BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING
Detailed Agenda
Wednesday, October 14, 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**
Karen Cronin, Board Member
3. **Flag Salute/Pledge of Allegiance**
Allie Sorensen, Student Board Member
4. **Recognitions**
Jamie Kent, Public Information Officer

a. **Five C's Recognitions:** **5**
Connections: Megan Loveless, Principal Admin. Asst. - ACHI
Communication: Brandon Nelson, Asst. Principal - BEMS
Collaboration: Box Elder Middle School 9th Grade ELA Team - Kali Phister, Kierstyn Saunders, Talia Scholes, Carleen Ramirez, Adam Williams
Contribution: Sharon Williams, Class of 1965
Career Readiness: TJ Rhodes, BRHS CTE Teacher
Jamie Kent, Director of Public Relations

C. **Approval of Agenda** - **6:50 p.m.**

D. **Swear in Student Board Member, Allie Sorensen, BRHS** **6:55 p.m.** **6**
Neil Stevens, Business Administrator

E. **Public Comment** - **7:00 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** - **7:30 p.m.**

1. **Approval of Sunrise High School Community Council Exemption** **8**
Randy Rasmussen, Sunrise High Principal
2. **Approval of Comprehensive Prevention Plans** **11**
Ben Wiley, CTE Director in behalf of Megan Bushnell, Student Service Director
3. **Approval of Construction Contract for Salt Creek Elementary** **177**
Neil Stevens, Business Administrator
4. **Approval of Construction Project for Bear River High School Parking/Softball Field Adjustments** **190**
Neil Stevens, Business Administrator

G. **Information Items** - **7:45 p.m.**

1. **October 1 Enrollment Report** **191**
Keith Mecham, Superintendent
October 1 Count
2. **Literacy and Math Goals Report** **193**

AshLee Nelson, Director of Instructional Support and Jamie Kent, Public Information Director and Math Specialist

a. **Individual Reading Plan (IRP) Update (SB241)** **207**

Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning

3. **Construction and Improvements Update** **217**

Jerry Jackman, Facilities Director

4. **Monthly Financial Report** **223**

Neil Stevens, Business Administrator

5. **Board Committee Reports**

a. **Student Board Member Report**

6. **Employee Appreciation**

a.

September	Teacher	Support
BRHS	Marckee Belliston	Celeste Anderson
BRMS	Megan Cranmer	Jeniece Scott
ACHI	Karen Christiansen	Angel Zambrano
BEHS	Tyson Heaton	Keith Witt
BEMS	Staci Bishop	Angie Smoot
ACYI	Susan Thompson	Terri Nevarez
Sunrise	Jeremy Hammond	David Kraus
Century	Valerie Josephson	Read Marshall
Discovery	Crystal Bodily	Stephanie Smith
Fielding	Tina Gregory	Abby Hancock
Garland	Michaela Sutton	Jennifer Manning
Golden Spike	Gwen Larsen	Mindy Adams
Lake View	Nicole Jensen	Chelsye Saulsberry
McKinley	Leslie Brown	Lesly Castro
North Park	Mikellie Sorensen	Natalie Swain
Three Mile Creek	Carol Pyle	Lori Morris
Willard	Mandy Stokes	Rhonda Call
Western	Hallie Kunzler	Maci Kunzler

H. **Policy Review** - **8:20 p.m.**

1. **First Reading**

a. Policy 1020 Board Powers and Duties 230

b. Policy 1225 School Size - Elementary School 234

c. Policy 2229 Transportation: Route Planning 238

d. Policy 2231 Transportation: School Site Selection 241

e. Policy 2232 Transportation: Director of Transportation 242

f. Policy 2233 Transportation: Operators and Mechanics 244

g. Policy 2234 Transportation: Student Management 248

h. Policy 2235 Transportation: Lights and Railroad Crossings 252

i. Policy 2236 Transportation: Emergencies 253

j. Policy 3041 Educator Evaluation 256

k. Policy 4016 Evaluation and Selection of Instructional Material 268

l. Policy 4037 Reading Achievement for K-3 279

m. Policy 4068 Special Programs: Alternative Language Program 291

n. Policy 4077 Course Disclosure Statements - Secondary 296

o. Policy 4078 Class Disclosure Statements: Elementary 298

p. Policy 4105 Sex Education 300
q. Policy 4115 Grading: Course Grade Replacement 308
r. Policy 5321 Educational Field Trips 312
s. Policy 6018 Parental Involvement 316
t. Policy 6045 Board of Education Hotline 319
u. Policy 6050 Community Use of School Facilities 326

2. **Second Reading**

a. Policy 1071 Electronic Meetings 330
b. Policy 1072 Board Meetings: Notice Requirements 334
c. Policy 1074 Board Meetings: Closed Meetings 340
d. Policy 2031 Procurement of Construction: Construction Bonds and Security 342
e. Policy 2036 Procurement of Construction: Construction Management Methods 344
f. Policy 2181 District Emergency Plan 347
g. Policy 2182 School Safety 353
h. Policy 3007 Employment: Staff Code of Conduct 372
i. Policy 3010 Employee Bullying and Hazing 381
j. Policy 3038 Highly Needed Educator Salary Supplement 399
k. Policy 3047 Reemployment of Retirees 402
l. Policy 3070 Alcohol and Drug Abuse - Employees 405
m. Policy 3094 Reporting Student Drug Possession Offenses 411
n. Policy 4027 Special Programs: Dropout Prevention and Recovery 413
o. Policy 4028 Special Programs: Education of Youth in Care 418
p. Policy 4061 Curriculum: American Heritage 422
q. Policy 4066 Curriculum: Religious Neutrality 426
r. Policy 5005 Safe Schools - Student Discipline/Behavior 430
s. Policy 5010 Admissions Eligibility Requirements 458
t. Policy 5085 Services for Students Experiencing Homelessness 488
u. Policy 5270 Student Rights and Responsibilities Bullying, Cyberbullying, Hazing, and Abusive Conduct 492
v. Policy 6070 Electronic Submission of Information 518

I. **Consent Items** - **8:30 p.m.**

1. **Minutes** **519**
2. **Claims** **532**
3. **Personnel** **547**
4. **Exemption from Compulsory Attendance (Home School)**

Keith Mecham, Superintendent

5. **Out of State Trips** **549**
6. **150 Mile Trips** **551**
7. **Club Request** **552**
8. **Approval of School Bus Purchases** **554**

J. **Suggestions for Future Board Meetings** - **8:35 p.m.** **564**

K. **Upcoming Events**

1. BESD Foundation Jubilee of Trees at Box Elder County Fairgrounds, Home Arts Building November 6, 2026 - Open to Public 12:00 to 8:00 pm
2. New Board Member Training - December 5, 2026 8:00 to 1:30, Provo Marriott
3. USBA Conference - January 7-9, 2026

L. **Closed Session to Discuss the Character, Professional Competence, or Physical or Mental Health of an Individual** **8:40 p.m.**

M. **Adjournment** - **9:10 p.m.**

The next meeting of the Board of Education will be held on Wednesday, November 11, 2026, with a Work Session at 5:30 and a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.



Megan Loveless - Harris Intermediate

OATH OF OFFICE

Utah State Archives

In Utah, state officers are required by both the federal and state constitutions to take an oath of office. The Constitution of the United States requires members of the legislature as well as all executive and judicial officers of the states to be bound by oath or affirmation to support the federal Constitution (Article VI, clause 3). The Constitution of Utah specifies the wording of the oath to be taken by "all officers made elective or appointive by this Constitution or by the laws made in pursuance thereof, before entering upon the duties of their respective offices" (Article IV, section 10).

The **Oath** is to be stated as found in Article IV, section 10:

> "I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States and the Constitution of this State, and that I will discharge the duties of my office with fidelity.["]

State law dictates that the following individuals may administer the oath. Some state agencies may have a notary on staff who can administer the oath:

> § 78B-1-142: "Every court, every judge, clerk and deputy clerk of any court, every justice, every notary public, and every officer or person authorized to take testimony in any action or proceeding, or to decide upon evidence, has the power to administer oaths or affirmations."

After taking the oath, state officials should file the original signed oath with the State Archives, as mandated by state law. (Utah Code § 52-1-2 (2))

How to File an Oath of Office for Public Officials with the Division of Archives and Records Service

Once administered the Oath of Office, an official should check with the agency that administered the oath, and the official's own agency, to see if there are specific procedures in place to ensure the oath is properly filed with the State Archives.

If there are no set procedures, the original signed hard copy oath should be sent to the State Archives, either by mail or deliver to:

> Oaths of Office
> Utah State Archives
> 346 S Rio Grande St
> SLC, UT 84101

Even though there is no specific time frame as to when an oath should be filed with the State Archives, state officials should do so as soon as possible. Utah Code § 76-8-203 states, "A person is guilty of unofficial misconduct [a class B misdemeanor] if the person exercises or attempts to exercise any of the functions of a public office when the person has not taken and filed the required oath of office[.]"

OATH OF OFFICE

STATE OF UTAH

I, _____, *having been appointed to the office of*

Print Name

_____

do solemnly swear or affirm that I will support, obey and defend the Constitution of the United States and the Constitution of this State, and that I will discharge the duties of my office with fidelity.

_____

Signature

State of Utah,
County of _____

Subscribed and sworn to before me this _____ *day of* _____ *, 20*_____

_____

*Person Administering Oath

_____

Title

*Utah Code § 78B-1-142: "Every court, every judge, clerk and deputy clerk of any court, every justice, every notary public, and every officer or person authorized to take testimony in any action or proceeding, or to decide upon evidence, has the power to administer oaths or affirmations."

File oath by sending to: Oath of Office, Utah State Archives, 346 S Rio Grande St, Salt Lake City, UT, 84101

Recommendation to approve

Submitted by: Randall Rasmussen

Recommendation:
It is recommended that the Box Elder School District School Board grant an exemption to Sunrise High School to seat a School Community Council, pursuant to R277-491-3 paragraph 5, for the 2026-2027 school year.

Recommended Motion:
I move that Sunrise High School be granted an exemption to the requirement to have a school community council, pursuant to R277-491-3 paragraph 5, for the 2026-2027 school year

Background:
Please see attached letter.

Policy Implications:
The above action is allowed for and in accordance with state rules

Financial Implications:
No financial impact to the district budgets.
The exemption will allow Sunrise High School to receive Trustlands funds to fulfill the Trustlands plan submitted for the 2026-2027 school year.

Staff Implications:
The Trustlands goal is to raise graduation rates. We use the funds to hire a mentor to work with students to earn the credits they need for graduation. A small portion is used to purchase student and staff rewards

SUNRISE
HIGH SCHOOL

Sunrise High School
Box Elder Adult Education

230 W 200 S
Brigham City, UT 84302
Phone (435)734-4834 • Fax (435)734-4860

October 2026

To the Box Elder Board of Education;

For the past several years, Sunrise High School has had significant difficulty forming and keeping a community council. We have posted on our website the need for parents to serve on our counsel. We have solicited involvement during our Back-to-School night. We have sent automated phone calls home as well, and in spite of our efforts, we have never had any response. When we did have a community council, the secretary would start each year personally calling parent after parent asking them to please be a part of our council. She continued to call until we had the minimum of three parents agree to serve as well as a representative from one of our YIC sites. However, never did we have all three parents or the representatives attend a meeting at the same time. Our last year with a community council two parents attended the first meeting, and agreed to be the chair and vice chair. However, shortly after this one of their students quit attending and the parents quit coming as well. The other parent came pretty well, but it is difficult to have a discussion with only one parent. This was what happened each year we tried to have a community council. The year would start by begging parents to come. If we got three to agree, they would attend very sporadically, and seldom would continue coming the full year. This year we held a back to school night which was fairly well attended with over 40 students and parents. We put up a table and tried to get parents to sign up to be on the council. We again posted the invite on our website, and social media sites. We sent texts and emails out as well and have not had a single person respond with interest.

