Acadience EOY data	Because our goal was focused on blue in both accuracy and fluency, the data was very discouraging as we looked

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Individual student progress as well as whole class projections will be reviewed in weekly collaboration meeting. Areas of concern will be targeted at MOY to ensure para support is being used where it is most needed. Acadience MOY and EOY data will be used as evidence for achieving our goal. ***We implemented this plan with as much fidelity as we could. We met every Friday with every grade level and really tried to dig into which kids were/were not moving and why.

Final Report- Complete after January 15 of the following year. What were the results? 82% of kindergartners can blend 10 or more Whole Words Read (-6% of our goal). This shows growth from last year's performance on whole words read, but not quite reaching our goal.

47% of first graders can read 47 WPM and 43% could read with 90% Accuracy. Only 23% (-46%) could do both. This was a frustrating statistic because 59% of our 1st graders were blue composite. We learned a lot by stretching for this goal.

27% of second graders can read 87 WPM AND with 97% Accuracy. The overall blue composite was 56%, which is much higher. But neither marker gets us to our combined fluency and accuracy of 80% (-43%)

21% of third graders can read 100 WPM AND with 97% Accuracy. The overall blue composite was 55%. This is significantly lower than our goal of 83% (-62%)

16% of fourth graders can read 115 WPM AND with 98% Accuracy. Overall Blue composite was 78% though, so it is very unusual that only 16% were blue combined on Fluency and Accuracy. (-69%)

14% of fifth graders can read 130 WPM AND with 99% Accuracy. Overall Blue composite was 63%, so again, it is very frustrating that only 14% were blue combined on Fluency and Accuracy. (-68%).

GOAL NOT MET.

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

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

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

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

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

6. Provide consulting service from an expert teacher (Amy Frandsen) and purchase her customized manipulatives that support Acadience Math testing preparation.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	Friday Collaborations 1 x month	Acadience benchmarks	We are reminding teachers regularly to make sure they are not neglecting math! It matters too!
Trimester 2:	Friday Collaborations 1 x month	Acadience MOY math data	Kinder moved from 40% to 56% at or above benchmark. 1st grade moved from 51% to 76% at or above benchmark. 2nd grade moved from 38% to 50% at or above Benchmark. 3rd grade moved from 68% to 67% at or above benchmark, which puts them as my team that lost ground in math.
Trimester 3:	5.23.25	Acadience EOY math data and EH data	Reviewed EOY data to find successes and document what changes worked and what we still need to tweak.

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Individual student progress as well as whole class projections will be reviewed in weekly collaboration meeting. Areas of concern will be targeted at MOY to ensure para support is being used where it is most needed. Acadience MOY and EOY data will be used as evidence for achieving our goal in reading and math. ACADIENCE Math scores. ***We don't look at math data as often as we look at literacy. I feel this is an area of weakness that we need to improve upon.

Final Report- Complete after January 15 of the following year. What were the results of your Efforts? TSSA goal #2 Math and Behavior

K Boy to Eoy 24-25= 38%- 79%. ***I made a mistake here! We didn't have Acadience Math data for 23-24 for Kindergarten because they weren't using that program, so I just showed the growth from BOY to EOY.

1st growth 23-24 to 24-25= +15% (66% to 81%) We met our goal! Yes!

2nd growth 23-24 to 24-25= +2% (72% to 74%) We grew, but not enough to say we met our goal. No, we did not meet it.

3rd growth 23-24 to 24-25= -1% (75% down to 74%) We did not meet our goal. This team works really hard and fights for every student, so I am hopeful that we will see greater success moving forward.

Educator's Handbook (Behavior Goal): 23/24 school year had 299 Office Referrals and 816 Minor Offenses vs. 24/25 school year with 214 Office Referrals and 717 Minor Offenses. We meet our goal and decreased both office referral and minor incidents. This is an interesting statistic. YES. We met our goal, but, I wonder if we just recorded less incidents or if we actually improved behavior. Quantitatively, it looks like we did.

[1] Half from
SLT

[2] Move to TSSA

[3] Move to TSSA

Golden Spike TSSA		Total Allocated \$185,371.00										
Goal # Action Step #	School	Enrollment	Allocation	Total	Salaries 100	Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1, Step 6	Staff Recognition/Appreciation									\$9,250.00	Not allowed	Not allowed
Goal 1, Step 6; Goal 2, Step 4	IEP, Teacher Observation Subs						\$3,000.00				Not allowed	Not allowed
Goal 1 & 2, Step 5	Paraprofessionals				\$93,838.00	\$7,133.60					Not allowed	Not allowed
Goal 1, Step 6	Leadership Stipends				\$5,000.00						Not allowed	Not allowed
Goal 1, Step 7	Materials and Supplies, family engagement, Academic Resources, Instructional Programs									\$26,000.00	Not allowed	Not allowed
Goal 1, Step 1; Goal 2, Step 5	In-Class Charging Stations						\$17,150.00				Not allowed	Not allowed
Goal 1	Professional Development (Guiding Coalition)								\$24,000.00		Not allowed	Not allowed
											Not allowed	Not allowed
											Not allowed	Not allowed
											Not allowed	Not allowed
	Total Subcategories			\$185,371.60	\$98,838.00	\$7,133.60	\$20,150.00	\$0.00	\$24,000.00	\$35,250.00	Not allowed	Not allowed
	Total Expenses			\$161,502.55	\$70,526.63	\$5,702.61	\$2,366.40		\$31,830.14	\$51,076.77		

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN

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

Tasks/Activities

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

- 1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders); purchase necessary supplies and materials to meet the needs of students, including 95% phonics core program.
- 2 Use LETRS Instruction to improve literacy instruction, provide coaching and PD on Science of Reading and LETRS Strategies
- 3 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
- 4 Begin progress monitoring at the beginning of the year according to district PM expectations for all students, set Pathways goals by October 15 and monitor regularly.
- 5 Hire Paraprofessionals to support tier 1 instruction and provide reteaching and small-group tier 2 and tier 3 instruction as well as to support students who's behavior may impede the learning of others.
- 6 Focus on regular and targeted collaboration (through collaboration and weekly PLC), focusing on tier 1 instruction, response to intervention, student learning, and school climate. Hold regular meetings with the leadership teams to determine the needs of the grade levels and school where both academic and school climate needs are addressed.
- 7 Purchase the 95% Core Phonics program in grades 1-3 to support foundational reading skills and increase proficiency.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	1/15/25	Acadience MOY Data	See linked Spreadsheet
Trimester 2:	3/15/25	Acadience Projected/Practice	
Trimester 3:	5/15/25	Acadience EOY Data	

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

- Kindergarten**
 Exit kinder with accuracy through skill 3 on 95% Phonics (extend through skill 5)
 Letter names and sounds mastery by December 15
 Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.
- First Grade**
 Begin Acadience Progress Monitoring on Oral Reading Fluency by October 15.
 Exit first grade with accuracy through skill 9 on 95% Phonics (extend through skill 15); assess students on the 95% fluency passage prior to advancing to the next skill. (SKILL ACCURACY THROUGH 9)
 Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.
- Second Grade**
 Exit second grade with accuracy through skill 9 on 95% Phonics (extend through skill 15). (SKILL ACCURACY/FLUENCY THROUGH SKILL 12)
 Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.
- Third Grade**
 Exit third grade with accuracy through skill 15 on 95% Phonics
 Use Bridge the Gap daily for phonemic awareness
- Fourth Grade**
 Exit fourth grade with accuracy through skill 15 on 95% Phonics (SKILL ACCURACY AND FLUENCY THROUGH 15)
 Utilize REWARDS and Vocabulary Surge A
- Fifth Grade**
 Provide interventions for students who have not shown accuracy through skill 15 on 95% Phonics.
 Utilize REWARDS and Vocabulary Surge B

Final Report- Complete after January 15 of the following year. What were the results? Students in grades kindergarten, first, second, and fourth met the goals as listed above. Third and Fifth-grade students were able to maintain their fluency and accuracy proficiency but did not have the necessary increases to meet the goal. We will continue working on ensuring effective PLC teams with a focus on data analysis and making appropriate adjustments and providing support in the moment. We will also allocate paraprofessional support to best meet the needs of all students.

Goal 2- ACTION PLAN

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	1/15/25	Acadience MOY Data	See linked Spreadsheet
Trimester 2:	3/15/25	Acadience Projected/Practice	
Trimester 3:	5/15/25	Acadience EOY Data	

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

We will use the Acadience score to determine if students are at the benchmark. Acadience will be administered three times during the school year. The final assessment of the school year will be used to determine whether we have reached our goal.

Final Report- Complete after January 15 of the following year. What were the results? Students in grades first and second met the required goal increase. While third-grade did not hit the 15% goal, they did have an increase from BOY-EOY of 12%.

Grouse Creek TSSA	Total Allocated	\$945.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
	PLC Team Lead- Jill Dallon K-2	\$657.00	\$500.00	\$157.00					Not allowed	Not allowed
	NetSmartz- Digital Internet safety program	\$100.00			\$100.00				Not allowed	Not allowed
	Professional Development stipends	\$188.00	\$143.14	\$44.86					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$945.00	\$643.14	\$201.86	\$100.00	\$0.00	\$0.00	\$0.00		
	Actual 24-25 Exp	\$2,103.74	\$1,060.15	\$208.45	\$68.00	\$667.14		\$100.00		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

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

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

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	11/20/24	Acadience BOY data, PSI, PAS	We have selected target students to move and set goals with.
Trimester 2:	12/12/24	Acadience BOY/ MOY, PSI, PASI, PM, POP, RTI	We found growth and declines as a whole team, grade levels (team and school levels), and looked at school data
Trimester 3:	5/15/25	Acadience	BOY 42% at benchmark- EOY- 57% at benchmark. our goal was 4% increase and we had a 15% increase. Pop

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

Final Report- Complete after January 15 of the following year. What were the results of your Success was evaluated using Acadience benchmark and progress monitoring data, along with Pathways of Progress reports. From BOY to EOY, students increased from 42% to 57% at benchmark or higher on the Acadience composite. Additionally, 71% of students demonstrated typical or higher growth on Pathways of Progress, indicating the goal was met.

Lake View TSSA	Total Allocated	\$79,380.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professiona I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 2	Teacher Retention	\$2,000.00						\$2,000.00	Not allowed	Not allowed
Goal 1 Step 2	Student Recognition	\$1,900.00						\$1,900.00	Not allowed	Not allowed
Goal 1 Step 5	Para Professionals	\$75,274.00	\$68,000.80	\$7,273.20					Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$79,174.00	\$68,000.80	\$7,273.20	\$0.00	\$0.00	\$0.00	\$3,900.00	Not allowed	Not allowed
	24-25 FINAL EXP	\$76,598.41	\$66,910.34	\$5,263.86	\$547.40		\$1,791.40	\$2,085.41		

Goal 1- ACTION PLAN

Goal 1-

Kindergarten:

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

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

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

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

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

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

Tasks/Activities

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

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

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

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

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	11/14/24	Acadience Reading	BOY Proficiency: K- 34 % , 1st-58% , 2nd-65 % , 3rd-73 % , 4th-72% , 5th-57%
Trimester 2:	2/27/25	Acadience Reading	MOY Proficiency: K- 74% , 1st-69% , 2nd- 56% , 3rd- 71% , 4th-74% , 5th-65%
Trimester 3:	06/12/25	Acadience Reading	EOY Proficiency: K- 88% , 1st- 75% , 2nd- 72% , 3rd- 69% , 4th-75% , 5th-71%

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

Kindergarten

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

Letter names and sounds mastery by December 15

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

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

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

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

Second Grade

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

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

Third Grade

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

Use Bridge the Gap daily for phonemic awareness

Fourth Grade

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

Utilize REWARDS and Vocabulary Surge A

Fifth Grade

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

Utilize REWARDS and Vocabulary Surge B

**Final Report- Complete after January 15 of the following year. What were the results of your
EOY Proficiency: K- 88%, 1st- 75%, 2nd- 72%, 3rd- 69%, 4th-75%, 5th-71%**

Kindergarten: Goal 68% - The team accomplished the set goal.

1st Grade: Goal 69% - The team accomplished the set goal.

2nd Grade: Goal 79% - The team did not reach the set goal (7%below).

3rd Grade: Goal 79% -The team did not reach the set goal (10%below).

4th Grade: Goal 75%- The team accomplished the set goal.

5th Grade: Goal 64%- The team accomplished the set goal.

McKinley TSSA	Total Allocated									
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Team Leader	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Culture Committee	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Culture Committee	\$735.00	\$500.00	\$235.00					Not allowed	Not allowed
Goal 1	Instructional Paras	\$28,835.00	\$25,000.00	\$7,835.00					Not allowed	Not allowed
Goal 1	3 Teacher Stipends for school play	\$1,185.00	\$900.00	\$285.00					Not allowed	Not allowed
Goal 1	Teacher Substitues	\$1,000.00			\$1,000.00				Not allowed	Not allowed
Goal 1	Professional Development Conference	\$10,500.00					\$10,500.00		Not allowed	Not allowed
Goal 2	School safety supplies	\$1,000.00						\$1,000.00	Not allowed	Not allowed
Goal 2	Teacher Room moves	\$4,000.00	\$4,000.00							
Goal 2	Student incentives	\$4,000.00						\$4,000.00	Not allowed	Not allowed
Goal 1	Math and Literacy Night	\$1,000.00						\$1,000.00	Not allowed	Not allowed
Goal 1	TV's 4 @ \$2935/ 9 additional \$26,612.91	\$38,000.00						\$38,000.00	Not allowed	Not allowed
Goal 1	music and instruments for school performances	\$700.00						\$700.00	Not allowed	Not allowed
Goal 1	Props for school play	\$200.00						\$200.00	Not allowed	Not allowed
Goal 1	Playground equipment	\$1,000.00						\$1,000.00	Not allowed	Not allowed
Goal 1	Supplemental Materials to Support Teachers and Paras	\$19,579.95						\$19,579.95	Not allowed	Not allowed
Goal 3	Bulding fact fluency curriculum	\$9,500.00						\$9,500.00	Not allowed	Not allowed
	Total Subcategories	\$128,584.95	\$35,400.00	\$10,705.00	\$1,000.00	\$0.00	\$10,500.00	\$74,979.95	Not allowed	Not allowed
	Final Expenditures	\$120,233.32	\$36,574.02	\$3,714.22	\$1,577.60	\$0.00	\$10,551.25	\$67,816.23		

Goal 1- ACTION PLAN

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

Tasks/Activities

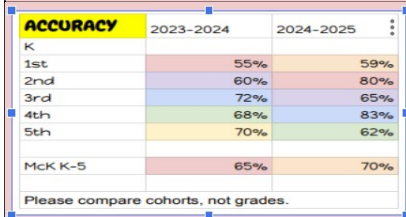
What specific tasks/activities will need to be done to help reach your goal?

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

Review your progress with your leadership team once each trimester.

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

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



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

We are pleased to report that our school has successfully met our goal of 70% accuracy in Acadience reading assessments. This achievement is the direct result of a multi-tiered strategic approach implemented this year involving staffing, scheduling, and curriculum development.

Key drivers of this success included:

Staffing & Support: We increased adult-to-student ratios by placing aides in every Kindergarten class and utilizing push-in aides for targeted support in 1st and 2nd grades.

Instructional Time: We maximized learning time by adding dedicated reading groups to the Friday schedule.

Professional Learning: Staff committed to a monthly study on the Science of Reading, ensuring our instruction is evidence-based.

Curriculum Focus: A specific fluency routine was implemented in 4th grade to target upper-grade reading accuracy.

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

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

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

We will use Educators handbook to track the number of office referrals.

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

In the 2023-2024 school year, there were 50 office referrals with 867 minor incidents. In the 2024-2025 school year, there were 107 office referrals with 882 minor incidents. Instead of the number of office referrals decreasing, it increased by 114%. Analysis of Trend Data While the summative data shows a significant increase in referrals, a trimester-by-trimester look at the 2024-2025 school year reveals a positive downward trend in behavior incidents as the PBIS and SEL initiatives took hold.

From Trimester 2 to Trimester 3, office referrals decreased by 37%, and minor incidents dropped by 48%. This suggests that the Second-Steps curriculum (Task #4) and CHAT Team process (Task #5) began to yield results in the latter half of the year.

It is very common for schools to see an "increase" in referrals the year they start a PBIS plan because teachers are finally documenting things that were previously ignored or handled informally.

Goal 1- ACTION PLAN

Goal 3- ACTION PLAN-McKinley will increase our EOY computation subtest for acadience math by 10% accross grade levels 1-3.

1st grade 47% BOY

2nd Grade 49%

3rd Grade 50%

Tasks/Activities

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

1 Purchase Building fact fluency curriculum.

2 Train teachers and paras on the building fact fluency curriculum.

3 Designated time in the master schedule for fact fluency routines within the curriculum.

4 Ongoing coaching from instructional coaches.

5 Use data from curriculm from building fact fluency and acadience to monitor progress.

Review your progress with your leadership team once each trimester.

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

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

We will use the Acadience Benchmark Assessments

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

1st Grade BOY 47% EOY 60%, 2nd Grade BOY 49% EOY 73%, 3rd Grade BOY 50% EOY 60% BOY Computation = 49% EOY Computation = 64%

Goal 1- ACTION PLAN

Goal 1- ACTION PLAN

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

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

Tasks/Activities

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

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

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

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

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

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	Friday Collaborations monthly	Acadience/RISE data PSI data	Reviewed kindergarten to determine if we were making our letter names and sounds goals. Reviewed first grade to determine WWR, and accuracy. Reviewed 2-5 to see if accuracy is improving, and if not continue to focus on phonic skills.
Trimester 2:	MOY Deep Dive after each team finished MOY test	Acadience MOY data	Reviewed MOY data, and set goals for EOY. Determined our target students, and how to adjust our tier 1 instruction.
Trimester 3:	EOY Data Dive in RTI mtg. 5/23/25	Acadience EOY data	Reviewed EOY data to reflect on what went well, what did not work, and what need to be adjusted for another year.

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

Kindergarten

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

Letter names and sounds mastery by December 15

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

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

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

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

Second Grade

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

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

Third Grade

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

Use Bridge the Gap daily for phonemic awareness

Fourth Grade

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

Utilize REWARDS and Vocabulary Surge A

Fifth Grade

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

Utilize REWARDS and Vocabulary Surge B

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

In the 2024-2025 school year, all grade levels met our SLT goal except for 2nd grade.

Kindergarten increased 62% from BOY to EOY.

First Grade increased 26% from BOY to EOY.

Second Grade did not have an increase or a decrease. We were at 72% at BOY and 72% EOY.

Third Grade increased 9% from BOY to EOY.

Fourth Grade increased 8% from BOY to EOY.

Fifth Grade increased 5% from BOY to EOY.

Paraprofessionals that were hired with our SLT funds made a big impact on student growth in literacy, and allowed us to focus individual students needs.

Goal 2- ACTION PLAN			
Goal 2- ACTION PLAN			
Students in grades 1-3 will increase their proficiency by 15% from BOY to EOY according to Acadience Math Benchmark Assessment.			
Tasks/Activities			
<i>What specific tasks/activities will need to be done to help reach your goal?</i>			
1. Use EOY 2024-2025 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.			
2. Create groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students.			
3. Consistently track and monitor student progress.			
4. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention and improve school climate. Regular meetings with the leadership teams to determine the needs of the grade levels and school.			
5. Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed with the support of paraprofessionals. Use State & District approved materials and curriculum to provide high-quality, targeted instruction with the needed supplies and materials.			
6. Provide ongoing PD to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.			
Review your progress with your leadership team once each trimester.			
Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	10/23/2024	Acadience Math Composite	Reviewed baseline assessment data and discussed intervention strategies.
Trimester 2:	1/23/2025	Acadience Math Composite	We examined growth trends and instructional adjustments. We were able to discuss strategies that are working at
Trimester 3:	5/23/2025	Acadience Math Composite	Our team analyzed summative outcomes and started planning for next year.
Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Acadience EOY Benchmark			
North Park Elementary Math Data: Kindergarten Acadience Math Composite : 2024-25- BOY 41%-EOY-75; First Grade Acadience Math Composite BOY 33%-EOY 67; Second Grade Acadience Math Composite: BOY-30%- EOY-76%; Third Grade Acadience Math Composite: BOY-53%-73%. School-Wide Average Percentage of Kindergarten-Third Grade Students at Math Benchmark BOY: 39.25%- EOY: 72.75% This is a 33.5% increase from BOY-EOY 2024-2025.			
By implementing these targeted actions, forming instructional groups based on specific skill needs identified through data analysis, consistently monitoring student progress and engaging in ongoing collaboration, North Park Elementary successfully exceeded its goal. Grades 1–3 increased proficiency by more than the targeted 15% from BOY to EOY according to the Acadience Math Benchmark Assessment. Kindergarten improved from 41% to 75%, first grade from 33% to 67%, second grade from 30% to 76%, and third grade from 53% to 73%. Overall, the school-wide average for grades K–3 increased from 39.25% at BOY to 72.75% at EOY, reflecting an impressive 33.5% gain during the 2024–2025 school year.			

Park Valley TSSA	Total Allocated	\$3,645.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professiona I & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
	Jean Morris- Library 1 hr week	\$583.74	\$522.30	\$61.44					Not allowed	Not allowed
	Sally Pugsley- Intervention Aide use funds after Trustlands	\$135.57	\$103.22	\$32.35					Not allowed	Not allowed
	Net Smartz Internet Safety Program	\$100.00			\$100.00				Not allowed	Not allowed
	Professional Development for Teachers and ESP- Class Observations/ trainings	\$2,825.69	\$2,151.43	\$674.26					Not allowed	Not allowed
	Total Subcategories	\$3,645.00	\$2,776.95	\$768.05	\$100.00	\$0.00	\$0.00	\$0.00		
	24-25 FINAL EXP	\$3,602.34	\$2,051.10	\$402.96	\$130.00		\$868.28	\$150.00		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

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

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

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	11/20/24	Acadience BOY, PM, RTI, PSI,	We have selected target students to move and set goals with.
Trimester 2:	12/12/24	Acadience BOY/ MOY , PSI, PASI, RTI, POP, PM	We found growth and declines as a whole team, grade levels (team and school levels), and looked at school data. We set POP goals, and also set individual student goals. Mrs Morris met with teachers who had a big decline to set up supports and also have a deep data dive. Changes were made to meet the needs of students and to track data.
Trimester 3:	5/15/25	Acadience	77% of students at benchmark. 1st at 50% 2nd at 0%. K-2 class at 57% on benchmark and 43% below. 3-5 class

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Did we make our goal? Analyze Data- go down to student data to see where holes are. We saw that our k-2 classroom needed more support. our 1st and 2nd grade students were struggling with fluency and accuracy. We noticed the common mistakes that were being made with blends and vowel teams.

Final Report- Complete after January 15 of the following year. What were the results of your - We did not meet our goal. Acadience scores dropped from 89% at BOY to 77% at EOY, and only 66% of students showed typical or higher growth on Pathways of Progress. Teacher absences had a big impact on consistent reading instruction. We also identified a need for more coaching support and stronger implementation of all Super Kids components. In response, we are focusing more on student-level data and increasing 95% targeted reading groups.

Snowville TSSA	Total Allocated	\$4,185.00								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
	Team Lead- Jennifer Webb 3-5th	\$657.00	\$500.00	\$157.00					Not allowed	Not allowed
	Professional Development for teachers/ Paras throughout the year	\$2,848.00	\$2,168.41	\$679.59					Not allowed	Not allowed
	Student Incentives	\$580.00						\$580.00	Not allowed	Not allowed
	NetSmartz Internet Safety Program	\$100.00			\$100.00			\$100.00	Not allowed	Not allowed
	Supplies- 95% kits	\$0.00						\$0.00	Not allowed	Not allowed
	Total Subcategories	\$4,185.00	\$2,668.41	\$836.59	\$100.00	\$0.00	\$0.00	\$680.00		
	24-25 FINAL EXP	\$2,979.15	\$750.28	\$156.93			\$1,492.08	\$579.86		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

- 1 Employ a Paraprofessional to provide skill-based small group/ individualized interventions.
- 2 Provide Professional development to teachers and paraprofessionals to build skills in research-based practices.
- 3 Give students diaganstic assessments (PASI/PSI screener) to identify specific reading skills needed and will be regularly monitored using Acadience Progress Monitoring.
- 4 All reading teachers will instruct using correct reading techniques and stategies. Teachers will spend more time and focus on providing quality tier 1 instruction.
- 5 Individual student goals will be set using Acadience Pathways of Progress.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	11/20/24	Acadience BOY , PSI, PASI, PM	Selected target students and made goals to meet our MOY and EOY goals.
Trimester 2:	12/12/24	Acadience BOY/ MOY data, PSI, PASI, PM, POP, RTI	We found growth and declines as a whole team, grade levels (team and school levels), and looked at school data
Trimester 3:	5/15/25	Acadience	we droped from 68% at the BOy to 64% at the EOY. We also had 51% of students at typicall or higher on Pop.

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? We will use Acadience BOY and EOY composite data and Pathways of Progress reports as summative evidence. Data showed a decrease from 68% at benchmark at BOY to 64% at EOY, with only 51% of students demonstrating typical or higher growth, indicating the goal was not met. These results will guide next steps, including ongoing 3-Chair reviews of instructional practices, increased coaching cycles, closer analysis of data down to the student level, implementation of the RTI process, and ensuring all components of Super Kids are taught with fidelity.

Final Report- Complete after January 15 of the following year. What were the results of your We will use Acadience BOY and EOY composite data and Pathways of Progress reports as summative evidence. Data showed a decrease from 68% at benchmark at BOY to 64% at EOY, with only 51% of students demonstrating typical or higher growth, indicating the goal was not met. These results will guide next steps, including ongoing 3-Chair reviews of instructional practices, increased coaching cycles, closer analysis of data down to the student level, implementation of the RTI process, and ensuring all components of Super Kids are taught with fidelity.

	Total Allocated	\$81,270	\$121,150.51							
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
#1 & #2	Teacher Incentive	\$6,057.00						\$6,057.00	Not allowed	Not allowed
#1-1 & #2-6	Paraprofessionals	\$58,451.25	\$54,500.00	\$3,951.25					Not allowed	Not allowed
#1-6, #2-5	Teacher and Para PD	\$23,117.00	\$17,600.00	\$5,517.00					Not allowed	Not allowed
#1 & 2, #1, 2 4, 6	Supplemental Materials to Support Teachers and Paras	\$29,339.50			\$4,339.50			\$25,000.00	Not allowed	Not allowed
#1 & #2	Supplies	\$4,185.76						\$4,185.76	Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
		\$0.00							Not allowed	Not allowed
	Total Subcategories	\$121,150.51	\$72,100.00	\$9,468.25	\$4,339.50	\$0.00	\$0.00	\$35,242.76	Not allowed	Not allowed
	24-25 FINAL EXP	\$97,702.04	\$64,729.77	\$7,085.46	\$4,832.00			\$21,054.81		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	9/20/24	ALO	BOY Proficiency - 78%
Trimester 2:	12/27/24	ALO	MOY Proficiency - 77%
Trimester 3:		ALO	EOY Proficiency - 80%

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

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

Final Report

For the 2024-2025 school year, Three Mile Creek set a goal to achieve a 5% increase in the percentage of students scoring at or above benchmark in Acadience Reading from the Beginning of Year (BOY) to the End of Year (EOY). Schoolwide data shows that students began the year with 77.5% proficiency and concluded with 79.5%, resulting in an overall growth of 2%. While the schoolwide aggregate did not fully meet the 5% target, individual grade levels demonstrated remarkable success, exceeding the goal. Most notably, the 5th Grade cohort achieved an impressive 11% increase (rising from 68% to 79%), and the 3rd Grade successfully met the target with a 5% increase (rising from 75% to 80%). These strong performances highlight areas of significant instructional impact, even as fluctuations in other grades impacted the schoolwide average.

- 2nd grade BOY 88% - EOY 80%
- 3rd grade BOY 75% - EOY 80%
- 4th grade BOY 79% - EOY 81%
- 5th grade BOY 78% - EOY 80%

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	9/20/24	ALO	BOY Proficiency - 62%
Trimester 2:	12/2/24	ALO	MOY Proficiency - 69%
Trimester 3:		ALO	EOY Proficiency - 76%

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

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

Final Report

Three Mile Creek grades 2-3 students increased their proficiency by 14% from BOY to EOY according to Acadience Math Benchmark Assessments.

Willard TSSA	Total Allocated	\$63,264.72								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 1 & Goal 2 Step 1	Instructional Paras	\$50,480.00	\$47,000.00	\$3,407.50					Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 2	5% Teacher Incentives & Recognition	\$720.00						\$3,163.24	Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 3	Team Leader/Chat Team Stipends	\$5,253.60	\$4,000.00	\$1,253.60					Not allowed	Not allowed
Goal 1 Step 3 & Goal 2 Step 2	Supplies & Materials	\$1,668.50						\$3,052.88	Not allowed	Not allowed
Goal 1 Step 5 & 6	Supplemental Materials	\$5,138.82						\$6,750.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$63,260.92	\$51,000.00	\$4,661.10	\$0.00	\$0.00	\$0.00	\$12,966.12	Not allowed	Not allowed
	24-25 FINAL EXP	\$63,264.72	\$52,205.76	\$3,918.33	\$130.00	\$0.00	\$0.00	\$7,010.63		

Goal 1- ACTION PLAN

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

Tasks/Activities

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

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

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	12/17/24	MOY Acadience	At the middle-of-year assessment, 38% of kindergarten students were able to read 10 or more whole words. In first grade, 44% of students were reading at a rate of 47 words per minute with 90% accuracy. Our plan moving forward is to implement the 95% Blending program in kindergarten. For first grade, we will continue using the 95% Phonics program, tailoring instruction to either address skill gaps or extend students' existing abilities. Our instructional focus will prioritize reading accuracy over speed.
Trimester 2:	3/14/25	Progress Monitoring	Progress monitoring indicates significant improvement in reading proficiency. The percentage of students able to read 10 or more whole words has increased from 38% to 77%. In first grade, the number of students reading 47 words per minute with 90% accuracy has risen to 71%. We will continue to implement small group instruction and increase instructional time for students who are struggling and not projected to meet benchmark goals.
Trimester 3:	5/9/25	EOY Acadience	At the end of year Acadience assessment, we exceeded our goal by 3%, with 88% of kindergarten students able to read 10 or more whole words. Our first-grade goal was for 78% of students to read 47 words per minute with 90% accuracy, and we surpassed that as well—84% of students met this benchmark. We believe our success is a result of our focused instruction on blending, targeted phonics skills, and consistent implementation of strategies from LETRS and the 95% program, with a strong emphasis on reading accuracy.

