



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

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

c. Willard Elementary School - Model PLC School

**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 Superintendent Contract**

Tiffani Summers, Board Member

**2. Approval of Indian Education Formula Grant**

Megan Bushnell, Student Services Director

**3. Approval of Amendment to Lake View TSSA Plan**

Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning

**4. Approval of Amendment to School Fees for Driver Education Fees**

Keith Mecham, Asst. Superintendent of Secondary Teaching & Learning

**5. Approval of Sale of Real Property**

Neil Stevens, Business Administrator

6

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

**1. Gifted Program**

AshLee Nelson, Director of Literacy & Instructional Support

7

**2. Lake View Sewer Repair**

Corey Thompson, Facilities Director

18

**3. School Land Trust (SLT) 2024-25 Year Review**

Keith Mecham & Heidi Jo West, Assistant Superintendents of Curriculum

24

**4. Teacher and Student Success Act (TSSA) 24-25 Year Review**

Neil Stevens, Business Administrator

190

**5. Monthly Financial Report**

Neil Stevens, Business Administrator

**6. Board Committee Reports**

a. Student Board Member Report

**7. 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)

259

<b>2. Policies for Review with No Changes</b>	
a. Policy 2211 Transportation: Bus Routes and Stops	261
b. Policy 2212 Transportation: Transportation of Students by Private Vehicle	262
c. Policy 2213 Transportation: Kindergarten	263
d. Policy 2214 Transportation: "In Lieu Of" Allowance	264
e. 2215 Transportation: Living and Transportation Allowances	265
f. Policy 2218 Transportation: District Owned Vehicles	267
g. Policy 2219 Transportation: Substitute Bus Drivers	269
h. 2221 Transportation: Special Education/Pre-School	270
i. Policy 2225 Traffic Control	271
j. 2230 Right of Entry	273
k. Policy 2240 School Lunch Program: General Policy Statement	274
l. Policy 2245 School Lunch: Eligibility Determination for Receiving Reduced Price or Free Meals	275
m. Policy 2250 Homemade Food	277
<b>3. First Reading</b>	
a. Policy 2175 Buildings & Grounds: Energy Conservation	279
b. Policy 5250 Student Speech & Publications	281
c. Policy 5330 Academic Eligibility	
<b>4. Second Reading</b>	
a. Policy 1240 Emergency Closing of Schools	288
b. Policy 2130 Capitalization	289
1) Policy 5340 Students Leaving with Adult During School Hours	291
c. Policy 2145 Restrictions on Internet Access	292
d. Policy 4060 High School Graduation Requirements	293
e. Policy 4085 Students Released to Attend Technical Colleges	304
f. Policy 4120 Community Adult High School	305
g. Policy 5285 Detention of Students After School Hours	309
h. Policy 5290 Prohibited Substances	310
<b>I. <u>Consent Items</u> - 8:45 p.m.</b>	
1. <b>Minutes</b>	<b>321</b>
2. <b>Claims</b>	
3. <b>Personnel</b>	
4. <b>150 Mile Trip</b>	<b>331</b>
5. <b>Out of State Travel Request</b>	<b>332</b>
6. <b>Approval of RFP for Waste Management Services</b>	
Neil Stevens, Business Administrator	
7. <b>Request for Budget Appropriation for Security Cameras</b>	
Neil Stevens, Business Administrator	
8. <b>Approval of Vehicle Safety System Contract</b>	
Neil Stevens, Business Administrator	
<b>J. <u>Suggestions for Future Board Meetings</u> - 8:50 p.m.</b>	<b>333</b>
<b>K. <u>Upcoming Events</u></b>	
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	
<b>L. <u>Board Handbook</u></b>	<b>335</b>
<b>M. Closed Session to Discuss the Character or Professional Competence of an Individual 8:55 p.m.</b>	
<b>N. Closed Session to Discuss Strategy Sessions with Respect to Collective Bargaining or Pending or Imminent Litigation 9:10 p.m.</b>	
<b>O. Closed Session to Discuss Purchase, Exchange, or Lease of Real Property 9:30 p.m.</b>	

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

The next meeting of the Board of Education will be held on Wednesday, May 13, 2026, with a Work Session at 5:30 and a Regular Session at 6:30 p.m., at Adele C. Young Intermediate School, 830 Law Dr., Brigham City, Utah.