Our student body changes regularly. Many of our students come mid-year after the training and councils have been set up. Many have trouble attending, and are at risk of not finishing. Some have disengaged parents, or single parents just trying to support the family. Some are living on their own with minimal parent contact. Whatever may be the case, it is very difficult to form, let alone maintain a functioning community council here at the alternative high school.

This summer and fall, I also solicited volunteers for the Sunrise High School Community Council. Unfortunately, no one has responded or volunteered to serve.

Sunrise High School
Box Elder Adult Education

230 W 200 S
Brigham City, UT 84302
Phone (435)734-4834 • Fax (435)734-4860

For the above stated reasons, I am asking that we be granted an exemption, as has been granted the past several years, and as is allowed for in State Board Rule R277-491-3 which states:

(5)(a) A public school that is a secure facility, juvenile detention facility, hospital program school, ***or other small or special school*** may receive School LAND Trust Program funds without having a school community council if the school demonstrates and documents a good faith effort to:

(i) recruit members;

(ii) have meetings; and

(iii) publicize the opportunity to serve on the council.

(5)(b) A local school board shall make the determination whether to grant the exemption for a school described in Subsection (5)(a).

Our school continues to encourage parent involvement and will continue to solicit the help of parents who desire to serve. If at any time a parent expresses interest, we will gladly form a community council. We value outside ideas and strive to build good relationships with our parents and students. We also will continue to receive community input through an interagency council that meets quarterly. At this time, with our efforts I am asking once again for an exemption from you, our board of education.

Sincerely;

Randall Rasmussen
Principal - Sunrise High School

Recommendation to approve

Submitted by: Megan Bushnell

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

Recommended Motion:
I move that the Board approves the Comprehensive Prevention Plans.

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

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

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

Staff Implications:
The principal appoints plan specialist(s) to implement the PBS plan and write the report at the end of each school year.

Comprehensive Prevention Plan Template

Utah State Board of Education

Box Elder High School
LEA Name

Implementation Period 2026-2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date 9/9/2026 **Format** School Community Council and PTC *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Appreciated the practices and efforts to help our students. Many didn't realize how many things happen to help students.

Input 2

Date May 2026 **Format** Needs Assessment *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

All groups were surveyed and results varied. Some similarities were suicide prevention and financial aid resources were desired by all groups.

Input 3

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

By June 3, 2027 BEHS will increase by 1% the number of classes attended.

The goal informs the strategies.

Strategies

-Attendance incentives and rewards

- Consistent messaging home about absences

-Teachers in hallways building connections

-Focus on positive connections with students and staff at school. i.e. 2x10,

-Individualized attendance plans including meeting with parents

Current Resources

some incentives

traveling trophy per class

Teacher connections

Needed Resources

more incentives
focused incentives for at risk groups
student and parent engagement

Goal Lead

Dawn Richards

Email Address

dawn.richards@besd.net

Goal 2

SMART Goal

By June 3, 2027 BEHS will decrease the number of EH referrals for nicotine or drugs from 55 to 50 students.

The goal informs the strategies.

Strategies

-Work with Governor's Youth Council to support students (GYC Timber Bailey)

-Indentify and support students with Check and Connect, Prevention Specialist and district nurses

-Health classes and PE will teach and promote healthy lifestyle choices

-Counselors and teachers will teach positive coping skills

Current Resources

GYC
Health and PE teachers curriculum
Check and Connect mentor, Prevention specialist and school nurses

Needed Resources

Parent and staff partnership

Goal Lead

Jace McKee

Email Address

jace.mckee@besd.net

Goal 3

SMART Goal

By June 3, 2027 all students will know where to seek help for themselves and a friend.

The goal informs the strategies.

Strategies

-Help squad teaches suicide prevention curriculum in health classes

-Counselors identify and support at risk students

-Create and show positive and informational ads for all to see on school TVs

-1st day curriculum for suicide prevention each trimester

Current Resources

Help squad curriculum and plan

Counselors and teachers working together

TVs

Needed Resources

1st day curriculum
TVs connected
verificationt that all students know where to seek help

Goal Lead

Victoria Dance

Email Address

victoria.dance@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Robbie Gunter

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our positive behavior plan will focus on educating students to make health lifestyle choices. We will include students, parents, counselors and teachers in this process. We have incentives and plans in place to accomplish these goals.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Victoria Dance

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our positive behavior plan is focused on making sure that all students know where to seek help in case of suicidal ideation. We will educate them and verify that they know. This will be an ongoing process.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Robbie Gunter

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our plan is to use available state and district trainings to ensure our school personnel understand childhood trauma and how it impacts student learning.

Comprehensive Prevention Plan Template

Utah State Board of Education

Bear River High School
LEA Name

Implementation Period September 2026-June 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Oct. 2026 **Format** Community council meeting *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

On October 1st, 2026 community council will be meeting. They will be give copy of our prevention plan to approve and give feedback. This group inclu parents, staff, and administration.

Input 2

Date Sept. 2026 **Format** Focus groups *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Administrators will have the office aides provide feedback on the preventic plan.

Input 3

Date Sept. 2026 **Format** Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Teachers will be sent a copy of the prevention plan with a survey requestir feedback.

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

By April 9, 2027, increase the schoolOs a absence rate from 14.29% to 10% and ou average attendance rate from 85.71% to 9 through targeted parent communication, student incentive programs, use of the dig hall pass, and early interventions for stude with chronic absences.

The goal informs the strategies.

Strategies

Strategy #1
Incentives for students who attend 90% of time

Strategy #2
Meeting with students and parents that are struggling to attend regularly

Strategy #3
Letters sent home to students parents/guardians

Strategy #4
Athletics/Clubs attendance policies which states:
The U policy for sports is that athletes can participate with a U on their transcript. We adjusted that so they cannot even try out if they have a U. If they get a U after making team they have 1 week to make that up. Grades are 2.0 with no more than 1 F and check every 3 weeks for failing grades

Current Resources

$12,000 from principal discretionary school funds has been allocated to student rewards and incentive made these purchases based on what we thought students would like.

Drawings will be done each trimester.

Monthly administration will reward students who are meeting 90% attendance. Sometimes students w show up will also be rewarded.

Student council will help get the message out.

Needed Resources

The $1,000 prevention plan money is requested for student incentives such as headphones, hats, soc projectors, and more. The goal is to make the incentives things kids want.

Goal Lead

Taylor Jackson

Email Address

taylor.jackson@besd.net

Goal 2

SMART Goal

By April 9, 2027, reduce the number of students receiving referrals for substance abuse cessation from 10 (reports in 25-26 school year) to 8 or less as reported in EducatorÕs Handbook and administrator noted by implementing targeted prevention education, staff training, and early intervention strategies.

The goal informs the strategies.

Strategies

Tier 1:
Health class lessons about the dangers of substances
Health class lessons about making choices
Digital hall pass

Tier 2:
Dimensions class through JJYS
Check n Connect Mentors
Parent meetings as needed
Drug Testing per BESD Policy 5291
Safe School Meetings and Re-integration as necessary

Current Resources

Check n Connect Mentors, Parents,
JJYS
Holly Starks
Administration
Taylor Jackson, David Lee, Marcus Leonard, Clay Chournos
Counselors
Bobbi Jones, Donald Hawes, Thomas Kramer, Sidni Munns
School Nurse
Hayley Chournos
Health class teachers
Reggie Shaw, Eugene Wilcox
Current funding: Students currently pay $10 per sport for drug testing. This covers the cost.

Needed Resources

Continued Funding for Check n Connect (not requesting any new)

Goal Lead

Taylor Jackson

Email Address

taylor.jackson@besd.net

Goal 3

SMART Goal

By April 9, 2027, increase the number of h school seniors who are College and Caree Ready by implementing targeted academi support, college prep resources, and caree readiness programs as measured by the amount of students attending college application night from 124 to a goal of 135 number of students attending FAFSA nigh from 31 to a goal of 35, and college level course enrollment from 50% technical and 56% concurrent to 55% technical and 60% concurrent.



The goal informs the strategies.

Strategies

Individual meetings with students (Responsible: Counselors)

PCCRÕs (Responsible: Counselors)

College Application Night (Responsible: College/Career Advisor)

FAFSA Night (Responsible: College/Caree Advisor)

Enrollment in college level courses (Responsible: Counselors)

Current Resources

School Counselors
Bobbi Jones, Sidni Munns, Thomas Kramer, and Donald Hawes
College Advisor
Heather Searle
Colleges
Every college in the state, plus Lewis and Clark, College of Southern Idaho, and

Needed Resources

Salary for counselors - this is from comp guidance funds.

Goal Lead

Bobbi Jones

Email Address

bobbi.jones@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Taylor Jackson

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

- We will be using committees to develop plans to reward desired outcomes. The desired outcomes in attending school at a rate of 85% or higher, passing all classes, remaining on track to graduate, gettin to graduate, and no behavior referrals. When students are meeting the desired outcomes listed above be put into the drawing.
- Teachers will be nominating one student per month to be rewarded for positive behaviors seen.
- Teaching and referring to BEARS acronym

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Counselors, LCSW, Administration

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

- We will utilize Gaggle and Safe UT. The Gaggle lead is Emily Zito. The Safe UT lead is Taylor Jacks we get a report, if it is mental health counselors will take care of it. If it is safety or anything else, admi will take care of it.
-We will utilize LCSW's and school counselors. Counselors are available to all students for individual r as a mental health resource. This is done through self-referral or teacher/parent referral. Counselors students to school social worker
- Suicide Prevention (Hope) Week
- Empowerment Club monthly activities for all students

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

District level HR, LCSW, David Lee

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

- We will provide district and state wide training through GCN and Canvas courses.
GCN trainings for the 26-27 school year included: AED, Bloodborne pathogens, bullying, child abuse, security and protection, code of ethics, discrimination, FERPA, general harassment, seizures and epil suicide prevention, and title IX. Canvas courses included trauma-informed practices, foundational beh and human trafficking.
- We have an LCSW available to students. She is able to meet with students as necessary.

Comprehensive Prevention Plan Template

Utah State Board of Education

Sunrise High School
LEA Name

Implementation Period August 31, 2026 - June 3, 2026
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date 2026-2027 **Format** Weekly F Report, A Report, Credit Evaluat *Survey, meetings, focus groups, or other.*

Stakeholder Type	Brief Notes Outlining Input *(350 Character Limit)*
✓ *Parents*	Attendance/ Graduation Rates: There is a strong correlation between atendance and credits earned. Students have the greatest chance of graduating when they attend. SHS has been working on improving attendance rates by a 5% increase each year and on getting graduation rates consistently above 68%. These formats show SHS students attendance and graduation rates are staying steady. Our 2025 graduation rate was 84%. Estimates predict our 2026 rate will be 85%.
✓ *Students*	
✓ *Educators*	
✓ *Support Staff*	
Other	

Input 2

Date Spring 2026 **Format** Panorama Data Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type	Brief Notes Outlining Input *(350 Character Limit)*
☐ *Parents*	This SEL shows SHS struggle consistently in the areas of grit and self-efficacy. We have worked to increase our participation in this survey from 24% in 2025 to 74% in 2026. We will continue to work to raise participation in order to strive for more valid results. The counseling office has implemented a weekly resiliency lesson in the study skills classes to be presented 1st trimester.
✓ *Students*	
☐ *Educators*	
☐ *Support Staff*	
Other	

Input 3

Date 2026-2027 **Format** LiveSchool, PLC agenda, Weekly Attendance *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

LiveSchool provides SHS with a consistent school-wide behavior management reward system that allows educators to track and reward positive behaviors while in turn giving educators and students immediate feedback/data regarding these behaviors. SHS will use LiveSchool to track/reward class attendance, cell phone rules, class particpation, and work completion. This data will be shared in weekly PLC meetings.