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

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

At the end of the year, our Acadience assessment data showed strong progress toward our literacy goals. In kindergarten, we surpassed our goal of 85%, with 88% of students able to blend and read 10 or more whole words. In first grade, our target was for 78% of students to read 47 words per minute with 90% accuracy, and we exceeded that as well, with 84% of students meeting the benchmark. These results reflect the effectiveness of our strategic efforts, including targeted phonics instruction, the use of LETRS and 95% routines, paraprofessional support, data-driven collaboration, and consistent implementation of explicit phonics programs like SuperKids and 95% Phonics.

Goal 1- ACTION PLAN

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

Tasks/Activities

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

- 1 Hire paraprofessionals to help with small interventions groups and progress monitoring..
- 2 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction, grouping of students, and benchmark implementation.
- 3 Use our HMH program with fidelity.
- 4
- 5

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	12/17/24	MOY Acadience	At the beginning of the year, Acadience Math data showed that 56% of kindergarten students were performing at or above grade level, while 70% of first-grade students were on grade level. Our goal was to increase the composite benchmark score by 10%. By the middle of the year (MOY) assessment, kindergarten showed significant growth, with 82% of students achieving on-grade-level performance. This improvement aligns with the implementation of a daily math routine focused on number identification and quantity discrimination, which data indicates has been highly effective. In contrast, first grade saw a slight decline, with on-grade-level performance dropping by 2% to 68%. Upon reviewing the data, the first-grade team identified a need to strengthen students' quantity discrimination skills and has since implemented targeted interventions to address this area.
Trimester 2:	3/27/25	Progress Monitoring	Progress monitoring data indicated that kindergarten was on track to exceed the goal of a 10% increase in the benchmark composite score. However, first grade was not demonstrating sufficient growth in advanced quantity discrimination and missing number fluency, which contributed to a lower overall composite score. As a result, targeted intervention groups were established to support students who were not projected to meet grade-level expectations.
Trimester 3:	5/9/25	EOY Acadience	Our goal was to increase students' composite scores by 10% from the beginning of the year (BOY) to the end of the year (EOY). Kindergarten successfully met this goal, with 96% of students performing at or above grade level in math—an impressive 95% of whom were well above grade level. While first grade did not meet the 10% growth target, they did show progress, increasing their composite score by 3%, finishing the year with 73% of students on grade level.

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

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

Our goal for the academic year was to increase the percentage of students demonstrating proficiency on the Acadience Math benchmark composite score by 10% from the beginning of the year (BOY) to the end of the year (EOY). To support this goal, we implemented several key action items: hiring paraprofessionals to assist with small group interventions and progress monitoring, engaging in coaching cycles to provide targeted feedback and improve instructional practices, and using our HMH program with fidelity.

The results showed strong growth in kindergarten, where the goal was successfully met and exceeded. By the end of the year, 96% of kindergarten students were performing at or above grade level in math, with an impressive 95% of those students achieving well above grade level.

First grade, while not meeting the full 10% growth target, did make measurable progress. Their composite score increased by 3%, ending the year with 73% of students on grade level. This reflects positive movement and highlights areas for continued focus, particularly in advanced quantity discrimination and number fluency skills.

Child Nutrition Program

Neil Stevens, Business Administrator

April 8, 2026



School Meals Served

2024-2025 (as of 3-31-2025)

Breakfast 171,792

Lunch 733,959

Total Meals 905,751

2025-2026 (as of 3-31-2026)

Breakfast 162,699

Lunch 724,102

Total Meals 886,801

Summer Lunch 2025 We Served 14,385 Lunches



Summer Lunch 2026

June 8 – July 31

Lake View



SCHOOL LUNCH PIRATES
FIND YOUR TREASURE
OCTOBER 14-18,

National School Lunch
Week

HB402 Food Additives in School Foods

Effective SY26-27

Potassium Bromate

- Fortune cookie

Propylparaben

- Manuel's corn tortillas

Blue 1

- Mini marshmallows
- Dill pickle spears

Blue 2

- Luigi sorbet
- Gatorade blue

Red 40

- Confetti rice Krispy
- Gossner strawberry milk
- Jell-O snack packs

Yellow 5

- Yellow cake mix
- Vanilla pudding snack pack

Yellow 6

- Cheetos regular & flaming hot
- Orange ice cream bar
- Pink frosted cookie & Halloween frosted cookie
- SFE donut
- Doritos
- Lime Jell-o
- Frazil
- Lucky Charms
- Froot Loops
- Apple Jacks
- Ruffles cheddar & sour cream
- Nacho cheese sauce, Sysco #10 cans

****Does not apply to Ala Cart or Treats in the classroom.**

Freezer Meals



Instead of throwing left over food away, we try and prepare freezer meals that can be sent home with kids in need.

We have prepared approximately 2,000 meals this SY

Federal/State Funding

- Mandatory Funding
- School Lunch
- School Breakfast
- Fruit and Vegetable

- Discretionary Funding
- Farm to Fork
Equipment Grants
Temp/Emergency Funding

Some of our Fun Staff!





Questions ?

**MONTHLY FINANCIAL REPORT
MARCH 31,2026**

	ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed:			75%	75%		
	Percent of 9 month contract completed			67%	67%		
1	GENERAL FUND (M&O) FUND (10):						
2							
3	REVENUE:						
4	Local						
5	Property	35,711,452	33,020,832	92.5%	90.3%	30,771,957	34,066,920
6	Tuitions	250,000	199,908	80.0%	113.3%	369,037	325,805
7	Investment Earnings	2,100,000	1,110,989	52.9%	66.7%	1,363,393	2,043,890
8	Indirect Costs	500,000	0	0.0%	0.0%		864,147
9	Rental Fees/Building/Ft	90,000	104,964	116.6%	46.5%	114,392	246,172
10	Other	950,000	556,784	58.6%	27.6%	802,682	2,904,620
11	State	102,201,365	82,612,404	80.8%	79.8%	74,317,784	93,124,358
12	Federal	5,100,000	2,355,426	46.2%	45.4%	3,889,756	8,561,377
13	Misc./ Fund Bal	0	-4,297,079	0.0%	0.0%	2,554	-
14	TOTAL M & O						
15	REVENUE	146,902,817	115,664,227	78.7%	0.0%	111,631,555	142,137,289
16	Beg Balance	21,161,084	21,161,084				
17	Less:	143,134,497	96,534,962				
18	Ending Balance	24,929,404	40,290,350				
19	TOTAL M & O FUNDS						
20	available	24,929,404	40,290,350			111,631,555	142,137,289
21							
22	EXPENDITURES:						
23	Instruction (1000)						
24	Salaries	64,102,681	44,401,721	69.3%	58.3%	35,764,817	61,347,916
25	Benefits	21,458,740	15,934,207	74.3%	58.4%	13,045,852	22,345,584
26	Purchased Serv.	3,824,104	1,990,052	52.0%	58.4%	1,818,096	3,110,579
27	Supplies/Textbooks	5,385,400	2,551,516	47.4%	55.7%	1,974,380	3,543,860
28	Equipment	1,600,000	3,151	0.2%	32.1%	118,332	368,296
29	Other	850,000	191,238	22.5%	72.8%	420,710	578,245
30	Total	97,220,925	65,071,884	66.9%	58.2%	53,142,187	91,294,480
31							
32	Student Services (2100)						
33	Salaries	4,533,200	3,439,476	75.9%	54.3%	2,644,887	4,868,033
34	Benefits	1,621,270	1,286,630	79.4%	55.0%	999,833	1,817,627
35	Other	610,000	323,562	53.0%	42.0%	199,447	475,218
36	Total	6,764,471	5,049,668	74.6%	53.7%	3,844,167	7,160,878
37							
38	Instructional Staff (2200)						
39	Salaries	2,044,647	1,395,462	68.2%	62.3%	1,157,374	1,858,118
40	Benefits	703,766	519,301	73.8%	63.1%	443,861	703,310
41	Other	903,373	622,162	68.9%	56.6%	580,718	1,026,158
42	Total	3,651,787	2,536,925	69.5%	60.8%	2,181,953	3,587,586
43							

**MONTHLY FINANCIAL REPORT
MARCH 31,2026**

ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
Description	Proposed	YTD	%	%	YTD	Actual
Percent of Fiscal Year completed:			75%	75%		
Percent of 9 month contract completed			67%	67%		
44 District Administration (2300)						
45 Salaries	638,042	448,319	70.3%	61.7%	375,436	608,601
46 Benefits	229,090	158,695	69.3%	64.1%	143,252	223,395
47 Purch Services	270,000	12,029	4.5%	28.7%	149,238	519,217
48 Liability Insurance	274,944	0	0.0%	100.0%	229,120	229,120
49 Supplies	101,420	1,347	1.3%	86.4%	45,807	53,031
50 Other	55,000	27,672	50.3%	97.2%	29,095	29,939
51 Total	1,568,495	648,062	41.3%	58.4%	971,948	1,663,303
52						
53 School Administration (2400)						
54 Salaries	6,030,960	4,164,191	69.0%	66.5%	3,430,577	5,158,344
55 Benefits	2,323,042	1,581,971	68.1%	66.5%	1,301,816	1,957,534
56 Prof Serv/Travel	99,772	70,472	70.6%	48.5%	65,815	135,835
57 Other	18,400	16,925	92.0%	8.0%	14,545	180,984
58 Total	8,472,174	5,833,559	68.9%	64.8%	4,812,753	7,432,697
59						
60 Business & Support (2500)						
61 Salaries	844,343	554,661	65.7%	66.9%	454,909	679,648
62 Benefits	389,903	192,437	49.4%	68.8%	167,384	243,291
63 Purchased Services	591,414	547,246	92.5%	52.0%	206,160	396,650
64 Other	159,000	43,554	27.4%	1.9%	888	45,915
65 Total	1,984,660	1,337,898	67.4%	60.7%	829,341	1,365,504
66						
67 Operation & Maintenance (2600)						
68 Salaries	6,848,485	4,980,361	72.7%	67.1%	4,252,992	6,335,971
69 Benefits	2,411,429	1,775,280	73.6%	67.8%	1,555,053	2,293,643
70 Electricity	1,511,127	902,329	59.7%	79.9%	947,704	1,186,148
71 Purchased Service	802,000	668,970	83.4%	60.5%	502,299	829,958
72 Telephone	230,000	75,064	32.6%	62.4%	72,213	115,719
73 Natural Gas	895,300	401,053	44.8%	62.4%	319,235	511,966
74 Prop Insurance	345,000	304,650	88.3%	100.0%	206,810	206,810
75 Repair	700,250	230,487	32.9%	66.7%	180,967	271,410
76 Supplies	1,020,000	767,215	75.2%	183.1%	603,167	329,411
77 Other Property	750	361	48.1%	100.0%	361	361
78						
79 Total	14,764,341	10,105,770	68.4%	71.5%	8,640,802	12,081,397
80						

**MONTHLY FINANCIAL REPORT
MARCH 31,2026**

ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
Description	Proposed	YTD	%	%	YTD	Actual
Percent of Fiscal Year completed:			75%	75%		
Percent of 9 month contract completed			67%	67%		
81 Transportation (2700)						
82 Salaries	4,036,067	3,003,921	74.4%	63.0%	2,477,639	3,933,171
83 Benefits	1,231,047	991,475	80.5%	65.4%	826,912	1,265,056
84 Purch Serv	359,416	331,606	92.3%	52.2%	296,626	567,867
85 Fuel	931,280	435,239	46.7%	64.0%	521,803	814,922
86 Supplies	829,655	428,223	51.6%	65.6%	392,387	597,704
87 Other/Property	142,010	620	0.4%	52.3%	1,840	3,516
88 Total	7,529,475	5,191,083	68.9%	62.9%	4,517,208	7,182,235
89						
90 Community Services (3300)						
91 Salary	788,616	514,671	65.3%	65.2%	486,396	746,221
92 Benefits	233,504	144,008	61.7%	65.9%	144,378	219,166
93 Purchased Serv	20,000	15,763	78.8%	49.8%	7,480	15,025
94 Supplies/Util	110,500	69,747	63.1%	58.8%	50,090	85,198
95 Property	15,000	11,464	76.4%	12.6%	1,220	9,677
96 Other Objects	10,550	4,459	42.3%	41.3%	3,772	9,124
97 Desig. Fund Bal						
98 Total	1,178,170	760,111	64.5%	63.9%	693,336	1,084,412
99 Total Expenditures	143,134,497	96,534,962	67.4%	59.9%	79,633,697	132,852,491
100 Interfund Trans					0	-
101 Change Desig Fund Bal						
102 Other/Budget Cuts						
103 TOTAL EXPENDITURERS						
104 M & O	143,134,497	96,534,962	67.44%	59.9%	79,633,697	132,852,491
105						

MONTHLY FINANCIAL REPORT
MARCH 31,2026

ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
Description	Proposed	YTD	%	%	YTD	Actual
Percent of Fiscal Year completed:			75%	75%		
Percent of 9 month contract completed			67%	67%		
106 School Activity Fund (21)						
107						
108 REVENUE:						
109 School Deposits	4,553,039	4,232,086	93.0%	67.9%	3,473,156	5,116,742
110						
111 Other						
112 Total Revenue	4,553,039	4,232,086	93.0%	67.9%	3,473,156	5,116,742
113 EXPENDITURES:						
114 Purchased Services	750,000	323,357	43.1%	45.5%	197,315	433,895
115 Supplies	2,860,000	3,059,494	107.0%	50.5%	2,084,848	4,127,283
116 Equipment/Property	40,000	46	0.1%	100.0%	12,370	12,370
117 Desig/Other/Adm	250,000	122,010	48.8%	0.0%	126,275	-
118 Total Expenditures						
119 School Activity	3,900,000	3,504,907	89.9%	52.9%	2,420,808	4,573,548
120 DEBT SERVICE FUND (31)						
121						
122 REVENUE:						
123 Property Tax	3,451,030	3,859,944	111.8%	87.3%	3,276,258	3,752,524
124 Interest	350,000	308,596	88.2%	56.2%	284,708	506,821
125 Other						
126 Total	3,801,030	4,168,539	109.7%	83.6%	3,560,966	4,259,345
127 Beginning Bal	8,982,628	8,982,628				8,546,847
128 LESS:	3,310,750	3,237,000				3,255,250
129 Ending Balance	9,472,908	9,914,167			3,560,966	9,550,942
130 Funds Available						
131 EXPENDITURE:						
132 Bond Debt	3,308,250	3,234,250	97.8%	100.0%	3,253,250	3,252,250
133 Fees	2,500	2,750	110.0%	0.0%	0	3,000
134 Other Uses						-
135 Total	3,310,750	3,237,000	97.8%	99.9%	3,253,250	3,255,250

**MONTHLY FINANCIAL REPORT
MARCH 31,2026**

	ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed:			75%	75%		
	Percent of 9 month contract completed			67%	67%		
136	CAPITAL OUTLAY FUND (32)						
137							
138	REVENUE:						
139	Property Tax	19,311,054	18,748,577	97.1%	87.3%	9,480,394	10,858,549
140	Interest	770,000	739,030	96.0%	54.9%	514,238	937,302
141	Other	100,000	118,303	118.3%	17.8%	47,168	264,901
142	State	100,000	46,424	46.4%	43.5%	553,534	1,273,392
143	Federal /MBA	0	5,028	0.0%	0.0%	10,056	20,112
144	Ins./Prop.Recry	20,000	3,426	17.1%	0.0%	20,672	-
145	Total Revenue	20,301,054	19,660,788	96.8%	79.6%	10,626,062	13,354,256
146	Lease Revenue MBA	0	0				
147	Other Sources(F50)	0	0				
148	Desig. Fund Bal	0	0				
149	TOTAL REVENUE CAPITAL	20,301,054	19,660,788	97%	80%	10,626,062	13,354,256
150	OUTLAY						
151	Beg. Balance	29,332,972	29,332,972				22,309,148
152	Less:	27,068,700	11,142,881				11,193,670
153	Ending Balance	22,565,326	37,850,879				24,469,734
154	Capital Outlay Funds						
155	available						

MONTHLY FINANCIAL REPORT
MARCH 31,2026

	ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed:			75%	75%		
	Percent of 9 month contract completed			67%	67%		
156	EXPENDITURES:						
157	Oper/Maint	0	0	0.0%	0.0%	0	-
158	Other Equipment	0	795,909	0.0%	0.0%	0	-
159	Purchased Services	4,658,200	3,299,046	70.8%	0.0%	6,000	384,332
160	Technology/Software	2,750,000	795,372	28.9%	159.0%	657,147	1,256,222
161	Improvement			0.0%	0.0%		-
162	Buildings Maint	3,800,000	2,205,696	58.0%	89.7%	1,996,857	2,226,630
163	Vehicles/Buses	1,500,000	1,782,286	118.8%	0.0%	221,380	1,691,400
164	Furniture/Equip	1,600,000	212,033	13.3%	0.0%	1,127,785	3,233,735
165	Other Objects/Supplies	800,000		0.0%	0.0%		-
166	Vehicle charges	300,000	2,500	0.8%			5,926
167	Total Capital	15,408,200	8,296,933	53.8%	45.6%	4,009,169	8,798,245
168	Other/Portables	0		0.0%	0.0%	1,618,187	866,521
169	Grouse Creek	0	0	0.0%	0.0%	2,464	-
170	Golden Spike	0	0	0.0%	0.0%	0	-
171	School Small Capital	150,000	29,317	19.5%	72.9%	83,872	114,991
172	HS Athletic Facilities	250,000	0	0.0%	0.0%	1,068,292	-
173	Property/Other	250,000	141,086	0.0%	0.0%	0	-
174	Total Construction	650,000	170,403	26.2%	554.8%	2,772,815	499,781
175	Desig. F Bal				0.0%		-
176	MBA/Bond Fee/Fund 50	11,010,500	1,879,636	17.1%	0.0%	1,895,644	1,895,644
177	Other	0	0	0.0%	0.0%	0	-
178	TOTAL EXPENDITURES	11,010,500	1,879,636	17.1%	0.0%	0	-
179	CAPITAL OUTLAY	27,068,700	11,142,881	41.2%	77.5%	8,677,628	11,193,670
180							

MONTHLY FINANCIAL REPORT
MARCH 31, 2026

	ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
	Description	Proposed	YTD	%	%	YTD	Actual
	Percent of Fiscal Year completed:			75%	75%		
	Percent of 9 month contract completed			67%	67%		
181	SCHOOL FOOD SERVICE FUND (49)						
182							
183	REVENUE:						
184	Lunch Sales	1,300,000	1,046,649	80.5%	69.8%	1,060,990	1,521,093
185	State	900,000	484,882	53.9%	34.9%	494,285	1,417,063
186	Federal	2,500,000	1,592,472	63.7%	63.3%	1,667,000	2,632,718
187	Other/Inventory Adj	0	4,185,162	0.0%	0.0%	0	(55,095)
188	TOTAL REVENUE SCHOOL						
189	FOODS	4,700,000	7,309,165	155.5%	58.4%	3,222,275	5,515,780
190	Beg. Balance	3,360,389	3,360,389			5,133,182	5,371,320
191	Less:	6,142,981	3,925,490				5,383,685
192	Ending Balance	8,060,389	10,669,554			8,355,457	5,133,182
193	School Food Service Funds						
194	available	8,060,389	10,669,554	132.4%	162.8%	8,355,457	5,133,182
195	EXPENDITURES:						
196	Salaries	2,018,331	1,452,856	72.0%	68.5%	1,382,838	2,018,213
197	Benefits	610,650	340,750	55.8%	65.5%	365,190	557,845
198	Food/Supplies	3,009,000	1,995,960	66.3%	78.2%	2,042,675	2,610,555
199	Equipment	100,000	122,501	122.5%	155.0%	152,645	98,507
200	Other Costs	80,000	13,423	16.8%	29.7%	29,256	98,564
201	Dir/Indirect Costs	325,000	0	0.0%	0.0%	0	-
202	TOTAL EXPENDITURES SCHOOL						
203	FOODS	6,142,981	3,925,490	63.9%	73.8%	3,972,604	5,383,685
204							

MONTHLY FINANCIAL REPORT
MARCH 31, 2026

ENDING MARCH 2026	2025-26	2025-26	Curr Bud vs Actual	Prev Bud vs Actual	2024-25	2024-25
Description	Proposed	YTD	%	%	YTD	Actual
Percent of Fiscal Year completed:			75%	75%		
Percent of 9 month contract completed			67%	67%		
205 Foundation Fund (75)						
206						
207 REVENUE:						
208 Total Revenue	500,000	893,743	178.7%	70.5%	393,057	557,267
209 Available Revenue	500,000	893,743	178.7%	79.0%	393,057	497,352
210 EXPENDITURE:						
211 Expenses	475,000	266,708	56.1%	81.3%	350,666	431,084
212 Changes/Desg Fund Bal						-
213 TOTAL EXPENDITURE	475,000	266,708	56.1%	81.3%	350,666	431,084
214						
215 Agency Fund (76)						
216						
217 REVENUE:						
218 Agent Services	80,000	69,646	87.1%	96.7%	66,743	69,013
219 State	0	0	0.0%	0.0%	0	-
220 Federal	0	0	0.0%	0.0%	0	-
221 Other	0	0	0.0%	0.0%	0	-
222 TOTAL REVENUE/BB						
223 AGENCY FUND	80,000	69,646	87.1%	96.7%	66,743	69,013
224 EXPENDITURE:						
225 Instruction	10,000	90	0.9%	100.0%	1,270	1,269
226 NUCC	25,000	36,407	145.6%	90.7%	20,918	23,070
227 Other	3,000	2,459	82.0%	67.3%	2,087	3,101
228 Changes/Desg Fund Bal	0	0	0.0%	0.0%		
229 TOTAL EXPENDITURES						
230 AGENCY FUND	38,000	38,956	102.5%	88.5%	24,275	27,440
231						
232						
233 SUMMARY						
234						
235 GRAND TOTAL FUNDS AVAILABLE						
236 ALL FUNDS	156,735,856	151,998,194	97.0%		132,973,814	
237 GRAND TOTAL EXPENDITURE						
238 ALL FUNDS	184,069,928	118,650,904	64.5%		98,332,928	

POLICY 5053

School Breakfast Program

A. Definitions

1. "Alternative breakfast service model" means a method of serving breakfast to a student after the instructional day begins.
2. "National School Lunch Program" means the same as that term is defined in [7 CFR § 210.2](#).
3. "School Breakfast Program" means the same as that term is defined in [7 CFR § 220.2](#).
4. "Traditional breakfast service model" means a method of serving breakfast to a student before the instructional day begins.

[Utah Code § 53G-9-205.1 \(2021\)](#)

B. Participation in School Breakfast Program

1. Unless granted an undue hardship waiver by the State Board of Education, each school in the District that participates in the National School Lunch Program shall also participate in the School Breakfast Program.

[Utah Code § 53G-9-205.1\(2\), \(3\) \(2021\)](#)

[Utah Admin. Rules R277-723-3 \(November 21, 2025\)](#)

C. Alternative Breakfast Service Model

1. The following requirements apply to District schools who participate in the School Breakfast program but do not apply to a school in which 70% or more of the students who qualify for free or reduced lunch participate in the School Breakfast Program.
2. Beginning with the 2021-22 school year, a school in which 70% or more of the students qualify for free or reduced lunch shall use an alternative breakfast service model.
3. Beginning with the 2022-23 school year, a school in which 50% or more of the students qualify for free or reduced lunch shall use an alternative breakfast service model.

4. Beginning with the 2023-2024 school year, a school in which 30% or more of the students qualify for free or reduced lunch shall use an alternative breakfast service model.
5. A school which is required to use an alternative breakfast service model may also, in addition to that service model, use a traditional breakfast service model.

[Utah Code § 53G-9-205.1\(2\) \(2021\)](#)

POLICY 2211

Transportation - Bus Routes and Stops

- A. Bus routes shall be established where deemed necessary and advisable by the Board of Education for the purpose of transporting those students who are eligible under Board rules and regulations. All bus routes must conform to state regulations and be approved by the State.

[Utah Admin. Rules R277-600-6 \(October 8, 2024\)](#)

- B. Buses will not travel down private lanes or roads, (unless specifically approved by the Board of Education) nor those lanes or roads which are not regularly maintained by County or State road equipment, nor those lanes or roads which are determined by the Board to be unsafe for school bus travel.

POLICY 2212

Transportation - Transportation of Students by Private Vehicle

- A. All transporting of students for any school related purpose will be done by school bus, except in cases which may warrant special consideration. Bus drivers and all other personnel are cautioned not to use their own automobiles for transporting students. School employees and students who drive their own cars or accept transportation other than that provided by the Board assume their own liability.
- B. Employees may transport students in their private automobile only if prior permission has been received from the principal.
- C. Employees transporting students in any situation shall not receive pay or other consideration from students transported.
- D. In no case will the Board of Education sanction students transporting other students on school business.

POLICY 2213

Transportation - Kindergarten

- A. Students attending Kindergarten, who are eligible for transportation under regular Board of Education policies, will be transported to school in the morning and home at the end of the school day on the regular school bus serving the area. At noon, a special bus will transport students home or bring them to school in areas where ten or more students can be grouped together to make a State approved route. In areas where noon bus routes are not feasible, parents will be paid transportation allowance according to the established board policy and be responsible for their own mid-day transportation.

- B. Kindergarten students being transported one way only, on other than district carriers, shall receive one-half of the regular transportation allowance, if they meet the eligibility requirements of [Policy 2210 Transportation Eligibility](#).

POLICY 2214

Transportation - "In Lieu of" Allowance

- A. Parents of students in grades K through 6 living 1.5 miles or more from their assigned school, and students in grades 7 through 12 living 2.0 miles or more from their assigned school are eligible to be paid a transportation allowance when school bus transportation is not provided. (See distance definition in [Policy 2210 Transportation Eligibility](#) and for exceptions see [Policy 2226 Transportation: Space Available Busing](#))

Utah Admin. Rules R277-600-7

1. The rate per mile will be the lesser of the IRS approved rate or any reimbursement rate that may be set by the State of Utah. The Board may approve payment for two round trips per day per family for days the student attends school. If the family has a Kindergarten student in addition to other student(s), a third trip may be approved.
2. Reimbursement will be paid for the distance between the student's home and the nearest point to which bus service is provided, less one and one-half miles for students K-6 and two miles for students 7-12.

POLICY 2215

Transportation - Living and Transportation Allowances

- A. Parents whose high school aged (10–12) students do not have school facilities and/or appropriate grade level educational programs (as determined by the Superintendent) available within 60 miles of their regularly established homes and are not provided bus transportation, are eligible to be paid a living and transportation allowance according to the following guidelines:
1. The parents of the student(s) must be residents of Box Elder County and maintain their residency within the county throughout the school year.
 2. The amount of the living allowance will be the same as the daily rate established by The Division of Family Services for foster or substitute care. The number of days available for allowance is 222 days annually. This equals 180 school days plus 42 weekend days. In a typical year school is held for 39 weeks and students are reimbursed to travel home 18 times (see item 4 below). This results in living allowance paid for 21 weeks or 42 weekend days.
 3. The amount of transportation allowance will be based on one of the two following criteria, which ever is the least distance:
 - a. Highway mileage over the most direct route from home to the chosen school, or
 - b. Highway mileage over the most direct route to the secondary school within the district located the least distance from home.
- (Reference [Policy 2214 Transportation: "In Lieu of" Allowance](#))
4. A maximum of eighteen (18) actual round trips from home to the assigned school are eligible for payment per school year. The number of trips will be prorated if the student attends less than a full year.
 5. If more than one child per family qualifies for living and transportation allowances, the first child will receive full reimbursement for the living and transportation allowance as noted above. However, each additional child may have a reduced benefit as follows:
 - a. If living in the same household, each additional child will receive a living allowance that is equal to one-half of the living allowance given to the first child.

- b. If living in the same community as the first child but in a different household, each additional child will receive the full living allowance and a transportation allowance for one-half the eligible round trips (nine for an entire year) annually up to a maximum of thirty-six trips.
 - c. If living in a different community and attending a different high school than the first child, an additional child would receive the full living and transportation allowance.
6. The rate per mile will be the same as the IRS rate unless the State establishes a reimbursement rate less than the IRS rate. If this happens, the rate will be the State reimbursement rate.
7. Subsistence allowance is not applicable to a parent who maintains a separate home during the school year for any other primary reason than for the student to attend school.

[Utah Admin. Rules R277-600-7\(9\)\(b\)\(i\)](#)

POLICY 2218

Transportation - District Owned Vehicles

- A. District employees approved to travel on official district business may be furnished a district owned vehicle. If a district owned vehicle is unavailable or other extenuating circumstances exist which require the use of a privately owned vehicle, reimbursement will be made at the current district approved rate. (Reference [Policy 2220 Transportation – Per Diem and Travel Allowances](#)) Reimbursement will occur only if permission has been obtained in advance from the-immediate director or supervisor.
- B. The District Director of Transportation will be responsible for scheduling the use of district vehicles and will oversee maintaining the vehicles in safe and reliable condition. Work repairs, regular servicing and warranty work is the responsibility of the school district transportation mechanics.
- C. District-owned vehicles are held and used for designated purposes. For example, the designated purpose of a school bus is to transport children to and from school, and under the direction of an authorized district employee to transport children to and from school sponsored events such as field trips and travel to school extracurricular activities. Vehicles may be assigned to employees on a long term basis for the convenience of the district. Vehicles are only to be used by the employee within the scope of their job assignment. Personal use of vehicles is prohibited. Employees with assigned vehicles will have their income adjusted per IRS rules to record the benefit. The employee is responsible for any added tax liability associated with the adjustment.
- D. School vehicles should be driven only by drivers approved by the district. The district shall approve as drivers only those persons who have driving credentials issued by the State of Utah sufficient to operate the vehicle in the designated application and whose driving record meets district standards. Drivers of school vehicles will complete the on-line Utah Safety Council Defensive Driving course as required by Risk Management. Video and Test located on their web page at <http://www.risk.utah.gov/>. Test results to be sent to employee's immediate supervisor and a copy to the Transportation Department. This program must be completed every two years. Administrators or supervisors of work assignments, which include the use of vehicles, shall expressly assign drivers as needed to perform driving assignments. When returning a district vehicle: Re-fuel if less than ½ full and include receipt if envelope provided. Clean up trash and check for fallen articles under the seats. Report any spills or damage inside the vehicle. The identifying fuel card must remain with the vehicle keys. Report notification of needed service. If the vehicle is involved in an accident, the local law enforcement MUST be contacted no matter how minor the incident may appear.