**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 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



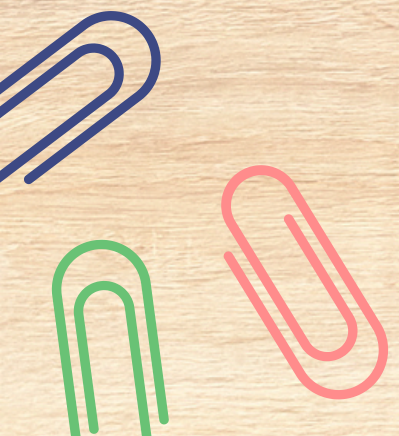
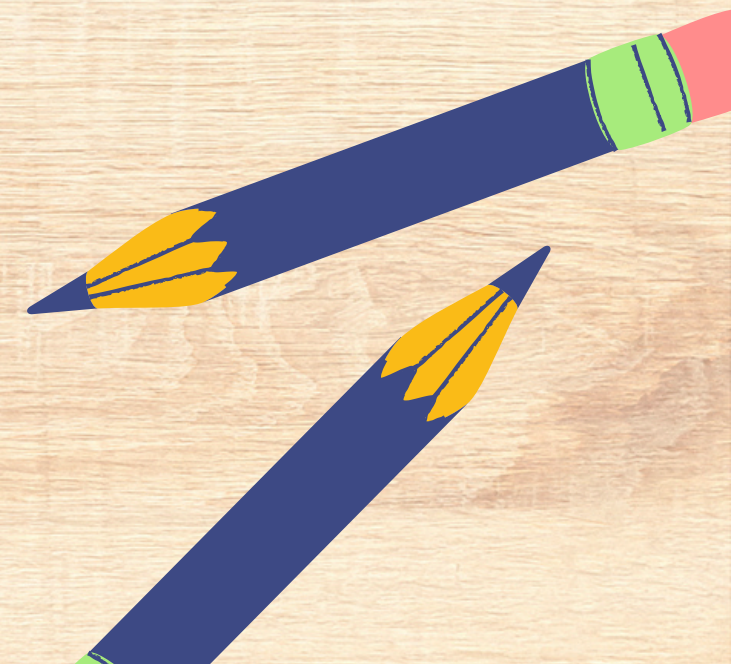
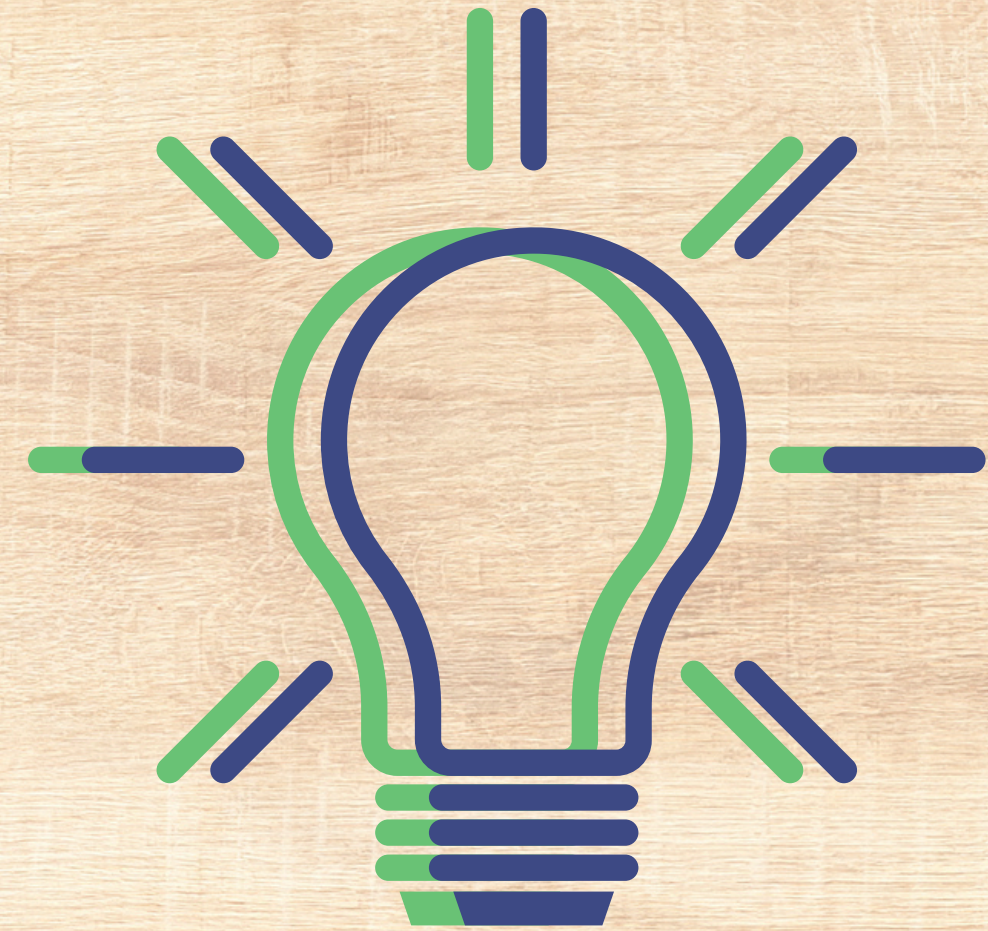
**ELEMENTARY GIFTED  
& TALENTED PLAN**

**2026-27**



# IDENTIFICATION

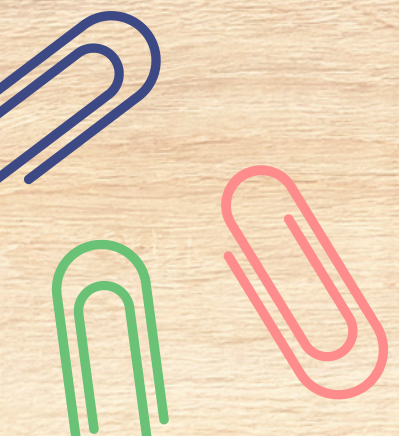
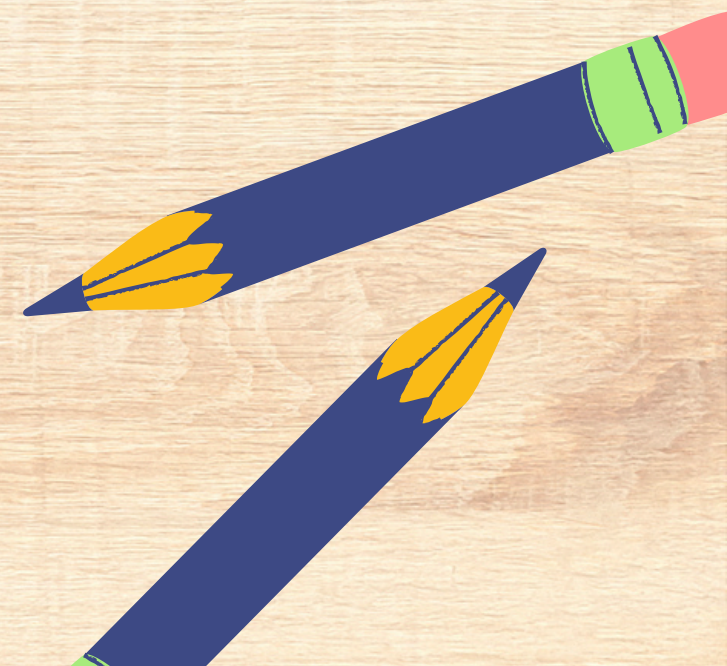
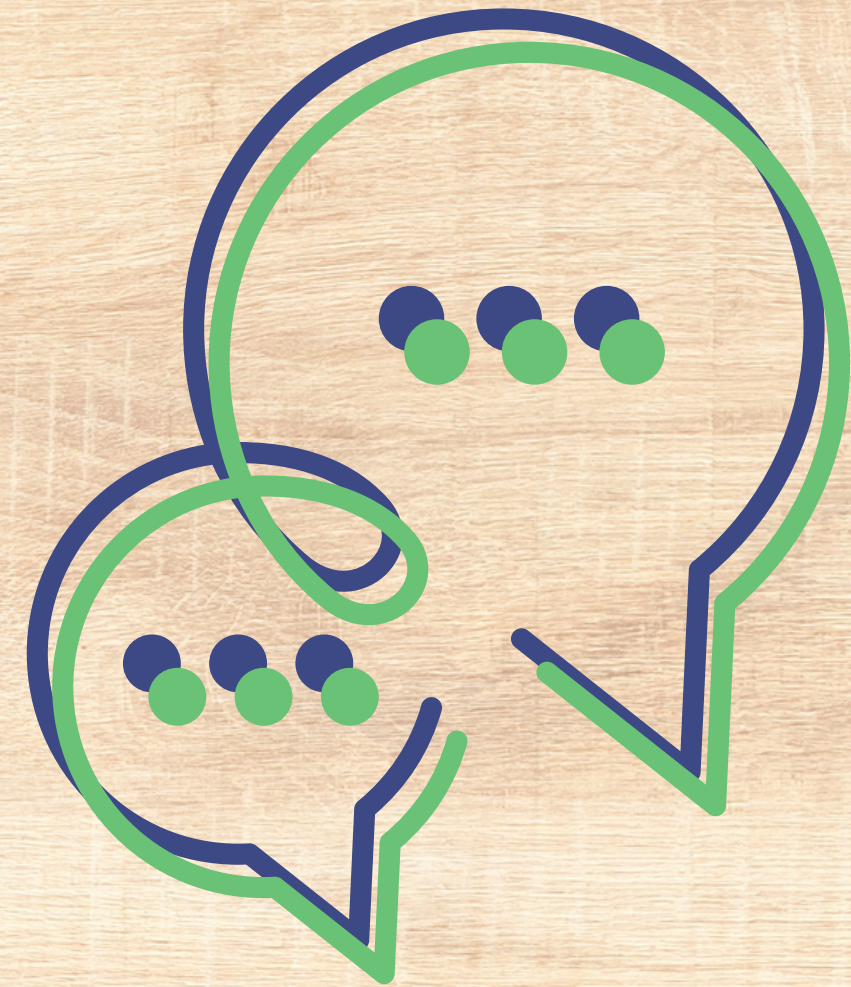
In March, all 3rd grade students district-wide are given the CoGat (Cognitive Abilities Test).