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

SHS perception data shows 3 areas of concern.
1. Graduation rates
2. Attendance
3. SEL

Goal 1

SMART Goal

(Attendance) During the 2026-2027 school year, SHS staff will work with students to increase the average attendance of all students from 77% by 5% across the year to an average of 82%.

The goal informs the strategies.

Strategies

1, Increased classroom engagement through the use of classroom strategies and LiveSchool rewards.
2. Weekly school-wide strategies such as On A Roll rewards and PLC meetings to determine interventions.
3. Daily text messages home through the Mentors and school-wide automated phone calls.
4. Attendance Intervention as outlined by the BESD Attendance Policy and Procedures.
5. >80% attendance reward candy bars given in classes at end of each term.
6. Top 3 attendance reward socks given at term assemblies.
7. Christmas store dollars earned from

Current Resources

1. School-wide weekly attendance data sheet maintained on a weekly basis and shared in PLCs.
2. School-wide contact list updated daily and weekly with positve and encouraging notes.
3. Time in weekly PLC meetings.
4. PBIS funs $1000.00 will provide the attendance rewards for students in class >80% and assembly rewards.
5. Attendance funds from Megan will provide weekly attendance rewards from the district wide attendance intervention.
6. Donations from the community letter for Christmas store is sent in November.
7. LiveSchool "the Nest" rewards store is funded from TSSa funds. $500.00
8. Panorama reports will provide attendance data for top attendance and >80% attendance rewards.

Needed Resources

If the same accounts are funded in the 2026-2027 school year as were the previous school year, no additional resources are needed.

Goal Lead

Kelly Sorensen

Email Address

kelly.sorensen@besd.net

Goal 2

SMART Goal

(PBIS) During the 2026-2027 school year, every student will participate in the school-wide PBIS engagement strategies plan to earn daily points for attendance, classroom participation, and work completion which will be measured and maintained through the LiveSchool program.

The goal informs the strategies.

Strategies

1. Every 6 weeks students with attendance >80% will be awarded candy bars/ treats in their 3rd hour class.
2. (Christmas Store) The last day of school before Christmas break, students will be able to use their points awarded in LiveSchool to purchase family gift items.
3. Students will be able to use their LiveSchool points on a weekly basis to purchase treats/rewards in the "Nest" store.
4. Every 6 weeks one student from each Pod will be awarded a RISE t-shirt for going above and beyond.

Current Resources

1. LiveSchool program from TSSA funds $22,000.00.
2. RISE T-shirts purchased from previous years already in stock.
3. PBIS funds $1000.00 will provide the treats for >80% attendance rewards.
4. Megan will provide funds from district-wide attendance rewards and will work with Randy.
5. Donations from the community letter sent in November.
6. The "Nest" is funded from TSSA funds $500.00.

Needed Resources

Always need more $$$ (Everything has been funded for the 2026-2027 school year).

Goal Lead

Anne Turner / Kelly Sorensen

Email Address

anne.turner@besd.net / kelly.sorensen@besd.r

Goal 3

SMART Goal

(Suicide Prevention) During the 2026 -2027 school year, students will increase their Self-Efficacy score in Panorama by 3% from 39% to 42%.

During the 2026-2027 school year, Sunrise High will increase our Panorama Early Warning System Fall and Spring Survey participation by 5% from 74% in the Fall to 79% and from 60% in the Spring to 65%.



The goal informs the strategies.

Strategies

1. Study skills students will receive 9 weeks of Resiliency Instruction/Curriculum 1st trimester. 7 Mindsets curriculm will be utilized during this time.
2. Study skills students will recieve 9 weeks of of ADAPT instruction during the 2nd trimester.
3. All students will receive the Box Elder Suicide Prevention Coalition Presentation in October.
4. Faculty and students will be trained on QPR by our social worker in October.
5. Utilize the Panorama Survey results to identify high-risk students.

Current Resources

1. Resiliency curriculum.
2. ADAPT curriculum.
3. Suicide prevention funds through the counseling office $400.00.
4. Panorama Survey/ Early Warning System Surveys.
5. School assigned LCSW (Jason Jones)
6. Box Elder Suicide Prevention Coalition Community Outreach Educator.

Needed Resources

No needed resources at this time.

Goal Lead

Kelly Sorensen

Email Address

kelly.sorensen@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Kelly Sorensen

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Sunrise High will use attendance rewards, LiveSchool, school-wide engagement rewards and the ADAPT program to positively reward and encourage students to work toward a high school diploma and make healthy choices. Data will be monitored weekly in PLC team meetings with educators and staff and through the counseling office. Daily contacts will made by Mentors through the Pods and recorded in the school-wide Contact List. Letters, meetings, and daily attendance calls will be sent through the administration and counseling office.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Kelly Sorensen

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Box Elder Suicide Prevention Coalition and our LCSW visits will be scheduled in October, 2026 through the counseling office. 7 Mindsets curriculm will be taught through the counseling office to Pods during study skills 1st trimester, posted on the tv screen each week, and taught to faculty during weekly PLC meetings. SafeUT information, app use, and suicide prevention resources will be available at Back to School Night, (August 18, 2026), and Parent Teacher Conference Nights. SafeUT posters are on the walls throughout the year and the App usage is presented by the counseling office during the resiliency classes 1st trimester. Gaggle alerts are managed through the counselor and principal within the same school day or next school day. Counselor and principal work together to address the alert with the student and notify parents. Panorama Surveys are administ

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Kelly Sorensen

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Educators and staff will be trained on LiveSchool during weekly PLC meetings. Faculty will receive QPR training during PLC meeting in October, 2026. Faculty will receive weekly updates in PLC meetings on LiveSchool, weekly contact list, and Panorama Surveys in September and April.

Comprehensive Prevention Plan Template

Utah State Board of Education

Box Elder Middle School
LEA Name

Implementation Period Aug. 2026-June 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Sept. 9, 2026 **Format** Meeting *Survey, meetings, focus groups, or other.*

Stakeholder Type	Brief Notes Outlining Input *(350 Character Limit)*
☐ *Parents*	What are areas at BEMS that we need to address. Behavior Attendance SEL Tardies Safety
☐ *Students*	
☑ *Educators*	
☑ *Support Staff*	

Other ☐

Input 2

Date March 2026 **Format** Community council *Survey, meetings, focus groups, or other.*

Stakeholder Type	Brief Notes Outlining Input *(350 Character Limit)*
☑ *Parents*	Greatest academic need for our school. The following positions were talked about and decided upon that they are priorities in our school. Our community council voted unanamously for these positions. Attendance aide- Behavior aide
☑ *Students*	
☐ *Educators*	
☐ *Support Staff*	

Other ☐

Input 3

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1 was selected because all schools need to address SEL tier 1 to help build resiliency, give tools to help students with challenges, and make healthy choices in their life.

Goal 2 was selected because attendance has a huge affect on student success and the success of our school.

Goal 3 was selected because behaviors also get in the way of student learning and success.

We feel that by being proactive with our SEL, Attendance, and behavior, it will help prevent a lot of issues at our school.

Goal 1

SMART Goal

By the end of the 2026-27 school year Box Elder Middle School will implement the 7 mindsets curriculum in all 8th- and 9th-grade advisory classes to increase students' knowledge of coping skills and awareness of suicide prevention resources. We will implement this with 92% implementation rate based on the 7 mindsets dashboard.

Last year our goal was 90%, we ended the year with 79% implemtation rate, but with additional staff training we feel we can do better. Staff were not always clicking the complete button for the lessons.



The goal informs the strategies.

Strategies

Advisory lessons with specific schedule
Advisory link
https://docs.google.com/spreadsheets/d/1TGp9FFh99jwMl3MJcsl59mmCY8NbmTuiJZuMm6VVOTA/edit?usp=sharing
We are hoping that tier 1 instruction with 7 mindsets will help students make better decisions, and build stronger connections.
We are also using 7 mindset wellness lessons for students who need additional tier 2 support. These lessons will be taylored to students individual needs.

Current Resources

7 Mindsets curriculum. Supplemental Advisory lessons in the folder for specific needs
7 Mindsets wellness lessons
Behavior and attendance paras to help manage lessons and tier 2 support.

Needed Resources

N/A

Goal Lead

Marcia Wilson

Email Address

marcia.wilson@besd.net

Goal 2

SMART Goal

By the end of the 2026-27 school year BEMS will decrease the percentage of students who miss 10 or more school days by 3% as reported on our daily attendance and panorama.

As a school we finished last year with 53% of students who missed 10 or more days. We want to be less than 50% of students missing 10 or more days.

The goal informs the strategies.

Strategies

We have hired an attendance para to call parents when their student misses school and has accumulated tardies.

We will have attendance and tardy parties.

Attendance works- use this website to help with stratagies and help parents and students understand the importance of attending school.

New Tardy Policy (start on time)

Attendance interventions/ meetings @ 5,10,15,20, 25+

Current Resources

Attendance para to help communicate absences.
Attendance works website https://www.attendanceworks.org/
Panorama data/ panorama playbook

Needed Resources

Prizes and incentives for good attendance.

Goal Lead

Jacob Balls

Email Address

jacob.balls@besd.net

Goal 3

SMART Goal

BEMS will reduce the number of Office referrals by 10% during the 2026-27 school year. based on educator handbook data.

Last year we ended the year with 1111 office referrals, 570 of them were attendance related. This year with our focus on attendance and restorative practices we are hoping that this will help reduce our number of referrals.



The goal informs the strategies.

Strategies

Behavior aide was hired to help with restoritive practices.
7 mindsets and wellness lessons for tier 2 support.
Chat team weekly meeting.
Bear river mental health
JJYS and adapt classes
Counselor intern
check and connect
Bobbie Jeppson- vape intervention
Additional staff training on educator handbook.

Current Resources

Behavior aide was hired to help with restoritive practices.
7 mindsets and wellness lessons for tier 2 support.
Chat team weekly meeting.
Bear river mental health
JJYS and adapt classes
Counselor intern
check and connect
Bobbie Jeppson- vape intervention

Needed Resources

More people

Goal Lead

Jacob Balls

Email Address

jacob.balls@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Administrations and all staff

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Stinger cards for positive behavior, with rewards and prizes
Student government, and Nope ambassadors do activites to promote inclussion and a sense of community.
Botvin in health classes talking about peer pressure, how to say no and be assertive, not being tricked by advertisments, and making good choices.
7 mindsets and wellness lessons

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Admin, Counselors, and all staff

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Erika's Lighthouse, we have a nope ambassader program that helps students feel like a community.
Bullying bystander vs upstander lessons. Safe UT and 988, Talk to an adult.
Staff training with counselors so that they are trauma informed.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Counselors

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Counselors will train on HB281, ACE's and the effects it has on students learning and social interactions.

Comprehensive Prevention Plan Template

Utah State Board of Education

Bear River Middle School
LEA Name

Implementation Period

August 2026 - May 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date ongoing **Format** Panorama Data Collection *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☑ *Students*
- ☑ *Educators*
- ☑ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

This survey provides reports on attendance, behavior, and acedemic data points that can be used to design and impliment prevention and intervention plans.

Input 2

Date 2027 **Format** Sharp Survey Data *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☑ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Sharps Survey data is an anonymous student reported survey with reponses on mental and physical health, risky behavior, bullying, vape and substance abuse. This data guides the programs at the Middle School

Input 3

Date ongoing **Format** Community Council Meeting *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Community Council meet to discuss concerns and ideas relative to vaping and mental health. Meet to generate solution ideas and design an implimentation plan to better support the students.

Input 4

Date Ongoing **Format** Empowerment Club (suicide prevention) *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

The Empowerment Club meets regularly to plan and impliment activities to improve school climate and inform the student on suicide prevention techniques (QPR, warning signs).

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

Increase our average monthly attendance rate to 91% by the end of the year.

Baseline Data (2025-26)
Monthly Average: 89%
Aug - 97; Sep - 91; Oct - 90; Nov - 89; Dec - 86; jan - 88; Feb - 86; Mar - 88; Apr - 88; May 86



The goal informs the strategies.