- E. District owned vehicles are not to be driven by students except as part of the regular instructional program in driver's education. District vehicles driven as part of the driver's education program are to be properly marked as student driven vehicles. Other passengers, not employed by the Box Elder School District, need documented verbal approval by the employee's immediate supervisor, before being transported in a district vehicle. No pets will be allowed in the district vehicles, unless used as a service animal.
- F. The district may disqualify an employee from operating district vehicles because of a poor driving record notwithstanding that the employee has state driving credentials in good standing.
- G. Employees attending conferences, training forums, etc. which are outside the Utah state lines, are required to use their personal vehicle and apply for mileage/fuel compensation.
- H. A district-owned vehicle should be parked at the district garage nearest the place of regular work assignment after hours unless the designated purpose of the vehicle expressly authorizes the vehicle to be parked elsewhere or unless the designated purpose of the vehicle includes expected 24-hour emergency use of the vehicle.
- I. In an emergency, a district owned vehicle may be used by law enforcement personnel or other persons for the purpose of saving life to the extent made necessary by exigent circumstances, but all reasonable efforts shall be made to comply with district policy governing vehicles and the operation of such vehicles and to protect district vehicles and other district property from harm.
- J. School district vehicles assigned to an employee:
 - a. Each department supervisor/director should keep a list of the vehicles used within their department and the employee assigned to each vehicle. The driver is responsible for a quick observation of the vehicle, tires, working lights, windshield wipers and washers, etc. Any servicing must be scheduled with the district mechanics on a regular basis. Work repairs/warranty work, must be authorized by the district mechanics.

POLICY 2219

Transportation - Substitute Bus Drivers

- A. The bus route supervisor or director of transportation will be responsible for employing substitute bus drivers from a list approved by the Board. Except in cases of emergency, the bus driver must request absence from one of the above individuals. In emergency cases, the driver may arrange for a qualified substitute. Such action must be reported to the office of transportation at once. In all cases, only approved substitutes are to be used.
- B. All substitutes are to be paid by the district and will be paid the current approved substitute bus driver salary.

POLICY 2221

Transportation – Special Education/Pre-School

- A. Transportation will be provided to Special Education, 504, and pre-school students as outlined in their IEP, 504 Plan, or other accommodation or special services document. A reasonable amount of time (generally 2-3 days) may be needed to assure proper scheduling and bus arrangements. Any variation from regularly established transportation policies must be included in this plan/document.
- B. At the beginning of the school year and as new students are added, a single load and unload point will be established for each student. It is anticipated that these points will be used on a daily basis. Parents should contact the Transportation Office when their student is not going to attend school.
- C. Students are expected to be ready to load the bus upon its arrival. (See [Policy 2216 transportation – Conduct on Buses B.](#) The bus will wait one (1) minute at the load/unload point. If no one appears in that time, the bus will proceed upon its route to school.
- D. As needed, it is the responsibility of the parent to assure that someone is available at the designated unload points. When no one is available, the driver will make reasonable efforts to locate someone at home or a designated neighbor. If no one can be located to assume responsibility of the student, the driver will contact the transportation supervisor who will make efforts to contact student's school or someone else to supervise the student. If no one is available at the school, the transportation office will contact local law enforcement or the Division of Family Services and the student will be placed under the supervision of an officer or caseworker. Transportation will then make reasonable efforts to notify the parent of the action taken.

POLICY 2225

Traffic Control

- A. The local school administration shall be responsible to handle, or initiate action to handle, any situation that may arise from the operation or parking of vehicles on school property. The following procedures and guidelines shall be followed:
1. The applicable district, state, county, or municipal traffic and parking regulations shall be enforced upon school and district property.
 2. Maximum speed on school and district premises is ten (10) miles per hour.
 3. Vehicular traffic is limited to entering, exiting, and parking. No cruising or loitering will be permitted.
 4. All vehicles are restricted to designated roadways. Motorized vehicles shall not be driven on lawns, paths or other prohibited areas.
 5. No parking shall be allowed in the areas where the curb is designated "NO PARKING," or where such parking would obstruct regular vehicular traffic.
- B. The following rules and regulations relate to the registration, parking, and control of vehicles by high school students:
1. All district traffic and parking regulations and individual school regulations will be distributed to every student and faculty member at or before the beginning of each school year.
 - a. Students are to park in the designated student parking areas and within parking spaces as directed by painted lines and signs.
 - b. Faculty and staff parking shall be designated and students are not to park in these areas.
 2. The school may require students to register with the school all motor vehicles which will be driven or parked on school property.
 3. By registering a vehicle at the local high school the student attests the existence of the following:

- a. A valid Utah Driver's License;
 - b. A parent's permission for the student to bring a vehicle to school;
 - c. An understanding by the parent and student that when any car is on school property, the car may be searched if the school authorities have reasonable cause to suspect that materials that are in violation of the state, county, municipal, or school codes are stored therein, and they further understand that any materials found may be seized and used as evidence in school disciplinary hearings; and
 - d. Auto insurance.
- C. All regulatory signs utilized on district or school property shall be placed in conspicuous and appropriate areas of the grounds. All regulatory signs must be approved by the district prior to posting.
- D. These rules and regulations can be enforced by the local school administrations and area law enforcement agencies. Enforcement may include, but shall not be limited to, the following: towing away at owner's expense, and/or revocation of the privileges to park and drive on school property.
- E. The Board assumes NO responsibility for damage to cars, lost articles, damage to property or injury to persons by the automobile or its driver while on district property.

POLICY 2230

Right of Entry

- A. Identification may be required of any person on school property. The Board or its designee may refuse to allow persons having no legitimate business to enter school property, and may eject any undesirable person from the property upon said person's refusal to leave peaceably on request.

[Utah Code § 53G-8-603](#)

- B. Campus security personnel may be employed where necessary. Officers who are authorized to bear arms must first be commissioned as peace officers and shall then possess all the powers and immunities of peace officers while on school property or otherwise performing lawful duties.

POLICY 2240

School Lunch Program - General Policy Statement

- A. The Board will sponsor school food services in the schools of the Box Elder County School District. Under the jurisdiction of the board each school will operate a regular program in school food services.
- B. Meals will be served which meet the established minimum nutritional requirements as prescribed by state and federal agencies responsible for said programs. The price of meals will be the minimum made possible through existing federal and state subsidies and using a maximum of USDA donated commodities, and through proper management and menu planning on the part of the school and local district personnel. This minimum price will cover expenses of food, wages of employees, replacement of and operation of equipment, and administrative expenses.
- C. Procedures will be outlined in the School Nutrition Procedure Manual and will be reviewed annually by all department staff.

POLICY 2245

School Lunch - Eligibility Determination for Receiving Reduced Price or Free Meals

- A. The Board assures the Utah State Board of Education, Child Nutrition Programs Division, that it will observe the following policy with respect to determining the eligibility of children for reduced price or free meals under the National School Lunch Program and/or the School Breakfast Program and directs the food service supervisor to administer this policy.
1. official who has been designated to determine which individual children are eligible for reduced price or free meals under the following policy is the Food Services Supervisor, or his/her designee.
 2. The district will develop and provide, to parents of the district, forms on which to make application for consideration of eligibility of their children for reduced price or free meals. Application can be made at any time.
 3. Parents will be notified of the acceptance or denial of their application within ten working days and, if accepted, will be informed of the procedure to be followed by their child or children to receive such meals.
 4. If the application is denied, appeal can be made to the District Business Administrator. Parents will be informed of this appeal procedure.
 5. For up to 30 operating days into the new school year, eligibility from the previous year will continue.
 6. In making collections from children who pay for their meals, and in accounting for the number of reduced price or free meals served, other children in the school will not be aware of the identity of the students receiving a free or reduced price meal.
 7. The names of children determined to be eligible for reduced price or free meals will not be published, posted, or announced in any manner.
 8. If a child, in a district school, receives a free or reduced price meal and then transfers to another school in our district, he/she will receive free or reduced meals in the new school without making a new application.
 9. The charge for reduced price meals will be set by the Board within state guidelines.

10. Children receiving reduced price or free meals will not be required as a condition of receiving such meals:
 - a. To use a separate lunchroom or section of the lunchroom.
 - b. To go through a separate serving line.
 - c. To enter the lunchroom through a different entrance than is used by children who are paying the full price for meals.
 - d. To eat the meal at a different time from paying children.
 - e. To work for their meals.
 - f. To use a different medium of exchange in the lunchroom than is used by paying children.
 - g. To eat a different meal than is eaten by paying children.
11. Public announcement of eligibility standards will be made available online and at each school and to the news media at the beginning of the year, and the letters and applications will be sent home with students who register later in the year.
12. Eligibility standards used in determining free or reduced price meals shall be those established by the federal program and include:
 - a. Family household income including earnings from work, public assistance, alimony, child support, and other income regularly received.
 - b. Number of individuals in the household.

POLICY 2250

Homemade Food

A. Definitions

1. “Homemade food” means it is made or prepared at home, locally, or by the maker’s own efforts (especially of cakes, jam, and other foods).
 - a. Made in one’s own country; domestic.
 - b. Made, contrived, or assembled by oneself; not professionally made or done.
2. “Cottage foods” means foods that are made in a person’s home or other designated location and sold directly to a consumer.
3. “Operator” refers to the party who is preparing the homemade food.
4. “Cross-contamination” means the process by which microorganisms are unintentionally transferred with harmful effect to food or food contact surfaces from other food, as referenced in [Utah Admin. Rules R392-103-3](#).

B. Standards

1. Food in the school setting is typically a function of the Nutrition Services.
2. Homemade foods are not allowed in schools per the safety of students.
 - a. Home kitchens are not inspected locations by the Bear River Health Department.
 - b. There is an increased risk of food-borne illness if the foods are not prepared according to FDA regulations.
 - c. Food prepared outside of the school kitchen has increased risk of external allergens (especially from household pets, cross-contact, cross-contamination).
 - 1) A tiny amount of cross-contact, cross-contamination, and contact with household pet hair can cause reactions in students with respective allergies.

C. Cottage Food Establishment

1. Some home kitchens have a cottage kitchen license obtained through the Utah Department of Agriculture and Food (UDAF) for the authorization to prepare specific kinds of foods.
 - a. Exceptions to the standards on homemade foods can be made in the event the operator has a cottage kitchen license/permit and approval from Box Elder School District has been granted.
 - b. In the situation an exception is provided, the operator must include proof of their permit in order to share the homemade goods.
2. The operator must be compliant with the production requirements as outlined in Inspection and Regulation of Cottage Food Production Operations – [Utah Admin. Rules R70-560-4](#).
 - a. Compliance Procedures are outlined in [Utah Admin. Rules R70-201](#).
3. When food includes fruits or vegetables grown by the operator of a cottage food production operation, the operator must have a current private pesticide applicator certification issued by the Utah Department of Agriculture and Food as cited in [Utah Code 4-14](#).

D. Management Responsibilities

1. Any food that is provided under authorized exceptions and paired with a cottage food license, are to include nutritional information that is made available for families.
 - a. This will include carbohydrate counts (essential for individuals with diabetes) as well as an ingredient list (essential for individuals with allergies).
2. Outside treats provided for special occasions should be brought to school in a sealed package and labeled with nutritional information.
3. It is to be understood that there can be a risk of cross-contamination even in the event the parents provide a list of ingredients.

E. Extracurricular Groups

1. Food provided to extracurricular groups (i.e., spaghetti dinners before a game) is general provided by private groups (i.e. parents) and is therefore not under the jurisdiction of the Health Department. However, because it is tied to a school group, it is recommended (but not required) that catered meals and/or commercially prepared pre-packaged food be served and that the standards listed above be followed.

POLICY 2175

Buildings & Grounds - Energy Conservation

- A. The Board embraces energy conservation and believes it to be our responsibility to ensure that every reasonable effort is made to conserve energy and natural resources while exercising sound financial management.
- B. We recognize the importance of adopting an energy conservation policy to govern this program. We also affirm the implementation of this policy will be the joint responsibility of the Board, administration, faculty, staff, students, and support personnel. Success is based on cooperation amid all groups.
- ~~C. To ensure the overall success of our behavior-based energy conservation program, the following areas will be emphasized:~~
- ~~1. A designated campus Administrator will be accountable for energy conservation on his/her campus with an Energy Specialist conducting energy audits and providing timely feedback.~~
 - ~~2. All personnel at each campus are expected to make a positive contribution to maximize energy conservation and produce real energy savings.~~
 - ~~3. BESD will implement its energy conservation program primarily through an energy management team led by the Energy Specialist(s) in accordance with "Energy Guidelines" that will be adopted by administration and will define the "rules of engagement:" for our energy program.~~
 - ~~4. Accurate records of energy consumption and cost will be maintained by the Energy Specialist for each campus to provide verifiable performance results on the goals and progress of the energy conservation program.~~
- D. Further, to promote a safe, healthy learning environment and to complement the energy conservation program, each campus shall review and adhere to the preventive maintenance and monitoring plan administered by the campus physical plant for its facilities and systems, including HVAC, building envelope, and moisture management.
- E. **Whereas** the Board is responsible for overseeing the operations and fiscal accountability of each institution under its governance,

- F. **Whereas** the Board embraces energy conservation and desire for the District to become a nationwide institutional leader in energy conservation as part of our social responsibility to respect our natural resources,

- G. **Therefore**, the Board directs the Superintendent and Administration to develop and implement short- and long-range strategies to maximize energy conservation.

POLICY 5250

Student Speech & Publications ~~Prior Review~~

A. Purpose

1. The District recognizes that students have constitutional rights to freedom of speech or expression on school property. At the same time, the District retains authority to regulate speech in school-sponsored activities and to ensure that school operations are not materially and substantially disrupted.
 - a. This policy distinguishes between
 - 1) School-sponsored speech (school speech); and
 - 2) Individual student speech (private student expression).

B. School-sponsored Speech

1. School-sponsored speech includes expressive activities that:
 - a. Officially represent the views of the District or could reasonably be perceived to do so;
 - b. Are supervised by faculty;
 - c. Are part of the curriculum or school program; or
 - 1) Examples include, but are not limited to:
 - a) School newspapers and yearbooks;
 - b) Drama productions
 - c) Assemblies;
 - d) Official school websites or social media;
 - e) School-sponsored publications;
 - f) Athletic programs and announcements.

2. Editorial Control:

a. The District's professional employees shall exercise editorial control over the style and content of student speech in school-sponsored expressive activities. The District may regulate or refuse to disseminate school-sponsored student speech when the regulation is reasonably related to legitimate teaching practice concerns, including but not limited to:

- 1) Maintaining age-appropriate content;
- 2) Ensuring accuracy and quality;
- 3) Protecting student privacy;
- 4) Preventing association of the school with political positions other than neutrality;
- 5) Avoiding speech advocating illegal drug use, irresponsible sexual conduct, or conduct inconsistent with school policy;
- 6) Ensuring compliance with professional and academic standards.

3. Inclusion or exclusion of material in school sponsored activities shall not be based on student viewpoint alone, but may be regulated consistent with legitimate educational objectives.

4. Complaints:

a. Students who have complaints regarding decisions about the content or style of school-sponsored publications shall present those complaints in accordance with [Policy 5350 Student Complaints](#).

C. Individual Student Speech (Non-school-sponsored Expression)

1. Individual student speech includes student expression that:

- a. Is not school-sponsored; and
- b. Is not part of a curriculum-based or faculty-supervised expressive activity.

2. Examples include:

- a. Student-created flyers;

- b. Independent petitions;
- c. Personal clothing with messages;
- d. Personal online speech occurring off-campus (subject to applicable law).

3. General Rule

- a. The District shall not restrict individual student expression unless:
 - 1) The speech materially and substantially disrupts school operations;
 - 2) The speech reasonably can be forecasted to materially and substantially disrupt school operations;
 - 3) The speech interferes with or infringes upon the rights of other students;
 - 4) The speech promotes or advocates illegal drug use or other illegal activity;
 - 5) The speech is vulgar, lewd, obscene, or plainly offensive in a school setting;
or
 - 6) The speech violates other District policies (including harassment, bullying, threats, or discrimination policies);
 - 7) “Bare allegations” of disruption of unsubstantiated speculation as to what might happen are not sufficient to justify restriction. Material that is merely unpopular, controversial, or offensive shall not be restricted absent evidence of material and substantial disruption.

D. Content Standards for Non-School-Sponsored Materials

- 1. Non-school-sponsored materials may not be distributed if they:
 - a. Are obscene or sexually inappropriate for the age and maturity of the audience;
 - b. Contain libelous statements;
 - c. Advocate imminent lawless or disruptive action and are likely to incite such action;
 - d. Contain threats, harassment, or speech that infringes upon the rights of others;
 - e. Promote illegal drug use or other unlawful activity;

- f. Meet the material and substantial disruption standard described above. Material that is merely controversial, critical of school officials, or unpopular shall not be restricted absent evidence that it meets the standards above.

E. Off-Campus Speech

1. Off-campus student speech may be regulated only where the District can demonstrate that the speech:
 - a. Has caused or is reasonably forecasted to cause a material and substantial disruption at school; or
 - b. Infringes upon the rights of other students; or
 - c. Constitutes harassment, threats, or other conduct prohibited by District policy.

~~A. The District's professional employees shall exercise editorial control over style and content of student speech in school-sponsored expressive activities. Inclusion of student material in school-sponsored activities shall not be the basis of a grade.~~

~~B. The District may refuse to disseminate or sponsor student speech that:~~

- ~~1. Might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order.~~
- ~~2. Is inappropriate for the level of maturity of the readers.~~
- ~~3. Does not meet the standards of the professional employees who supervise the production of the publication.~~
- ~~4. Associates the school with any position other than neutrality on matters of political controversy.~~

~~C. Students who have a complaint regarding a decision about the content or style of school's sponsored publication shall present that complaint in accordance with Board Policy 5350 Student Complaints – Resolution.~~

~~D. All written material over which the District does not exercise control that is intended for distribution to students shall be submitted for prior review according to the following procedures:~~

- ~~1. Material shall be submitted to the building principal for review.~~

- ~~2. The principal shall approve or disapprove submitted material within 3 days of the time the material is received. Failure to act within the 3-day period shall be interpreted as disapproval.~~
 - ~~3. Disapproval may be appealed to the superintendent who shall decide the appeal within three days of receipt of the appeal. Failure of the superintendent to act within the three-day period shall be interpreted as disapproval.~~
 - ~~4. Disapproval of a request to distribute material may be appealed to the Board.~~
- ~~E. Distribution of written materials over which the District does not exercise control may be restricted, in accordance with the following guidelines:~~
- ~~F. Content of the non-school sponsored materials to be distributed must conform to the following standards:~~
- ~~1. Materials that are obscene or sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.~~
 - ~~2. Material may not be forbidden if the portions or specific language objected to may also be found in material that is made available to students through school facilities, i.e., the school library or readings assigned by teachers.~~
 - ~~3. Libelous material may be prohibited from distribution. Libelous material includes defamatory falsehoods and public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard for truth.~~
 - ~~4. Publications that criticize board members or school officials or advocate violation of school rules may be prohibited if it appears likely that the publication of this material will substantially interfere with or disrupt the operations of the school. "Bare allegations" of disruption or unsubstantiated speculation as to what "might" happen or "could result" are not sufficient to support a reasonable forecast of disruption of the normal operations of the school. Material that is merely offensive or unpopular, or that stimulates controversy, shall not be restricted or forbidden.~~
 - ~~5. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.~~
 - ~~6. Hate literature that scurrilously attacks, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence may be banned if it falls within the disruption standard described at item 4 above.~~

~~G. Distribution may be limited in order to prevent material and substantial interference with normal school operations in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution. "Bare allegations" of disruption or unsubstantiated speculation as to what "might" happen or "could result" are not sufficient to support a reasonable forecast of disruption of the normal operations of the school. Moreover, material that is merely offensive or unpopular, or that stimulates controversy, shall not be restricted or forbidden.~~

POLICY 5330

Academic Eligibility for Activities

- A. Students who maintain a minimum grade point average of 2.0 ~~(C)~~ and meet all requirements of the [Utah High School Activities Association](#) (UHSAA), at the school they attend, will be eligible to represent their school in any activity within the jurisdiction of the UHSAA. (See [UHSAA Bylaws and Utah Admin. Rules 227-438](#) for additional information concerning student eligibility and [Policy 4135 Dual Enrollment](#).)
- B. ~~The principal of each school will establish an appeals committee.~~ Students who do not meet the 2.0 ~~(C)~~ GPA requirement and feel they have extenuating circumstances, such as: extended illness, low achievement ability, etc., may, **with their parents**, appeal to the **principal and athletic director to discuss academic concerns and possible resolutions to those concerns Appeals Committee**. Any student appeal will follow the procedure and incorporate the steps outlined in [Policy 5350 Student Complaints - Resolution](#).
- C. Organizations within schools may establish academic eligibility standards. Prior approval by the building principal and appropriate notification is required before implementation of new standards. Organizations may establish academic and other standards higher than those established by the UHSAA. **Per [Policy 5226 Activity Disclosure Statement](#), each coach/advisor is required to give a specific disclosure statement for the activity prior to the start date.**
- ~~D. Employees who sponsor/coach/advise activities are encouraged to design programs to encourage student academic achievement and limit extracurricular participation of students who are not doing well academically.~~

POLICY 1240

Emergency Closing of Schools

- A. The Superintendent is authorized to close schools in event of hazardous weather or other emergencies, which threaten the safety of students, school staff members, or school property. **Whenever possible, virtual learning will be implemented to allow education to continue.**
- B. Emergency closures of schools must be compatible with [Utah Admin. Rule R277-419-4](#). Minimum required number of days **and instructional hours** must be preserved or made up prior to the close of school for the current school year.

POLICY 2130

Capitalization

A. Reason for Tracking Assets

1. It is essential that complete and accurate records of all equipment and other assets be maintained. Major purposes of fixed assets accounting include:

Financial Accounting & Reporting	Purchase
Physical Control	Planning & Budgeting
Maintenance	Risk Management
Surplus Property Management	Grant Management
Lease Management	

2. This Capitalization Policy provides the necessary guidelines to determine which items are to be capitalized and thus become a part of the fixed assets accounting program.

B. Capital Purchases

1. All purchases of equipment and other assets of more than \$1,000 must be purchased through the district purchase order system for procurement protocol management. Purchases made using district funds over \$~~10,000~~~~2,500~~ will be captured for inventory and capitalization purposes. All requests for capital purchases over \$~~10,000~~~~2,500~~ that will be made with school or donated funds should include a check with the requisition.
2. All gifts of equipment or other physical assets must be donated through the District Foundation. This ensures that the donor will receive proper tax credit. The District will, to the extent possible, honor the requests of donors for initial distribution in the District. The District reserves the right to place donated gifts in the location where the item will best serve the students of the District overall.

C. Capitalized Assets

1. All assets, with a purchase price of \$~~10,000~~~~2,500~~ or more, will be capitalized. The Business Office will maintain appropriate records of these assets. All other assets will be inventoried and controlled at the building level.

D. Depreciation

1. In accordance with the [Governmental Accounting Standards Board Statement Number 34](#), property and equipment with a historic cost of \$105,000 or more will be depreciated. Depreciable life for these assets will be reported according to the following schedule:

Asset Type	Years
Buildings	40
Building Improvements	20
Portable Classrooms	20
Parking Lots/Fencing	20
Buses	10
Athletic Equipment	10
Food Service Equipment	10
Musical Instruments	10
Lab/Vocational Equipment	10
Shop Equipment	10
Vehicles	8
Grounds Equipment	5
Audio Visual Electronics	5
Computer Equipment	5

For a more detailed listing refer to the Fixed Assets Section of the Accounting Procedures Manual.

POLICY 5340

Students Leaving with Adult During School Hours

- A. No person shall be allowed to remove a student from school during the school day unless that person reports first to the principal's designee or the principal at the school's administrative offices, and one of the following circumstances is true:
1. **Custodian Parent, Legal Guardian, Emergency Contact**
 - a. The person positively identifies him or herself as the student's custodial parent, including identification of the person, as well as production of documentation sufficient to establish custodial rights to the child, if circumstances warrant it.
 2. **Court Order or Subpoena**
 - a. The person is in possession of and produces a valid subpoena or court order instructing the school to deliver the student to the person named in it, and the person can positively identify him or herself as the person named to receive the student in the subpoena.
 3. **Law Enforcement Officer**
 - a. The person is a properly identified law enforcement officer in possession of a valid warrant naming the student, and the principal or his designee examines the warrant and is satisfied that the student is properly and sufficiently identified.
- B. **Under all circumstances, school personnel must verify the identity of the individual and document the release in accordance with school procedures.**

POLICY 2145

Restrictions on Internet Access

- A. Access to Internet ~~will be filtered to restrict or~~ online sites that contain obscene or objectionable materials ~~will be restricted~~ on all Box Elder School District computers ~~by a formal filtering process~~. This filtering process may occur locally or through agreement with an organization that provides this service.
- B. In addition to ongoing filtering, the District ~~and our filtering partners~~ will maintain a list of inappropriate sites that have been accessed and assure that these sites are added ~~as needed on a regular interval~~ to the filtering program.
- C. The District will monitor all computers on an ongoing basis for attempted hits on restricted sites. Patterns of inappropriate activity will be noted and employees and students will be dealt with in accordance with [Policy 4177 Responsible Computer Use](#).

POLICY 4060

High School Graduation Requirements

- A. 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.
- 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.

[Utah Code § 53G-10-204 \(2022\)](#)

- C. All students awarded a High School Diploma from a regular high school in Box Elder School District shall complete the following minimum requirements as required by the Utah State Board of Education and Box Elder School District during grades 9-12:

Number of Credits Required

1. Language Arts (4.5 credits)
 - a. Ninth grade level (1.5 credits);
 - b. Tenth grade level (1.0 credit);
 - c. Eleventh grade level (1.0 credit);
 - d. Twelfth grade level (1.0) credit) consisting of applied or advanced Language Arts credit, consistent with the student's Plan for College and Career Readiness, from a list of courses approved by the Board of Education and the State Board of Education, which courses

- 1) Are within the field or discipline of language arts, with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;
 - 2) Provide instruction that leads to student understanding of the nature and disposition of language arts;
 - 3) Apply the fundamental concepts and skills of language arts;
 - 4) Provide developmentally appropriate content; and
 - 5) Develop skills in reading, writing, listening, speaking, and presentation.
- e. A student may receive up to 0.5 credit for Language Arts for a course or school-sponsored activity emphasizing verbal communication during any year from grade 9 to 12.
2. Mathematics (3.5 credits)
- a. This requirement shall be met minimally through successful completion of the foundation or foundation extended courses
 - 1) Secondary Math I (1.5 credits);
 - 2) Secondary Math II (1.0 credit);
 - 3) Secondary Math III (1.0 credit).
 - b. With a written request from the student's parent or guardian, a student may opt out of Secondary Mathematics III. In that case, the student shall successfully complete another mathematics course from among the advanced and applied courses from on the State Board of Education's list of approved mathematics courses.
 - c. 7th and 8th grade students may earn credit for one of the mathematics foundation courses before 9th grade, consistent with the student's Plan for College and Career Readiness and if at least one of the following criteria are met:
 - 1) The student is identified as gifted in mathematics in accordance with the procedures outlined in State Board of Education Rule [R277-707](#);

- 2) The student is dual enrolled at the middle school or junior high school and the high school;
 - 3) The student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade; or
 - 4) The student takes the State Board of Education competency test in the summer prior to 9th grade and earns high school graduation credit for the course.
- d. For other students (than those in the prior section) who earn credit for a foundation course before 9th grade, the student shall still fill the required 3.0 units of credit by successful completion of other mathematics courses approved by the State Board of Education, consistent with the student's Plan for College and Career Readiness, which courses
- 1) Are within the field or discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;
 - 2) Provide instruction that leads to student understanding of the nature and disposition of mathematics;
 - 3) Apply the fundamental concepts and skills of mathematics;
 - 4) Provide developmentally appropriate content; and
 - 5) Include the Standards for Mathematical Practice as listed in the Utah secondary mathematics core.
- e. A student who successfully completes a Calculus course with a "C" grade or better has completed mathematics graduation requirements regardless of the number of mathematics credits earned.
3. Science (3.0 credits) including
- a. two credits from the five science foundation areas:
 - 1) Earth Systems Science (1.0 credit) from the following:
 - a) Earth Science; or
 - b) Advanced Placement Environmental Science

- 2) Biological Science (1.0 credit) from the following:
 - a) Biology;
 - b) Biology: Agricultural Science and Technology;
 - c) Advanced Placement Biology; or
 - d) Biology with Lab Concurrent Enrollment
 - 3) Chemistry (1.0 credit) from the following:
 - a) Chemistry;
 - b) Advanced Placement Chemistry; or
 - c) Chemistry with Lab Concurrent Enrollment
 - 4) Physics (1.0 credit) from the following:
 - a) Physics;
 - b) Advanced Placement Physics (1, 2, D: Electricity and Magnetism, or C: Mechanics); or
 - c) Physics with Lab Concurrent Enrollment
 - 5) Computer Science (1.0 credit) from the following:
 - a) Advanced Placement Computer Science;
 - b) Computer Science Principles; or
 - c) Computer Programming 2; and
- b. 1.0 additional unit of credit consistent with the student's Plan for College and Career Readiness, from the foundation courses or a list of applied or advanced science courses approved by the Board of Education and State Board of Education, which courses

- 1) Are within the field or discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills;
 - 2) Provide instruction that leads to student understanding of the nature and disposition of science;
 - 3) Apply the fundamental concepts and skills of science;
 - 4) Provide developmentally appropriate content;
 - 5) Include the areas of physical, natural, or applied sciences; and
 - 6) Develop students' skills in scientific inquiry.
4. Social Studies (3.0 credits) including
- a. World Geography (0.5 credit);
 - b. World History (0.5 credit);
 - c. U.S. History (1.0 credit);
 - d. U.S. Government and Citizenship (0.5 credit);
 - e. Elective Social Studies (0.5 credit)
 - f. Successful completion of the basic civics test unless the student qualifies for an alternative assessment as provided for by the Utah State Board of Education.
(See [Policy 4061 Curriculum: American Heritage](#))
5. Arts (1.5 credits) from any of the following areas:
- a. Visual Arts
 - b. Music
 - c. Dance
 - d. Theater
 - e. Media Arts

6. Health Education (0.5 credit)
7. Physical Education (1.5 credits)
 - a. Participation Skills (0.5 credit)
 - b. Fitness or Swim for Life (0.5 credit)
 - c. Individualized Lifetime Activities (0.5 credit)
 - d. Team sport/athletic participation (may earn 0.5 credits per sport up to a maximum of 1.0 credit with school approval to replace Participation Skills and Individualized Lifetime Activities.) [USBE Physical Education Guidelines](#)
8. Career & Technical Education (1.0 credit) from among the following areas:
 - a. Agriculture, Food and Natural Resources
 - b. Architecture and Construction
 - c. Arts, Audio/Visual Technology and Communications
 - d. Business, Finance and Marketing
 - e. Computer Science and Information Technology
 - f. Education and Training
 - g. Engineering and Technology
 - h. Health Science
 - i. Hospitality and Tourism
 - j. Human Services
 - k. Law, public Safety, Corrections and Security
 - l. Manufacturing
 - m. Transportation, Distribution, and Logistics

9. Digital Studies (0.5 credit) from among the following areas: ([USBE Digital Studies Approved Courses](#))
 - a. Business Office Specialist
 - b. Computer Programming, I
 - c. Computer Science Principles
 - d. Digital Business Applications
 - e. Exploring Computer Science or
 - f. Web Development

10. General Financial Literacy (0.5 credit)

11. Library Media Skills (integrated into the subject areas)

D. TOTAL CREDIT AVAILABLE - 36.0

1. TOTAL CREDITS REQUIRED FOR GRADUATION - 30.0

a. TOTAL REQUIRED CORE CREDITS - 19.5

b. REQUIRED ELECTIVE CREDITS – MINIMUM - 10.5

E. Additional Provisions

1. The District may modify a student's graduation requirements to meet the unique educational needs of the student if the student has a disability and the modifications to graduation requirements are made through the student's IEP.
2. A student may be awarded a certificate of completion if they meet 1 (one) of the following criteria:
 - a. the student has a disability and has completed their senior year and is exiting the school system; however, has not met the State and District requirements for graduation, but has met the goals set forth by the student's IEP, or
 - b. the student was enrolled throughout and has completed their senior year, is exiting the school system, has not met the State and District requirements for

graduation, and made a sincere effort to complete high school as determined by school administration.