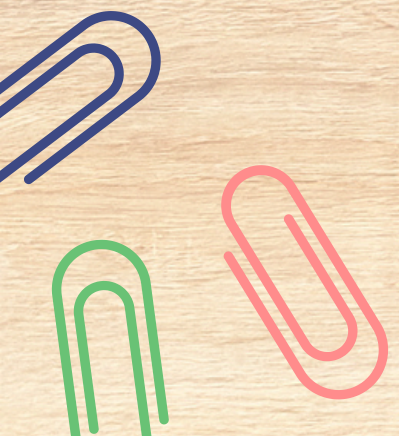
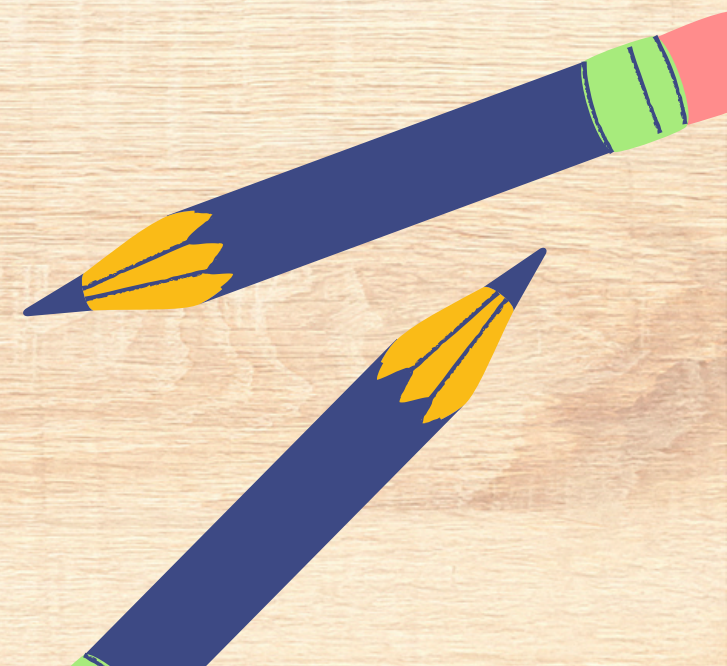
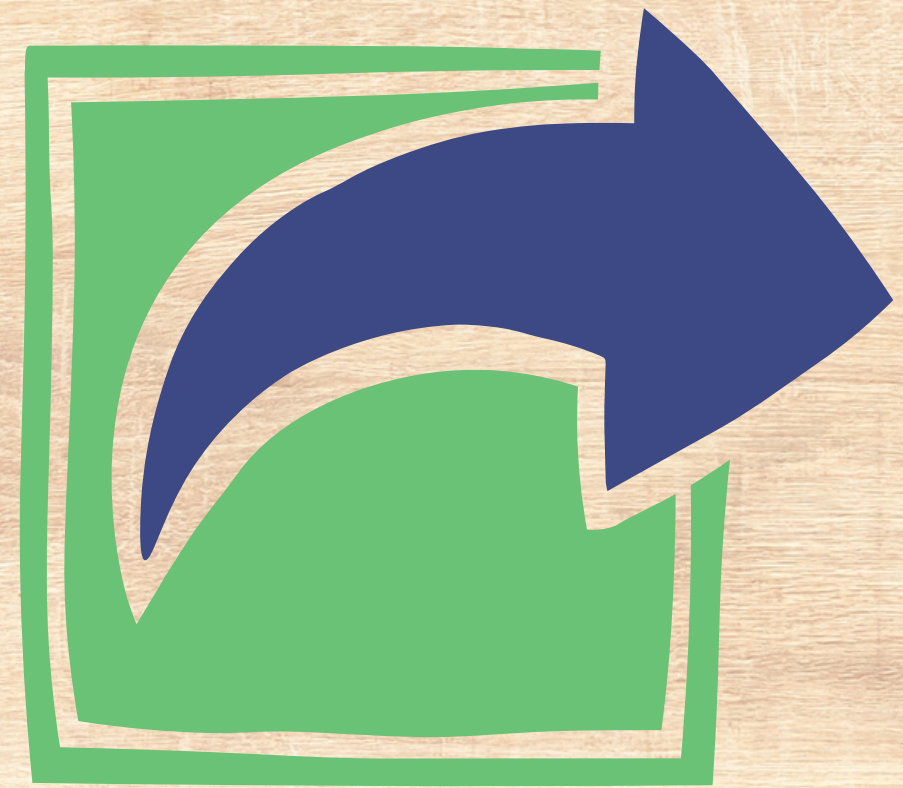
# IDENTIFICATION