Strategies

#1 - Check and connect mentors work with students to increase desire to attend school
#2 - No tardy parties and attendance incentives to increase attendance
#3 - Committee of students with attendance concerns to discuss feasible rewards and incentives for the students in general
#4 - Check and Connect mentor weekly checks on students
#5 - Attendance rewards for

Current Resources

-Panorama data and reports
-1 check and connect mentor
-2.5 school counselors
-Attendance secretary; Administration meetings with parents and student

Needed Resources

Rewards for good attendance

Goal Lead

Aaron Tesch

Email Address

aaron.tesch@besd.net

Goal 2

SMART Goal

Improve the 8th grader positive perception of seeking help from a counselor, therapist, or doctor from 84.5% to 86% as reported on the Sharp's Survey. (results expected in Spring 2027)

The goal informs the strategies.

Strategies

#1 - Empowerment club will present information to the student body on warning signs and adult referal process (QPR)
#2 - Social worker will continue to work with students on mental health strategies
#3 - School counselors will regularly work with struggling students
#4 - Check and Connect Mentors
#5 - School counselors present on mental health coping strategies to the 8th and 9th grade students each year
#6 - 7 Mindsets presentations that focus on positive thinking, decision making, finding our strengths, maximizing positive relationships, growth through experiences, and gratitude

Current Resources

Panorama data and reports
1 check and connect mentor
2.5 school counselors

Needed Resources

Empowerment club to organize activities

Goal Lead

Aaron Tesch

Email Address

aaron.tesch@besd.net

Goal 3

SMART Goal

Decrease the number of students who are caught vaping at school to 18 students or less by the end of the year.

Baseline data: 2025-26 school year 23 students were caught vaping, 2 students had 2 infractions for the year.

The goal informs the strategies.

Strategies

#1 - Students who are caught vaping one time will do the cessation course through the Health Department
#2 - Students with repeat infractions will do a cessation class with Juvenile Justice System.
#3 - The GYC will do activities throughout the school year to promote awareness and prevention
#4 - school counselors will promote good physical healthy habits
#5 - District prevention specialist will mentor students who are caught with vapes to prevent future infractions
#6 - 7 Mindsets lessons including positive thinking, decision making, maximizing positve relationships, and resilence

Current Resources

Health department cessation course (Canvas)

Needed Resources

GYC students to organize activities

Goal Lead

Aaron Tesch

Email Address

aaron.tesch@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Aaron Tesch

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

BRMS will take a preventative approach to substance abuse prevention by utilizing 7 Mindsets curriculum, GYC activities, and 8th grade Health Class presentations. We will intervene by providing a tiered approach. Students who are caught with vapes on the first offense will do the Health Department Cessation class; on the second infraction students will take the JJYS Cessation class. They will also meet with a district mentor.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Aaron Tesch

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

We will focus our sucide prevention by informing the student body of warning signs and referring to a trusted adult through the Empowerment Club. We will increase student awareness through counselor class presentations, Health class presentations, Advisory lessons, and one on one interactions.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Aaron Tesch

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

We will inform the faculty and staff on the adverse effects of student trauma on student acedemic success by presenting in faculty meetings, working with parents and other stakeholders to provide information about specific students and teachers will be taught about the educational, emotional, physical, and mental impacts associated with ACES and trauma.

Comprehensive Prevention Plan Template

Utah State Board of Education

Adele C. Young Intermediate
LEA Name

Implementation Period October 1, 26 - May 31, 27
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date 8/31/26 **Format** Panorama Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 2

Date 8/31/2026 **Format** Data collected *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other attendance records

Brief Notes Outlining Input *(350 Character Limit)*

District as well as state attendance reports show that we need to improve our attendance systems. ACYI attendance is below the state goal for attendance.

Input 3

Date 8/31/26 **Format** Meeting with Counselors *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

It has been brought up that we need to work on mental health, getting students to school in a consistent basis, and on growth mindset.

Input 4

Date March 2026 **Format** Community council Meeting *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Parents are concerned with internet safety, mental health and attendance.

Input 5

Date 8/31/26 **Format** Other *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other SEL room Nest

Brief Notes Outlining Input *(350 Character Limit)*

Student use of the wellness room is inconsistent. Students who use it can take mental breaks and also receive food packets at the end of the week.

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

By May 2027, the percentage of chronically absent students (10% or more) will be decreased from 27% to 25% for the current 7th grade class as measured by Panorama data and district attendance reports.

The goal informs the strategies.

Strategies

1. Monitor attendance twice a month
2. Implement consistent parent/guardian reminders
3. Use social media and school communication platforms
4. Conduct individual meetings with students identified as at risk and encourage relathipship building with peers for support
5. Implement weekly surprise attendance rewards
6. Celebrate attendance awareness weeks
7. Implement Class attendance Contests
8. Provide a whole-school incentive when attendance goals are met
9. Teach students through videos and attendance week the importance of being

Current Resources

Effort
Time
Social media presence
Thrillshare communication program

Needed Resources

Funding for rewards
Manpower
Additional time

Goal Lead

Gloria Dabb and Holly Reeves

Email Address

gloria.dabb@besd.net

Goal 2

SMART Goal

By the end of May 2027, ACYI will increase student utilization of The NEST wellness room by at least 10% compared to the established 2026–2027 baseline, as measured by NEST usage data. The NEST will be used as a proactive triage and support measure to provide students with opportunities to de-escalate, regulate their emotions, and develop behavioral and social-emotional skills that support successful participation in the school environment.



The goal informs the strategies.

Strategies

1. Create clear criteria for when students should use The NEST
2. Teach students how to appropriately use The NEST
3. Develop a consistent NEST routine Recognize → Request/Refer → Regulate → Practice a Skill → Reflect → Return to Class.
4. Increase staff awareness and referrals
5. Track NEST usage data
6. Use data to identify students who may benefit from proactive support
7. Build a menu of social-emotional skills.
8. Create a successful return-to-class process

Current Resources

ACYI has a wellness room
Para to help students

Needed Resources

Goal Lead

Gloria Dabb and Holly Reeves

Email Address

gloria.dabb@besd.net

Goal 3

SMART Goal

By the end of May 2027, ACYI will decrease office referrals for the three identified high-frequency behaviors—disruptive behavior, repeated Level 1 infractions, and insubordination—by at least 5% from the 2025–2026 baseline, as measured by Educators Handbook office referral data. Specifically, ACYI will reduce disruptive behavior referrals from 229 to no more than 217, repeated Level 1 infraction referrals from 80 to no more than 76, and insubordination referrals from 69 to no more than 65.



The goal informs the strategies.

Strategies

1. Explicitly teach schoolwide behavioral expectations though both student and staff created behaviors
2. Use 7 mindsets to teach behavior lessons based on referral data
3. Teach and practice replacement behaviors
4. Use consistent language and responses across staff
5. Increase positive reinforcement

Current Resources

Data
Records
People

Needed Resources

Funding
Man power

Goal Lead

Gloria Dabb

Email Address

gloria.dabb@besd.net

Goal 4

SMART Goal

By the end of May 2027, 100% of ACYI students in grades 6–7 will participate in an age-appropriate suicide prevention and mental health awareness lesson that teaches students how to recognize warning signs, identify healthy coping strategies, and access trusted adults and school resources when they or someone they know may be struggling. At least 85% of participating students will demonstrate increased knowledge of suicide prevention and help-seeking skills, as measured by pre- and post-lesson assessments.



The goal informs the strategies.

Strategies

1. Provide Tier 1 suicide prevention education.
2. Teacher help seeking skills
3. Teach coping and emotional regulation skills
4. Teach the purpose of The NEST and encourage students to use it.
5. Conduct pre and post assessments
6. Provide staff training
7. Increase parent awareness of both school and community resources.

Current Resources

LCSW
College and Careeer guidance counselors
Curriculum 7 mindsets

Needed Resources

Time to provide lessons in classrooms
Advisory designated time

Goal Lead

Gloria Dabb and Holly Reeves

Email Address

gloria.dabb@besd.net

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Gloria Dabb and Holly Reeves

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

We will be concentrating on noticing the positive behaviors in our students, we will look at our behavior recording system (Educators handbook) on a weekly basis to find the areas of need and whether incidents are decreasing. We will also publicize and encourage students to participate in clubs and other activities sponsored by the school that have the goal of improving and creating positive conecctions with other students.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Gloria Dabb and Holly Reeves

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Students will participate in lessons aimed at recognizing thinking errors and helping them to identify areas and people who they can talk to when they are struggling mentally. Students will also receive at least one lesson per year on signs and responses to negative thoughts.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Gloria Dabb and Holly Reeves

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

As required both by the state and the district, every teacher has been or will be trained on what are Aces and appropppriate responses to trauma.

Comprehensive Prevention Plan Template

Utah State Board of Education

Harris Intermediate School
LEA Name

Implementation Period 8/31/26 - 6/4/27
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date May 2026 **Format** Parent CTE Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Academic Support: 65% of parents want more counselor access for academics, and 55% request study halls. Post-Secondary Barriers: Parents list motivation (65%) and grades (45%) as top obstacles. Emotional Stress: Sadness (65%) and stress/anxiety (15%) harm student success, alongside concerns over bullying and staff access.

Input 2

Date Sept. 4, 2026 **Format** Faculty Meeting *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Faculty and Staff support giving out 1 "You did it Right" ticket per week. Teachers discussed ideas to make giving out the tickets easier. Office staff will put 5 new tickets in each teachers box every Monday. Teachers support improving attendance and having an attendance week.

Input 3

Date Sept. 30, 2026 **Format** Panorama Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other [ ]

Brief Notes Outlining Input *(350 Character Limit)*

Input 4

Date Oct. 12, 2026 **Format** Community Council *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other [ ]

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other [ ]

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

Increase the student Panorama survey response rate from 88.3% (Fall 2025) to at least 90% on both the Fall 2026 and Spring 2027 survey administrations.

The goal informs the strategies.

Strategies

Tier 1: Administer the Panorama survey during advisory. Teachers guide all students through understanding survey questions, helping them build distress tolerance, recognize their own emotional wellness, and identify trusted adults at school.

Tier 2: Counselors execute targeted makeup sessions for absent or non-responding students via 1-on-1 or small-group check-ins. These sessions are used to screen for students experiencing social isolation, distress, or disengagement, directly connecting vulnerable students with school support personnel.

Current Resources

Panorama Ed platform license provided by district.
Scheduled advisory period time allocated for survey administration.
Chromebook available to every student to take survey

Needed Resources

none

Goal Lead

Launa Julander

Email Address

launa.julander@besd.net

Goal 2

SMART Goal

Improve the school-wide average daily attendance rate from 89% (2025–2026) to 90% or higher for the 2026–2027 school year, as measured by Panorama Ed data on June 1, 2027.

The goal informs the strategies.

Strategies

Tier 1: Advisory lesson attendance campaign and participate in the district attendance week. SEL advisory lessons on problem-solving, goal-setting, and emotional regulation skills so students can manage school-related stress. Recognize positive attendance habits weekly through a teacher-led committee.

Tier 2: Connect students missing 5+ days with a Check & Connect mentor and conduct attendance meetings. Mentors provide targeted support, weekly goals, address underlying stressors, and provide early intervention.

Current Resources

Dedicated advisory period curriculum time for weekly attendance campaign lessons.
Check & Connect mentor personnel and district attendance tracking tools via Panorama Ed

Needed Resources

Funding for student attendance incentive programs (e.g. tangible rewards, treats and snacks).
Printing materials for weekly campaign posters, and parent attendance outreach letters

Goal Lead

Jon Call

Email Address

jon.call@besd.net

Goal 3

SMART Goal

By May 2027, at least 90% of all enrolled students will receive at least one "You Did It Right" positive behavior recognition ticket per trimester, driven by every adult staff member averaging 12 tickets issued per trimester (approx. 1 ticket/week).