[Utah Admin. Rules R277-705-4 \(November 7, 2024\)](#)

3. College and Career Readiness Mathematics Competency
 - a. A student who is pursuing a college degree after graduation is encouraged to take a full year mathematics course during the student's senior year unless the student has, before the beginning of the senior year, met one of the following requirements:
 - 1) A score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;
 - 2) A score of 3 or higher on an Advanced Placement (AP) statistics exam;
 - 3) A score of 5 or higher on an International Baccalaureate (IB) higher level math exam;
 - 4) A score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;
 - 5) A score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;
 - 6) A score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or
 - 7) A "C" grade or higher in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement.
 - b. A non-college degree seeking student shall complete appropriate math competencies for the student's career goals as described in the student's Plan for College and Career Readiness.
4. Students qualify for a diploma upon completion of all required credits. The opportunity to participate in graduation exercises is a privilege and may be based on behavior/citizenship.

5. These graduation requirements are consistent with State (USBE) requirements with the exception of Language Arts and Math, which have been adjusted due to the 3-trimester schedule for core classes in the 9th grade.
6. Students will be offered a full schedule to be taken as elective classes or released from school for approved activities.

F. A Student Desiring a 24 Credit Diploma

1. If a student has completed the required core credits (18.5) and at least 5.5 elective credits for a 24-credit diploma, the student will be transferred to Sunrise High School to receive this 24-credit High School Diploma. The student may participate in graduation ceremonies with Sunrise High School if desired but will not be part of BEHS or BRHS graduation ceremonies.
2. A special education eligible student may earn a 24-credit diploma if it is determined by their IEP team that their disability requires special graduation requirements. Special Education students receiving special graduation accommodations will be eligible to walk with their school of attendance.

G. Types of Diplomas or Certificates

1. The District will award a diploma or certificate of completion to students who complete the requirements as follows:
 - a. High School Diploma
 - 1) Successful completion of the core curriculum and all state course requirements.
 - 2) Successful completion of credits beyond the core curriculum as required by District policy.
 - 3) Enrollment in the District for at least one semester immediately prior to graduation.
 - b. Certificate of Completion
 - 1) Completion of senior year;
 - 2) Exiting or aging out of the school system; and

- 3) Have not met all state or District requirements for a diploma
- c. The District will not enroll a student with intent to award a diploma or certificate of completion after the student has earned a high school equivalence.

[Utah Admin. Rules R277-705-4 \(November 7, 2024\)](#)
[Utah Code § 53G-6-406 \(2019\)](#)

- d. Adult education students will be awarded diplomas as set forth in [Policy 4120 Community Adult High School](#).

2. Special Education Students

- a. Special education students shall satisfy high school completion or graduation criteria, consistent with state and federal law and the student's IEP. Such students may be awarded a certificate of completion or a diploma as set forth above, consistent with state and federal law and the student's IEP or Section 504 plan.

[Utah Admin. Rules R277-705-4 \(November 7, 2024\)](#)

- b. A student with a significant cognitive disability may be awarded an alternate diploma if the student accesses grade-level Core standards through the Essential Elements, the student's IEP team makes graduation substitutions in the same content area from a list of alternative courses approved by the State Superintendent, and the student meets all graduation requirements prior to exiting school at or before age 22. An alternate diploma may not indicate that the recipient is a student with a disability. Notwithstanding the award of an alternate diploma, the District may still be obligated to provide FAPE to an eligible student in accordance with IDEA.

[Utah Admin. Rules R277-705-5 \(November 7, 2024\)](#)

3. Methods of Obtaining Credit

- a. Credits towards graduation may be obtained and recorded on the student's transcript by the following methods:
 - 1) Successful completion of courses in the high schools of the District.
 - 2) Successful completion of concurrent-enrollment college courses.

- 3) Satisfaction of coursework by demonstrated competency under policies established by the District following appropriate review.
 - 4) Successful completion of assessment tests in particular subject areas, as established by District policy.
 - 5) Evaluation of student work or projects consistent with District or school procedures and criteria.
 - 6) Successful completion, as determined by the District or school, of correspondence or electronic coursework with prior approval by the District or school to the extent practicable.
 - 7) Transfer credits awarded to a student by a school or provider accredited by an accrediting entity adopted by the State Board of Education, which credits shall be accepted as issued by the school, without alteration.
- b. A student who is enrolled in an approved Focused Graduation Pathway program may also earn credit by passing GED examinations as provided in [Policy 4059 Focused Graduation Pathway](#). Before reviewing a student's home school or competency work, assessment, or materials with regard to a request for credit, the District shall require documentation of compliance with [Utah Code § 53G-6-204](#) (relating to excuse from compulsory school attendance).

[Utah Admin. Rules R277-705-3 \(November 7, 2024\)](#)
[Utah Code § 53G-7-206 \(2019\)](#)

4. Notice of Credit Requirements

- a. Each school within the District shall provide to the parent(s) or legal guardian(s) of each student enrolling in the school specific and adequate notice of the District's requirements and limitations for awarding credit, including credits transferred from other schools or education providers and credits awarded from other sources under this policy.

[Utah Admin. Rules R277-705-3\(1\)\(b\) \(November 7, 2024\)](#)

POLICY 4085

Students Released to Attend Technical Colleges

- A. Technical Colleges (TC's) are higher education institutions that provide advanced technical training designed to prepare high school students and adults with entry-level positions in industry. ~~Associate degrees~~ **Certificates** in selected areas will be available that may be transferred to other higher education institutions throughout Utah.
- B. High School students in the Box Elder School District are eligible to enroll in a TC program under the following conditions:
1. The student is a junior or senior who is enrolled full-time in their respective high school and **is on track to earn working toward** a high school diploma. The student must be capable of succeeding in a technical center training program and be employable at the completion of the training. Classes at a TC may be taken in addition to a student's full high school schedule. A student is eligible to enroll in a TC summer program following the completion of their sophomore year.
 2. Technical Colleges may not accept a high school student without the approval of the student's school district. High school students enrolling at a TC shall have a technical goal recorded in their Plan for College and Career Readiness and be accepted into a TC program where space is available. Pre-requisite courses essential to the chosen program should be taken at the respective high school.
 3. Students of high school age who are not full-time students in their respective high school, and desire to enroll in a TC shall have a technical goal recorded in the Plan for College and Career Readiness and shall pay the required tuition and fees.
 4. High school students attending a TC will be expected to abide by the policies of the TC, including the written code of conduct adopted by the TC Board. Failure to do so will result in referral back to the respective high school.
 5. Each high school, in consultation with counselors, principal, and district administration may set additional guidelines for students who attend a TC.

POLICY 4120

Community Adult High School

- A. The Box Elder Community Adult High School operates under authority of the Box Elder Board of Education and superintendent of schools who receive their authority from the Utah State Board of Education and the Utah Legislature. The State Board of Education provides ~~3 programs both Adult High School Completion (AHSC) and Adult Basic Education (ABE) programs~~ to meet the needs of secondary students and adults: Adult Basic Education, Adult Secondary Education, and English Language Acquisition. Full descriptions of these programs can be found on the [Utah State Board of Education Adult Education home page](#).
- B. Utah Adult Education provides transformative, learner-centered, high-quality, evidence-based education that leads to sustainable employment and personal success. We assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency while completing a secondary education. Utah Adult Education is a program of instruction below the collegiate level for adults. ~~Utah Adult Education is comprised of Adult High School Completion (AHSC) and Adult Basic Education (ABE).~~ A student who is officially enrolled in a Box Elder Adult Education ~~one of these~~ programs has completed an intake and orientation meeting, and formulated a personalized plan to receive an Adult Education Diploma. College and Career Readiness information is made available to all students in the program as well.
- C. Anyone who has not received a regular high school diploma is eligible to participate in Adult Education; however, individuals must meet all of the following criteria:
1. They must be 16 years of age or older.
 2. They must be a legal resident of the State of Utah.
 3. If their high school class has not graduated, they must have parental permission to participate.
- D. Adult High School Completion Credits
1. A student must meet the instructor's minimum course standards to receive credit. All credit is competency based in accordance with current education policy. Courses are designed to be completed in approximately 20 hours to generate ~~0.25~~¹/₄ of a

credit. ~~Adult secondary education courses offered in an adult education program must be approved by the program's local board of education, have written course descriptions, and be aligned with the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) course codes Credits in the Adult High School Completion program can be awarded for Adult High School Completion classes that are approved by the Utah State Board of Education.~~ Credit for English as a Second Language (ESL), literacy, and other Adult Basic Skills classes below the ninth-grade level cannot be awarded through the Adult High School Completion program. Only certificated teachers may issue credit to be used for high school graduation. Aides must work under the direction of certified teachers.

E. Adult High School Graduation Requirements

1. In order to graduate from the adult high school program, an enrollee must earn the number of credits required by the Utah State Board of Education as well as the Box Elder School District Board of Education.
- ~~2. No more than 25 percent of the credits may be elective classes.~~

F. Methods of Documenting Credit

1. In addition to issuing credit for successful completion of a course offered through the district adult education program, adult education students can also document credit for educational activities completed outside the district program. Written documentation of the experiences listed below must be contained within the student's file.

Activity Item	Maximum # of Credits	Where Credit can be Applied	Description	Documentation
Work Experience	4 credits	Elective or CTE	4 credits maximum 1 credit for 900 180 hours (1/2 0.50 credit for 450 90 hours) of continuous professional development employment	W2, pay stubs, or employer verification of hours worked

Professional License or Certificate of Skill Testing	3 credits	Elective or CTE	3 credits maximum 1 credit for every 180 hours of training required for a professional license, or 180 hours of documented achievement or a trade or skill.	Transcript or Certificate
Military Experience	3 credits	Individualized Fitness for Life or Elective or PE	3 credits maximum 1.5 ½ credit max. for basic training (Individualized Fitness for Life or elective) 1 credit for each 180 hrs. of other verified military training not to exceed 1.5 ½ credits	Form DD214
College or University Credits	As evaluated determined by transcript	Appropriate subject area analysis	1 credit for each 5 quarter hrs. or 1 credit for each 3 semester hours	Transcript
Apprenticeships	3 credits	Elective or CTE	1 credit for each 72 hours of approved College Cluster Apprenticeship work performed.	Union or registered work credential
Credit from Other Accredited High Schools	As determined by transcript	Appropriate subject area analysis	Transcript evaluated according to District Core Courses documented	Transcript
GED Test(s) per Policy 4059 Focused	13 5 credits	Appropriate subject area	Credit earned prior to 07-01-2009 will be awarded at the	GED Transcript

Policy 4120
Amended
October 9, 2019
First Reading
March 11, 2026
Second Reading
April 8, 2026

Graduation Pathway			discretion of the Adult Ed. Coordinator	
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POLICY 5285

Detention of Students After School Hours

- A. Students in grades K through ~~5~~ 12 may be detained in school after regular school hours in the event the responsible school administrator determines that such action is justified in disciplining the student. No student may be detained after regular school hours until his or her parent has received prior notice of the detention to take place on a particular school day.
- B. The above notice provided under this policy need not be completed prior to detention of the student if detention is necessary for the student's health or safety.

POLICY 5290

Prohibited Substances Student Discipline— Drugs/Alcohol/Tobacco

A. Purpose Authority

1. The Board of Education recognizes that every student should have the opportunity to learn in a school environment which is safe, conducive to the learning process, and free from unnecessary disruption. Certain prohibited substances can threaten safe school environments and alter a student's ability to properly reason and learn. The use, possession, influence, distribution, or sale of prohibited substances by students, staff, or visitors jeopardizes a safe school environment and constitutes a hazard to the welfare of students and faculty, in addition to being illegal under federal law and state law ([Utah Code 58-37-8](#) and [58-37a-3](#)). The Board recognizes the benefits of helping students avoid and overcome substance abuse and intends that the District apply restorative practices before discipline that is strictly punitive.
2. The Board prohibits the possession, use, distribution, or sale of prohibited substances – including drugs (such as marijuana/THC), alcohol, and tobacco/nicotine products – by students at any time on school property, at school-sanctioned activities, or within 1,000 feet of any public school. The Superintendent or designee shall develop and implement [administrative procedures](#) to enforce this policy, ensure student safety, and comply with applicable state and federal laws. All District personnel shall adhere to these administrative procedures, and building administrators are responsible for consistent implementation and enforcement.
- ~~3. The Box Elder School District Board of Education recognizes that the use, possession, distribution, or sale of tobacco, nicotine (including e-cigarettes, pipes, vaporizers, and other non-medically prescribed nicotine products), alcohol, narcotics, and all other controlled or dangerous drugs and drug paraphernalia constitutes a hazard to students and is illegal according to Utah State Law ([Utah Code §§ 58-37-8, 32B-4-409, 76-10-104, 76-10-104.1, 76-10-105](#)). The Board also acknowledges its responsibility to educate students and parents about the potential negative effects of the use of these items. It is the intention of the Board to take proactive steps to discourage the use of alcohol, drugs, tobacco, and nicotine to facilitate and encourage treatment for students identified as users or potential users of these substances.~~

B. Definitions

- ~~1. Under this policy drugs and narcotics shall be interpreted to mean any chemical considered illegal under federal, state, or local laws, all controlled substances including but not limited to: tobacco, nicotine, alcohol or intoxicants not prescribed by a physician for current personal medical treatment.~~
2. “Alcohol” refers to a product that:
 - a. Contains at least .5% of alcohol by volume; and
 - b. Is obtained by fermentation, infusion, decoction, brewing, distillation, or other process that uses liquid or combinations of liquids, whether drinkable or not, to create alcohol in an amount equal to or greater than .5% of alcohol by volume.
 - c. Alcohol includes alcoholic beverages and alcoholic products as defined in the [Utah Alcoholic Beverage Control Act, Utah Code § 32B-1-102](#).
3. “Controlled substance” refers to a drug or some other substance, or an analog of a controlled substance, that is capable of causing a condition of intoxication, inebriation, excitement, stupefaction, or the dulling of the brain or nervous system or that is identified in the Utah Controlled Substances Act, [Utah Code, 58-37-4](#) and [4.2](#).
4. “Distribution” refers to giving or lending, even temporarily, sharing, or selling a prohibited substance to another as defined in the [Utah Controlled Substances Act, Utah Code § 58-37](#) and the [Imitation Controlled Substances Act, Utah Code § 58-37b](#). Distribution encompasses the selling of a prohibited substance, but does not require an exchange of money, goods, or services. Any sharing of a prohibited substance, whether in exchange for something of value or not, constitutes distribution and is prohibited by this policy.
5. “Electronic Cigarette” refers to anything used in relation to vaping. As defined in [Utah Code § 76-9-1101](#), it means any electronic oral device that provides an aerosol or a vapor of nicotine or other substance; and which simulates smoking through the use or inhalation with the device or a component of the device.
6. “Illegal Drugs” refers to drugs that state or federal law prohibits a person from using, possessing, or distributing. As used in this policy, the term “drug” or “drugs” includes all drugs and controlled substances intended to affect the structure or function of the body, those defined in [Utah Code § 58-37-2](#), and those listed in Schedules I through

V of either the federal Controlled Substances Act or the Utah Controlled Substances Act.

7. "Imitation and Other Harmful Substances" refers to any harmful substances not otherwise defined in law or this policy. These include imitation controlled substances as defined in the [Utah Imitation Controlled Substances Act, Utah Code Section 58-37b-1 et seq.](#)
8. "Influence" refers to the state of a person affected by the application, inhalation, ingestion, injection, or consumption of a prohibited substance who is found on school or District property, including any vehicles, or at a school or District sponsored event.
9. "Intent to distribute" refers to possession of a prohibited substance in excess of what a reasonable person would consider to be personal use or a prescribed daily dosage or a stated intent (verbal or written) to distribute.
10. "Nicotine" refers to a poisonous, nitrogen-containing chemical that is made synthetically or derived from tobacco or other plants, as defined in [Utah Code § 76-9-1101](#). It includes alternative nicotine products, nicotine-laced foods and beverages, and nontherapeutic nicotine products.
11. "Over-the-Counter Drugs" refers to drugs that have a currently accepted medical use and for which a prescription is not needed.
12. "Paraphernalia" refers to objects that have been or may be used in connection with a prohibited substance. As defined in the [Utah Drug Paraphernalia Act, Utah Code § 58-37a-3](#), it includes any equipment, product, or material used or intended for use to store, contain, conceal, inject, ingest, inhale, or to otherwise introduce any prohibited substance into the body.
13. "Possession/Use" refers to the possession or use of a prohibited substance on the individual's person, in a bag or container under the control of the person, or in the person's desk, locker, vehicle, etc. As defined in [Utah Code § 58-37-2](#), the terms "possession" and "use" both mean the shared or individual ownership, control, occupancy, holding, retaining, belonging, maintaining, or the application, inhalation, swallowing, injection, or consumption of a prohibited substance. A person may be found to have possessed or used a prohibited substance if it is found in a place or under circumstances indicating that the person had the ability and the intent to use or distribute it.

14. "Prescription Drug" refers to drugs for which a prescription is required as outlined in the federal Title 21 United States Code (USC) Controlled Substances Act. Examples include, but are not limited to, oxycodone, fentanyl, morphine, hydrocodone/codeine, cough suppressants, antibiotics, diet drugs, nonamphetamine stimulants, and long-acting barbiturates.
15. "Prohibited substances" refer to all substances that are legally restricted from school property including:
 - a. all controlled substances identified in [Utah Code § 58-37-4](#) or [58-37-4.2](#), or listed in the Federal Controlled Substances Act Title II, P.L. 91-513, with the exception of controlled substances legally prescribed for a patient by a physician or other qualified health care provider;
 - b. all tobacco products, including smokeless tobacco, and e-cigarettes or other forms of nicotine delivery;
 - c. all alcoholic beverages described to in [Utah Code § 32B-1-102](#);
 - d. all psychotoxic chemical solvents as defined in [Utah Code § 76-9-1110](#); and
 - e. all other products and substances capable of causing intoxication, inebriation, excitement, stupefaction, or the dulling of the brain or nervous system as a result of introducing, by any method, the substance into the human body.
16. "School" refers to the facility, property, or grounds owned or operated by Box Elder School District. This includes any vehicle, regardless of ownership, on District property.
17. "Smoking" refers to the possession or use of any cigarette, pipe, cigar, e-cigarette, vaping device, or other smoking equipment, as defined in [Utah Code § 76-9-1101](#). Therefore, a person may be found to have smoked whether the person inhaled or not.
18. "Tobacco" refers to a product or substance made from a type of plant whose leaves have high levels of the chemical nicotine, including cigars, any roll of tobacco, any substance containing tobacco, cigarette, or tobacco paraphernalia as defined in [Utah Code § 76-9-1101](#).
19. "Vaping" is not defined in Utah law. As used in this policy it means the use of an electronic cigarette as defined in subsection B.3.

C. Prohibitions

1. Possession, sale, use, distribution, or being under the influence of any prohibited substance is strictly prohibited on all District property, during school hours, on the way to and from school, when students are being transported in school or private vehicles, and/or while attending or participating in any school supported, sponsored, or sanctioned activities consistent with this policy.
2. Sales of prohibited substances by Box Elder School District students in locations away from the school that impact or do harm to persons associated with the school will subject the student(s) involved to disciplinary action regardless of time or place of the incident.
3. Medications may only be used by individuals to whom the medication was legally prescribed. Possession of prescription medications in excess of a prescribed daily dosage or possession of over-the-counter medications of a type, and in an amount, that would alter student's psycho-social functioning as a result of taking more than the recommended dosage is prohibited. Students must follow medication procedures outlined in [Policy 5065 Administration of Medication](#). Use or possession of drug paraphernalia is also strictly prohibited.
- ~~4. A student is considered to be in violation of this policy when any of the following occur:
 - ~~a. An educator finds the student in possession of any of the drug substances noted in this policy or drug paraphernalia as defined in this policy.~~
 - ~~b. A student is found to have used any of the drug substances listed in this Policy as the result of a testing procedure. Testing procedures may include an analysis of urine, blood, breath, or other recognized procedures administered by the school or administered by someone else and reported to the school. However, a student with a positive test result under the school's random testing of students (see section G of this policy) will not be referred to law enforcement.~~
 - ~~c. When questioned, a student admits that he/she has illegally used drugs identified in this policy. However, a student voluntarily disclosing a problem with a controlled substance prior to being approached by a school employee or school resource officer investigating the use of such substances will not be referred to law enforcement, even though other consequences listed in this Policy may be enforced.~~~~

- ~~d. A parent notifies the school that his/her child has illegally used substances identified in this Policy and the school verifies this report.~~
 - ~~e. A law enforcement report identifies a student as using or being in possession of drugs or paraphernalia listed in this policy.~~
 - ~~f. Any student who distributes illegal drugs or drug paraphernalia will be considered in violation of this policy. This may include sharing of over the counter (OTC) and/or prescription medication.~~
- ~~5. In addition to violations noted in item #2 above, the district reserves the right to take proactive measures (parent contact, referral to law enforcement, referral for drug testing, etc.) to determine if a student may be involved with illegal usage of drugs, or in violation of this Policy if any of the following occur:~~
- ~~a. The student associates with another student found to be in violation of this policy.~~
 - ~~b. A student's behavior is consistent with behaviors typically associated with illegal drug use.~~
 - ~~c. A student's name is included in a law enforcement report received by the school.~~
 - ~~d. A building administrator reasonably determines that a student may be involved in illegal drug use.~~
- ~~6. paraphernalia includes all equipment, products, and materials of any kind including the constituent parts thereof that are either designed for use or which are intended by the student for use in packaging, re-packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body drugs or a controlled substance, except those which are possessed by the student pursuant to a prescription issued by a licensed physician for current personal medical treatment.~~
- ~~7. Suspension is understood to mean the removal of a student from the regular school program either to a supervised location within the school or to the supervision of the parent. Suspension does not mean cessation of educational services.~~
- ~~8. Designated educator is understood to mean a member of the school staff, appointed by the principal, who is assigned to enforce provisions of this policy.~~

- ~~9. Substance abuse, assessment, intervention, counseling and treatment programs are understood to mean those programs licensed by the State of Utah and recognized by the Board for the assistance of people with a substance abuse problem. The Board reserves the right to, in all cases, approve or disapprove such programs for the purpose of implementing this policy.~~
- ~~10. Drug awareness session is a meeting where the meeting agenda, or part of the meeting agenda, is a discussion on dangers and consequences of drug use among students. This discussion may be led by a district employee, school nurse, health department employee, law enforcement officer, etc. The discussion should be appropriate for the students attending the meeting.~~

~~D. Policy Statement~~

- ~~1. The Board is committed to the implementation of the K-12 drug program and requests administrators make sure that the State Drug/Alcohol/Tobacco Curriculum is taught at all appropriate levels. The Board also supports the use of special programs, assemblies, support sessions, legal and appropriate drug testing, clubs and organizations within the schools where such are feasible and effective to prevent and deter drug use by students.~~
- ~~2. The Board is committed to eliminating all drug availability at school, on school grounds and at all school activities.~~
- ~~3. The Board supports and encourages all approved programs, within the framework of the law that will lead to intervention and/or prevention.~~
- ~~4. Possession, distribution or sale of tobacco, nicotine, alcohol, narcotics, imitation drugs, and all other drugs, as defined in this Policy by anyone, is prohibited in all Box Elder School District Schools, on school grounds, at all school-sanctioned activities or when students are being transported in vehicles dispatched by the district.~~

~~E. Drug/Alcohol and/or Tobacco/Nicotine Violations~~

- ~~1. Substance abuse offenses are cumulative during the student's enrollment in each of the district's secondary schools.~~
- ~~2. First Violation Drug, Alcohol, Tobacco, and Nicotine
 - ~~a. Automatic law enforcement referral for drug and alcohol cases. Referral for tobacco and nicotine products will be at the discretion of the administration.~~~~

~~b. The parent of the student will be notified of the violation.~~

~~c. The student shall be suspended in or out of school until such time as the parent can meet with school personnel as prescribed by each individual school intervention plan.~~

~~d. Students who are participants in extracurricular activities will be suspended from such activities for a minimum of two consecutive weeks of all games, meets, matches, competitions or performances. Practice may be continued following a personal assessment of the student by a licensed substance abuse intervention or treatment program and/or participation in a district approved intervention program. Any costs for such programs are the responsibility of the student and his or her parents. Students will be included in the random drug test group selected at the school four weeks after the first positive test; a positive result on this subsequent test will be considered a second offense.~~

~~e. Students may be invited to participate in a school level cessation program.~~

~~3. Second Violation Drug & Alcohol (Tobacco/Nicotine – Revert to First Violation)~~

~~a. Automatic law enforcement referral.~~

~~b. The parent of the student will be notified of the violation.~~

~~c. The student shall be suspended in or out of school until such time as the parent can meet with school personnel as prescribed by each individual school intervention plan. The student may return to school following a personal assessment of the student by a licensed substance abuse intervention or treatment program and/or participation in a district approved intervention program.~~

~~d. The student shall agree to participate in a drug testing program as determined by a school administrator.~~

~~e. Students who are participants in extracurricular activities will be suspended for a minimum of six weeks from all games, meets, matches, competitions or performances. Student participation in an assessment by a licensed substance abuse intervention or treatment program with prescribed follow-up is required. Practice may continue only after the assessment has been completed, positive participation in the prescribed follow-up is occurring, and the student has submitted a sample with negative test results, through the school's random~~

~~testing program or by another reputable medical lab. Any costs for such programs are the responsibility of the student and his or her parents.~~

~~4. Third Violation Drug/Alcohol (Tobacco/Nicotine — Revert to First Violation)~~

~~a. Automatic law enforcement referral.~~

~~b. The parent of the student will be notified of the violation.~~

~~c. The student shall be suspended in or out of school until such time as the parent can meet with school personnel as prescribed by each individual school intervention plan. Student participation in an assessment by a licensed substance abuse intervention or treatment program with prescribed follow-up is required. The student may return to school only after the assessment has been completed and positive participation in the prescribed follow-up is occurring.~~

~~d. The student shall agree to participate in a drug testing program as determined by a school administrator.~~

~~e. Students who are participants in extracurricular activities will be suspended a minimum of eighteen weeks from all games, meets, matches, competitions, performances and practices. Reinstatement of eligibility at the end of the eighteen-week suspension is predicated upon successful completion of a formal assessment, intervention and treatment program, and the student submitting a sample with negative test results, through the school's random testing program or by another reputable medical lab. In all of the foregoing offenses, local school and/or district requirements which deal with discipline, suspension, corrective measures, parent involvement, rehabilitation and so forth, must be met. Any costs for such programs are the responsibility of the student and his or her parents.~~

~~5. Distribution (For Value or Non-Value)~~

~~a. Any student involved in distribution of alcohol, narcotics, drugs, and/or drug paraphernalia will be dealt with as a Third Violation.~~

F. Parent Notification

~~1. As per Utah Code § 53G-9-608, if an educator has reasonable cause to believe that a student has committed a prohibited act, including being involved in illegal drug use, the educator is to immediately report that to a building administrator.~~

- ~~2. Upon receiving such a report, the building administrator will meet with the student and also notify the student's parent that the report has been made.~~
 - ~~a. Reports from educators will remain anonymous.~~
 - ~~b. The meeting with the student and the notification to the parent must occur as soon as possible following receipt of the information.~~
 - ~~c. If this process finds a student to be in violation of this policy (see Section B-2 above), Section D of this policy will apply.~~

G. Drug Awareness Education

- ~~1. At least annually, and prior to any competition that involves students from another school district, all students participating in any activity that involves competition with students from another school district, and their parent, must attend a school sponsored drug awareness session.~~
 - ~~a. These sessions may be included in other "parent meetings" and may include presentations by school employees and/or other agencies.~~

H. Drug Testing

1. See [Policy 5291 Drug & Alcohol Testing of Students Participating in Extracurricular Activities](#)

I. Student Notice

- ~~1. Each school shall develop, update, submit for district administration approval and subsequently cause to be published a current Drug/Alcohol/Tobacco/Nicotine Policy consistent with this district policy and provide the same to each student and or parent(s) at the time of the student's enrollment into each academic year.~~
- ~~2. All school sponsored extracurricular activity groups shall develop, update, have approved by their respective school administration and incorporate into their by-laws a Drug/Alcohol/Tobacco/Nicotine Policy that is consistent with this district policy; sanctions within school or school group constitutions or policies may not exceed or be more severe than consequences specified in the district policy. Each student member of such an activity group shall be notified by being provided a written copy of the current amended by-laws. The policy will be considered enforced once approved by the school administration. New members will likewise be notified in the same manner at the time they join or become a part of that activity.~~

~~3. The following notice will be provided to all students of the school district:~~

~~YOU ARE HEREBY NOTIFIED that use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful and that it is a violation of the policy of this school district for any student to distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance as defined in Schedules I through V of Section 202 of Controlled Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 CFR, 1308.11 through 1308.115, before, during or after school hours, at school or in any other school district location as defined below.~~

~~“School district location” means in any school building and on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or other school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, or during any period of time when the student is under the supervision of school district personnel or otherwise engaged in a school district activity.~~

~~Any student who violates the terms of the school district’s Drug and Alcohol Policy is subject to the discipline outlined in the school district’s policies including all disciplinary sanctions consistent with local, state and federal law, up to and including expulsion and referral to prosecution and/or completion of an appropriate rehabilitation program.~~

~~YOU ARE FURTHER NOTIFIED that compliance with this policy is mandatory.~~

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT

A work session was held at 5:30 pm. The Board held a discussion on the facilities plans for elementary schools. Also discussed was the large donation from a private donor to Bear River High School for the renovation of the infield from grass to artificial turf. The Board discussed the schedule for the recruitment, interviewing and selection of a new superintendent within the next month due to the pending retirement of Superintendent Carlsen.

Tentative minutes of a Regular Meeting of the Board of Education, Box Elder County School District, held Wednesday evening March 11, 2026, at 6:30 p.m. at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Members Bryan Smith, Julie Taylor, Karen Cronin, Wade Hyde and Stephanie DeFilippis. Also, present were Superintendent Steven Carlsen, Assistant Superintendents Keith Mecham and Heidi Jo West, Business Administrator Neil Stevens, district employees, representatives of the press and interested citizens. State Representative Tom Peterson was in attendance as well.