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



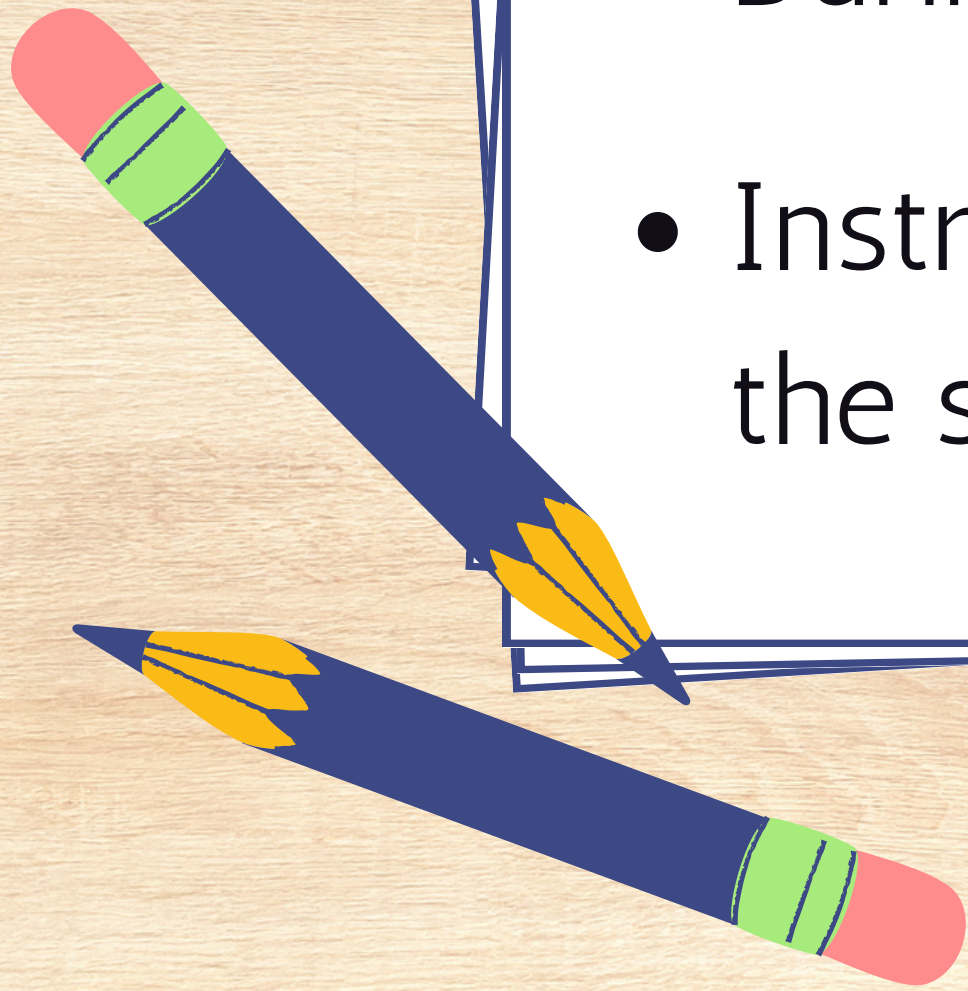
# IDENTIFICATION