The goal informs the strategies.

Strategies

Implement school-wide Positive Behavior Interventions and Supports (PBIS). All staff (including support staff and front office) receive weekly reminders to distribute tickets for observable behaviors like showing kindness, managing stress, and demonstrating decision-making skills. Front office logs daily tickets to ensure visible school-wide tracking, and staff enter monthly drawings for participating.

Monthly prize drawing for teachers who gave out student tickets.

Current Resources

Existing student school store infrastructure and initial supply of printed "You Did It Right" tickets.
Daily tracking capability through front office support staff.

Needed Resources

Additional school store inventory (high-interest student rewards, school spirit gear, snacks, sensory items).
Staff recognition incentives (e.g., school spirit gear, drinks, candy, prizes).

Goal Lead

Clark Funk

Email Address

clark.funk@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Jon Call, Assistant Principa

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Harris Intermediate School implements an evidence-based positive behavior plan that integrates universal Tier 1 resiliency and refusal-skills lessons during advisory, backed by school-wide positive behavior recognition ("You Did It Right" tickets). We actively monitor student behavioral trends through Panorama data to deliver targeted Tier 2 small-group interventions for students showing early risk factors for substance use, vaping, or peer pressure. Additionally, we collaborate with parents and community partners to provide education on drug, alcohol, and tobacco prevention throughout the school year.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Launa Julander, School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our suicide prevention program utilizes universal Tier 1 social-emotional screener (Panorama) and advisory-based resiliency lessons to foster strong school connectedness and teach healthy distress tolerance skills. School counselors and administrators use real-time attendance and survey data to conduct early Tier 2 interventions and Check & Connect mentoring for isolated or at-risk students. All school personnel receive annual youth suicide awareness and crisis intervention training to ensure immediate referral, safety planning, and warm-hand off parent notifications when risk factors are identified.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Launa Julander, School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

All certificated and classified staff complete required district modules through Global Compliance Network (GCN) for Trauma-Informed Practices and Foundational Behavior to understand the impact of trauma on learning and behavior. This training equips personnel with supportive classroom practices while explicitly reinforcing that educators must not practice medicine, offer clinical diagnoses, or provide treatment. Staff are trained to follow school referral protocols to connect distressed or traumatized students directly with qualified mental health and counseling professionals.

Comprehensive Prevention Plan Template

Utah State Board of Education

Century Elementary School
LEA Name

Implementation Period

August 2026-June 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 2

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 3

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

By May 2027, the STARS Behavior Team will hold at least one Chat Team meeting each month to develop intervention plans for identified/referred students and monitor progress, with 100% of active intervention plans reviewed at least monthly and adjusted based on student data.

The goal informs the strategies.

Strategies

Strategy #1 - Establish STARS Behavior Team and plan monthly meeting time
Strategy #2 - Create Chat referral process and inform teachers
Strategy #3 - Create system to monitor progress and analyze intervention plans

Current Resources

Access to district wide incident documentation program
Chat referral process

Needed Resources

Block Grant Funds needed for:
Student Incentives

Goal Lead

Kristen Riley- Principal

Email Address

kristen.riley@besd.net

Goal 2

SMART Goal

By June 2027, the percentage of students identified as “ on track ” for attendance in Panorama will increase from 78% to 80%, as measured by schoolwide attendance data.

The goal informs the strategies.

Strategies

Strategy #1 Create a culture of attendance through our “ Attendance Adventure ” campaign.
Strategy #2 Attendance Awareness Week (Week of Sept. 14th) to inform parents and students of the campaign.
Strategy #3 Traveling lanterns for the class in each grade level with highest weekly attendance.
Strategy #4 Celebrate individual students with a monthly drawing for excellent monthly attendance.
Strategy #5 Implement Attendance letters when absences are exceeding 5 & 10 days

Current Resources

Attendance Week planned
Panorama, Aspire, and Pinnacle for data
Attendance fliers
Attendance handout to parents

Needed Resources

Block Grant Funds needed for:
“ Attendance Adventure ” display
Treats/prizes for random attendance days
Lanterns for each class for our “ Attendance Adventure ” campaign
Flashlights for monthly attendance rewards

Goal Lead

Kimber Lear- School Counselor

Email Address

kimber.lear@besd.net

Goal 3

SMART Goal

By the Spring Panorama Survey, increase the percentage of students who report “ How well did you get along with students who are different from you ” from 78% to 81%, representing a 3% point increase.

The goal informs the strategies.

Strategies

Strategy #1 Teachers will teach the 7 Mindset curriculum
Strategy #2 Character Ed para will teach DBT Star Skills (Emotional regulation, mindfulness, distress tolerance) to classes weekly.
Strategy #3 Counselor will hold tier 2 small groups addressing any concern of emotion regulation, friendship, and social skills.
Strategy #4 School wide activities focusing on kindness by the Empowerment Club

Current Resources

District funded program Panorama
7 Mindset curriculum
Small group curriculums
Empowerment Club

Needed Resources

Block Grant Funds needed for:
School Wide activities with Empowerment Club
Small group curriculum supplies

Goal Lead

Kimber Lear- School Counselor

Email Address

kimber.lear@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Megan Bushnell- Student Services Director

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

The school will implement a Positive Behavior Plan that incorporates the CPP/Goal for Behavior and school-wide substance-use prevention strategies. The plan will be reviewed annually and updated as needed to ensure continued implementation of required positive behavior and substance-use prevention practices.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Kimber Lear- School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Each school has a designated School Counselor to coordinate the school ' s suicide prevention program. The designated School Counselor submits a yearly report to the principal regarding the school ' s suicide prevention efforts.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Student Services Director

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

All personnel will have the choice to complete an in-person trauma-informed practices training during a staff development day in August 2026. Both trainings include information on how trauma can impact student learning and both trainings issue a statement advising educators against practicing medicine, giving a diagnosis, or providing treatment.

Comprehensive Prevention Plan Template

Utah State Board of Education

Discovery Elementary School
LEA Name

Implementation Period Aug. 2025-May 2026
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Spring 2026 **Format** Panorama Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

For our ELL students, the score for the social awareness questions "during past two weeks how well did you get along with students who are different you?" has dropped from 62% to 56% from spring 2025 to spring 2026.

Input 2

Date 8/20/2026 **Format** Edutech Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Responses from the Edutech survey identified that 40% of parents and 10 teachers disagree that students know how to deal when problems with frie arise.

Input 3

Date 25-26 Year **Format** Panorama *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

According to data from last year, school-wide attendance started at 98% a decreased to 92% by the end of March.

Input 4

Date **Format** *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date **Format** *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

By Spring 2027, the percentage of English Language Learner (ELL) students respond favorably to the social awareness question "During the past two weeks, how well did y get along with students who are different f you?" will increase from 56% to 60%, as measured by the annual spring panorama survey, through the implementation of small-group instruction focused on inclusiv social skills and cross-cultural communication.

The goal informs the strategies.

Strategies

1. Form groups of 4Ð6 students, mixing El proficiency levels and, when appropriate, pairing ELL students with English-proficien peers for structured collaborative activities

2. Conduct 20Ð30 minute small-group sessions 1 time per week for 6-8 weeks.

3. Conduct monthly follow-up microlessons for students to complete.

Core Curriculum Focus:
Target vocabulary for expressing perspect resolution, and feelings.
Data will be collected through a pre and po self-assessment of students during group. Panorama data will be collected in Octobe 2026 and April 2027.

Current Resources

1. School counselor
2. ELL teacher

Needed Resources

1. Appropriate curriculum for ELL students.

Goal Lead

Amanda Morris

Email Address

amanda.morris@besd.net

Goal 2

SMART Goal

By Spring 2027, 80% of students participa in weekly Lunch Bunches will score "Proficient" or higher on a quarterly peer-conflict observational rubric administered by school staff.



The goal informs the strategies.

Strategies

1. Identify small, rotating groups of 5Ð7 students meeting weekly during lunch/rece in a counselor's office or designated classroom.

2. Teach the following focus areas:

"I" Statements: Practicing how to communicate feelings without escalating blame.

Conflict De-escalation: Role-playing common friendship scenarios (e.g., sharin excluded feelings, misunderstandings).

3. Send home conversation starters to pa of the students in the group for more pract

Current Resources

1. Observational rubric
2. Classroom space

Needed Resources

1. Purchase supplies for each lunch bunch

Goal Lead

Amanda Morris

Email Address

amanda.morris@besd.net

Goal 3

SMART Goal

By March 2027, school-wide attendance w
remain at or above 95% throughout the en
academic yearÑpreventing the significant
drop from 98% to 91% seen in prior
dataÑthrough a school-wide incentive syst
featuring monthly rewards.

The goal informs the strategies.

Strategies

1. Establish real-time tracking and early

Current Resources

1. Tier 1 PBIS in place
2. Supplies for some rewards

Needed Resources

1. More prizes for different tiers of rewards.

Goal Lead

Suzanne Reeder

Email Address

suzanne.reeder@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Suzanne Reeder, Principal

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Amanda Morris, School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

District

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Comprehensive Prevention Plan Template

Utah State Board of Education

Fielding Elementary- Ryan Greene
LEA Name

Implementation Period

September 2026-May 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Sept. 1 2026 **Format** Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Systemic Needs Assessment was distributed to parents via back to school night physical flyer along with a digital link attached to our school newsletter for Sept. and Oct. This survey is distributed, collected, & disaggregated by edutech services. Teachers- https://edutech.services/survey/OLUWPZY/preview Students- https://edutech.services/survey/6HXNKSB/preview Parents- https://edutech.services/survey/DOOL0W3/preview

Input 2

Date monthly **Format** Meeting- Community Council *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Each Trimester- share attendance data, behavior data, panorama results and receive feedback/input from our community council.

Input 3

Date continual **Format** Panther Pride Focus Group (Safe & Civil Sc *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Our Safe and Civil Schools Team is made up of school employees who collaborate to refine schoolwide procedures for areas such as lunch, recess, and behavioral "hot spots." The team identifies concerns, develops consistent expectations and routines, has entire staff vote on strategies and then implements strategies that promote safe, respectful, and positive student behavior throughout the school.

Input 4

Date continual **Format** Panther Pride Group *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [x] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Once monthly meeting with Principal, Counselor, Special Education teacher, grade level team leaders, Literacy Coach
Celebrate successes, Discuss absences, Discuss needs of students/teachers
Discuss Educator's Handbook (behavior), Review Data (behavior), Follow ups

Input 5

Date **Format** *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1 notes: An important trend is that 7 of the 8 areas decreased, while only one area improved: Listening to others' opinions: ^ 4 points all others lowered Caring about others' feelings: 6 points Respecting opinions when others disagree: 6 points Getting along with students who are different: 8 points (largest decline) Standing up for yourself appropriately: 2 points Complimenting others: 4 points Disagreeing without arguing: 1 point Clearly describing feelings: 4 points

Goal 1

SMART Goal

Using Spring 2026 Panorama data as a baseline, increase indicators of Social Awareness by 3% for the Fall Survey and again another 3% (6% increase total) by the end of the 2027 school year. 74% responded favorably overall.

The goal informs the strategies.