President Summers welcomed those in attendance and conducted the business of the meeting. After the reverence, which was offered by Tiffani Summers, Steve Carlsen led the audience in the pledge of allegiance.

Recognitions

Jamie Kent, Public Information Officer, recognized the Bear River High School FFA for their efforts to host the regional FFA competition. This year over 1,000 students participated in the event. David Schaffer, Linus Colyer, Melissa Ingram, Wes Burrell and Kelly Kunzler from the Bear River High School FFA presented an overview of the FFA program.

Jaime Kent, Public Information Officer, shared that Christyn Kendrick, Instructional Coach from North Park Elementary, Jason Bingham, CTE Teacher, from Box Elder High School and Jenny Anderson, Principal's Secretary, from Bear River High School were awarded the SEE award for their contributions in strengthening PLCs, expanding student connections, and elevating employee recognition.

Approval of Agenda

Danielle Wright made the motion to approve the agenda. Bryan Smith seconded the motion, which passed unanimously.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Public Comment

Ben Soholt provided that public comment is the best way to communicate with the Board. He also shared ideas for reducing construction costs.

Cody McBride provided public comment on the potential donation and request from BRHS for matching funds.

McKell Harrop provided public comment on the facilities at Lake View Elementary. She urged that the District create a plan for the student capacity and the plumbing issues that has recently happened at the school.

Cassandra Merrell provided public comment thanking the Board for the meeting summaries that are shared with the community. These summaries are helpful for the community to know the outcomes of the meetings.

Rachel Storm provided public comment on the status of the facilities at Lake View Elementary. She urged the Board to consider those issues that create barriers to learning at the school.

Aaron Nielson provided public comment on potential construction plans for the District. He urged that the District reconsider certain parts of the plan and engage the community on which projects are important to them.

Action Items

Approval of College and Career Readiness Counseling Program (CCRCP)

Ben Willey, CTE Director, presented the request to approve the College and Career Readiness program. USBE requires that the Board approve this program each year after the program has completed a self-evaluation of the program goals and outcomes.

Karen Cronin motioned to approve the College and Career Readiness Counseling program as presented. Wade Hyde seconded the motion. Motioned passed unanimously.

Stephanie DeFilippis – Yes

Bryan Smith – Yes

Tiffani Summers – Yes

Danielle Wright – Yes

Karen Cronin – Yes

Wade Hyde – Yes

Julie Taylor - Yes

Approval of Amendment to McKinley 2025-26 TSSA Plan

Heidi Jo West, Assistant Superintendent of Elementary Curriculum, presented the amendment of the TSSA plan for McKinley Elementary. The school received funding from Title 1 for professional development activities and would like to shift a portion of the TSSA funds from professional development to purchases of technology.

Danielle Wright motioned to approve the amendment to the TSSA plan for Mckinley Elementary. Stephanie DeFilippis seconded the motion. The motion passed unanimously.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Approval of Negotiations Team

Coerina Fife, Executive Director of Personnel and Title IX, presented the BESD negotiations team for the 2026-27 school year. Negotiations will take place in May after the employee listening sessions are conducted in April.

Bryan Smith motioned to approve the BESD negotiations team for the 2026-27 school year. Karen Cronin seconded the motion. The motion passed unanimously.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Approval of Private Donation over \$50,000

Neil Stevens, Business Administrator, presented the offer of a private donation of \$500,000 to fund the upgrading of the Bear River High School baseball field.

The Board discussed how the donation would enhance community opportunities to use the baseball field on a regular basis. It was also noted by the Board that this donation would require the District to invest the same amount of funds to upgrade the girls' softball field as well.

During this discussion, Board Member Cronin noted she thinks Item F4 Approval of Private Donation over \$50,000 and F5 Approval of Request for Matching Funds for Private Donation to BRHS go together because we have been told if we do one and not do the other then we would be out of compliance. She also confirmed that the donation of the \$500,000 is, per the donor's request, to go towards turf for the BRHS baseball field.

Karen Cronin noted her opposition to accepting this donation on the basis the District would need to commit \$500,000 to the girls' softball field and these upgrades are a want, not a need.

Danielle Wright motioned to approve the acceptance of the \$500,000 donation for the purpose of upgrading the boy's baseball field. Julie Taylor seconded the motion. The motion passed 6-1.

After the motion and prior to the vote of Item F4 Approval of Private Donation over \$50,000 Board and prior to her vote of 'Oppose,' Member Karen Cronin stated, "Before we go to the vote, I too agree the two (Agenda Items F4 and F5) tied. I want to make sure that I note that I am so grateful for people like Rodger and Karen Green that put money towards schools, and in no way are my comments or my vote representing anything but graciousness there. However, I think that we as a district need to be focusing

on our needs and not our wants, and this is, even though it is a small amount, it is a want. I just want that on the record before we go to a vote.”

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – No
Wade Hyde – Yes
Julie Taylor – Yes

Approval of Request for Matching Funds for Private Donation to BRHS

Neil Stevens, Business Administrator, asked David Lee, Principal at BRHS, and Clay Chournos, Athletic Director at BRHS to present the request for matching funds for the private donation.

These matching funds from the District would come from the Capital Outlay fund and would be used to upgrade the girls’ softball field.

The Board discussed how the matching funds would enhance community opportunities to use the softball field on a regular basis.

During the discussion of Item F5 the Approval of Request for Matching Funds for Private Donation to BRHS, Board Member Cronin noted that doing this (turf for the baseball and softball fields) at Bear River will cause a ripple and within a short time we will be seeing we have the same request from Box Elder, like we got from football, and again it is a domino effect that the \$500,000 donation will encumber the district more than just \$500,000. She also reiterated what had been said in that the BESD Foundation doesn’t match or help with athletics prior to her ‘Oppose’ vote.

Bryan Smith motioned to approve the request from BRHS to match the \$500,000 donation for the purpose of upgrading the girls’ softball field. Wade Hyde seconded the motion. The motion passed 6-1.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – No
Wade Hyde – Yes
Julie Taylor – Yes

Amendment of the Agenda

Danielle Wright proposed amending the agenda to consider items F6, Approval of Purchase of Real Estate and F7, Approval of Lease Agreement after the Board meets in closed session to discuss the sale or lease of real property. Also, the informational section of the agenda to be amended to include an update on the Lakeview sewer repair progress. Bryan Smith seconded the motion, which passed unanimously.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes

Karen Cronin – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Approval of Purchase of Real Estate

Neil Stevens, Business Administrator, presented that the District has the opportunity to purchase 13 acres of vacant land for a future school site from Brigham City.

Julie Taylor motioned that the Board approve the real estate purchase agreement with Brigham City for approximately 13 acres at a purchase price of \$113,000 per acre. The Board also approves that the Superintendent, Business Administrator and Real Estate Consultant shall negotiate fair compensation for additional infrastructure improvements. Wade Hyde seconded the motion.

After coming back from Closed Session and prior to her vote of 'Oppose,' Board Member Cronin stated, "With us trying to go out for facilities funding I think we should save our money for that so we can show the public we are tightening our belt."

Danielle Wright noted that the District will have revenue coming in from land sales and this purchase will not affect the Capital Outlay fund. The motion passed 6-1.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – No
Wade Hyde – Yes
Julie Taylor – Yes

Approval of Lease Agreement

Neil Stevens, Business Administrator, presented the lease agreement with the Church of Jesus Christ of Latter-day Saints for the seminary building that the District has agreed to purchase.

Danielle Wright motioned that the Board of Education approve the lease agreement for the Bear River Seminary with the LDS Church in the amount of \$3,700 per month. Karen Cronin seconded the motion, which pass unanimously.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Information Items

Lake View Sewer Repairs

Corey Thompson, Facilities Director, briefed the Board on the progress of the repairs of the sewer system at Lake View Elementary. These repairs should be completed over spring break. The District is

investigating the cost of performing preventative maintenance on the remaining parts of the sewer system.

Monthly Financial Report

Neil Stevens, Business Administrator, presented the monthly financial report as of February 2026. The District is working within its established budget, and revenue is on target to be consistent with the Board approved budget. Also, the Board was presented with the mid-year state budget updates received from USBE. The District has a reduction of 2% of state budgets. This reduction will be covered with General Fund existing balances.

Board Committee Reports

Karen Cronin reported that there is a ribbon cutting at the Boys and Girls Club on March 20th. She also reported that there is a career day at Bridgerland Technical College on March 6th and 7th.

Tiffani Summers reported that she attended the Chinese New Year Celebration as part of the DLI Chinese classes offered in the District.

Student Board Member Report

Makayla Barton, Student Board Member, provided a report on the activities of the two high schools. Both high schools are participating in a March Madness competition. Both high schools are starting to plan the prom dances. Also, this week is rivalry week for both high schools, with competitions for the student body happening each day.

February Employees Appreciation

Heidi Jo West, Assistant Superintendent of Elementary Instruction, presented the February employee who were honored in local building for their individual efforts. The following employees were selected for February.

<u>School</u>	<u>Teacher</u>	<u>Support</u>
BRHS	Mistie Mattinson	Jenny Wood
BRMS	Jeff Smart	Lyndsi Crowell
ACHI	Phillip Merrill	Andrea Stringham & Maygen Pugsley
BEHS	Andrew Larsen	Maria Contreras
BEMS	Carmella Stephensen	Sandra Monson
ACYI	Anthony Frenzel	Sophie Blacker
Sunrise	Kay Kraus	Ronda Shaffer
Century	Karly Roberts	Danielle Barfuss
Discovery	Nancy Ullsh	Jen Jensen
Fielding	Jan Hawkes	Sarah Carlson
Garland	Ashley Bailey	Libby Christensen
Golden Spike	Ngoc Anderson	Janie Palmer
Lake View	Aimee Wells	Kelsey Christensen
McKinley	Vicky Litchford	Daniel Curtis
North Park	Paulina Rayon	Shannen Perkins
Three Mile Creek	Tersa Crawford	Bruce Hirschi
Willard	Natasha Morgan	Vali Veater
Western	Jennifer Webb	Melissa Jones

Policy Review

Policies to Delete

Policy 5240 Appeals of Student Government Organizations

Policies with No Changes

Policy 1250 Professional Learning Communities

Policy 2110 Solicitation of Employees

Policy 2120 School Merchandising

Policy 2140 Inventory

Policy 2172 Buildings & Grounds: Energy

Policy 2200 Vandalism, Destruction, or Loss of School Property

Policy 5020 Out-of-State Students

Policy 5226 Activity Disclosure Statements

Policy 5275 Title IX Sexual Harassment

Policy 6010 Visitors to Schools

Policy 6020 Relations with Parent/Community Groups

Policy 6030 Relations with Law Enforcement Agencies

Policy 1050 Qualifications & Appointment Procedures for Student Board Member

Policy 1074 Board Meetings: Closed Meetings

Policy 1150 Superintendent Evaluation

Policy 1200 School Attorney

Policy 1230 School Year Calendar

Policy 2010 Budget Planning/Development/Adoption

Policy 2035 Increment Financing

Policy 2040 Audits

Policy 3045 Retirement: Social Security, Purchase of Insurance & Credit Years

Policy 3087 Personal Protective Equipment & Safety

Policy 3097 Employee Suggestions

Policy 4070 Early Graduation

Policy 4165 Requests for Charter Schools

Policy 5070 Communicable Diseases

Policy 5210 Protection of Students Against Exploitation

Karen Cronin made a motion to approve the presented policies for deletion and also the policies presented for review with no changes. Bryan Smith seconded the motion, which passed unanimously.

Stephanie DeFilippis – Yes

Bryan Smith – Yes

Tiffani Summers – Yes

Danielle Wright – Yes

Karen Cronin – Yes

Wade Hyde – Yes

Julie Taylor - Yes

First Reading

Policy 1240 Emergency Closing of Schools
Policy 2130 Capitalization
Policy 2145 Restrictions on Internet Access
Policy 4060 High School Graduation Requirements
Policy 4085 Students Released to Attend Technical Colleges
Policy 4120 Community Adult High School
Policy 5285 Detention of Students After School Hours
Policy 5290 Prohibited Substances

Karen Cronin asked clarifying questions on policy 4060. Keith Mecham, Assistant Superintendent of Secondary, responded how Policy 4060 and Policy 4059 work together.

Second Reading

Policy 2045 Fraud
Policy 3018 Military Leave
Policy 3035 Employee Criminal Background Checks and Personal Reporting of Arrests and Convictions
Policy 4059 Focused Graduation Pathway
Policy 4075 Earning Credit
Policy 5010 Admissions Eligibility Requirements
Policy 5054 Prohibited Food Additives
Policy 5063 Automated External Defibrillator (AED)
Policy 5306 Children's Internet Protection Act
Policy 5370 Student Handbooks

Karen Cronin made the motion to approve the above policies for second reading. Wade Hyde seconded the motion, which passed unanimously.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Board Discussion Items

Legislative Updates

Superintendent Carlsen presented the legislative update. He explained how the joint legislative committee advocates for legislation during the session. He provided an update on which bills passed during the legislative session.

The Superintendent highlighted SB241 which focuses on literacy outcomes. He explained how it can be a benefit to student literacy outcomes. He also spoke to the challenges of implementing the proposals in the bill.

SB69, which regulates cell phones from bell to bell passed and has been signed by the Governor.

Graduation Assignments

Stephanie DeFilippis will be speaking at Bear River High School and Julie Taylor will be speaking at Box Elder High School. Tiffani Summers will be making an assignment for a speaker at the Sunrise High School graduation ceremony.

Consent Calendar

Karen Cronin asked clarifying questions on the construction contracts and the cost of these contracts. Neil Stevens, Business Administrator, responded to those questions.

Danielle Wright moved to accept the consent items. The motion was seconded by Bryan Smith and passed on 6-1 vote.

Stephanie DeFilippis – Yes
Bryan Smith – Yes
Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – No
Wade Hyde – Yes
Julie Taylor – Yes

The Consent Calendar included the following items:

Approval of the minutes of the work session and regular meetings of February 11th and February 25th, 2026.

Approval of claims numbered 547770 – 56103, 2021026, 5021026, 7022726, 8022726, 9020226, 9022026, OW022426, 10167 – 101622, 1107525 – 1107655, 1107525 – 1107655, 472 – 489, 16800642- 16800644, 30403270 – 30403281, 30803913 – 30803922, 40403848 – 40403552, 40804931 – 40804950, 70415839 – 70416242, 70816208 – 70816298, 77800642 - 77800647 and the ACH and school activity checks for the month of February 2026.

Personnel Items

As detailed in the agenda.

Approval of Child Nutrition Freezer Purchase

As detailed in the agenda

Approval of Discovery CMGC Contract

As detailed in the agenda

Approval of Tremonton Elementary CMGC Contract

As detailed in the agenda

Approval of Tremonton Elementary Architect Contract

As detailed in the agenda

Suggestions for Future Board Meetings

No new suggestions were made.

Upcoming Events

BEHS Graduation - Tuesday, May 26, 2026 at 6:00 at Weber State University

BRHS Graduation - Wednesday, May 27, 2026 at 8:00 pm at BRHS

Sunrise Graduation - Thursday, June 11, 2026 at 6:00 pm at BEHS

Closed Session to Discuss Sale or Lease of Real Property

Bryan Smith motioned to move into closed session. The motion was seconded by Julie Taylor.

Stephanie DeFilippis – Yes

Bryan Smith – Yes

Tiffani Summers – Yes

Danielle Wright – Yes

Karen Cronin – Yes

Wade Hyde – Yes

Julie Taylor – Yes

Julie Taylor motioned to move out of closed session. The motion was seconded by Bryan Smith.

Stephanie DeFilippis – Yes

Bryan Smith – Yes

Tiffani Summers – Yes

Danielle Wright – Yes

Karen Cronin – Yes

Wade Hyde – Yes

Julie Taylor - Yes

Closed Session to Discuss Professional Competence of an Individual

Danielle Wright motioned to move into closed session to discuss the professional competence of an individual. Bryan Smith seconded the motion.

Stephanie DeFilippis – Yes

Bryan Smith – Yes

Tiffani Summers – Yes

Danielle Wright – Yes

Karen Cronin – Yes

Wade Hyde – Yes

Julie Taylor – Yes

Bryan Smith motioned to move out of closed session. Wade Hyde seconded the motion.

Stephanie DeFilippis – Yes

Bryan Smith – Yes

Tiffani Summers – Yes

Danielle Wright – Yes

Karen Cronin – Yes

Wade Hyde – Yes
Julie Taylor - Yes

Adjournment

With the announcement that the next meeting will be held on Wednesday, April 8th, 2026 at 6:30 p.m. at the Independent Life Skills Center, President Tiffani Summers adjourned the meeting at 10:22 p.m.

APPROVED: _____

ATTESTED: _____
School Business Administrator
Box Elder School District

President, Board of Education

OFFICIAL MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Members Bryan Smith, Karen Cronin, and Stephanie DeFilippis. Julie Taylor and Wade Hyde were excused. Also, present was Superintendent Steven Carlsen.

President Summers welcomed those in attendance and conducted the business of the meeting.

Closed Session to Discuss Professional Competence of an Individual

Bryan Smith motioned to move into closed session to discuss the professional competence of an individual. Karen Cronin seconded the motion.

Bryan Smith – Yes
Karen Cronin - Yes
Stephanie DeFilippis – Yes
Tiffani Summers - Yes
Danielle Wright - Yes

Bryan Smith motioned to move back into open Board Meeting. Stephanie DeFilippis seconded the motion.

Bryan Smith – Yes
Karen Cronin - Yes
Stephanie DeFilippis – Yes
Tiffani Summers - Yes
Danielle Wright - Yes

Adjournment

With the announcement that the next meeting will be held on Monday, April 6, 2026 at 9:30 a.m. at the Independent Life Skills Center, President Tiffani Summers adjourned the meeting at 7:42 p.m.

APPROVED: _____

ATTESTED: _____
School Business Administrator
Box Elder School District

President, Board of Education

OFFICIAL MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Members Bryan Smith, Julie Taylor, Karen Cronin, Wade Hyde and Stephanie DeFilippis.

President Summers welcomed those in attendance and conducted the business of the meeting.

Bryan Smith motioned to approve the agenda. Danielle Wright seconded the motion.

Bryan Smith – Yes
Karen Cronin - Yes
Stephanie DeFilippis – Yes
Tiffani Summers - Yes
Danielle Wright – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Closed Session to Discuss Professional Competence of an Individual

Danielle Wright motioned to move into closed session to discuss the professional competence of an individual. Wade Hyde seconded the motion.

Bryan Smith – Yes
Karen Cronin - Yes
Stephanie DeFilippis – Yes
Tiffani Summers - Yes
Danielle Wright – Yes
Wade Hyde – Yes
Julie Taylor - Yes

Karen Cronin motioned to move back into open Board Meeting. Stephanie DeFilippis seconded the motion.

Bryan Smith – Yes
Karen Cronin - Yes
Stephanie DeFilippis – Yes
Tiffani Summers - Yes
Danielle Wright – Yes
Wade Hyde – Yes
Julie Taylor – Yes

Adjournment

With the announcement that the next meeting will be held on Wednesday, April 8, 2026 at 6:30 p.m. at the Independent Life Skills Center, President Tiffani Summers adjourned the meeting at 6:50 p.m.