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

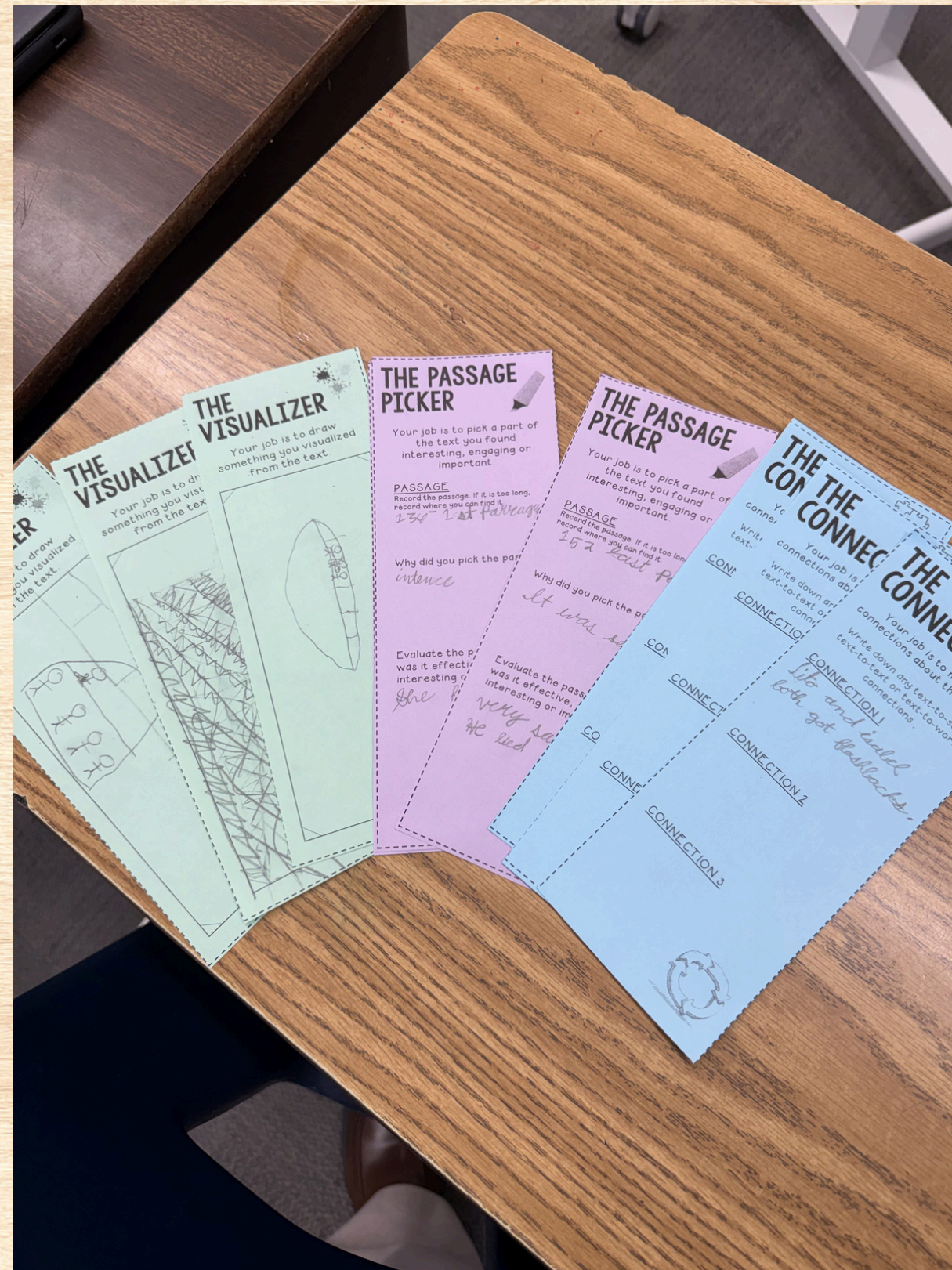
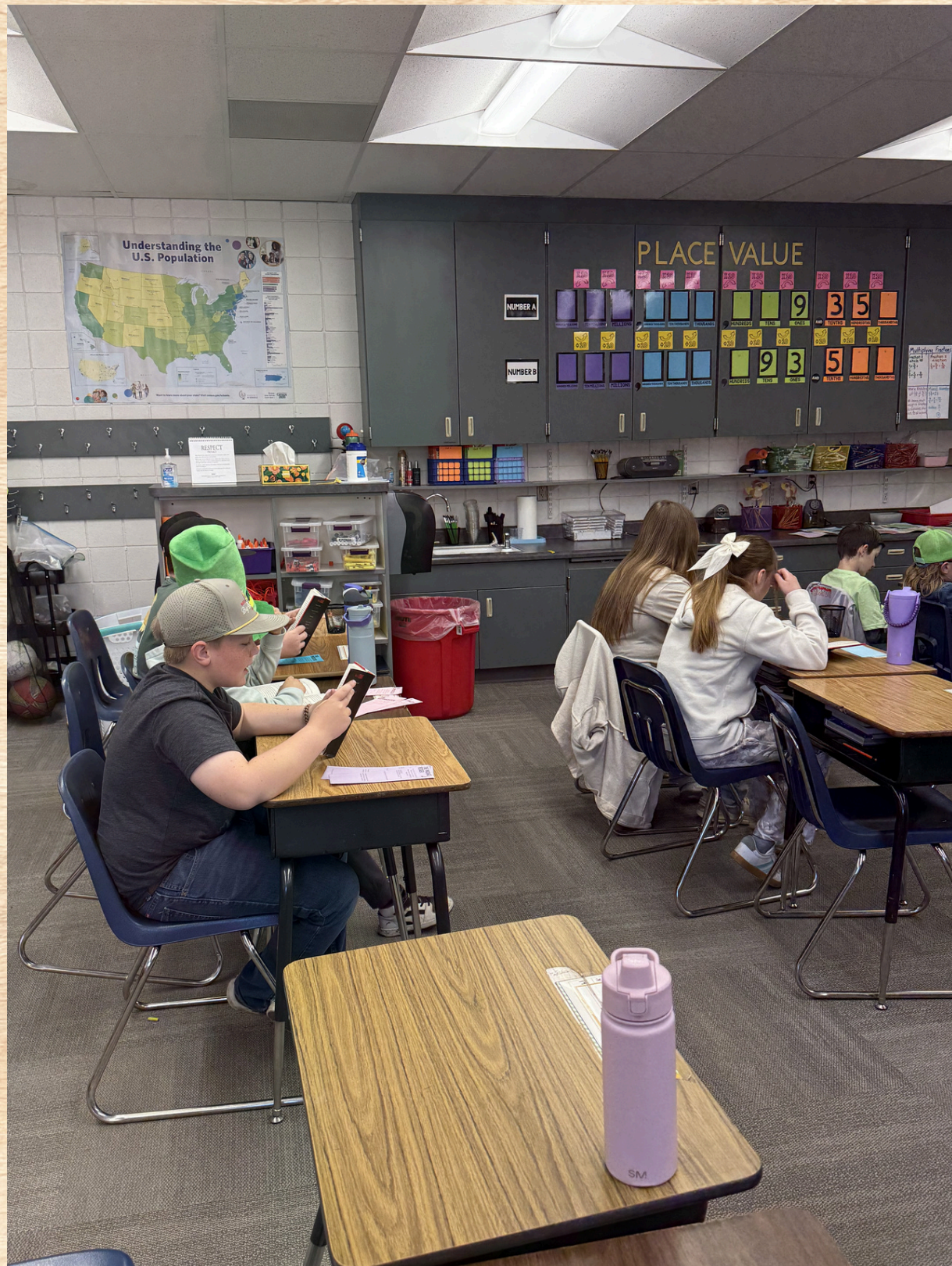
**Creative  
Thinking**