Strategies

#1 Strengthen the 7 Mindsets Implementation
Continue staff training on the 7 Mindsets curriculum so teachers/paras feel confident delivering lessons. Encourage staff to use a common language from the 7 Mindsets when addressing student behavior and relationships.
#2 Explicitly Teach Emotional Vocabulary
Continue weekly DBT skills prep lessons for all students. Teach students to identify emotions beyond "mad, sad, and happy." Use an emotion-of-the-week with examples of what the emotion looks and feels like.
#3 Use Counselor Tier 3 Mini-Lessons
Continue your 1:1 or small-group mini-lessons for students who need additional

Current Resources

Our school will continue strengthening SEL through a multi-tiered approach that includes staff training and implementation of the 7 Mindsets curriculum, weekly SEL lessons for all students, weekly DBT skills instruction, counselor-led classroom lessons, targeted Tier 3 mini-lessons, and ongoing collaboration between counselors and teachers. Additional emphasis will be placed on emotional identification and expression, respectful disagreement and conflict resolution, emotion regulation, positive peer relationships, and healthy self-advocacy. Students will receive frequent opportunities to learn, practice, and apply these skills across classroom and real-life situations. We currently have 7 Mindset Coordinator, curriculum book, Counselor, District support, 7 Mindset support, Panorama, Botvin Lessons, DBT aide, DBT curriculum and workbooks, Prep time set aside to facilitate, Tier 3 mini lessons.

Needed Resources

continually develop mini behavior lessons.

Goal Lead

Counselor, Principal, District leaders

Email Address

tory.birkinshaw@besd.net

Goal 2

SMART Goal

By the end of the school year, Fielding Elementary will maintain at least a 95% attendance rate.

The goal informs the strategies.

Strategies

Tier 1- Positive Attendance Messaging (newsletter data, announcements, social media) Teacher lead nudge- after 2-3 absences teachers check in, express care and encourage return. School climate and SEL practices
Tier 2- Personal check in with student (3-4 absences per month or 5% missed). Parent/Guardian phone call or letter 5-6 absences. During monthly Panther Pride meeting discuss students who are nearing warning or chronic 6+ absences. Check and connect Mentoring (Aide check in)
Tier 3- Attendance plan family meeting 8-10 absences. Legal Path if needed.

Current Resources

Check and connect aide, teacher

Needed Resources

celebratory incentives if going to use as a motivator

Goal Lead

Principal, Counselor

Email Address

ryan.greene@besd.net

Goal 3

SMART Goal

By the end of the school year, students will show a decrease in Impact Suites discipline incidents by 5% as compared to the 2025-26 school year and increase of Panther Store ticket redemption by 5%.
Strategies-
-Educate & practice skills related to school rules -Be respectful, responsible, & safe through videos, discussion, & PBIS initiatives.
-Panther Pride Team continually re-evaluates the positive behavior plan and providing students with opportunities to develop meaningful relationships through restorative practices -like think sheets, conflict resolution, and accountability reports.



The goal informs the strategies.

Strategies

-Inform parents of major incidents & repetitive minor incidents. Meet when needed
-Review behavior data monthly in Panther Pride Team Meeting
-Provide teachers/staff with training on how to record incidents in E.H/Impact Suites along with distributing tickets monthly and as needed. Remind teachers that it is part of our PBIS initiative and the expectation to record.
-Utilizing an intervention aide, providing mini lessons (10-15 min 1-1) to students needing extra practice in topic areas

Current Resources

Impact Suites training, Panther Pride -Safe and Civil school team and trainings, Panther Store (general funds and donations), Office secretary to log ticket redemption, tickets and disbursement.

Needed Resources

panther store if possible

Goal Lead

Counselor, Principal

Email Address

tory.birkinshaw@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Panther Pride Team

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Foundational Behavior Support Model Training- Learners will acquire the strategies to engage in behavioral/emotional crisis management, encompassing prevention, preparedness, response, and recovery
Safe and Civil School Plan- Our Panther Pride Team works together to refine 'hot spots' for behavior. They have idenified, created, and implemented a plan for our assembly, cafeteria and currently our recess.
https://drive.google.com/drive/folders/1JB2UuoQ43k8FmEthJPVu3q69tWhjWS3J?usp=drive_link

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Tory Birkinshaw and Ryan Greene

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

*GCN Suicide Prevention
*QPR will be taught to all teachers through our LCSW's 11/4/2026
*Erika's Lighthouse lessons and activities throughout the year focusing on kindness, mental health, and where to go for help.
*Kindness week
*7 mindset lessons

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

District and School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

All district employees are required to complete a canvas course - https://boxelder.instructure.com/courses/83690 This training encourages us to shift from What's wrong?" to " What might this student need?" and use the 4 R's of trauma-informed care: Realize the impact of trauma, Recognize its signs and symptoms, Respond by integrating trauma-informed practices, and Resist Re-traumatization by creating safe, supportive environments. School personnel should also recognize the limits of their role and must not diagnose, practice medicine, or provide mental health treatment, which should be provided by qualified mental health professionals.

Comprehensive Prevention Plan Template

Utah State Board of Education

Garland Elementary School
LEA Name

Implementation Period

August 31, 2026 - June 3, 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date 2026-2027 **Format** Monthly Tardy reports from Aspire *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Attendance (Tardies): Students attending school and being punctual gives them the greatest chance of being successful at the beginning of the school day. It helps students learn better, avoid stress, and build good habits for the future. No missed lessons: Teachers often share key instructions, assignments, or main concepts at the very start of the day. Better focus: Arriving on time lets students settle in, organize their supplies, and transition calmly into a learning mindset.

Input 2

Date Spring 2026 **Format** Panorama Data Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

This SEL shows that Garland Elementary school struggles in the area of social awareness. We have worked to increase this area and in Spring of 2026 we decreased our results from Spring of 2025. The results for 2025 were 75% and the results for 2026 were 72%. We would like to increase this percentage back to 75% by Spring of 2027. This will be acheived by continuing to teach the students conflict resolution, resiliency, etc.

Input 3

Date 2026-2027 **Format** Garland Suicide Prevention Plan *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Implementing an upsteam suicide prevention program in elementary schools builds early coping skills, reduces mental health stigma, and identifies at-risk children before crises develop. This plan will help students learn the skills/tools that are needed to help them when times are difficult as well as who to reach out to when help is needed. All staff will complete a suicide prevention, ACES and trauma informed training online at the beginning of the school year to help

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Garland Elementary school three areas of concern:
1. Attendance (Tardies)
2. SEL (Social Awareness)
3. Suicide Prevention

Goal 1

SMART Goal

During the 2026-2027 school year, Garland Elementary school will decrease the average monthly tardy percentage by at least 3% from the 2025-2026 baseline, with progress being monitored monthly.

The goal informs the strategies.

Strategies

1. Follow district attendance policies.
2. School Counselor will create a Tardy Initiative for the 2026-2027 school year.
3. School Counselor will share the Tardy Initiative with the students, parents and staff during the week of September 14, 2026.
4. School Counselor will send home information to parents about the importance of being to school on time.
5. School Counselor will monitor and follow the Tardy Initiative on a monthly basis and share the results students, teachers, and parents. The random monthly GRADE level (K-5th) winners will get a tardy trophy to display in their classrooms for the month, they will each receive a Bear Pride ticket and a

Current Resources

1. School wide monthly random tardy reports maintained and shared with students, parents and staff on the classes with the least amount of tardies for the month.
2. These reports will be ran in Aspire.
3. PBIS funds will provide the tardy winners small treat rewards as well as the trimester rewards.

Needed Resources

If the same accounts are funded in the 2026-2027 school year as were the previous school years, no additional resources are needed.

Goal Lead

Chelsea Montgomery

Email Address

chelsea.montgomery@besd.net

Goal 2

SMART Goal

By Spring 2027, Garland Elementary School will increase the percentage of students demonstrating social awareness, as measured by the Panorama Survey, from the Spring 2026 baseline of 72% to at least 75%, through intentional instruction, modeling, and schoolwide practices that promote empathy, perspective-taking, and positive peer interactions.

The goal informs the strategies.

Strategies

1. School Counselor will provide 7 Mindsets and DBT STEPS-E pacing guides to RTI para's, teachers and Bear Skills para.
2. RTI para's will teach weekly 7 Mindsets lessons (K-3rd) and teachers will teach weekly 7 Mindsets lessons to (4th-5th).
3. Bear Skills para will teach weekly DBT STEPS-E lessons to (K-5th).
4. Bear Skills para will teach Botvin lessons (9) to 5th grade students throughout the 2026-2027 school year.
5. School Counselor will check-in with RTI para's, teachers, and Bear Skills para to support implementation of the programs in the classrooms.
6. By the end of May 2027 the Bear Skills para

Current Resources

1. 7 Mindsets, DBT STEPS-E and Botvin Pacing guides
2. 7 Mindsets curriculum
3. DBT STEPS-E curriclulum and student workbooks
4. Botvin curriculum and student workbooks
5. Panorama Survey (3rd-5th)/Early Warning System Surveys

Needed Resources

No needed resources at this time.

Goal Lead

Chelsea Montgomery, Vanica Crane a

Email Address

chelsea.montgomery@besd.net, vanica.crane@

Goal 3

SMART Goal

During the 2026-2027 school year, Garland Elementary School will increase students ' knowledge and use of suicide-prevention and mental-health protective factors by providing instruction and support in conflict resolution, resiliency, problem-solving, healthy habits, and mental health awareness. By Spring 2027, at least 90% of students will be able to identify at least one trusted adult at school or in their community as measured through student surveys, classroom activities, or school-based prevention assessments.

The goal informs the strategies.

Strategies

1. School Counselor will deliver school-wide SEL lessons throughout the school year. Lessons to include are Start with Hello (All Are Welcome), Bullying/Harrassment and Safe UT (4th/5th), Prevent Child Abuse Utah lessons X's 2, Healthy Habits and Mental Health.
2. Kindess week/Kindness lesson delivered school-wide by School Counselor and Empowerment Club.
3. Empowerment Club and Student Council.
4. Faculty and Staff were trained in ACES, being trauma informed and suicide prevention as part of their required trainings at the beginning of the school year.
5. 7 Mindsets weekly lessons.

Current Resources

1. 7 Mindsets curriculum
2. DBT STEPS-E curriclulum and student workbooks
3. Botvin curriculum and student workbooks
4. Panorama Survey (3rd-5th)/Early Warning System Surveys
5. Gaggle
6. School assigned LCSW and LCSW intern
7. Community Mental Health Resources
8. Suicide Prevention Funds through the counseling office $1,000.00
9. Empowerment Club

Needed Resources

No needed resources at this time.

Goal Lead

Chelsea Montgomery

Email Address

chelsea.montgomery@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Chelsea Montgomery

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Garland Elementary school will use tardy rewards, school-wide engagement rewards and provided curriculums to teach students the tools/skills that are needed to be successful at school, at home and in the community. Data will be monitored monthly by the school counselor for the tardy initatives and will be shared with educators, staff, students and parents through the counseling office.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Chelsea Montgomery

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Suicide Prevention during the 2026-2027 school year all students will develop the skills to help them with conflict resolution, resiliency, problem solving, healthy habits and mental health. Students will be able to identify who their trusted adults are as well as resources within the community. 7 Mindsets curriculm will be taught weekly by our RTI para's (K-3rd), and teachers (4th-5th). Bear Skills para will teach DBT STEPS-E weekly as well as Botvin (9) lessons to 5th grade students. Safe UT information will be given to 4th-5th grade students. Gaggle alerts are managed through the counselor and principal within the same school day or next school day. Counselor and principal work together to address the alert with student and notify parents. Assigned LCSW & LCSW intern as well as mental health community resources are given to parents as needed.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Box Elder School District and Chelsea Montgomery

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Box Elder School District required that all faculty and staff were trained in ACES, being trauma informed and suicide prevention as part of their required trainings at the beginning of the 2026 school year. There were also additional required para trainings before the start of the school year that went over trauma, the escalation cycle, supervision etc.

Panorama surveys will be given to students in October and March/April and results will be shared with faculty by the school counselor.

Comprehensive Prevention Plan Template

Collaborative editable version based on the Utah State Board of Education December 2025 template

LEA Name	Implementation Period
Golden Spike Elementary, Box Elder School District	*August 2026-June 2027*

Local Education Agency (LEA) Stakeholder Input Used to Inform the Plan

Input must be received from parents, students, educators, and support staff. Add rows as needed if your team collects more than five input sources.