APPROVED: _____

ATTESTED: _____
School Business Administrator
Box Elder School District

President, Board of Education

Check Register Summary

Batch Year: 26 Bank: All Date Range: 03/01/2026 - 03/31/2026

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00056014	CV	03/30/2026	111209	EMMA SMITH	-750.00
01	00056104	C	03/05/2026	10260	ADELE C YOUNG INTERM SCH	452.52
01	00056105	C	03/05/2026	77720	YUBINI ALVERADO	36.96
01	00056106	C	03/05/2026	107102	BEAR RIVER BOWLING CENTER / THE GRILL	1,000.00
01	00056107	C	03/05/2026	85738	BEAR RIVER HIGH SCHOOL	7,516.79
01	00056108	C	03/05/2026	85768	BEAR RIVER SEWER DEPT	255.50
01	00056109	C	03/05/2026	12033	BOB'S BODY SHOP	1,500.00
01	00056110	C	03/05/2026	100913	BORDER STATES INDUSTRIES, INC	8,222.92
01	00056111	C	03/05/2026	73016	CANON U.S.A., INC	5,492.92
01	00056112	C	03/05/2026	75310	CONSOLIDATED ELECTRICAL DISTRIBUTORS	533.64
01	00056113	C	03/05/2026	110789	CORE BUSINESS TECHNOLOGIES (SIP)	39.95
01	00056114	C	03/05/2026	111223	COUNTRY CARPET CLEANING LLC	775.00
01	00056115	C	03/05/2026	62235	DEX IMAGING LLC	371.00
01	00056116	C	03/05/2026	57983	DOCHUB LLC	191.62
01	00056117	C	03/05/2026	71668	CHELSEA ESCALANTE	342.72
01	00056118	C	03/05/2026	304217	GARLAND CITY	1,269.45
01	00056119	C	03/05/2026	324430	GRAYBAR ELECTRIC COMPANY INC	15,394.52
01	00056120	C	03/05/2026	111769	H&H DOORS	655.00
01	00056121	C	03/05/2026	76694	SUNSHINE HARRISON	241.92
01	00056122	C	03/05/2026	111125	IML SECURITY SUPPLY	1,060.48
01	00056123	C	03/05/2026	63142	SHAWN JENSEN	61.98
01	00056124	C	03/05/2026	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	14,275.50
01	00056125	C	03/05/2026	489240	KENTS MARKET PL/TREMONTON	511.64
01	00056126	C	03/05/2026	110259	KONE INC	1,285.35
01	00056127	C	03/05/2026	109818	VALYNN KUNZLER	785.23
01	00056128	C	03/05/2026	58246	LINDE GAS & EQUIPMENT INC	645.95
01	00056129	C	03/05/2026	110561	MAXIM HEALTHCARE SERVICES INC	2,639.07
01	00056130	C	03/05/2026	29858	MOUNTAINLAND SUPPLY COMPANY	2,809.56
01	00056131	C	03/05/2026	111273	NUCO2 LLC	2,438.59
01	00056132	C	03/05/2026	35955	PROMO PLUS	312.00
01	00056133	C	03/05/2026	892645	ROCKY MOUNTAIN POWER	9,080.57
01	00056134	C	03/05/2026	70831	S & D CARWASH MANAGEMENT LLC	215.91
01	00056135	C	03/05/2026	77674	SAN JUAN SCHOOL DISTRICT	220.00
01	00056135	CV	03/16/2026	77674	SAN JUAN SCHOOL DISTRICT	-220.00
01	00056136	C	03/05/2026	10731	SMITH'S CUSTOMER CHARGES	2.79
01	00056137	C	03/05/2026	802087	SNOWVILLE WATERWORKS INC	284.72
01	00056137	CV	03/05/2026	802087	SNOWVILLE WATERWORKS INC	-284.72
01	00056138	C	03/05/2026	110914	SUPERIOR WATER AND AIR INC	30.00
01	00056139	C	03/05/2026	55034	UTAH PARENT CENTER, INC	4,074.99
01	00056140	C	03/05/2026	924155	WASTE MGMT OF UTAH INC	8,431.40
01	00056141	C	03/05/2026	941217	WILLARD CITY CORP	242.61
01	00056142	C	03/05/2026	101693	BONNIE YOUNG	110.20
01	00056143	C	03/05/2026	38032	AMAZON CAPITAL SERVICES INC	15,587.36
01	00056144	C	03/05/2026	110672	SAFE & CIVIL SCHOOLS	19,400.00
01	00056145	C	03/05/2026	100913	BORDER STATES INDUSTRIES, INC	471.00
01	00056146	C	03/05/2026	64017	COPPER CANYON APPAREL	1,707.28
01	00056147	C	03/05/2026	861085	TVS PRO	3,500.23
01	00056148	C	03/05/2026	779	GOVCONNECTION INC	432.00
01	00056149	C	03/05/2026	4715	FREESTYLE PHOTO SUPPLIES	965.90
01	00056150	C	03/05/2026	111769	H&H DOORS	2,975.00
01	00056151	C	03/05/2026	73849	HOWARD TECHNOLOGY SOLUTIONS	2,390.00
01	00056152	C	03/05/2026	386370	HYKO SUPPLY CO	1,567.47
01	00056153	C	03/05/2026	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	358.80
01	00056154	C	03/05/2026	107940	IPACO	1,200.00
01	00056155	C	03/05/2026	45560	LAKESHORE LEARNING MATERIALS	17,833.68
01	00056156	C	03/05/2026	111184	LIFETIME PRODUCTS	989.76
01	00056157	C	03/05/2026	633340	OFFICE DEPOT	3,702.90
01	00056158	C	03/05/2026	699420	PERMA BOUND BOOKS	544.36
01	00056159	C	03/05/2026	786410	SHIFFLER EQUIP	3,281.79
01	00056160	C	03/05/2026	157371	STAPLES	2,171.31
01	00056161	C	03/05/2026	11240	MASTER TEACHER	5,000.00
01	00056162	C	03/05/2026	75213	THE PARTRIDGE GROUP	375.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00056163	C	03/05/2026	102931	ZIONS BANK PUBLIC FINANCE	2,500.00
01	00056164	C	03/12/2026	1	CALEB SHARP	3.90
01	00056165	C	03/12/2026	6617	ACME WATER CO	120.00
01	00056166	C	03/12/2026	76597	AIR QUALITY CONSULTING, LLC	1,380.00
01	00056167	C	03/12/2026	14575	AIRMOTIVE SERVICE	845.57
01	00056168	C	03/12/2026	812477	ALSCO/AMERICAN LINEN	768.58
01	00056169	C	03/12/2026	85738	BEAR RIVER HIGH SCHOOL	6,857.30
01	00056170	C	03/12/2026	102956	BEAR RIVER MENTAL HEALTH	16.50
01	00056171	C	03/12/2026	104338	BOX ELDER HIGH SCHOOL	17,639.43
01	00056172	C	03/12/2026	108217	BRIGHAM CITY CORPORATION	57,386.97
01	00056173	C	03/12/2026	113116	BRYSON SALES & SERVICE	9,317.34
01	00056174	C	03/12/2026	73016	CANON U.S.A., INC	3,357.66
01	00056175	C	03/12/2026	40363	CIO MEDICAL SERVICES	1,303.00
01	00056176	C	03/12/2026	162470	CRUS OIL INC	4,435.59
01	00056177	C	03/12/2026	14958	CULLIGAN	213.10
01	00056178	C	03/12/2026	110532	ECOLAB EQUIPMENT CARE	142.14
01	00056179	C	03/12/2026	729332	ECONO WASTE INC	7,209.58
01	00056180	C	03/12/2026	71048	GEORGE'S POINT S TIRE	421.19
01	00056181	C	03/12/2026	110559	HARMONY HOME HEALTH LLC	2,546.97
01	00056182	C	03/12/2026	77755	IDAHO AP SUMMER INSTITUTE	900.00
01	00056183	C	03/12/2026	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	13,898.47
01	00056184	C	03/12/2026	489240	KENTS MARKET PL/TREMONTON	136.45
01	00056185	C	03/12/2026	57568	LANGUAGE ACCESS NETWORK LLC	54.01
01	00056186	C	03/12/2026	58246	LINDE GAS & EQUIPMENT INC	2,081.92
01	00056187	C	03/12/2026	543168	MADDOX RANCH HOUSE	400.00
01	00056188	C	03/12/2026	700077	PERRY CITY	284.72
01	00056189	C	03/12/2026	54640	PURCELL TIRE AND SERVICE CENTER	3,205.08
01	00056190	C	03/12/2026	77097	QBS, LLC	50.00
01	00056191	C	03/12/2026	732367	RAFT RIVER RURAL	2,203.19
01	00056192	C	03/12/2026	110914	SUPERIOR WATER AND AIR INC	35.95
01	00056193	C	03/12/2026	111109	TOM RANDALL DIST	784.30
01	00056194	C	03/12/2026	109356	TRANSPORT DIESEL INC	5,734.09
01	00056195	C	03/12/2026	75426	TREVIPAY-WALMART	117.12
01	00056196	C	03/12/2026	511570	UTAH LABOR COMMISSION DIVISION OF	216.00
01	00056197	C	03/12/2026	891181	LB 410027	4,754.92
01	00056198	C	03/12/2026	100471	WEBER STATE UNIVERSITY	1,275.00
01	00056199	C	03/12/2026	40223	MARGARET SAM YATES	150.00
01	00056200	C	03/12/2026	102931	ZIONS BANK NATIONAL BANK	214,306.59
01	00056201	C	03/12/2026	38032	AMAZON CAPITAL SERVICES INC	8,610.39
01	00056202	C	03/12/2026	105243	DECKER EQUIPMENT	79.45
01	00056203	C	03/12/2026	180241	DEMCO INC	1,356.27
01	00056204	C	03/12/2026	103155	EAI EDUCATION	322.40
01	00056205	C	03/12/2026	111711	GREAT LAKES SPORTS	559.98
01	00056206	C	03/12/2026	386370	HYKO SUPPLY CO	1,635.51
01	00056207	C	03/12/2026	102697	INTERCONNECT SERVICES INC	24,326.20
01	00056208	C	03/12/2026	45560	LAKESHORE LEARNING MATERIALS	379.05
01	00056209	C	03/12/2026	77534	LANDMARK AQUATIC	374.50
01	00056210	C	03/12/2026	60160	MARENEM INC	998.93
01	00056211	C	03/12/2026	29858	MOUNTAINLAND SUPPLY COMPANY	5,961.32
01	00056212	C	03/12/2026	633340	OFFICE DEPOT	2,640.35
01	00056213	C	03/12/2026	699420	PERMA BOUND BOOKS	115.56
01	00056214	C	03/12/2026	48283	PHOENIX TREE PUBLISHING INC	617.14
01	00056215	C	03/12/2026	4987	PICTURELINE INC	324.74
01	00056216	C	03/12/2026	16608	SAFETY SUPPLY AND SIGN CO	1,515.93
01	00056217	C	03/12/2026	101706	SCHOLASTIC STORE ONLINE	709.86
01	00056218	C	03/12/2026	157371	STAPLES	1,515.87
01	00056219	C	03/12/2026	866716	UCI ACCOUNTS RECEIVABLE	4,456.00
01	00056220	C	03/12/2026	891133	UTAH/YAMAS CONTROLS INC	21,743.00
01	00056221	C	03/12/2026	110040	WALL 2 WALL	15,772.46
01	00056222	C	03/17/2026	75477	KMA ARCHITECTS, INC	1,080,000.00
01	00056223	C	03/19/2026	347560	ALICE C HARRIS INTERM SCH	363.20
01	00056224	C	03/19/2026	36784	AMERICAN RED CROSS	480.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00056225	C	03/19/2026	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	11,046.00
01	00056226	C	03/19/2026	111566	KENT BLACK	420.00
01	00056227	C	03/19/2026	104322	BOX ELDER CREEK WATER WUA	93.97
01	00056228	C	03/19/2026	123130	CACHE COUNTY SCHOOL DISTRICT	26,466.24
01	00056229	C	03/19/2026	73016	CANON U.S.A., INC	5,933.92
01	00056230	C	03/19/2026	890740	CENTURYLINK LONG DISTANCE	1.09
01	00056231	C	03/19/2026	73121	DYLAN SMITH	20.00
01	00056232	C	03/19/2026	729332	ECONO WASTE INC	672.00
01	00056233	C	03/19/2026	71048	GEORGE'S POINT S TIRE	1,871.13
01	00056234	C	03/19/2026	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	12,247.26
01	00056235	C	03/19/2026	75132	LECTICON, INC	749.25
01	00056236	C	03/19/2026	530755	LOGAN SCHOOL DISTRICT	26,581.12
01	00056237	C	03/19/2026	892645	ROCKY MOUNTAIN POWER	659.74
01	00056238	C	03/19/2026	60020	RON KELLER TIRE INC	1,607.70
01	00056239	C	03/19/2026	75388	SUGAR & SIPS, LLC	210.74
01	00056240	C	03/19/2026	852617	TREMONTON CITY CORP	1,021.04
01	00056241	C	03/19/2026	102558	UTAH DEPARTMENT OF HEALTH	49,128.64
01	00056242	C	03/19/2026	892916	DGO FUEL NETWORK TEAM	35,502.99
01	00056243	C	03/19/2026	64874	GENINA WALTON	199.50
01	00056244	C	03/19/2026	927359	WEBER SCHOOL DISTRICT	623.84
01	00056245	C	03/19/2026	110931	WEESE GLASS LLC	1,821.99
01	00056246	C	03/19/2026	1724	ACE HARDWARE TREMONTON	519.98
01	00056247	C	03/19/2026	38032	AMAZON CAPITAL SERVICES INC	8,359.04
01	00056248	C	03/19/2026	110509	AUDIO ENHANCEMENT	9,417.44
01	00056249	C	03/19/2026	101891	BMI ASSOCIATES INC	7,640.00
01	00056250	C	03/19/2026	819370	CLASSICAL STRINGS / G WILHELMSSEN	1,400.00
01	00056251	C	03/19/2026	109704	FOLLETT SCHOOL SOLUTIONS	280.40
01	00056252	C	03/19/2026	778870	GOPHER SPORT	869.43
01	00056253	C	03/19/2026	386370	HYKO SUPPLY CO	1,596.23
01	00056254	C	03/19/2026	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	358.80
01	00056255	C	03/19/2026	102697	INTERCONNECT SERVICES INC	5,202.25
01	00056256	C	03/19/2026	62006	JENSON REFRIGERATION INC	2,529.85
01	00056257	C	03/19/2026	545971	MARC / MID AMERICAN RESEARCH	2,190.44
01	00056258	C	03/19/2026	77100	MITCHELL1	1,303.00
01	00056259	C	03/19/2026	633340	OFFICE DEPOT	4,508.98
01	00056260	C	03/19/2026	699420	PERMA BOUND BOOKS	458.41
01	00056261	C	03/19/2026	786410	SHIFFLER EQUIP	52.62
01	00056262	C	03/19/2026	157371	STAPLES	8,124.71
01	00056263	C	03/19/2026	108299	STEVE WEISS MUSIC	721.95
01	00056264	C	03/19/2026	74144	TEKNOLOGIA, LLC	6,125.22
01	00056265	C	03/24/2026	72737	AMERITAS LIFE INSURANCE CORP	3,705.10
01	00056266	C	03/24/2026	999027	B E SCHOOL BOARD FUND	70.00
01	00056267	C	03/24/2026	999024	BOSTON MUTUAL LIFE INS CO - W	406.36
01	00056268	C	03/24/2026	999055	BOX ELDER FOUNDATION	138.00
01	00056269	C	03/24/2026	999023	BOX ELDER SCHOOL DISTRICT	100.00
01	00056270	C	03/24/2026	999033	BUREAU CHILD SUPPORT SERV	3,850.14
01	00056271	C	03/24/2026	999021	ELEVATE CREDIT UNION	6,600.00
01	00056272	C	03/24/2026	999019	EMI HEALTH	381.89
01	00056273	C	03/24/2026	75531	EMI HEALTH	36,294.10
01	00056274	C	03/24/2026	999017	GLOBE LIFE INSURANCE CO	69.12
01	00056275	C	03/24/2026	999035	HORACE MANN INSURANCE COMPANY	31,969.48
01	00056276	C	03/24/2026	51080	IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	461.00
01	00056277	C	03/24/2026	999111	MEADE RECOVERY SERVICES LLC	1,021.33
01	00056278	C	03/24/2026	999084	NATIONAL BENEFITS SERVICES LLC	8,265.00
01	00056279	C	03/24/2026	999081	NATIONAL BENEFITS SERVICES LLC	8,556.57
01	00056280	C	03/24/2026	16217	OLSON SHANER	1,061.92
01	00056281	C	03/24/2026	999079	PEHP	815,097.36
01	00056282	C	03/24/2026	999032	PRE-PAID LEGAL SERVICES	1,234.20
01	00056283	C	03/24/2026	68560	PRIMUS LAW PC	108.86
01	00056284	C	03/24/2026	999018	THE HARTFORD	27,717.00
01	00056285	C	03/24/2026	48119	TITANIUM FUNDS	630.33
01	00056286	C	03/24/2026	999012	UESP	200.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00056287	C	03/24/2026	999007	UTAH EDUCATION ASSOCIATION	3,655.23
01	00056288	C	03/24/2026	999025	UTAH SCHOOL EMPLOYEES ASSOCIATION	5,984.88
01	00056289	C	03/24/2026	999004	UTAH STATE TAX COMMISSION	322.61
01	00056290	C	03/24/2026	999003	UTAH STATE TAX COMMISSION	269,556.82
01	00056291	C	03/24/2026	71110	VOYA FINANCIAL	9,354.92
01	00056292	C	03/26/2026	1	BRENTON OR AMBER HOWARD	200.00
01	00056293	C	03/26/2026	14575	AIRMOTIVE SERVICE	13,240.00
01	00056294	C	03/26/2026	25909	AMERIGAS PROPANE	1,919.19
01	00056295	C	03/26/2026	69140	ATC AUTO GLASS LLC	1,773.75
01	00056296	C	03/26/2026	85556	BEAR RIVER HEALTH DEPARTMENT	105.00
01	00056297	C	03/26/2026	73016	CANON U.S.A., INC	3,790.00
01	00056298	C	03/26/2026	890740	CENTURYLINK	396.00
01	00056299	C	03/26/2026	49026	IVY LANE PEDATRICS	27,619.68
01	00056300	C	03/26/2026	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	14,191.58
01	00056301	C	03/26/2026	892645	ROCKY MOUNTAIN POWER	48,840.66
01	00056302	C	03/26/2026	802087	SNOWVILLE WATERWORKS INC	37.00
01	00056303	C	03/26/2026	75426	TREVIPAY-WALMART	249.68
01	00056304	C	03/26/2026	511570	UTAH LABOR COMMISSION DIVISION OF	102.00
01	00056305	C	03/26/2026	101369	UTAH SCHOOL BOARDS ASSOCIATION	1,893.34
01	00056306	C	03/26/2026	63177	VALANT MEDICAL SOLUTIONS, INC	197.63
01	00056307	C	03/26/2026	24580	VERIZON WIRELESS	5,107.08
01	00056308	C	03/26/2026	112046	ACE HARDWARE - BRIGHAM	1,559.94
01	00056309	C	03/26/2026	38032	AMAZON CAPITAL SERVICES INC	20,875.10
01	00056310	C	03/26/2026	110509	AUDIO ENHANCEMENT	2,886.00
01	00056311	C	03/26/2026	68497	BLINDS.COM	1,730.26
01	00056312	C	03/26/2026	819370	CLASSICAL STRINGS / G WILHELMSSEN	1,400.00
01	00056313	C	03/26/2026	56464	DROPLET SOLUTIONS, INC.	5,000.00
01	00056314	C	03/26/2026	109704	FOLLETT SCHOOL SOLUTIONS	570.42
01	00056315	C	03/26/2026	778870	GOPHER SPORT	7,457.63
01	00056316	C	03/26/2026	103070	HEYWOOD ENGINEERING & CONSULT	9,814.00
01	00056317	C	03/26/2026	386370	HYKO SUPPLY CO	554.24
01	00056318	C	03/26/2026	633340	OFFICE DEPOT	3,762.76
01	00056319	C	03/26/2026	699420	PERMA BOUND BOOKS	260.09
01	00056320	C	03/26/2026	77780	SNAP-ON INDUSTRIAL	16,143.78
01	00056321	C	03/26/2026	157371	STAPLES	126.20
01	00056322	C	03/26/2026	108299	STEVE WEISS MUSIC	472.95
01	02031126	M	03/09/2026	109177	UTAH DEPARTMENT OF WORKFORCE SERVICES	5,603.99
01	05031026	M	03/10/2026	888540	US BANK	184,050.97
01	07032726	M	03/19/2026	999070	HEALTH EQUITY INC	169,491.08
01	09032026	M	03/24/2026	999140	BANK OF UTAH	267,509.81
01	09032726	M	03/19/2026	999140	BANK OF UTAH	1,394,604.69
Total Bank: 01						\$5,407,806.46
02	00101623	C	03/05/2026	38032	AMAZON CAPITAL SERVICES INC	343.32
02	00101624	C	03/05/2026	109248	J W PEPPER MUSIC	1,125.99
02	00101625	C	03/05/2026	28967	ROBOTICS ED & COMPETITION FOUNDATION	1,800.00
02	00101626	C	03/05/2026	11711	SOUTHWEST STRINGS	433.50
02	00101627	C	03/12/2026	38032	AMAZON CAPITAL SERVICES INC	201.00
02	00101628	C	03/12/2026	109248	J W PEPPER MUSIC	65.00
02	00101629	C	03/19/2026	38032	AMAZON CAPITAL SERVICES INC	1,504.73
02	00101630	C	03/19/2026	45500	BOX ELDER SCHOOL DISTRICT	252.40
02	00101631	C	03/19/2026	104338	BOX ELDER HIGH SCHOOL	68.96
02	00101632	C	03/19/2026	104321	BOX ELDER SCHOOL DISTRICT	2,500.00
02	00101633	C	03/19/2026	561078	MCKINLEY SCHOOL	407.03
02	00101634	C	03/19/2026	77763	RUBBER BAND ARRANGEMENTS	900.00
02	00101635	C	03/26/2026	38032	AMAZON CAPITAL SERVICES INC	1,270.31
02	00101636	C	03/26/2026	104321	BOX ELDER SCHOOL DISTRICT	18,554.10
02	00101637	C	03/26/2026	76791	CHRISTOPHER MICHAEL NELSON	850.00
02	00101637	CV	03/30/2026	76791	CHRISTOPHER MICHAEL NELSON	-850.00
Total Bank: 02						\$29,426.34
11	01107656	A	03/05/2026	13528	ASHLEY BAILEY	279.00
11	01107657	A	03/05/2026	73369	MACLANE BALLARD	73.08
11	01107658	A	03/05/2026	60488	BUNNY BARNETT	279.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01107659	A	03/05/2026	104132	BEAZER LOCK & KEY	94.50
11	01107660	A	03/05/2026	102177	BRADY INDUSTRIES OF UTAH, LLC	1,309.21
11	01107661	A	03/05/2026	44342	MICHELLE BREIDER	205.70
11	01107662	A	03/05/2026	70939	CAMFIL USA, INC	601.20
11	01107663	A	03/05/2026	29548	ANGELA CANNON	219.50
11	01107664	A	03/05/2026	105981	KRISTI N CAPENER	219.50
11	01107665	A	03/05/2026	106437	CARSON ELEVATOR CO INC	363.04
11	01107666	A	03/05/2026	134250	CEM SALES & SERVICE	1,214.67
11	01107667	A	03/05/2026	76660	DUBERLYS CHA	279.00
11	01107668	A	03/05/2026	53473	CHARLIE'S PRODUCE	1,121.60
11	01107669	A	03/05/2026	20338	ROXANN CHRISTENSEN	58.12
11	01107670	A	03/05/2026	10421	VANICA CRANE	279.00
11	01107671	A	03/05/2026	36080	TRISHA DAY	279.00
11	01107672	A	03/05/2026	77631	BRANDY DROLLINGER	279.00
11	01107673	A	03/05/2026	32263	TIFFANY EDDINGTON	757.51
11	01107674	A	03/05/2026	63967	KRISTY EDGINGTON	219.50
11	01107675	A	03/05/2026	728870	ENBRIDGE GAS UTAH	24,335.71
11	01107676	A	03/05/2026	75272	ESS WEST, LLC	93,465.32
11	01107677	A	03/05/2026	67440	MELISSA FRANCIS	219.50
11	01107678	A	03/05/2026	67407	MALISSA FREEZE	191.52
11	01107679	A	03/05/2026	61476	HEATHER GODFREY	219.50
11	01107680	A	03/05/2026	322776	GRAINGERS INC	113.40
11	01107681	A	03/05/2026	70505	RYAN GREENE	383.25
11	01107682	A	03/05/2026	27782	TIFFANIE HADLEY	32.48
11	01107683	A	03/05/2026	76511	ASHLEE HANCOCK	174.00
11	01107684	A	03/05/2026	9571	LAURI HAWKINS	279.00
11	01107685	A	03/05/2026	76686	ERIKIA HUGHES	101.50
11	01107686	A	03/05/2026	63908	TAYLOR JACKSON	1,081.24
11	01107687	A	03/05/2026	10154	TERYL JEFFS	219.50
11	01107688	A	03/05/2026	67644	MICHELLE JENSEN	394.50
11	01107689	A	03/05/2026	46698	BOBBI JEPPSEN	34.10
11	01107690	A	03/05/2026	77704	JULIE KENT	219.50
11	01107691	A	03/05/2026	10340	AMBER KIMBER	219.50
11	01107692	A	03/05/2026	76236	PENNY LARSON	372.96
11	01107693	A	03/05/2026	108289	DAVID LEE	81.00
11	01107694	A	03/05/2026	62030	MARCUS LEONARD	81.00
11	01107695	A	03/05/2026	72869	LINK IMAGING, LLC	159.98
11	01107696	A	03/05/2026	543010	MADDOX COMPRESSOR INC	1,059.00
11	01107697	A	03/05/2026	76198	ABIGAIL MERRILL	335.24
11	01107698	A	03/05/2026	42064	JENNIE MONSEN-HANSEN	29.92
11	01107699	A	03/05/2026	43982	MIKE MOORE	574.56
11	01107700	A	03/05/2026	20079	MEGAN MORRIS	775.15
11	01107701	A	03/05/2026	111344	KELLI MURRAY	279.00
11	01107702	A	03/05/2026	44113	ADRIENNE NELSON	219.50
11	01107703	A	03/05/2026	110444	ASHLEE NELSON	219.50
11	01107704	A	03/05/2026	77607	SHAWNIE NELSON	279.00
11	01107705	A	03/05/2026	57860	BAILEY NESSEN	76.10
11	01107706	A	03/05/2026	70319	SARAH NIEVES	279.00
11	01107707	A	03/05/2026	74829	JAMIE OWEN	219.50
11	01107708	A	03/05/2026	39403	SHAUNIE OWEN	219.50
11	01107709	A	03/05/2026	77712	JODI PEDERSEN	279.00
11	01107710	A	03/05/2026	44903	HAYLEY PHELPS-CHOURNOS	188.50
11	01107711	A	03/05/2026	37796	CAROL PYLE	219.50
11	01107712	A	03/05/2026	69191	RHODES, REBECCA	279.00
11	01107713	A	03/05/2026	9628	TIFFANI ROCHE	279.00
11	01107714	A	03/05/2026	77623	CAMILLE RUDD	279.00
11	01107715	A	03/05/2026	60410	RACHEL SPARKS	279.00
11	01107716	A	03/05/2026	65919	MEGHAN STANGER	219.50
11	01107717	A	03/05/2026	70513	AUSTIN STOREY	219.50
11	01107718	A	03/05/2026	10090	MINDY STUART	219.50
11	01107719	A	03/05/2026	73229	KORTNEY WEATHERSBY	219.50
11	01107720	A	03/05/2026	77615	MEKELLE WILLSON	279.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01107721	A	03/05/2026	63134	KALI WINWARD	279.00
11	01107722	A	03/12/2026	54828	MCKENZIE ANDERSON	72.00
11	01107723	A	03/12/2026	59315	TODD BARROW	104.25
11	01107724	A	03/12/2026	101520	BELL JANITORIAL	360.06
11	01107725	A	03/12/2026	64467	DAVE BINGHAM	94.00
11	01107726	A	03/12/2026	48011	GAILE BINGHAM	36.00
11	01107727	A	03/12/2026	18384	CRISTINA BRADSHAW	59.00
11	01107728	A	03/12/2026	102177	BRADY INDUSTRIES OF UTAH, LLC	2,249.76
11	01107729	A	03/12/2026	31380	JOSE M CEDILLO	207.00
11	01107730	A	03/12/2026	53473	CHARLIE'S PRODUCE	5,632.37
11	01107731	A	03/12/2026	75698	MACKENZI CLAWSON	60.00
11	01107732	A	03/12/2026	103095	KISHA C COLLOM	36.00
11	01107733	A	03/12/2026	110876	CAROL DITTLI	171.68
11	01107734	A	03/12/2026	66265	CURTIS EGBERT	37.00
11	01107735	A	03/12/2026	728870	ENBRIDGE GAS UTAH	45,962.56
11	01107736	A	03/12/2026	8400	COERINA FIFE	540.41
11	01107737	A	03/12/2026	36706	MONICA GROVER	60.00
11	01107738	A	03/12/2026	56480	ANDRIA HANSEN	40.00
11	01107739	A	03/12/2026	64866	JACOB HANSEN	36.00
11	01107740	A	03/12/2026	72850	KANONI HARRIS	36.00
11	01107741	A	03/12/2026	110942	KIP A HEINER	214.00
11	01107742	A	03/12/2026	40320	JACINDA HEYDER	83.00
11	01107743	A	03/12/2026	110864	JEFF HUNT	45.40
11	01107744	A	03/12/2026	61530	INTELEPEER CLOUD COMMUNICATIONS, LLC	5,965.05
11	01107745	A	03/12/2026	37664	ASHLEY JENSEN	94.00
11	01107746	A	03/12/2026	56669	SHEA L JENSEN	49.00
11	01107747	A	03/12/2026	76139	SYLVIA JEPPESEN	73.00
11	01107748	A	03/12/2026	43346	JOHN JOHNSON	36.00
11	01107749	A	03/12/2026	68640	BRIANNA JONES	36.00
11	01107750	A	03/12/2026	35289	NELDON KAPP	36.00
11	01107751	A	03/12/2026	493170	STEVEN G KIMBER	36.00
11	01107752	A	03/12/2026	68667	LOGAN LARSEN	300.00
11	01107753	A	03/12/2026	21610	STEVE LEGGETT	35.40
11	01107754	A	03/12/2026	72842	MONTANAELA LOFTISS	123.00
11	01107755	A	03/12/2026	72486	CORY LOPEZ	36.00
11	01107756	A	03/12/2026	29777	JAMES O MAY	30.60
11	01107757	A	03/12/2026	10936	JONI MITCHELL	107.00
11	01107758	A	03/12/2026	25640	RAMONA MORA	72.00
11	01107759	A	03/12/2026	61182	WHITNEY NELSON	172.62
11	01107760	A	03/12/2026	68802	ABBY OBLOCK	146.16
11	01107761	A	03/12/2026	69418	SHANE PAGE	36.00
11	01107762	A	03/12/2026	69043	KENNETH PHILLIPS	36.00
11	01107763	A	03/12/2026	71439	PILOT THOMAS LOGISTICS, LLC	19,400.62
11	01107764	A	03/12/2026	55930	MCKELLEN RADER	107.00
11	01107765	A	03/12/2026	110879	DEBORAH RICHARDS	36.00
11	01107766	A	03/12/2026	58858	ANNA SHERMAN	36.00
11	01107767	A	03/12/2026	803050	SHI INTERNATIONAL CORP	4,132.76
11	01107768	A	03/12/2026	69876	MARTIN SOHOLT	25.20
11	01107769	A	03/12/2026	102033	SCOTT STAHELI	46.00
11	01107770	A	03/12/2026	16900	LAURA STEFFENHAGEN	36.00
11	01107771	A	03/12/2026	54976	BRIAN STOERING	36.00
11	01107772	A	03/12/2026	12688	SYSCO	152,822.91
11	01107773	A	03/12/2026	852290	SANDIE TRAPP	36.00
11	01107774	A	03/12/2026	922060	CALVIN K WARD	43.20
11	01107775	A	03/12/2026	34509	SHARA LEE WARD	36.00
11	01107776	A	03/12/2026	28150	KARIE WEAVER	36.00
11	01107777	A	03/12/2026	40002	MAURY WHEATLEY	36.00
11	01107778	A	03/12/2026	76848	MARIAH WILKINS	36.00
11	01107779	A	03/12/2026	69442	TRINA WINNINGHAM	172.00
11	01107780	A	03/19/2026	110270	HOLLIE ALLEN	97.00
11	01107781	A	03/19/2026	19356	SHERI BRADSHAW	11.60
11	01107782	A	03/19/2026	102177	BRADY INDUSTRIES OF UTAH, LLC	602.23

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01107783	A	03/19/2026	104843	WAYNE BURRELL	300.00
11	01107784	A	03/19/2026	6319	MEGAN BUSHNELL	82.25
11	01107785	A	03/19/2026	70939	CAMFIL USA, INC	398.56
11	01107786	A	03/19/2026	66958	CDW GOVERNMENT, LLC	2,525.00
11	01107787	A	03/19/2026	134250	CEM SALES & SERVICE	854.01
11	01107788	A	03/19/2026	53473	CHARLIE'S PRODUCE	1,042.57
11	01107789	A	03/19/2026	728870	ENBRIDGE GAS UTAH	33,137.52
11	01107790	A	03/19/2026	75272	ESS WEST, LLC	45,996.17
11	01107791	A	03/19/2026	63282	NATASHA GEDDES	97.00
11	01107792	A	03/19/2026	322776	GRAINGERS INC	386.92
11	01107793	A	03/19/2026	26867	ERICA HANNAH	97.00
11	01107794	A	03/19/2026	74756	ADRIANA METARREF	97.00
11	01107795	A	03/19/2026	21300	JEFF MORRIS	97.00
11	01107796	A	03/19/2026	16934	SANNA NELSON	73.25
11	01107797	A	03/19/2026	75000	JAMIE PICKERING	97.00
11	01107798	A	03/19/2026	6246	JASON SPARKS	73.25
11	01107799	A	03/19/2026	31879	MARCI SUMMERS	73.25
11	01107800	A	03/19/2026	109917	LYNETTE TERVORT	97.00
11	01107801	A	03/19/2026	25836	KRIS THOMPSON	300.00
11	01107802	A	03/19/2026	42439	LAURA VALLEJO	274.80
11	01107803	A	03/19/2026	111838	REBECCA WILDING	97.00
11	01107804	A	03/26/2026	104132	BEAZER LOCK & KEY	2,532.00
11	01107805	A	03/26/2026	101520	BELL JANITORIAL	730.11
11	01107806	A	03/26/2026	102177	BRADY INDUSTRIES OF UTAH, LLC	801.16
11	01107807	A	03/26/2026	105301	CACHE VALLEY ELECTRIC INC	18,461.62
11	01107808	A	03/26/2026	70939	CAMFIL USA, INC	2,655.40
11	01107809	A	03/26/2026	53473	CHARLIE'S PRODUCE	1,124.54
11	01107810	A	03/26/2026	9806	LYNDSIE DAINES	352.00
11	01107811	A	03/26/2026	107656	DWA CONSTRUCTION INC	322,601.60
11	01107812	A	03/26/2026	66788	OAKLEY HANCOCK	106.00
11	01107813	A	03/26/2026	39314	MELISSA INGRAM	208.10
11	01107814	A	03/26/2026	75361	TRESA NELSON	137.70
11	01107815	A	03/26/2026	22276	AMANDA STOKES	120.06
11	01107816	A	03/26/2026	48186	COREY THOMPSON	106.00
11	01107817	A	03/26/2026	76147	BROOKLYN TIMBIMBOO	71.50
Total Bank: 11						\$815,858.74
15	0000490	C	03/03/2026	45500	BOX ELDER SCHOOL DISTRICT	54.72
15	0000491	C	03/03/2026	110632	PAUL BREWER	495.00
15	0000492	C	03/03/2026	489240	KENTS MARKET PL/TREMONTON	13.97
15	0000493	C	03/03/2026	38032	AMAZON CAPITAL SERVICES INC	1,707.08
15	0000494	C	03/03/2026	633340	OFFICE DEPOT	1,573.26
15	0000495	C	03/10/2026	45500	BOX ELDER SCHOOL DISTRICT	260.00
15	0000496	C	03/10/2026	104348	BOX ELDER MIDDLE SCHOOL	500.00
15	0000497	C	03/10/2026	71455	GARLAND ELEMENTARY PTA	108.00
15	0000498	C	03/10/2026	489240	KENTS MARKET PL/TREMONTON	108.89
15	0000499	C	03/10/2026	111656	SCHOLASTIC BOOK FAIRS	507.46
15	0000500	C	03/10/2026	38032	AMAZON CAPITAL SERVICES INC	441.89
15	0000501	C	03/10/2026	45560	LAKESHORE LEARNING MATERIALS	704.49
15	0000502	C	03/17/2026	1	ADILENE LOPEZ	16.00
15	0000503	C	03/17/2026	489250	KENTS MARKET PL/BRIGHAM	27.78
15	0000504	C	03/17/2026	12912	LIFETOUCH PHOTOGRAPHY	999.41
15	0000505	C	03/17/2026	111656	SCHOLASTIC BOOK FAIRS	1,667.76
15	0000506	C	03/17/2026	38032	AMAZON CAPITAL SERVICES INC	314.31
15	0000507	C	03/19/2026	25119	SIZZLING CAESARS, LLC	146.79
15	0000508	C	03/24/2026	104321	BOX ELDER SCHOOL DISTRICT	52.79
15	0000509	C	03/24/2026	14958	CULLIGAN	150.00
15	0000510	C	03/24/2026	102864	WALKER CINEMAS	3,760.00
15	0000511	C	03/24/2026	38032	AMAZON CAPITAL SERVICES INC	232.45
15	0000512	C	03/24/2026	72656	PNC BANK	376.00
15	0000513	C	03/24/2026	157371	STAPLES	44.29
Total Bank: 15						\$14,262.34

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
29	16800645	C	03/10/2026	489240	KENTS MARKET PL/TREMONTON	95.84
29	16800646	C	03/12/2026	38032	AMAZON CAPITAL SERVICES INC	58.62
29	16800647	C	03/16/2026	85738	BEAR RIVER HIGH SCHOOL	88.84
29	16800648	C	03/17/2026	698980	PEPSI COLA OF OGDEN	4,467.00
29	16800649	C	03/17/2026	756640	JANET C ROSE	82.84
29	16800650	C	03/24/2026	104321	BOX ELDER SCHOOL DISTRICT	1,077.40
29	16800651	C	03/25/2026	7242	PINEAE GREENHOUSES	1,900.55
Total Bank: 29						\$7,771.09
33	30403282	C	03/05/2026	38032	AMAZON CAPITAL SERVICES INC	1,496.46
33	30403283	C	03/05/2026	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	1,144.00
33	30403284	C	03/05/2026	77283	ELENCO ELECTRONICS, LLC	99.99
33	30403285	C	03/05/2026	489240	KENTS MARKET PL/TREMONTON	1,922.71
33	30403286	C	03/05/2026	75426	TREVIPAY-WALMART	391.90
33	30403287	C	03/16/2026	38032	AMAZON CAPITAL SERVICES INC	2,105.21
33	30403288	C	03/16/2026	104321	BOX ELDER SCHOOL DISTRICT	701.26
33	30403289	C	03/16/2026	46353	HEATHER LYMAN	34.00
33	30403290	C	03/16/2026	75426	TREVIPAY-WALMART	65.12
33	30403291	C	03/17/2026	77763	RUBBER BAND ARRANGEMENTS	57.00
33	30403292	C	03/24/2026	38032	AMAZON CAPITAL SERVICES INC	2,245.53
33	30403293	C	03/24/2026	75426	TREVIPAY-WALMART	295.49
33	30403294	C	03/24/2026	100471	WEBER STATE UNIVERSITY	390.00
Total Bank: 33						\$10,948.67
34	30803923	C	03/02/2026	104321	BOX ELDER SCHOOL DISTRICT	18,920.40
34	30803924	C	03/02/2026	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	40.00
34	30803925	C	03/02/2026	71242	IRON GATE CATERING	876.00
34	30803926	C	03/02/2026	73652	LUKE LOVELESS	1,200.00
34	30803927	C	03/02/2026	57223	SCHOOL CHECK IN / NAVIGATE 360	148.00
34	30803928	C	03/02/2026	11711	SOUTHWEST STRINGS	45.29
34	30803929	C	03/02/2026	822122	SUMMERHAYS MUSIC CENTER	139.79
34	30803930	C	03/02/2026	75426	TREVIPAY-WALMART	339.19
34	30803931	C	03/05/2026	105663	LANEA NOELLE SADLER	1,250.00
34	30803931	CV	03/05/2026	105663	LANEA NOELLE SADLER	-1,250.00
34	30803932	C	03/05/2026	104321	BOX ELDER SCHOOL DISTRICT	1,250.00
34	30803933	C	03/20/2026	38032	AMAZON CAPITAL SERVICES	2,372.02
34	30803934	C	03/20/2026	45500	BOX ELDER SCHOOL DISTRICT	130.00
34	30803935	C	03/20/2026	104321	BOX ELDER SCHOOL DISTRICT	500.00
34	30803936	C	03/20/2026	104321	BOX ELDER SCHOOL DISTRICT	356.07
34	30803937	C	03/20/2026	13293	ROBERT BREITENBEKER	1,000.00
34	30803938	C	03/20/2026	71285	NINGENIUS STUDIOS, LLC	119.99
34	30803939	C	03/20/2026	75426	TREVIPAY-WALMART	176.65
34	30803940	C	03/20/2026	102864	WALKER CINEMAS	1,000.00
34	30803941	C	03/23/2026	104321	BOX ELDER SCHOOL DISTRICT	1,250.00
Total Bank: 34						\$29,863.40
35	40403479	CV	03/24/2026	1	SABRINA BURMESTER	-50.00
35	40403553	C	03/06/2026	38032	AMAZON CAPITAL SERVICES INC	68.38
35	40403554	C	03/06/2026	327480	GREER'S HARDWARE	273.20
35	40403555	C	03/06/2026	489240	KENTS MARKET PL/TREMONTON	720.82
35	40403556	C	03/06/2026	891181	USU DEPT OF MUSIC	68.40
35	40403557	C	03/17/2026	104321	BOX ELDER SCHOOL DISTRICT	302.14
35	40403558	C	03/24/2026	1724	ACE HARDWARE TREMONTON	56.97
35	40403559	C	03/24/2026	38032	AMAZON CAPITAL SERVICES INC	536.80
35	40403560	C	03/24/2026	103961	INTERMOUNTAIN WOOD PRODUCTS	1,185.94
35	40403561	C	03/24/2026	110914	SUPERIOR WATER AND AIR INC	39.95
Total Bank: 35						\$3,202.60