**Critical  
Thinking**

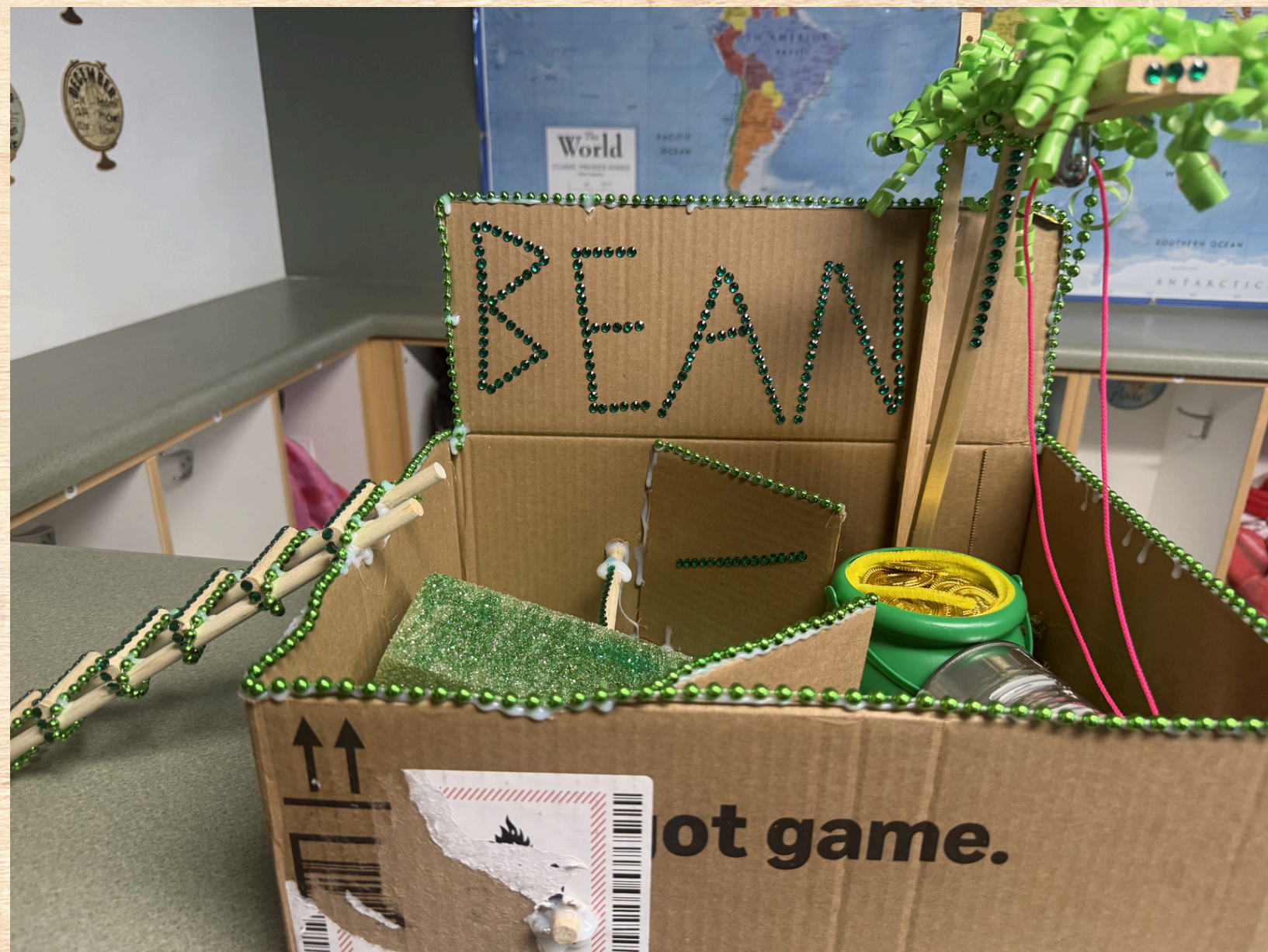
**Problem  
Solving**

**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 light brown wooden desk background. In the center, there is a stack of papers with a dark blue outline. The top paper is white and contains the word "QUESTIONS?" in a bold, black, sans-serif font. To the left of the papers, a green sheet of lined paper with a scalloped edge 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 paperclips: 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.

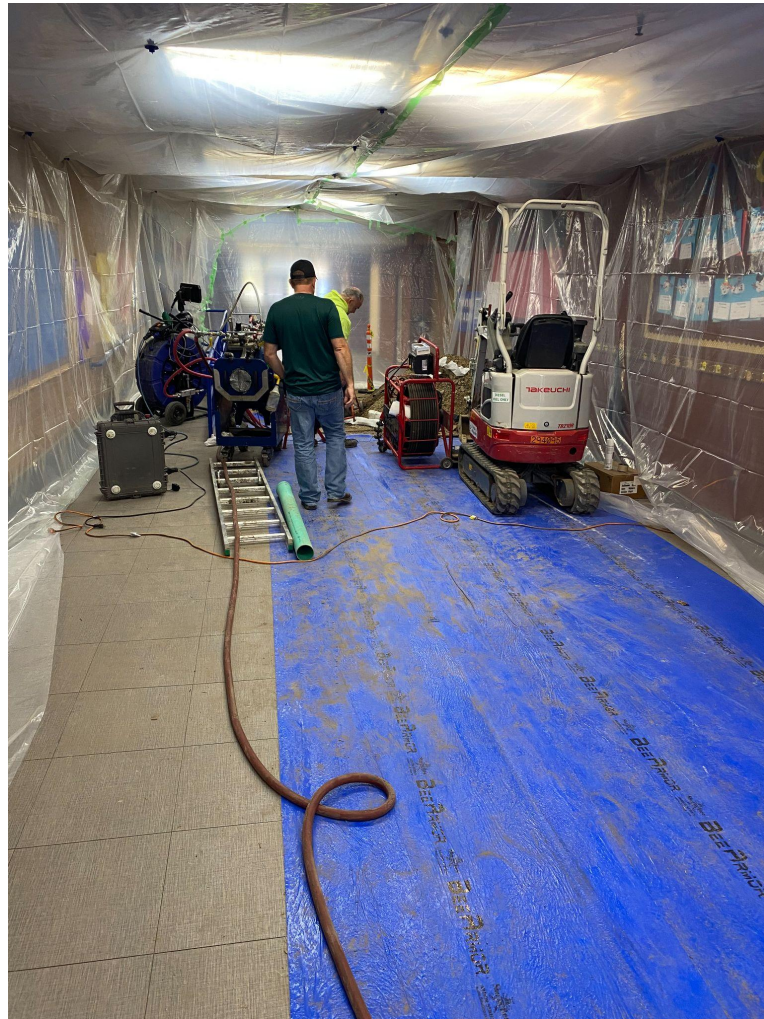


The new lining is as rigid as PVC, commonly used for sewer pipe



## 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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

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## Measurements

close

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### 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.

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## Action Plan Steps and Expenditures

close

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**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:**

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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 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

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## Measurements

close

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### Measurements

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## Action Plan Steps and Expenditures

close

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**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 #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.

**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 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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 therefore our most critical academic need.

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

**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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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

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## 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.

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## 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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.

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Action Plan Steps and Expenditures

close

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**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 teach 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.

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## Action Plan Steps and Expenditures

close

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### **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

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## 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.

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## 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.

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**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.

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Action Plan Steps and Expenditures

close

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**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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$74,000.00	\$0.00	\$74,170.36
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>\$199.79</b>		<b>\$29.43</b>

## 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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

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# 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$104,990.04	\$0.00	\$101,401.08
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>\$460.20</b>		<b>\$6,529.91</b>



## 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 proficient when we're talking about having kids that are truly proficient.

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# 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$116,828.59	\$0.00	\$118,585.46
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>\$0.02</b>		<b>\$141.17</b>

## 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$1,500.93	\$0.00	\$1,241.88
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>-\$699.64</b>		<b>\$0.00</b>

## Goal Statement

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

- Reading

## Measurements

**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

**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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$96,480.00	\$0.00	\$97,530.43
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>-\$4,331.23</b>		<b>\$0.00</b>

## 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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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

	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	<a href="#">23-24 to 24-25 Cohort Comparison</a>	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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$95,193.00	\$0.00	\$96,807.73
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>\$0.68</b>		<b>\$57.37</b>



## Goal Statement

close

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

## Academic Area

close

- Reading

## Measurements

close

**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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$2,724.00	\$0.00	\$4,006.47
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>\$1,282.47</b>		<b>\$0.00</b>

Goal Statement

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

- Reading

Measurements

**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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$4,968.02	\$0.00	\$4,968.02
<b>Remaining Funds (Carry-Over to 2025-2026)</b>	<b>\$0.00</b>		<b>\$0.00</b>

## Goal Statement

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

- Reading

## Measurements

**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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$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
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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](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.**

<b>List Expense Here</b>	<b>Total</b>	<b>Salaries 100</b>	<small>*1.0725 NonCont *1.3134 Cont</small> <b>Employee Benefits 200</b>	<b>Purchased Professional &amp; Tech Services 300</b>	<b>Other Purchased Services 500</b>	<b>Travel 580</b>	<b>Supplies and Materials 600</b>	<b>Property Including Equipment 700</b>	<b>Other 800</b>
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

5

**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**

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

**Math**

	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>8th</b>	<b>44%</b>	<b>46%</b>	<b>50%</b>
<b>9th</b>	<b>48%</b>	<b>50%</b>	<b>50%</b>

[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.