Input	Date	Format	Stakeholder type	Brief notes outlining input (350-character limit)
1	April 26	Survey	☐ Parents ☐ Students ☐ Educators ☐ Support staff ☐ Other:	According to the Spring 25-26 survey data, our school was in the 70th percentile for positive feelings data from the Panorama survey. For how often a student felt loved (72%), how often they felt happy (71%), and how often they felt safe (55%) in the past week. However, the most recent survey data also shows 94% favorable responses for supportive relationships at home and school.
2	25-26	Educators Handbook	☐ Parents ☐ Students ☐ Educators ☐ Support staff ☐ Other:	Last year we had a total of 880 incidents, the majority were minor incidents. The top three incidents that were most reported were: minor/inappropriate physical touch, classroom disruptions, and insubordination. The days with the highest amounts of incidents were reported on Wednesdays. Also the months with the highest reports were October, November, and February.
3	9/9/26	Meeting	☐ Parents ☐ Students ☐ Educators ☐ Support staff ☐ Other: Admin	Sent to admin and had them review the current plan.
4	25-26 School year	Edutech Surveys, Panorama reports	☐ Parents ☐ Students ☐ Educators ☐ Support staff ☐ Other:	97 students were identified as at-risk during the 2025–2026 school year using the Panorama Education system. Teacher surveys indicated the need for prioritizing classroom lessons on social emotional learning and life skills, subjects newly covered by the DBT-E, and focusing on areas where gaps exist. Teachers would like more individual and group counseling, focusing on stress management and coping skills. Teachers feel that increasing counselor visibility is important to ensure more students know and can access the counselor.
5	Aug/Sept 2026	Edutech Survey	☐ Parents ☐ Students ☐ Educators ☐ Support staff ☐ Other:	According to a survey offered to parents via Edutech the key recommendations were to prioritize skill-building lessons targeting self-efficacy and problem-solving. According to the data, the student's self-efficacy is 14.5% below the state average and only 50% of families strongly

				agree their student knows how to manage school. We had 43 total respondents.

Goals, Strategies, and Resources

Complete each section to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead.

Goals	Use the SMART goal format: Specific, Measurable, Achievable, Relevant, and Time-bound.
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. Activities must meet Utah youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) requirements. Include opportunities for students to build resiliency skills.
Current Resources	List personnel, funding sources, and other supports already in place to help the LEA achieve the goal.
Needed Resources	List specific resources requested through Block Grant funds, such as staff, materials, training, or other supports.
Goal Lead	Identify the individual responsible for overseeing and carrying out the strategies for the goal.

Notes

[Attendance goal definitions and focus: At-risk: A student who attended at least 80% but less than 90% of school days during the 2025–2026 school year. Total: 96 students. Critical: A student with a more serious attendance concern who requires intensive or individualized support.]

Goal 1

SMART Goal

Golden Spike Elementary will improve attendance for the 96 students identified as at-risk during the 2025–2026 school year. Attendance supports will also be provided to students identified as critical, with the primary focus of this goal remaining the at-risk group. By April 30, 2026, at least 50% of the 96 at-risk students—a minimum of 48 students—will increase their individual attendance rate by at least 2 percentage points from their attendance rate at the start of the intervention.Staff will provide tiered attendance supports and monitor student progress using Panorama Education. Improved attendance increases students' access to instruction, supports academic progress, and promotes school success. Progress will be reviewed monthly from October 2025 through April 2026, with final success determined by April 30, 2026.

- **Data system:** Panorama Education
- **Baseline:** Each student's attendance rate when the intervention begins
- **Outcome measure:** The percentage of the 96 at-risk students whose individual attendance rate increases by at least 2 percentage points
- **Success criterion:** At least 48 of 96 students, or 50%, meet the 2-percentage-point improvement target
- **Progress reviews:** Monthly from October 2025 through April 2026
- **Final determination:** Attendance data will be reviewed, and goal attainment will be determined by April 30, 2026

Strategies

Tier 1: School-Wide (All Students)

"2 or less is best" program. Students who meet the attendance criteria are eligible for a random prize drawing. Random prize days for being on-time to school.

Tier 2: Targeted Support (At-Risk Students)

Attendance Groups weekly check for 4 months (grade level support groups of 4-5 students with 1 staff); Check & Connect (rewards for meeting individual goals); Attendance Postcard, Guardian contact/meeting, random prize drawing on historically low attendance weeks for those students who attended.

Tier 3: Intensive Support (Critical Students)

Attendance Nudge Letters; Chronic Absence Letter; Guardian Meeting.

NOTE: Kindergarten students have historically shown the lowest daily attendance rates. Counselor has provided handouts on the importance of attendance, and tips for separation anxiety to teachers to distribute at intake appointments. Counselors are available for questions on intake days.

Current Resources

Secretary to enter data on group intervention plan in Panorama, compile data and do monthly comparison. Behavior Paras to complete check and connect and provide small weekly reward. Erika's Lighthouse student empowerment club to possibly help with attendance groups under counselor/teacher guidance.

Needed Resources
Small treats for weekly Friday check-ins, and 2 or Less is Best drawings. Rewards for random weekly drawings (historic low attendance weeks) TBD dates. Students would be put into groups of 4-5 (22 groups). In order for there to be 1x weekly meetings, we would need staff to be able to meet with their group weekly for four months.

Goal Lead	Email Address
Alisa Rivera	*alisa.rivera@besd.net*

Goal 2

SMART Goal

By the spring 26-27 survey, our school will strengthen student protective factors associated with suicide prevention by increasing students' positive feelings of being loved, happy, and safe, as measured by the Panorama student survey. From our current baseline of 72% favorable for feeling loved, 71% favorable for feeling happy, and 55% favorable for feeling safe, we will increase favorable responses by at least 3 percentage points in each area, resulting in targets of 75% for loved, 74% for happy, and 58% for feeling safe.

At the same time, we will maintain or increase our already-high percentage of supportive relationships, with a continued focus on students reporting that they have an adult at school, an adult outside of school, and a friend they can count on. The most recent survey data shows 94% favorable responses for supportive relationships at home and school.

Panorama data will be reviewed after the fall 26-27 survey to monitor progress, identify areas of need, and adjust interventions as necessary.

Strategies

- Implement DBT-E curriculum: Provide 30 min. weekly DBT-E instruction to all students to build skills in emotional regulation, coping, problem-solving, distress tolerance, and healthy relationships.
- Increase peer connection and inclusion: Provide peer-led activities during lunch that encourage participation, friendship, and belonging for all students, with intentional outreach to students who may feel isolated or disconnected.
- Utilize Erika's Lighthouse members: Empower and train Erika's Lighthouse members to serve as positive peer connectors, help engage students who may need additional support, and lead activities that promote connection and mental-health awareness.
- Promote belonging and positive experiences: Provide school-wide opportunities that build school pride, kindness, connection, and positive student experiences while incorporating student voice into activities and supports.
- Identify and connect students needing support: Use school data, staff observations, and student/parent concerns to identify students who may be struggling or becoming disconnected and connect them with appropriate school-based supports and trusted adults.
- Monitor progress: Review Panorama data and student feedback throughout the year, with particular attention to increasing students' feelings of being loved, happy, and safe.
- Family/community awareness by sending out information during suicide prevention month.
- SafeUT Lessons to 4th and 5th graders each year to ensure they are aware of this valuable resource.
- Ensure counselors/admin are following suicide prevention protocol and train staff on the steps to take if a student makes a suicidal comment or threat.

	• Get all faculty QPR trained by the end of 2026.

Current Resources

Panorama survey data, Safe UT, 988, BRMH, District LCSW, SMR, BESD Suicide Prevention policy.

Kelly Haws, DBT-E facilitator

Behavior paras to serve as mentors

Needed Resources

Safe UT cards to hand out, New Lighthouse members need to be trained, generate a list of activities that build inclusivity.

Goal Lead	Email Address
Dianna Serfustini	*dianna.serfustini@besd.net*

Goal 3

SMART Goal	Strategies
By May 2027, Golden Spike Elementary will reduce the total number of behavior incidents by 10% from the 2025–2026 baseline of 880 incidents, as measured by school behavior incident data. The Foundations Behavior Team will provide consistent Tier 1 interventions and support for all new student behavior referrals, while trained paras and staff implement proactive behavior strategies and consistent response practices.	• Use the Foundations team to address Tier 1 behavior concerns before they escalate and create school-wide expectations. The Foundations team will also be involved in all new student behavior referrals and identify interventions. • Develop and implement consistent interventions for common behaviors such as inappropriate physical touch, classroom disruptions, and insubordination. • Create a consistent process for gathering information, identifying behavior patterns, and determining appropriate interventions. • Provide early support to students rather than waiting for repeated incidents. • Training provided to all paraprofessionals in behavior response and SPED practices. Ensure SPED and behavior paras receive Safety-Care training. • Reinforce proactive strategies such as positive reinforcement, redirection, pre-correction, and de-escalation. • Provide opportunities for staff to practice and review appropriate responses to challenging behavior. • Review behavior data monthly, looking specifically at frequency, type, location, time, and day of incidents. Pay particular attention to recurring behaviors and times when incidents are most likely to occur. • Provide teachers with simple, consistent strategies for reinforcing positive behavior.

Current Resources

Impact Suite, previous Educator's Handbook data, Panorama, District-wide para training, Safety Care training for SPED paras and behavior paras. DBT-E curriculum.

Needed Resources
Additional training on Impact Suite, ensure behavior paras receive Safety Care training. Rewards for positive reinforcement to increase positive behaviors.

Goal Lead	Email Address
Shaylyn Ekins/Nate Toll	*shaylyn.ekins@besd.net and nate.toll@besd.net*

Goal 4

SMART Goal	Strategies
Write a specific, measurable, achievable, relevant, and time-bound goal.	*Include at least one evidence-based Tier 1 and Tier 2 prevention activity.*

Current Resources

Needed Resources

Goal Lead	Email Address
Click or tap here to enter text.	*Click or tap here to enter text.*

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Review the law before completing this section. Questions may be directed to prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention Plan

Shaylyn Ekins

Plan

Our LEA will implement a Positive Behaviors Plan that promotes positive behaviors and protective factors related to substance use prevention, with a focus on peer pressure, mental health, and creating meaningful relationships. The plan will be developed using input from students, parents, and staff and will be implemented through schoolwide positive behavior supports, social-emotional learning, prevention education, and opportunities for students to build positive connections and engage in pro-social activities. The plan will be reviewed annually and submitted through the required LEA approval and reporting process.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA is meeting the law's requirements regarding suicide prevention plans as outlined in UCA 53G-9-702. Review the law before completing this section. Questions may be directed to prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Dianna Serfustini and Alisa Rivera

Plan

See the attached plan on how we will teach the concepts of resiliency, healthy habits, self-care, problem solving, and conflict resolution. There are two school counselors at our school who will oversee the implementation of this prevention plan. We will review this plan annually to ensure it is updated and that we are following our plan.

Golden Spike Suicide Prevention Program

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. The training should help educators understand how trauma affects students and clearly advise them not to practice medicine, give a diagnosis, or provide treatment. Required by UCA 53F-2-525.

Person Responsible for Coordinating Trauma-Informed Training

Megan Bushnell, Student Services Director

Dianna Serfustini and Alisa Rivera

Plan

All paras were required to attend at least a 2-day in-person training on behavior and trauma training. This training included information on how trauma can impact student learning. All employees will receive the adult-serving youth training and instructional materials primarily focusing on child sexual abuse and human trafficking prevention. This year School Counselors will also update adult-serving youth training materials to make it specific to BESD. Counselors will also facilitate trauma-informed training during faculty meetings and host a parent night to provide parents with information on child abuse and human trafficking prevention.