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
36	40804951	C	03/05/2026	38032	AMAZON CAPITAL SERVICES	3,066.33
36	40804952	C	03/05/2026	55220	BETTER QUESTIONS, LLC	5,244.00
36	40804953	C	03/05/2026	46353	HEATHER LYMAN	210.00
36	40804954	C	03/05/2026	10731	SMITH'S CUSTOMER CHARGES	104.57
36	40804955	C	03/05/2026	75426	TREVIPAY-WALMART	606.09
36	40804956	C	03/05/2026	36161	UTAH TSA	990.00
36	40804957	C	03/05/2026	38032	AMAZON CAPITAL SERVICES	5,895.53
36	40804958	C	03/10/2026	112046	ACE HARDWARE - BRIGHAM	946.99
36	40804959	C	03/10/2026	489250	KENTS MARKET PL/BRIGHAM	3,161.02
36	40804960	C	03/19/2026	38032	AMAZON CAPITAL SERVICES	1,291.66
36	40804961	C	03/19/2026	25119	SIZZLING PLATTER	27.96
36	40804962	C	03/19/2026	51063	SHRED IT STERICYCLE, INC	114.67
36	40804963	C	03/19/2026	804825	SUNRISE HIGH SCHOOL	80.00
36	40804964	C	03/19/2026	75426	TREVIPAY	305.62
36	40804965	C	03/19/2026	27383	UTAH RESTAURANT ASSOCIATION	640.00
36	40804966	C	03/25/2026	104321	BOX ELDER SCHOOL DISTRICT	4,019.14
36	40804967	C	03/26/2026	38032	AMAZON CAPITAL SERVICES	433.85
36	40804968	C	03/26/2026	75426	TREVIPAY	377.08
Total Bank: 36						\$27,514.51
37	70416243	C	03/03/2026	1	MONACO DELGADO	155.00
37	70416244	C	03/03/2026	68764	BEARDED LUMBERJACK, LLC	550.00
37	70416245	C	03/03/2026	4790	HOME DEPOT CREDIT SERVICE	834.05
37	70416246	C	03/03/2026	39314	MELISSA INGRAM	421.27
37	70416247	C	03/03/2026	60461	KAYSVILLE ROBOTICS ASSOCIATION	896.27
37	70416248	C	03/03/2026	70645	KEARNS OQUIRRH PARK FITNESS CENTER	1,245.00
37	70416249	C	03/03/2026	66834	MOUNTAIN VALLEY PRINTING	11,103.12
37	70416250	C	03/03/2026	109962	MUSIC & ARTS	1,039.66
37	70416251	C	03/03/2026	60453	VISTA AT ENTRADA SCHOOL	1,500.00
37	70416252	C	03/05/2026	1	AMY SCHULZE	15.00
37	70416253	C	03/05/2026	1	DOTIE GARN	200.00
37	70416254	C	03/05/2026	1	LIBBY CHRISTENSEN	15.00
37	70416255	C	03/05/2026	85738	BEAR RIVER HIGH SCHOOL	120.00
37	70416256	C	03/05/2026	106055	BLICK ART MATERIALS	105.38
37	70416257	C	03/05/2026	104321	BOX ELDER SCHOOL DISTRICT	333.37
37	70416258	C	03/05/2026	104321	BOX ELDER SCHOOL DISTRICT	3,865.68
37	70416259	C	03/05/2026	54160	D&B CATERING	2,255.40
37	70416260	C	03/05/2026	327480	GREER'S HARDWARE	234.84
37	70416261	C	03/05/2026	33251	KATHRYN KUSTOM SEWING	930.00
37	70416262	C	03/05/2026	5193	STEVE REGAN CO	2,509.38
37	70416263	C	03/05/2026	109476	UTAH FCCLA	520.00
37	70416264	C	03/05/2026	32824	YES PRINT COPY N MORE, LLC	42.00
37	70416265	C	03/06/2026	1	GINA MARBLE	155.00
37	70416266	C	03/06/2026	38032	AMAZON CAPITAL SERVICES INC	2,025.82
37	70416267	C	03/06/2026	69248	HORSEPOWER FARM	1,162.00
37	70416268	C	03/09/2026	489240	KENTS MARKET PL/TREMONTON	3,312.69
37	70416269	C	03/10/2026	1724	ACE HARDWARE TREMONTON	154.92
37	70416270	C	03/10/2026	104321	BOX ELDER SCHOOL DISTRICT	3,314.00
37	70416271	C	03/10/2026	31658	BSN SPORTS	453.93
37	70416272	C	03/10/2026	105243	DECKER EQUIPMENT	85.21
37	70416273	C	03/10/2026	361	INTERMOUNTAIN HEALTHCARE	25,283.34
37	70416274	C	03/10/2026	769715	SAM'S CLUB MC/SYNCB	2,242.71
37	70416275	C	03/10/2026	769715	SAM'S CLUB MC/SYNCB	11.46
37	70416276	C	03/10/2026	111790	SUNSTONE POTTERY	289.80
37	70416277	C	03/10/2026	23426	UTAH SPORTS HALL OF FAME FOUNDATION	300.00
37	70416278	C	03/12/2026	66559	ALLTEAM SPORTSWEAR	475.00
37	70416279	C	03/12/2026	38032	AMAZON CAPITAL SERVICES INC	915.74
37	70416280	C	03/12/2026	48585	AMERICAN REFRIGERATION LLC	160.88
37	70416281	C	03/12/2026	106055	BLICK ART MATERIALS	345.43
37	70416282	C	03/12/2026	17884	BONNEVILLE HIGH SCHOOL	188.13
37	70416283	C	03/12/2026	104338	BOX ELDER HIGH SCHOOL	508.00
37	70416284	C	03/12/2026	104321	BOX ELDER SCHOOL DISTRICT	402.74
37	70416285	C	03/12/2026	31658	BSN SPORTS	341.32

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37	70416286	C	03/12/2026	12840	KARA'S KONCEPTS	2,200.00
37	70416287	C	03/12/2026	11924	MOUNTAIN CREST HIGH SCHOOL	186.31
37	70416288	C	03/12/2026	690789	PARK VALLEY SCHOOL	989.28
37	70416289	C	03/12/2026	110914	SUPERIOR WATER AND AIR INC	40.00
37	70416290	C	03/12/2026	75426	TREVIPAY-WALMART	19.88
37	70416291	C	03/12/2026	14923	WEBER HIGH SCHOOL	179.29
37	70416292	C	03/12/2026	927359	WEST FIELD HIGH SCHOOL	824.98
37	70416293	C	03/17/2026	1	MITCH ZOBELL	220.00
37	70416294	C	03/17/2026	1	RACHEL GARCIA ESQUIVEL	220.00
37	70416295	C	03/17/2026	1	TORRIE WORKMAN	220.00
37	70416296	C	03/17/2026	104321	BOX ELDER SCHOOL DISTRICT	17,829.58
37	70416297	C	03/17/2026	40363	CIO MEDICAL SERVICES	320.00
37	70416298	C	03/17/2026	6742	CLARION SUITES	400.81
37	70416299	C	03/17/2026	109248	J W PEPPER MUSIC	294.99
37	70416300	C	03/17/2026	70700	MALLORY MERRILL	360.00
37	70416301	C	03/17/2026	5924	PITNEY BOWES BANK INC RESERVE ACCOUNT	143.91
37	70416302	C	03/17/2026	42935	DAVID SHAFFER	12.98
37	70416303	C	03/17/2026	72435	TWISTED SUGAR TREMONTON	2,930.00
37	70416304	C	03/17/2026	7536	GAME ONE	18,460.00
37	70416305	C	03/19/2026	31658	BSN SPORTS	6,803.35
37	70416306	C	03/19/2026	65110	GILMAN GEAR	925.88
37	70416307	C	03/19/2026	103070	HEYWOOD ENGINEERING & CONSULT	560.50
37	70416308	C	03/19/2026	55255	KW STRIPING	540.00
37	70416309	C	03/19/2026	70700	MALLORY MERRILL	135.00
37	70416310	C	03/19/2026	44172	NORCO INC	802.32
37	70416311	C	03/19/2026	25453	PRIDE EMBROIDERY & SCREEN PRINTING	452.90
37	70416312	C	03/19/2026	28967	ROBOTICS ED & COMPETITION FOUNDATION	1,800.00
37	70416313	C	03/19/2026	28967	ROBOTICS ED & COMPETITION FOUNDATION	1,800.00
37	70416314	C	03/19/2026	999004	UTAH STATE TAX COMMISSION	101.41
37	70416315	C	03/19/2026	4316	WASHINGTON SCHOOL DISTRICT	300.00
37	70416316	C	03/24/2026	38032	AMAZON CAPITAL SERVICES INC	1,722.37
37	70416317	C	03/24/2026	45500	BOX ELDER SCHOOL DISTRICT	172.20
37	70416318	C	03/24/2026	31658	BSN SPORTS	10,733.73
37	70416319	C	03/24/2026	109248	J W PEPPER MUSIC	112.50
37	70416320	C	03/24/2026	66834	MOUNTAIN VALLEY PRINTING	165.00
37	70416321	C	03/24/2026	67326	PIZZA PLUS OF TREMONTON	6,000.00
37	70416322	C	03/24/2026	55522	MELANIE STEEN	1,250.00
37	70416323	C	03/24/2026	64769	STELLA'S SHOP	3,807.95
37	70416324	C	03/24/2026	75388	SUGAR & SIPS, LLC	138.00
37	70416325	C	03/24/2026	7536	GAME ONE	288.00
37	70416326	C	03/26/2026	38032	AMAZON CAPITAL SERVICES INC	126.31
37	70416327	C	03/26/2026	85738	BEAR RIVER HIGH CAFETERIA	206.87
37	70416328	C	03/26/2026	106055	BLICK ART MATERIALS	363.44
37	70416329	C	03/26/2026	104321	BOX ELDER SCHOOL DISTRICT	35.49
37	70416330	C	03/26/2026	31658	BSN SPORTS	540.59
37	70416331	C	03/26/2026	100550	JOSTENS INC	150.00
37	70416332	C	03/26/2026	4871	LOGAN HIGH SCHOOL	300.00
37	70416333	C	03/26/2026	66834	MOUNTAIN VALLEY PRINTING	270.00
37	70416334	C	03/26/2026	15180	CHRIS REES	3,583.66
37	70416335	C	03/26/2026	77933	ROCKIN DB WOODWORKING, LLC	116.71
37	70416336	C	03/26/2026	16535	VEX ROBOTICS	1,031.99
37	70416337	C	03/26/2026	32824	YES PRINT COPY N MORE, LLC	18.50
37	70416338	C	03/26/2026	78034	KYLIE BARNEY	1,550.00
37	70416339	C	03/26/2026	104321	BOX ELDER SCHOOL DISTRICT	500.00
37	70416340	C	03/26/2026	78026	CONFETTI LANE EVENTS	525.00
37	70416341	C	03/26/2026	47007	SPANISH FORK HIGH SCHOOL	160.00
37	70416342	C	03/30/2026	38032	AMAZON CAPITAL SERVICES INC	696.10
37	70416343	C	03/30/2026	31658	BSN SPORTS	148.00
37	70416344	C	03/30/2026	66834	MOUNTAIN VALLEY PRINTING	1,181.98
37	70416345	C	03/30/2026	67326	PIZZA PLUS OF TREMONTON	696.90
37	70416346	C	03/30/2026	16497	ROCKY MOUNTAIN AIR SOLUTIONS	132.75
37	70416347	C	03/30/2026	75388	SUGAR & SIPS, LLC	1,735.00

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37	70416348	C	03/30/2026	71609	UTAH WATER POLO ASSOCIATION	1,338.00
Total Bank: 37						\$170,888.95
38	70816299	C	03/04/2026	6858	DIXIE HIGH SCHOOL	900.00
38	70816300	C	03/10/2026	1	ABRAHAM ANDERSON	65.00
38	70816301	C	03/10/2026	1	BROOKLYN BARLOW	65.00
38	70816302	C	03/10/2026	1	CALLIE STODDARD	65.00
38	70816303	C	03/10/2026	1	CHARLIE CALDWELL	65.00
38	70816304	C	03/10/2026	1	COREY BUTTARS	120.00
38	70816305	C	03/10/2026	1	ELISABETH ANDERSON	59.00
38	70816306	C	03/10/2026	1	KYLA HOWICK	59.00
38	70816307	C	03/10/2026	1	MITCH BEETON	75.00
38	70816308	C	03/10/2026	1	MYLISSA SWAIN	30.00
38	70816309	C	03/10/2026	1	RIVER HANSEN	65.00
38	70816310	C	03/10/2026	1	RUSTY BINGHAM	120.00
38	70816311	C	03/10/2026	1	SHELLY KUCSULAIN	155.00
38	70816312	C	03/10/2026	112046	ACE HARDWARE - BRIGHAM	3.40
38	70816313	C	03/10/2026	10260	ADELE C YOUNG INTERM SCH	7,362.77
38	70816314	C	03/10/2026	38032	AMAZON CAPITAL SERVICES INC	4,263.78
38	70816315	C	03/10/2026	77550	AUTOMATED STRUCTURES, INC	1,659.27
38	70816316	C	03/10/2026	53457	BLACK STITCH LLC	1,330.00
38	70816317	C	03/10/2026	106055	BLICK ART MATERIALS	2,824.83
38	70816318	C	03/10/2026	104321	BOX ELDER SCHOOL DISTRICT	6,350.29
38	70816319	C	03/10/2026	104321	BOX ELDER SCHOOL DISTRICT	6,243.70
38	70816320	C	03/10/2026	74080	BRUSH BROTHERS PAINTING, INC	490.00
38	70816321	C	03/10/2026	31658	BSN SPORTS	8,507.45
38	70816322	C	03/10/2026	230	CAROLINA BIOLOGICAL	161.87
38	70816323	C	03/10/2026	158220	COVER UP	1,090.44
38	70816324	C	03/10/2026	109652	DREWES FLORAL & GIFTS	304.00
38	70816325	C	03/10/2026	103987	EWING IRRIGATION	1,055.74
38	70816326	C	03/10/2026	77739	FIRST TO THE FINISH	1,132.64
38	70816327	C	03/10/2026	77836	CELESTE GILBERT	50.00
38	70816328	C	03/10/2026	56782	GOLDEN SPIKE ELEMENTARY	9.50
38	70816329	C	03/10/2026	111417	ROBBIE GUNTER	237.80
38	70816330	C	03/10/2026	77658	LUKE HANCOCK	65.00
38	70816331	C	03/10/2026	16314	HOSA-FUTURE HEALTH PROFESSIONALS	135.00
38	70816332	C	03/10/2026	103961	INTERMOUNTAIN WOOD PRODUCTS	1,333.80
38	70816333	C	03/10/2026	25119	SIZZLING PLATTER	76.89
38	70816334	C	03/10/2026	74055	M&K GRAPHICS AND APPAREL	297.98
38	70816335	C	03/10/2026	16845	MFAC LLC	317.00
38	70816336	C	03/10/2026	543168	MADDOX RANCH HOUSE	492.10
38	70816337	C	03/10/2026	4910	NATIONAL FFA ORGANIZATION	191.00
38	70816338	C	03/10/2026	77488	BENJAMIN JOSEPH NORLEM	65.00
38	70816339	C	03/10/2026	4979	O'REILLY AUTOMOTIVE	199.33
38	70816340	C	03/10/2026	4960	OLD GRIST MILL BREAD	128.50
38	70816341	C	03/10/2026	72168	SCOTT STEVENS DIGITAL, LLC	800.00
38	70816342	C	03/10/2026	77801	SEIZE THE NIGHT RECORDS	1,000.00
38	70816343	C	03/10/2026	10731	SMITH'S CUSTOMER CHARGES	122.11
38	70816344	C	03/10/2026	64483	BENJAMIN SOHOLT	50.00
38	70816345	C	03/10/2026	804825	SUNRISE HIGH SCHOOL	405.80
38	70816346	C	03/10/2026	19488	T SHIRT CHOP SHOP	672.00
38	70816347	C	03/10/2026	76333	TEAM ALLIED	289.49
38	70816348	C	03/10/2026	68837	TEAM UP ATHLETICS	6,035.70
38	70816349	C	03/10/2026	71854	TECHFALL GEAR CO.	1,665.00
38	70816350	C	03/10/2026	47686	TNT ENGRAVING	593.90
38	70816351	C	03/10/2026	75426	TREVIPAY-WALMART	1,873.64
38	70816352	C	03/10/2026	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	2,200.00
38	70816353	C	03/10/2026	109476	UTAH FCCLA	530.00
38	70816354	C	03/10/2026	32824	YES PRINT COPY N MORE, LLC	78.00
38	70816355	C	03/10/2026	65277	CALVIN YOSHIMURA	86.27
38	70816356	C	03/18/2026	104321	BOX ELDER SCHOOL DISTRICT	40,715.04
38	70816357	C	03/24/2026	112046	ACE HARDWARE - BRIGHAM	269.91
38	70816358	C	03/24/2026	10260	ADELE C YOUNG INTERM SCH	20.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70816359	C	03/24/2026	38032	AMAZON CAPITAL SERVICES INC	6,778.66
38	70816360	C	03/24/2026	72427	BEAR RIVER FLORAL	300.00
38	70816361	C	03/24/2026	109415	BEAR RIVER CO-OP	10,500.00
38	70816362	C	03/24/2026	45500	BOX ELDER SCHOOL DISTRICT	521.00
38	70816363	C	03/24/2026	53457	BLACK STITCH LLC	1,000.00
38	70816364	C	03/24/2026	77909	ELIZA BLANCHARD	250.00
38	70816365	C	03/24/2026	106055	BLICK ART MATERIALS	1,600.64
38	70816366	C	03/24/2026	104321	BOX ELDER SCHOOL DISTRICT	20.02
38	70816367	C	03/24/2026	104321	BOX ELDER SCHOOL DISTRICT	2,109.33
38	70816368	C	03/24/2026	111598	MARIANNE BREITENBEKER	112.00
38	70816369	C	03/24/2026	31658	BSN SPORTS	2,290.47
38	70816370	C	03/24/2026	40363	CIO MEDICAL SERVICES	200.00
38	70816371	C	03/24/2026	12734	CITY OF ST GEORGE	390.00
38	70816372	C	03/24/2026	77887	CRUMBL BRIGHAM	308.95
38	70816373	C	03/24/2026	37672	EWELL EDUCATIONAL SERVICES INC	472.00
38	70816374	C	03/24/2026	4790	HOME DEPOT CREDIT SERVICE	1,152.70
38	70816375	C	03/24/2026	51977	HONEYBUCKET	333.50
38	70816376	C	03/24/2026	109248	J W PEPPER MUSIC	166.99
38	70816377	C	03/24/2026	67768	JED CRANER MEDIA	50.00
38	70816378	C	03/24/2026	55255	KW STRIPING	580.00
38	70816379	C	03/24/2026	25119	SIZZLING CAESARS, LLC	219.56
38	70816380	C	03/24/2026	69728	LUCY MATTHEWS	250.00
38	70816381	C	03/24/2026	4979	O'REILLY AUTOMOTIVE	328.00
38	70816382	C	03/24/2026	4960	OLD GRIST MILL BREAD	83.98
38	70816383	C	03/24/2026	74292	MADELYN PARRISH	3,567.00
38	70816384	C	03/24/2026	698980	PEPSI-COLA OF OGDEN	77.11
38	70816385	C	03/24/2026	7242	PINEAE GREENHOUSES	1,530.27
38	70816386	C	03/24/2026	77500	NATALIE PORTER	
38	70816387	C	03/24/2026	5045	RSM FOOD SERVICE	505.47
38	70816388	C	03/24/2026	76040	SAVAGE GOLF, LLC	2,448.99
38	70816389	C	03/24/2026	67776	SO SIMPLY SWEET CO	448.00
38	70816390	C	03/24/2026	5193	STEVE REGAN CO	806.15
38	70816391	C	03/24/2026	111790	SUNSTONE POTTERY	646.80
38	70816392	C	03/24/2026	11193	THE PEAK OF UTAH	275.00
38	70816393	C	03/24/2026	47686	TNT ENGRAVING	40.50
38	70816394	C	03/24/2026	75426	TREVIPAY-WALMART	1,218.86
38	70816395	C	03/24/2026	34568	X-GRAIN SPORTS	2,480.00
38	70816396	C	03/26/2026	38032	AMAZON CAPITAL SERVICES INC	2,199.90
38	70816397	C	03/26/2026	106055	BLICK ART MATERIALS	98.28
38	70816398	C	03/26/2026	61743	CMC NEPTUNE	2,800.00
38	70816399	C	03/26/2026	57789	DO GOOD DESIGNS UTAH	1,378.50
38	70816400	C	03/26/2026	37672	EWELL EDUCATIONAL SERVICES INC	240.00
38	70816401	C	03/26/2026	4839	INTSEL STEEL WEST LLC	770.00
38	70816402	C	03/26/2026	109248	J W PEPPER MUSIC	399.99
38	70816403	C	03/26/2026	69256	JFS WHOLESAL	184.45
38	70816404	C	03/26/2026	73890	LEAGUE OUTFITTERS, LLC	1,881.60
38	70816405	C	03/26/2026	25119	SIZZLING CAESARS, LLC	48.93
38	70816406	C	03/26/2026	77984	ANNI MOLGARD	250.00
38	70816407	C	03/26/2026	698980	PEPSI-COLA OF OGDEN	77.11
38	70816408	C	03/26/2026	77500	NATALIE PORTER	500.00
38	70816409	C	03/26/2026	47686	TNT ENGRAVING	18.00
38	70816410	C	03/26/2026	75426	TREVIPAY-WALMART	217.59
38	70816411	C	03/26/2026	40193	WHEELWRIGHT LUMBER COMPANY INC	581.86
Total Bank: 38						\$161,337.10
39	77800648	C	03/11/2026	104321	BOX ELDER SCHOOL DISTRICT	92.35
39	77800649	C	03/24/2026	104321	BOX ELDER SCHOOL DISTRICT	5,208.77
39	77800650	C	03/25/2026	104321	BOX ELDER SCHOOL DISTRICT	483.00
39	77800651	C	03/25/2026	104321	BOX ELDER SCHOOL DISTRICT	214.00
Total Bank: 39						\$5,998.12

Check Register Summary

Batch Year: 26 Bank: All Date Range: 03/01/2026 - 03/31/2026

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
Total Computer Checks:						\$3,851,163.76
Total Manual Checks:						\$2,021,260.54
Total ACH Checks:						\$815,858.74
Total Other Checks:						\$0.00
Total Electronic Checks:						\$0.00
Total Computer Voids:						-\$3,404.72
Total Manual Voids:						\$0.00
Total ACH Voids:						\$0.00
Total Other Voids:						\$0.00
Total Electronic Voids:						\$0.00
Grand Total:						\$6,684,878.32
Number of Checks:						720

Batch Year	Batch	Amount
26	000358	-50.00
26	001552	-750.00
26	001577	345.24
26	001650	140,588.60
26	001651	39,954.47
26	001652	46,619.28
26	001653	96,260.47
26	001654	266.00
26	001655	3,702.81
26	001656	563.69
26	001657	3,280.34
26	001673	21,708.67
26	001681	17,744.37
26	001687	900.00
26	001693	10,220.99
26	001695	5,055.06
26	001697	11,146.05
26	001702	0.00
26	001703	1,250.00
26	001706	5,895.53
26	001707	288,914.93
26	001708	258,780.35
26	001709	56,348.77
26	001710	109,839.28
26	001711	6,220.10
26	001712	1,484.35
26	001713	1,146.38
26	001725	1,130.80
26	001729	3,342.82
26	001742	3,312.69
26	001744	4,108.01
26	001745	63,723.99
26	001753	32,135.37
26	001758	95.84
26	001766	92.35
26	001771	7,776.98
26	001774	58.62
26	001785	215,008.11
26	001786	34,818.30
26	001787	10,035.61
26	001788	60,891.20
26	001791	2,710.95
26	001792	314.31
26	001819	88.84
26	001823	2,905.59
26	001830	4,467.00
26	001835	41,412.27

Check Register Summary

Batch Year: 26 Bank: All Date Range: 03/01/2026 - 03/31/2026

Batch Year	Batch	Amount
26	001836	1,080,000.00
26	001842	302.14
26	001843	57.00
26	001844	82.84
26	001857	40,715.04
26	001860	14,221.36
26	001861	2,459.91
26	001868	3,068,417.80
26	001875	146.79
26	001882	5,654.73
26	001883	184,050.97
26	001884	2,931.02
26	001890	1,250.00
26	001891	59,827.18
26	001892	54,380.74
26	001893	7,680.57
26	001894	89,051.73
26	001895	322,601.60
26	001896	19,237.43
26	001897	3,962.79
26	001898	652.74
26	001902	4,019.14
26	001904	24,389.75
26	001908	44,351.86
26	001910	5,208.77
26	001912	1,819.66
26	001915	1,077.40
26	001916	483.00
26	001917	214.00
26	001919	1,900.55
26	001922	6,743.56
26	001924	11,646.21
26	001928	2,735.00
26	001932	810.93
26	001947	5,928.73

For April 9, 2026 Board Meeting

Leaving the District

<i>Site</i>	<i>Employee</i>	<i>Position</i>	<i>Reason</i>
BRMS	Hailey Hamond	Functional Skills Para	Resigned
Fielding	Michael Evans	Resource Para	Resigned
Golden Spike	Kasey Blanquie	Behavior Para	Resigned
Golden Spike	Cody King	Behavior Para	Resigned
BEHS	Valerie Nordgren	ED Para	Resigned
Snowville	Kaitlyn Tanner (Jones)	Instructional/ Gen ED/ Speech Para	Resigned
Willard	Shantele Millburn	Functional Skills Para	Resigned
TMC	Melanie Wheeler	STEM/LEAP/ SpEd Para	Resigned
TMC	TaNesha Andrew	Office Aide	Resigned
BEMS	Jacob Williams	ED Para	Resigned
BRHS Nat	Alexis Griffin	Office Aide	Resigned
BRHS Nat	Haylee Esplin	Office Aide/lifeguard	Resigned
BRHS Nat	Shannon Hyer	Lifeguard/ office aide	Resigned
Lake View	Mark Harris	SPED	Resigned
Century	Katherine Storey	Overcrowding Para	Resigned

New Hires - None

<i>Site</i>	<i>Employee</i>	<i>Position</i>
District Office	Tessa Lavigne	Benefits Secretary
BEHS	Jennifer Cardona	Functional Skills Para
Garland	Jennifer Barker (Ekins)	ED Para
BEHS	Isaac Williams	Custodian
North Park	Ruth Sommers	Computer/ STEM Para
McKinley	Kambri Bess	Instructional Para
Lake View	Stacie Nelson	Resource Para
Golden Spike	Stacy Butts	Instructional Para
Golden Spike	Lindsay Schenk	Instructional Para
Willard	Sara Cobb	Functional Skills Para
Young	Megan Birch	Principal/Financial Secretary
District Office	Leslie Garcia	Spanish Language Interpreter
Lake View	Kolby West	Elementary Counseling Intern

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 BELLS Sport Track + Field female male

Date of contest 2026 Number miles (one way) Destination Level of play (var., j.v., soph. fresh.)

April 10 th -11 th	325	Hurricane Utah	Varsity
or			
April 17 th -18 th	350	Dixie High St. Cr.	Varsity
<u>2026</u>			



[Signature]
Signature of Superintendent



3-13-26
Date

Please duplicate this form for use in each sport

Box Elder School District
Out of State Travel Request

School BEAR RIVER HIGH SCHOOL
Organization/Team/Club/Etc. BOYS BASKETBALL
Purpose of Trip (Educational Value) TEAM BASKETBALL CAMP

Destination COLORADO MESA (GRAND JUNCTION) Miles to be traveled (one way) 355

Number of Students Traveling 38
Freshmen 14
Sophomore 8
Junior 8
Senior 8
Number of Adults (Chaperones) Traveling 4

Departure Date JUNE 15, 2026 Time 6:00 AM
Return Date JUNE 18, 2026 Time 10:00 PM
Means of Travel Bus Van Other (please list) _____

Anticipated Actual Cost of the Trip per Individual Student \$395
Anticipated Direct Cost to Each Student \$395

THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO
ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.

Charter
(X)

List all methods of transportation that will be used and when they are being used
BUS LEAVING JUNE 15 & RETURNING JUNE 18. BUS SHOULD NOT BE NEEDED TO TRANSPORT KIDS DURING CAMP

A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? GOOGLE FORM THROUGH SPORTSYOU
How will surveys be collected? GOOGLE FORM RESULTS TO CLAY CHAVENUS
Who will tabulate survey results? CLAY CHAVENUS
Does the trip involve some type of performance or competition? SUMMER BALL GAMES
Did the students have to qualify for this performance/competition? NO
How? _____

Signatures:

Organization/Team Leader/Coach [Signature] Date 3/18/26
Principal [Signature] Date 3/27/26
Superintendent Approval to Proceed with Parent Survey and Final Trip Plans
[Signature] Date 3/27/26

Box Elder School District

Approval of Waste Management Contract

Recommendation: It is recommended that the Board of Education award the Request for Proposal (RFP) to Clean Slate Waste.

Background: In March of 2023, the Box Elder School District published a RFP for waste management services. Several firms responded to the RFP with competitive offers. After a review committee was formed, it was determined that the proposal from Clean Slate Waste represented the best value to the District.

Policy Implications: None

Financial Implications: Encumbrance of \$185,623 per year in the general fund, for up to 5 years, for waste disposal services.

Staff Implications: None at this time.

635 W 1600 S Lewiston, UT 84320
Phone: (435) 294-3599
Email: CleanSlateWaste@gmail.com

New Account | New Location | Current Account
Change | Update | Increase/Decrease

Box Elder School District

4/8/2026

Customer Name

Date

Federal Tax ID

960 S Main St

Brigham City, UT

Service Address

Billing Address (if different)

Contact Info

Corey Thompson

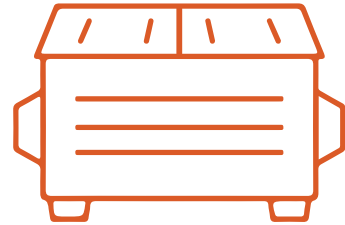
Name(s)

corey.thompson@besd.net

Email(s)

(435) 734-4800

Phone(s)



FRONT LOAD DUMPSTER

Important Account Detail

NO DIRT, ROCK, SOD, MANURE, BUILDING MATERIAL

*For Commercial Accts: Price is based on 100 lbs per yard.
Additional charges will apply for exceeding this weight.*

*Additional terms and conditions are found on the next page and are expressly incorporated into this Agreement.