<b>Tasks/Activities:</b>		
<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.		

<b>Review your progress with your leadership team once each trimester.</b>		
<b>Trimester Updates:</b>	<b>Date of Review</b>	<b>Comments</b>
<b>Trimester 1:</b>	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.
<b>Trimester 2:</b>	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%
<b>Trimester 3:</b>	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.**

<b>Trimester Updates:</b>	<b>Date of Review</b>	<b>Measurement Used</b>	<b>Comments</b>
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 sequence based on the essential GVC skills
- 2- Teachers will participate in 2 data dives to analyze their MAP results and determine TIER 1 and Tier 2 adjustments
- 3- Teachers and staff will participate in training to improve their teaching strategies, including PD and 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
<b>Trimester 1:</b>	November, 2024	Progress Monitoring and Project	We are making lots of progress, especially in grades K, 1st and 3rd
<b>Trimester 2:</b>	January, 2025	MOY Acadience Data	We have already made the goal in Kindergarten! Good growth in 5th as well.
<b>Trimester 3:</b>	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
<b>Trimester 1:</b>	10/28/2024	Acadience Math	58.7% of students in K-3 were proficient at BOY on Acadience math
<b>Trimester 2:</b>	12/15/2024	Acadience Math	By MOY, we had increased to 64% proficient (surpassed goal)
<b>Trimester 3:</b>	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.**



Fielding TSSA	Total Allocated	\$80,325								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professiona l & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 1	Para Professionals	\$48,508.00	\$46,846.17	\$3,661.83					Not allowed	Not allowed
Goal 1 Step 4	Substitutes/Staff PD/IEP	\$1,100.00				\$1,100.00			Not allowed	Not allowed
Goal 2 Step 2	Para Professionals	\$17,760.00	\$16,472.40	\$1,287.60					Not allowed	Not allowed
Goal 2 Step 3	Supplies	\$1,700.00						\$1,700.00	Not allowed	Not allowed
Goal 2 Step 4	Committee	\$5,253.60	\$4,000.00	\$1,253.60					Not allowed	Not allowed
Goal 2 Step 5	Student Incentives	\$2,000.00						\$2,000.00	Not allowed	Not allowed
Goal 2 Step 5	School Culture	\$4,000.00						\$4,000.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	<b>Total Subcategories</b>	<b>\$80,321.60</b>	<b>\$67,318.57</b>	<b>\$6,203.03</b>	<b>\$0.00</b>	<b>\$1,100.00</b>	<b>\$0.00</b>	<b>\$7,700.00</b>	<b>Not allowed</b>	<b>Not allowed</b>
	<b>24-25 FINAL EXP</b>	<b>\$86,171.15</b>	<b>\$73,879.81</b>	<b>\$5,889.90</b>	<b>\$328.00</b>			<b>\$6,073.44</b>		

**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.**

<b>First Grade Acadience Math Composite</b>	<b>2023-24 - BOY 45% MOY 70% EOY 87%</b>	<b>2024-25 - BOY 44% MOY 81% EOY 89%</b>
<b>Second Grade Acadience Math Composite</b>	<b>2023-24 - BOY 51% MOY 70% EOY 93%</b>	<b>2024-25 - BOY 51% MOY 70% EOY 85%</b>
<b>Third Grade Acadience Math Composite</b>	<b>2023-24 - BOY 31% MOY 64% EOY 81%</b>	<b>2024-25 - BOY 37% MOY 76% EOY 84%</b>
	<b>Total at or above Benchmark 87%</b>	<b>Total at or above benchmark 86%</b>

**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
<b>Trimester 1:</b>	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.
<b>Trimester 2:</b>	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.
<b>Trimester 3:</b>	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	<a href="#">See linked Spreadsheet</a>
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	<a href="#">See linked Spreadsheet</a>
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 I & 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
	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 Grade**  
 Begin Acadience Progress Monitoring on Oral Reading Fluency by October 15.  
 Exit first grade with accuracy through skill 9 on 95% Phonics (extend through skill 15); assess students on the 95% fluency passage prior to advancing to the next skill. (SKILL ACCURACY THROUGH 9)  
 Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

**Second Grade**  
 Exit second grade with accuracy through skill 9 on 95% Phonics (extend through skill 15). (SKILL ACCURACY/FLUENCY THROUGH SKILL 12?)  
 Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

**Third Grade**  
 Exit third grade with accuracy through skill 15 on 95% Phonics  
 Use Bridge the Gap daily for phonemic awareness

**Fourth Grade**  
 Exit fourth grade with accuracy through skill 15 on 95% Phonics (SKILL ACCURACY AND FLUENCY THROUGH 15)  
 Utilize REWARDS and Vocabulary Surge A

**Fifth Grade**  
 Provide interventions for students who have not shown accuracy through skill 15 on 95% Phonics.  
 Utilize REWARDS and Vocabulary Surge B



**Final Report- Complete after January 15 of the following year. What were the results of your  
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	\$82,890.00								
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	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**

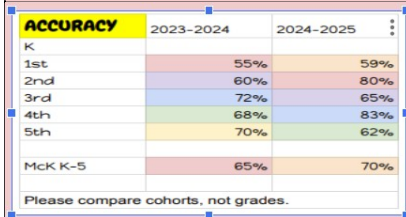
*What specific tasks/activities will need to be done to help reach your goal?*

- 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.**

<b>Trimester Updates:</b>	<b>Date of Review</b>	<b>Measurement Used</b>	<b>Comments</b>
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%**

<b>\$167.00</b>		<b>167</b>		<b>\$151,026.00</b>							
<b>Goal # Action Step #</b>	<b>List Expense Here</b>	<b>Total</b>	<b>Salaries 100</b>	<small>*1.0725 NonCont *1.3134 Cont Employee Benefits 200</small>	<b>Purchased Professional &amp; Tech Services 300</b>	<b>Other Purchased Services 500</b>	<b>Travel 580</b>	<b>Supplies and Materials 600</b>	<b>Property Including Equipment 700</b>	<b>Other 800</b>	
Goal 1, Step 6	Staff Recognition/Appreciation							\$1,029.80	Not allowed	Not allowed	
Goal 1 & 2, Step 5	Paraprofessionals		\$84,789.04	\$8,224.92					Not allowed	Not allowed	
Goal 1, Step 6	Leadership Stipends		\$13,220.60	\$3,259.36					Not allowed	Not allowed	
Goal 1, Step 6	IEP, Teacher Observation Subs		\$2,006.00						Not allowed	Not allowed	
Goal 1, Step 1	Supplies and Materials							\$1,379.49	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	\$113,909.21	\$100,015.64	\$11,484.28	\$0.00	\$0.00	\$0.00	\$2,409.29			
	24-25 FINAL EXP	\$137,447.84	\$109,775.04	\$13,442.35	\$2,006.00	\$0.00	\$0.00	\$12,224.45			