Authorized Signature

Date

TERMS AND CONDITIONS

TERM: The term of this agreement shall be for three years from the effective date of service, and shall be automatically renewed for like terms thereafter unless either party shall give written notice of termination (Certified Mail), to the other at least sixty (60) days prior to the termination of the initial term or any renewal. In the event that the Customer terminated this agreement other than as provided above, Customer shall pay to Contractor, as liquidated damages, its highest monthly charge multiplied by the number of months remaining in the term.

WASTE MATERIAL: Customer warrants that the waste materials delivered to Contractor hereunder will not contain any hazardous, toxic or radioactive waste or substance as defined by applicable federal, state, local or provincial laws or regulations. Customer acknowledges and warrants that the waste material delivered to Contractor hereunder will not contain any special waste. Contractor shall acquire a title to the waste materials when loaded into Contractor's vehicle; provided, however, that title to and liability for the waste materials excluded from this agreement above shall remain with Customer, and Customer agrees to indemnify, defend and hold harmless Contractor against all claims, damages, suits, penalties, fines, and liabilities for injury or death to persons or loss or damages to property or the environment arising out of the breach of warranty stated above.

SOLID WASTE: Customer grants exclusive right to contractor for all waste material and all recyclable material.

DEFINITION OF EQUIPMENT: The term "equipment" as used herein shall mean all equipment furnished by Contractor in providing the service as specified on the first page of this agreement, including any containers. All equipment furnished by Contractor, which Customer has not purchased, shall remain the property of Contractor and Customer shall have no right, title or interest in the equipment.

CUSTOMER'S RESPONSIBILITY FOR EQUIPMENT: Customer shall be responsible for all loss or damage to equipment, other than normal wear and tear and except for loss or damage resulting from Contractor's handling of the equipment when providing service hereunder. Customer shall not overload or move the equipment, or make any alterations or improvements to the equipment only for the proper purpose for which is intended. Customer agrees to indemnify, defend and hold harmless Contractor against all claims, damages, suits, penalties, fines, or liabilities for injury or death to persons or loss or damages property arising out of Customer's use, operations or possession of the equipment. On collection day customer shall provide unobstructed access to the equipment. If the equipment is inaccessible, Customer will be notified and additional collection service or attempts to provide such service shall be charged as an "extra pick-up".

EXTRA PICKUP: Customer may ask for an additional pick-up known as "extra pick-up" in addition to the usual, routine pick-up. The costs associated with an extra pick-up shall be determined by Contractor, and billed to Customer after the pick-up has been completed.

CHARGES AND PAYMENTS: Customer shall pay Contractor for the services provided by Contractor in accordance with the Schedule of Charges shown on the first page of this agreement. Customer shall be liable for all taxes, fees or other charges imposed upon the disposal of Customer's waste materials by federal, state, local or provincial laws and regulations. Payment shall be made by Customer within ten (10) days after receipt of an invoice from the Contractor. In the event that payment is not made when due, Contractor at its sole option may at any time, terminate this agreement on notice to Customer and recover any equipment on the premises of Customer. Contractor may impose, and Customer agrees to pay, a late fee not to exceed the maximum rate allowed by applicable law for all past due payments.

DISPOSAL AND FUEL COST INCREASES: Since disposal charges and fuel costs are a significant portion of the cost of Contractor's service provided hereunder, Contractor may increase the unit price of the Schedule of Charges in an amount equal to any equivalent unit increase in disposal or fuel costs.

OTHER ADJUSTMENTS TO SCHEDULE OF CHARGES: The Schedule of Charges may be adjusted, including increases in disposal or fuel cost as listed above, or consistent with the Consumer Price Index, Subject to sixty (60) day notice to Customer.

SPECIAL WASTE: If this agreement pertains to Contractor's furnishing of service and equipment for "Special Waste", then the following additional terms and conditions shall apply: Customer warrants that special waste has the components and characteristics meeting the description contained hereof. In the event such special waste is later determined or defined to be hazardous, toxic or radioactive waste or if the disposal facility permitted to receive such special waste ceases operations or is later prohibited to receive such waste, then this agreement shall be subject to immediate termination by either party upon written notice to the other. If manifests or shipping papers are required by law to accompany the special waste to the storage or disposal facility, Customer is responsible to prepare all manifests or papers in form and number required by law.

PAVEMENT DAMAGES: Contractor shall not be responsible for damages to Customer's pavement or other driving surface resulting from the weight of Contractor's vehicles servicing the equipment location designated by Customer.

CHANGES: Changes in the Schedule of Charges, frequency of collection service, number, capacity and type of equipment may be agreed to orally or in writing by the parties. Consent to oral changes shall be evident by the actions and practices of the parties.

ATTORNEY & COLLECTION FEES: Should collection become necessary, the responsible party agrees to pay an additional 40% collection fee, and all fees of collection, with or without suit, including costs, attorney fees, and court costs.

ASSIGNMENT AND BENEFIT: This agreement shall be binding on the parties and their successors and assigns.

Location	Current # of Containers	Current Size (Yards)	Current Frequency	Optional Refined Pickups
Adele C Young Intermediate	2	4	5x	We do not see a dumpster enclosure, potentially recommend one 8-yard 5x per week.
Monthly Total at current service			\$937.40	
Box Elder High School	1	8	5x	
	2	3	5x	One 6-yard 5x per week
Monthly Total at current service			\$1640.45	
Box Elder Natatorium	1	3	2x	One 6-yard 1x per week
Monthly Total at current service			\$140.61	
Box Elder Middle School	1	8	5x	
	1	4	5x	
Monthly Total at current service			1406.10	
Brigham Bus Barn	2	6	1x	
Monthly Total at current service			\$281.22	
Discovery Elementary	1	8	4x	
Monthly Total at current service			\$749.92	
District Office	1	4	3x	Two 6-yards 2x per week
Monthly Total at current service			\$281.22	
Golden Spike Elementary	1	8	5x	
Monthly Total at current service			\$937.40	
Lake View Elementary	1	8	3x	

Monthly Total at current service			\$562.44	
Sunrise High	1	4	2x	4-yard bins are nice for their size, so this one may want to stay the same, but could switch to one 8-yard 1x per week
Monthly Total at current service			\$187.48	
Three-Mile Creek Elementary	2	4	3x	One 8-yard 3x per week
Monthly Total at current service			\$562.44	
Willard Elementary	1	8	2x	
Monthly Total at current service			\$374.96	
Alice C. Harris Intermediate	2	6	3x	
Monthly Total at current service			\$843.66	
Century Elementary	1	8	2x	
	1	6	2x	
Monthly Total at current service			\$656.18	
Bear River High School	1	2	3x	One 6-yard 1x per week
	2	4	3x	One 8-yard 3x per week
	1	6	3x	
Monthly Total at current service			\$1124.88	
Bear River Natatorium	1	6	1x	
Monthly Total at current service			\$140.61	
Bear River Middle School	3	8	2x	
Monthly Total at current service			\$1124.88	

Fielding Elementary	2	8	2x	
Monthly Total at current service			\$749.92	
Garland Elementary	2	6	2x	
Monthly Total at current service			\$562.44	
McKinley Elementary	2	8	2x	
Monthly Total at current service			749.92	
North Park Elementary	2	6	2x	
Monthly Total at current service			\$562.44	
Park Valley School	1	8	On Call	
Monthly Total at current service			\$360.00	
Snowville School	3	350 Gal	By Weekly	Recommend 6-yard bi-weekly or one 8-yard on call
Monthly Total at current service			\$204.00	
Tremonton Bus Barn/SCC	1	8	1x	
	1	6	1x	
Monthly Total at current service			\$328.09	
TOTAL			\$15,468.66	

Attachment E - Score Sheet
SOLICITATION # Waste Disposal for Trash or Recycling
RFP EVALUATION SCORESHEET

Evaluator: COMBINED SCORES - WASTE DISPOSAL FOR TRASH

Date: March 24, 2026 - 1:00 p.m.

Score will be assigned as follows:

- 1-5= Poor, the proposal inadequately addresses the requirements or criteria described in the RFP or cannot be assessed due to incomplete information
- 6-10= Unsatisfactory, the proposal addresses the requirements or criteria in the RFP in an unsatisfactory manner
- 11-15 = Satisfactory, the proposal addresses all requirements or criteria in the RFP in a minimum satisfactory manner
- 16-20 = Excellent, the proposal addresses and exceeds all of the requirements or criteria in the RFP

Minimum Mandatory Requirements		RFP Section	Evaluation (Pass/Fail)
1	Vendor must upload completed Attachment C- Cost Sheet	Prerequisites	
2	Vendor must upload completed Attachment D - Technical Criteria	Prerequisites	
3	Vendor must upload container pricing information	Prerequisites	

Scoreable Technical Criteria		RFP Section	Criteria Weight	A	Clean Slate	C	D	E	F
1	<u>Experience: Did Vendor fully respond to questions 1-4 with enough detail to convey that they could meet/exceed the Agency requirements?</u>	Attach D #1-4	20	14.4	18.2	14.2	15.8	16	14.2
2	<u>Schedule: Question #5-7 - Did the Vendor explain their pick-up schedules and emergency fulfillment process well enough to instill confidence that the eligible user will be completely and correctly taken care of?</u>	Attach D #5-7	20	13.8	17	13.6	17.2	17	12.8
3	<u>References: Questions #8- Were all three letters of recommendation submitted and able to be verified?</u>	Attach D #8	20	16.6	19.2	6.2	17	9.2	14
4	<u>Optimization: Question #9 How well did the vendor explain container sizes needed, and pickup schedules proposed, meet the needs of the schools listed</u>	Attach D #9	20	13.4	18.6	15.4	16.4	15.6	14.6
Total pts.				58.2	73	49.4	66.4	57.8	55.6
To be calculated after the technical evaluation		RFP Section	Low Cost Option	A	B	C	D	E	F
Cost Fee according to proposal - 20 points		Attach C	20		15		20	20	
Total Points				58.20	88.20	49.40	86.40	77.80	55.60
Ranking									

Box Elder School District

Request for Budget Appropriation for Security Cameras

Recommendation: It is recommended that the Board of Education approve an additional budget for security cameras at the Transportation South Building.

Background: In 2024, HB84 was passed by the Utah State Legislature. This new legislation requires Districts to make several school safety upgrades to enhance security of schools. By the end of this school year, all schools will have security cameras installed.

The last area in the District that does not have security cameras is the Transportation South Building. Although not directly related to school safety, this building does store nearly half of our school buses and cameras are needed to track unauthorized access to the buses and the maintenance garage.

Policy Implications: None

Financial Implications: For the 2025-26 school year the cost to add security cameras to the Transportation South Building would be \$6,223.

Staff Implications: None at this time.

Box Elder School District

Approval of Vehicle Safety Systems Contract

Recommendation: It is recommended that the Board of Education approve the contract for vehicle safety systems.

Background: Over the past several years, the camera systems on our school buses have been slowly failing. Many of the camera systems are between 7-10 years old. Most of these failures are related to the hard drives that store the video files. When the hard drive fails, all files are lost. For the past several months, the transportation department has been trialing a camera system from Samsara. The District already uses GPS devices from Samara in all District vehicles. Samsara has been competitively procured and is available for purchase through state contract.

This new system will replace the existing hard drives with a modem, and all video files will be accessed through the internet. This will allow remote, real-time access to videos without requiring the vehicle to be at the District transportation maintenance shop. The cost of the modems is \$378,000 over 5 years or \$75,600 per year.

This system will also replace the existing vehicle driver cameras with new cameras from Samsara that can detect safety violations and improve vehicle safety. The cost of vehicle driver cameras is \$475,200 over 5 years or \$95,040 per year.

Additionally, this system will remotely monitor and detect vehicle maintenance issues. District transportation staff will be able to monitor vehicles for preventive maintenance concerns and make repairs prior to a vehicle becoming inoperable. If a vehicle does become inoperable while on the road, the District transportation staff will be able to diagnose the issue remotely and bring the necessary parts for repair to the location of the disabled vehicle. The cost of the maintenance monitoring module is \$64,800 or \$12,960 per year.

Policy Implications: None

Financial Implications: Encumbrance of \$183,600 per year in the transportation program for up to 5 years. By statute, the transportation program is funded at 85% from state funds and 15% from local funds. The effective cost from local funds is \$27,540.

Staff Implications: None at this time.

A yellow school bus is parked at a gas station. The bus has "SCHOOL" written on the front and "BOX ELDER SCHOOL DISTRICT" on the side. In the background, there are mountains and a gas station canopy. The entire scene is framed by a white oval border.

Twitri

+



samsara

**Box Elder
School District**

Introduction



- Samsara manufactures industry-leading school bus and white fleet camera solutions
- Safety-centric ecosystem that tracks driver behavior and coaching progress
- 30+ AI risk detections, real-time safety alerts and reporting that keeps students safe



- #1 Samsara Partner based in Murray, UT
- Dedicated technical and support team
- Custom integrations and custom reporting
- Trusted by Utah Transit Authority, Utah County, North Summit SD, Utah State University, and Le Bus.



Operational Safety Benefits

AI detections and notifications:

- Speeding events
- Cell phone usage
- Red lights
- Drowsy Driving
- Distracted driving
- Seat belts
- Harsh events (accidents, braking, acceleration, turns)
- Advance bad weather alerts

And much more!

Safety Summary Page

- Best and worst drivers
- Kudos, rewards, and recognition for safest drivers
- Coaching for worst drivers

Automated Coaching Videos

- 2-3 minute coaching video “shorts” automatically sent to driver after X number of warnings
- Verification that driver watched training video followed by driver’s proof of completion signature



Financial Benefits & ROI

- Video proof of accident responsibility reduces litigation in typical he said/she said incidents
- Driver safety and behavior improvements are proven to reduce accidents and save lives
- Reduced insurance premiums or reduced rate increases
- Gwinnett County Public Schools:
 - 17% decrease in speeding
 - 40% decrease in distracted driving
 - 50% reduction in incident investigation time
 - 47% reduction in seatbelt violations
 - 60% reduction in harsh braking.
- Problem student intervention and video documentation to avoid legal issues
- Easy access videos save time and allow safety to focus on highest priority issues
- Automated Coaching reduces time and keeps focus on worst behavior
- Well-recognized employees are 45% less likely to turn over
- Easy installation saves time and money (15 minutes each on trial vehicles)
- Compatible with existing cameras
- Lifetime hardware warranty



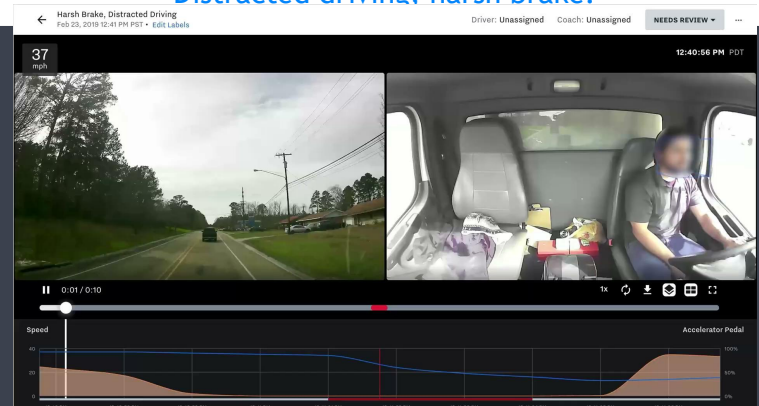
Realtime Safety Alerts

- Safety team is alerted on the dashboard and via email instantly.
- Instant audible alert plays to the driver.
- Configurable number of violations before intervention/coaching.

(Audio) Mobile usage detected:



Distracted driving, harsh brake:



Realtime Safety Alerts

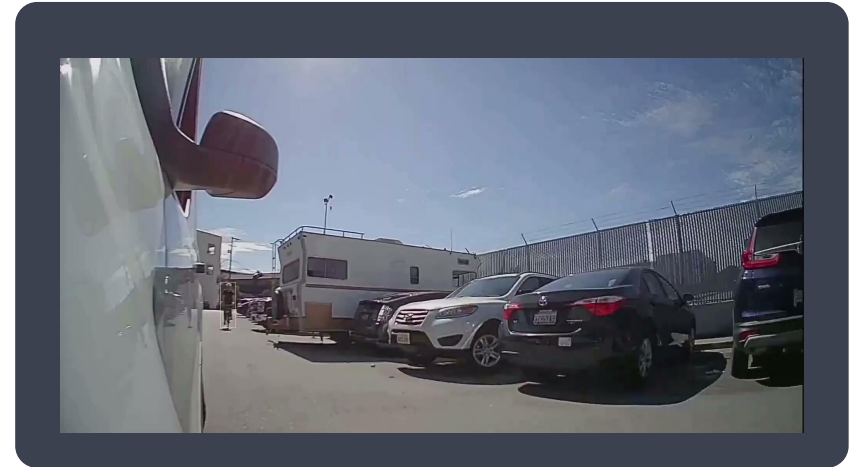
In-cab alerts happen when any of the following are detected:

- Drowsy driving
- Lane departure
- Forward collision warning
- Inattentive driving
- No seat belt
- Mobile usage
- Tailgating
- Red light run
- Rolling stops
- Harsh driving
- Pedestrian collision warning

(Audio) Rolling stop detected:



Pedestrian collision warning:



Recognize and retain your best drivers

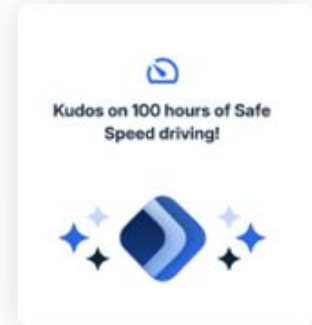
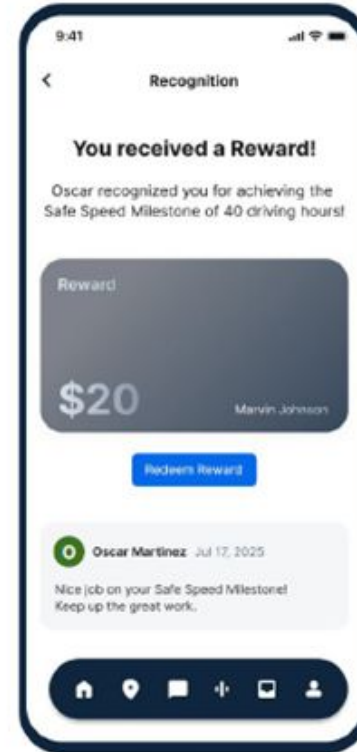
Build leaderboards, automatically recognize safety streaks, milestones, and improvements, and deliver tailored rewards to top performers

45%

Well-recognized employees are 45% less likely to churn.

48%

Fewer safety incidents at companies with more engaged employees.





Tivitri Inc
 PO Box 71265
 Cottonwood Heights, UT, 84171-0265
 Email: sales@tivitri.com
 Phone: (385) 881-0620
 Web: www.tivitri.com

QUOTE

Quote Nbr.: 003231
 Order Date: 3/27/2026
 Valid Until: 3/31/2026
 Sales Person: Arne Jacobsen
 Email: arne@tivitri.com
 Customer ID: 00000232
 For: Jason Sparks
 Payment Terms: Net 30 Days

SHIP TO:
 Box Elder School District
 1675 N 2000 W
 Brigham City UT 84302-4000
 United States of America

BILL TO:
 Box Elder School District
 Attn: Jason Sparks
 1675 N 2000 W
 Brigham City UT 84302-4000

ITEM	Description	QTY.	UNIT MSRP	AFTER DISCOUNT
License				
1	LIC-MAINT (CAM) Asset Maintenance & Management : Samsara :	150.00	900.00	64,800.00
NOTE: \$7.20/Unit/Month for 150 units. No additional charge after 150 qty				
SubTotal				64,800.00

Tivitri

1	ANNUAL Annual Payments : Tivitri : Yearly	0.00	0.00	0.00
NOTE: 60-Month Term paid annually				
Optional VG License \$26.40/Unit/Month				
Optional Multi-Cam License \$96.00/Unit/Month				
Optional Side-Cam License \$5.85/Unit/Month				
Optional Dual Camera License \$42.00/Unit/Month				
1st Year Payment \$12,960.00+Shipping+Taxes				
2nd Year Payment \$12,960.00+Taxes				
3rd Year Payment \$12,960.00+Taxes				
4th Year Payment \$12,960.00+ Taxes				
5th Year Payment \$12,960.00+Taxes				
SubTotal				0.00

Signature: _____

Terms and Conditions
 Customer agrees to Tivitri terms listed on - <https://tivitri.com/general-terms-conditions/>
 Customer agrees to Samsara terms listed on - <https://www.samsara.com/legal/platform-terms-of-service>

Notes:
 60 Month Term

Quote Total: 64,800.00
Freight Total: 0.00
Tax Total: 0.00

Total (USD): 64,800.00



Tivitri Inc
 PO Box 71265
 Cottonwood Heights, UT, 84171-0265
 Email: sales@tivitri.com
 Phone: (385) 881-0620
 Web: www.tivitri.com

QUOTE

Quote Nbr.: 003205
 Order Date: 3/5/2026
 Valid Until: 3/31/2026
 Sales Person: Arne Jacobsen
 Email: arne@tivitri.com
 Customer ID: 00000232
 For: Jason Sparks
 Payment Terms: Net 30 Days

SHIP TO:
 Box Elder School District
 1675 N 2000 W
 Brigham City UT 84302-4000
 United States of America

BILL TO:
 Box Elder School District
 Attn: Jason Sparks
 1675 N 2000 W
 Brigham City UT 84302-4000

ITEM	Description	QTY.	UNIT MSRP	AFTER DISCOUNT
License				
1	LIC-CM-D-ENTERPRISE-Y Safety Enterprise (Dual Camera) : Samsara : Yearly	150.00	4,200.00	378,000.00
	NOTE: Bus Fleet Quantity 120 White Fleet Quantity 30 \$42.00/Unit/Month			
			SubTotal	378,000.00

Tivitri

1	ANNUAL Annual Payments : Tivitri : Yearly	0.00	0.00	0.00
	NOTE: 60-Month Term paid annually Optional VG License \$26.40/Unit/Month Optional Multi-Cam License \$96.00/Unit/Month Optional Side-Cam License \$5.85/Unit/Month Optional Maintenance License \$7.20/Unit/Month for 150 units. No additional charge after 150 qty 1st Year Payment \$15,120.00+Shipping+Taxes 2nd Year Payment \$15,120.00+Taxes 3rd Year Payment \$15,120.00+Taxes 4th Year Payment \$15,120.00+ Taxes 5th Year Payment \$15,120.00+Taxes			
			SubTotal	0.00

Signature: _____

Terms and Conditions
 Customer agrees to Tivitri terms listed on - <https://tivitri.com/general-terms-conditions/>
 Customer agrees to Samsara terms listed on - <https://www.samsara.com/legal/platform-terms-of-service>

Notes:
 License term is 60-Months with Annual payments

Quote Total: 378,000.00
Freight Total: 0.00
Tax Total: 0.00

Total (USD): 378,000.00



Tivitri Inc
 PO Box 71265
 Cottonwood Heights, UT, 84171-0265
 Email: sales@tivitri.com
 Phone: (385) 881-0620
 Web: www.tivitri.com

QUOTE

Quote Nbr.: 003204
 Order Date: 3/5/2026
 Valid Until: 3/31/2026
 Sales Person: Arne Jacobsen
 Email: arne@tivitri.com
 Customer ID: 00000232
 For: Jason Sparks
 Payment Terms: Net 30 Days

SHIP TO:
 Box Elder School District
 1675 N 2000 W
 Brigham City UT 84302-4000
 United States of America

BILL TO:
 Box Elder School District
 Attn: Jason Sparks
 1675 N 2000 W
 Brigham City UT 84302-4000

ITEM	Description	QTY.	UNIT MSRP	AFTER DISCOUNT
License				
1	LIC-MC-AIM8 License for AI Multicam - 8 Camera : Samsara :	45.00	9,600.00	259,200.00
	NOTE: \$96.00/Unit/Month			
2	LIC-MC-AIM4 License for AI Multicam : Samsara :	75.00	4,800.00	216,000.00
	NOTE: \$48.00/Unit/Month			
			SubTotal	475,200.00

Tivitri

1	ANNUAL Annual Payments : Tivitri : Yearly	0.00	0.00	0.00
	NOTE: 60-Month Term paid annually			
	Optional VG License \$26.40/Unit/Month			
	Optional Dual Cam License \$42.00/Unit/Month			
	Optional Side-Cam License \$5.85./Unit/Month			
	Optional Maintenance License \$7.20/Unit/Month for 150 units. No additional charge after 150 qty			
	1st Year Payment \$95,040.00+Shipping+Taxes			
	2nd Year Payment \$95,040.00+Taxes			
	3rd Year Payment \$95,040.00+Taxes			
	4th Year Payment \$95,040.00+ Taxes			
	5th Year Payment \$95,040.00+Taxes			
			SubTotal	0.00

Signature: _____

Terms and Conditions
 Customer agrees to Tivitri terms listed on - <https://tivitri.com/general-terms-conditions/>
 Customer agrees to Samsara terms listed on - <https://www.samsara.com/legal/platform-terms-of-service>

Notes:
 License term is 60-Months with Annual payments

Quote Total: 475,200.00
 Freight Total: 0.00
 Tax Total: 0.00

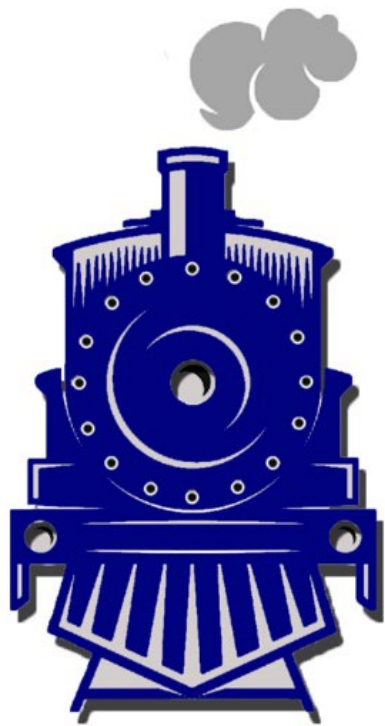
Total (USD): 475,200.00

Suggestions for Future Board Meetings

Work Session	Board Meeting	Assigned
May 13, 2026 (tentative)		
	Retirement Recognitions Certificated Employee and Volunteer Recognitions Approval of 2026-2027 Board Meeting Calendar Approval of School Land Trust Plans Approval of TSSA Plans Review of Positive Behavior Plans ACT Data School Fees Summary Policy Review	Coerina Fife BEAA Steve Carlsen Keith Mecham & Heidi Jo West Keith Mecham & Heidi Jo West Megan Bushnell Jeff Morris Keith Mecham
June 10, 2026 (tentative)		
AI Information	Budget Hearing Approval of Budget Approval of 2026-27 Tax Rates Approval of Internal and Independent Auditors MBA Meeting Pick-up Contributions for Members of Contributory Retirement System Tentative Ratification of Negotiated Agreement with BEAA Tentative Ratification of Negotiated Agreement with BEEA Tentative Ratification of Negotiated Agreement with BEESPA Declaration of Open Enrollment Schools Policy Review	Neil Stevens Neil Stevens Neil Stevens Neil Stevens Neil Stevens Neil Stevens Coerina Fife Coerina Fife Coerina Fife Megan Bushnell
July 8, 2026 (tentative)		
	Approval of Sex Education Committee Bullying Report	Keith Mecham Megan Bushnell
August 12, 2026 (tentative)		
	Approval of Early Literacy Plan Policy Review	AshLee Nelson
September 9, 2026 (tentative)		
	Walmart Grants Presentation Nucor Grants Presentation Swearing in of Student Board Member Early Learning Plan Review AP and Acadience Results Policy Review	Walmart Nucor Neil Stevens Jamie Kent Jeff Morris
October 14, 2026 (tentative)		
	Approval of Positive Behavior Plans (PBS) Approval of LEA Specific Licenses and LEA Specific Endorsements October 1 Enrollment Report Exemption from Compulsory Attendance (Home School) Policy Review	Megan Bushnell Coerina Fife Coerina Fife Steve Carlsen
November 11, 2026 (tentative)		
Complete MBA	RISE and Utah Aspire Plus Data	Jeff Morris

	Policy Review	
December 9, 2026 (tentative)		
Meeting with Legislators	Approval of New Courses Approval of 2027-28 District Calendar Audit Report Monthly Newsletter RISE and Utah Aspire Plus Data Policy Review	Keith Mecham Coerina Fife Neil Stevens Jamie Kent Jeff Morris
January 13, 2027 (tentative)		
Supt and BA Reivews Demographer	First Public Comment on School Fees Approval of 2-year contract for Business Administrator Review of Policies 1034 Board of Education Code of Conduct and 1035 Board Member Ethics Policy 1036 Conflict of Interest - Complete Form Foundation Report AAPPL Data Policy Review Elect New Board President and Vice President Policy 1080 Board Committees - Committee Assignments Building and Ground Rental and Supervision Policies USBA Conference Report	Keith Mecham Matt Nelson Jeff Morris Board President Board President Neil Stevens Board Members
February 9, 2027 (tentative)		
	Second Public Comment on School Fees Approval of School Fees FY2026 Capital Improvement Plan Legislative Update Policy Review	Keith Mecham Keith Mecham Corey Thompson Steve Carlsen
March 10, 2027 (tentative)		
	Negotiations Team Approval Legislative Update Policy Review Board Graduation Assignments	Coerina Fife Steve Carlsen Board President
April 14, 2026 (tentative)		
	ESP Recognitions Approval of Indian Education Formula Grant Approval of College and Career Readiness Counseling Program (CCRCP) Child Nutrition Report Policy Review TSSA & SLT Previous Year Review	Coerina Fife Megan Bushnell Ben Wiley Neil Stevens Keith Mecham & Heidi Jo West

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 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 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 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 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

vide 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](#)

[Policy 1020 Board Power and Duties](#)

[Policy 1025 Administration Relations](#)

[Policy 1034 Board of Education Code of Conduct](#)

[Policy 1035 Board Member Commitments and Ethics](#)

[Policy 1036 Conflict of Interest: Board Member and Employee](#)

[Policy 1037 Employment/Assignment of Relatives \(Nepotism\) \(Reference - Utah Code 52-3\)](#)

Board Policies Relevant to School Board Meetings

[Policy 1070 Board Meeting Procedures](#)

[Policy 1072 Board Meetings: Notice Requirements](#)

[Policy 1074 Board Meetings: Closed Meetings](#)

[Policy 1080 Board Committees](#)

[Policy 1090 Rules of Order](#)

[Policy 1100 Minutes](#)

[Policy 1110 Public Participation in Board Meeting](#)