**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			
<b>Goal 2- ACTION PLAN</b>			
Students in grades 1-3 will increase their proficiency by 15% from BOY to EOY according to Acadience Math Benchmark Assessment.			
<b>Tasks/Activities</b>			
<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.			
<b>Review your progress with your leadership team once each trimester.</b>			
<b>Trimester Updates:</b>	<b>Date of Review</b>	<b>Measurement Used</b>	<b>Comments</b>
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.
<b>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</b>			
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.			
<b>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.</b>			



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.

	<b>Total Allocated</b>	<b>\$81,270</b>	\$121,150.51							
<b>Goal # Action Step #</b>	<b>List Expense Here</b>	<b>Total</b>	<b>Salaries 100</b>	<small>*1.0725 NonCont *1.3134 Cont Employee Benefits 200</small>	<b>Purchased Professional &amp; Tech Services 300</b>	<b>Other Purchased Services 500</b>	<b>Travel 580</b>	<b>Supplies and Materials 600</b>	<b>Property Including Equipment 700</b>	<b>Other 800</b>
#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	<b>\$97,702.04</b>	\$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.**



## 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. BESC 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  
Physical Control  
Maintenance  
Surplus Property Management  
Lease Management

Purchase  
Planning & Budgeting  
Risk Management  
Grant 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. 7<sup>th</sup> and 8<sup>th</sup> grade students may earn credit for one of the mathematics foundation courses before 9<sup>th</sup> 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 9<sup>th</sup> grade; or
  - 4) The student takes the State Board of Education competency test in the summer prior to 9<sup>th</sup> 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 9<sup>th</sup> 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~~ 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 <del>Item</del>	Maximum # of Credits	Where Credit can be Applied	Description	Documentation
Work Experience	4 credits	Elective or CTE	<del>4 credits maximum</del> 1 credit for <del>900</del> 180 hours ( <del>1/2</del> 0.50 credit for <del>450</del> 90 hours) of continuous professional <del>development</del> employment	W2, pay stubs, or employer verification of hours worked

Professional License or Certificate of Skill Testing	3 credits	Elective or CTE	<del>3 credits maximum</del> 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 <del>or PE</del>	<del>3 credits maximum</del> 1.5 ½ credit max. for basic training ( <del>Individualized Fitness for Life or elective</del> ) 1 credit for each 180 hrs. of <del>other</del> verified military training not to exceed 1.5 ½ credits	Form DD214
College or University Credits	As <del>evaluated determined</del> 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 <del>College Cluster</del> Apprenticeship work performed.	Union or registered work credential
Credit from Other <del>Accredited</del> High Schools	As determined by transcript	Appropriate subject area analysis	Transcript evaluated according to District Core Courses documented	Transcript
GED Test(s) per <del>Policy 4059 Focused</del>	<del>13</del> 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.

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.

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.

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.

Karen Cronin noted that she is opposed to the purchase and that the District should focus on facility improvements first.

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 20<sup>th</sup>. She also reported that there is a career day at Bridgerland Technical College on March 6<sup>th</sup> and 7<sup>th</sup>.

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 Ulsh	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

# 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 <sup>th</sup> -11 <sup>th</sup>	325	Hurricane Utah	Varsity
or			
April 17 <sup>th</sup> -18 <sup>th</sup>	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 SPORTS YOU  
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

## Suggestions for Future Board Meetings

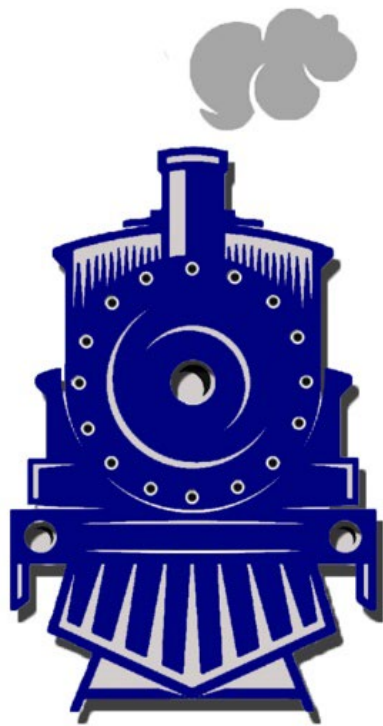
Work Session	Board Meeting	Assigned
<b>May 13, 2026 (tentative)</b>		
	Retirement Recognitions Certificated Employee and Volunteer Recognitions Approval of 2026-2027 Board Meeting Calendar Approval of School Land Trust Plans Approval of TSSA Plans Review of Positive Behavior Plans ACT Data School Fees Summary Policy Review	Coerina Fife BEAA Steve Carlsen Keith Mecham & Heidi Jo West Keith Mecham & Heidi Jo West Megan Bushnell Jeff Morris Keith Mecham
<b>June 10, 2026 (tentative)</b>		
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
<b>July 8, 2026 (tentative)</b>		
	Approval of Sex Education Committee Bullying Report	Keith Mecham Megan Bushnell
<b>August 12, 2026 (tentative)</b>		
	Approval of Early Literacy Plan Policy Review	AshLee Nelson
<b>September 9, 2026 (tentative)</b>		
	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
<b>October 14, 2026 (tentative)</b>		
	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
<b>November 11, 2026 (tentative)</b>		
Complete MBA	RISE and Utah Aspire Plus Data	Jeff Morris

	Policy Review	
<b>December 9, 2026 (tentative)</b>		
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
<b>January 13, 2027 (tentative)</b>		
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
<b>February 9, 2027 (tentative)</b>		
	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
<b>March 10, 2027 (tentative)</b>		
	Negotiations Team Approval Legislative Update Policy Review Board Graduation Assignments	Coerina Fife Steve Carlsen  Board President
<b>April 14, 2026 (tentative)</b>		
	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

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# BOX ELDER SCHOOL DISTRICT BOARD OF EDUCATION HANDBOOK

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**BOX ELDER  
SCHOOL DISTRICT**

*Learning is Everything*

REVISED  
OCTOBER 9, 2019  
BOX ELDER SCHOOL DISTRICT

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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](#)