Comprehensive Prevention Plan Template

Utah State Board of Education

Austin Storey-Lake View Elementary
LEA Name

Implementation Period

Aug 2026-June 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date April 2026 **Format** Panorama Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☑ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Third, fourth and fifth grade student take the panorama survey 2 times each year. This survey looks at how the students percieve their own life skills. The information from the survey give us information on what we can do to help support our students. This survey showed our students percieve they struggle with social awarness.

Input 2

Date April 2026 **Format** Panorama Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☑ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Teachers who teach Kindergarten, First and second grade take a survey on each of their students. The survey looks at the educators perception of their students Life Skills. This survey showed our teachers percieve our students need more skills on resiliency and self managment.

Input 3

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

Attendance:
Increase attendance of students who are attending 90% of the school year from 82% to 84% by May of 2027.

The goal informs the strategies.

Strategies

Tier 1
-weekly meetings with attendance team (team consists of Administration, Counseling team, and front office staff).
-Newsletter from counselor with attendance information sent to parents (information) and teachers (data).
-Attendance days each month to celebrate being at school, and traveling trophy to class with highest attendance on a random day.

Tier 2
-Check in and goal setting with at risk students
-Parent meetings to share community

Current Resources

-Attendance team who meets weekly.
-bugdet to help provide rewards.
-traveling trophy and banners/signs to have around the school.
-access to panorama.
-community resources to help with barriers that keep students from school.

Needed Resources

Supplies for rewards and prizes.

Goal Lead

London Clarke-School Counsleor

Email Address

london.clarke@besd.net

Goal 2

SMART Goal

Suicide Prevention:
To increase by April 2027 the number by 1 % of 3-5 grade students who answered that they have a suportive or trusting adult at home and at school.

The goal informs the strategies.

Strategies

Tier 1
-Kindness/inclusive lunch time activites.
-Erika's Lighthouse Empowerment club at our school.
-Counselor Check in's on students birthdays.
-Use students names as often as we can.
-Home visits with teachers to students homes.

Tier 2
-Check in's with at risk students.

Current Resources

-Home visit trainings and opportunities
-Access to panormama
-Erika's Lighthouse Empowerment club training and members.
-Couseling Intern

Needed Resources

-Supplies for kindness/inclusive activites at lunch time.

Goal Lead

London Clarke-School Counselor

Email Address

london.clarke@besd.net

Goal 3

SMART Goal

Behavior:
Increase by 5% by April 2027, the amount of students who can answer favorably that they are able to disagree with others without starting an argument.

The goal informs the strategies.

Strategies

Tier 1
-Leopard Skills prep class using DBT-E curriculum.
-7Mindsets being taught to all classes.
-School Wide activites on kindness/inclusivness.
-Counselor lesson to all students on problem solving and empathy.

Tier 2
-Leopard Strong small group lesson on topics such as problem solving, understanding others feelings, avoiding fights, using self control and other topics.
-Reteaching skills with the school cousenlor or behavior team.

Current Resources

-Access to Panorama
-7 mindset and DBT-E curriculum
-Trainings for teachers and paras on 7 mindset, DBT-E, and Leopard Strong curriculum.
-Bugdet for school wide activites.

Needed Resources

Supplies for school wide activites

Goal Lead

London Clarke-School Counselor

Email Address

london.clarke@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

London Clarke-School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our school is using 7 Mindsets curriculum, DBT-E, and Botvin (for 4th and 5th grader) to help education students on positive behaviors. We are focusing on teaching tier 1 to all students to help reach those in need. These curriculums cover topics such as healthy bodies, emotional regulation, goal setting and postive thinking and many other skills to help with positive and healthy choices.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

London Clarke-School Counselor

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Lessons directied to all students on topics such as resiliency and grit, healthy habits, problem solving, conflict resolution and other topics. These lessons come from tier 1 instruction from 7 Mindset Curriculum, DBT-E and Botvin. Tier 2 lessons are being taught to students who may be at risk and need more education on these certain topics. Kindness activites are scheduled in multiple times during the year to help with students feeling included and part of a school community.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Austin Storey-School Principal

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Online trainings given to all staff members with a due date to complete. Trainings are on Trama informed practices and behavior trainings. All staff are expected to complete these trainings. Topics can be discussed during faculty and staff meetings as needed.

Comprehensive Prevention Plan Template

Utah State Board of Education

Box Elder School District - McKinley Elementary

LEA Name

Implementation Period August 31, 2026 - June 3, 2027

Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date 2024-2026 **Format** Panorama Behavior Data *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☑ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

During the 2024–2025 school year, McKinley recorded a total of 1,044 behavior incidents, with 628 (60.2%) occurring in Grades K–1.
In the 2025–2026 school year, total behavior incidents decreased by 42% overall to 606 incidents, with 260 (42.9%) occurring in Grades K–1.
While overall discipline incidents have significantly decreased, primary grades (K–1) continue to account for the highest proportion of behavior

Input 2

Date Sept. 2nd, 2026 **Format** BOY Staff Meeting *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☑ *Educators*
- ☐ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

1st-grade teachers expressed a need for targeted self-control and behavioral regulation instruction. Teacher observations highlight that incoming 1st-grade students demonstrate significantly higher rates of physical restlessness and lower self-regulation capacity compared to prior cohorts, directly impacting instructional time and classroom climate.

Input 3

Date 2023-2026 **Format** Multi-year SIS Attendance Data *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Multi-year SIS data shows stable attendance trends: 77% of students maintained >90% attendance in 2023–24 and 2024–25, rising to 78% in 2025–26 (a 22% chronic absenteeism rate). While heading in the right direction, 22% of students remain chronically absent.

Input 4

Date Sept. 2025-Mar. 2026 **Format** Panorama SEL Survey *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Multi-year Panorama SEL data indicates a decline in student emotional self-awareness from Fall 2025 to Spring 2026. There was a 9% drop in students reporting they could describe their feelings "extremely clearly" or "very clearly." Because emotional literacy and help-seeking are protective factors against suicide, targeting emotion regulation is essential to strengthening our school-wide suicide prevention and mental

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

The data inputs outlined show three primary areas of concern: behavior, attendance, and social-emotional well-being. These data points guide our SMART goal decisions.

*For all of these goals, the School Counselor and Building Administrator will meet monthly to review data, assess strategies, and evaluate any necessary adjustments.

Goal 1

SMART Goal

By May 2027, behavior incidents in Grades K–1 will decrease by 15% (from 260 incidents to 221 or fewer) through the implementation of targeted K–1 classroom behavior supports and early social-emotional skill building, as measured by monthly SIS behavior referral reports.

The goal informs the strategies.

Strategies

Monthly SIS Behavior Incident Reports filtered for K-1 that will be pulled on the first of each month.
K–1 students displaying repeated behavioral disruptions are assigned a daily staff mentor for Check-In/Check-Out (CICO) at arrival and dismissal, paired with weekly counselor-led small groups focusing on impulse control and emotion regulation.

Current Resources

Building Administrator: Responsible for monthly data tracking and supporting school-wide behavior processes.
School Counselor: Responsible for CICO delegation and planning, Tier 2 SEL groups
Classroom Teachers (K-1): Responsible for delivering Tier 1 SEL Lessons (7 Mindsets), reinforcing positive behavioral expectations, logging incidents in SIS, and identifying student needs
Mascot Skills Paraprofessional: Responsible for Tier 1 DBT lessons that teach practical emotional regulation and self-control skills to K-1.
Empowerment Club: Building relationships and peer mentorships with K-1 students in need.
Funding: PBIS Funds $1,000 will provide rewards for CICOs.

Needed Resources

No needed resources at this time.

Goal Lead

Tyrell Neal / Aubree Chase

Email Address

tyrell.neal@besd.net / aubree.chase@besd.net

Goal 2

SMART Goal

By May 2027, the percentage of students maintaining >90% attendance will increase from 78% to 82%, through the implementation of school-wide attendance incentives and targeted Tier 2 parent meetings, as measured by monthly SIS/Panorama attendance tracking reports.



The goal informs the strategies.

Strategies

Measurement & Monitoring Strategy: Monthly SIS/Panorama attendance reports pulled on the first of each month to track the percentage of students maintaining >90% attendance.
Tier 1 Universal Strategy: Implementation of random attendance incentive days across the school year and strict adherence to the district attendance matrix.
Tier 2 Targeted Strategy: Providing individualized daily/weekly attendance trackers and targeted support to all students identified as chronically absent at the end of Trimester 1.

Current Resources

Attendance Secretary: Pulls monthly Panorama attendance reports on the first of each month, delegates identified at-risk students to the counselor or administrator, leads the logistics for random attendance incentive days
School Counselor: Provides Tier 2 targeted support, conducts check-ins, and distributes/monitors attendance trackers for students chronically absent at the end of Trimester 1.
Building Administrator: Conducts formal parent meetings once a student hits 10-absences
District/LEA Systems: SIS and Panorama dashboards used for tracking attendance trends, alongside the district-established Attendance Policy & Intervention Matrix.
Funding: PBIS Funds will provide attendance rewards for school attendance days, as well as additional attendance funds from Megan Bushnell.

Needed Resources

Staff Time Allocation: Protected time for the Attendance Secretary to run monthly Panorama reports and manage incentive day logistics, as well as dedicated counseling/administrative time to conduct barrier meetings and mentor delegated students.

Goal Lead

Kristi Capener / Aubree Chase

Email Address

kristi.capener@besd.net / aubree.chase@besd.net

Goal 3

SMART Goal

By May 2027, the percentage of students responding favorably ("extremely clearly" or "very clearly") to the Panorama metric regarding their ability to clearly describe their feelings will increase by 10 percentage points (reversing the 9% drop), through DBT Cougar Skills Tier 1 instruction and targeted Tier 2 support groups.



The goal informs the strategies.

Strategies

Measurement & Monitoring Strategy: Fall and Spring Panorama SEL survey reports and monthly counselor review of student referrals.
Tier 1 Universal Strategy: School-wide DBT-E Lessons. Teaching practical skills on how to identify feelings, use coping skills, and express emotions to trusted adults.
Tier 2 Targeted Strategy: Weekly counselor-led small groups for students identified as struggling with emotional regulation, focusing on emotional vocabulary, distress tolerance, and help-seeking skills.
Tier 3 Individual Counseling and Therapy Referrals

Current Resources

School Counselor: Coordinates Tier 1 mental health guidance lessons, conducts Tier 2 coping-skills small groups, monitors Panorama SEL data, and manages crisis assessments/parent notifications.
Classroom Teachers: Facilitate monthly SEL/emotional literacy activities, reinforces classroom coping tools, and identifies/refers students struggling with emotional regulation to the counseling team.
Building Administrator: Oversees compliance with state suicide prevention policies (UCA 53G-9-702), supports crisis response protocols, and ensures licensed staff complete required youth suicide prevention training.
District/State Systems: Panorama SEL survey suite, SafeUT crisis reporting system, and USBE-approved suicide prevention curriculum materials.
Funding: $400 in suicide prevention funds.

Needed Resources

No additional resources needed.

Goal Lead

Aubree Chase, School Counselor

Email Address

aubree.chase@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Aubree Chase

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

McKinley utilizes targeted behavior supports, random attendance incentive days, and monthly Panorama data tracking to increase student attendance and emotional self-awareness across all grade levels. Led by our school counselor and positive behaviors team, we deliver universal weekly mental health lessons, assign staff mentors to at-risk students, and conductCheck-In/Check-Out (CICO). Daily attendance calls, parent meetings at 10 absences, and Tier 2 regulation groups provide multi-layered support that fosters positive student outcomes.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Aubree Chase

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our school implements a comprehensive youth suicide prevention program that delivers universal instruction focused on building resiliency, healthy habits, self-care, problem-solving, and conflict resolution across all grade levels. Led by the school counselor, we utilize Panorama data and teacher referrals to provide targeted Tier 2 coping skills groups, strengthen student-school connections, and maintain prompt parent notification protocols. Integrated with our bullying and substance abuse prevention efforts, this multi-layered approach equips students with essential life skills while ensuring immediate crisis intervention and postvention support when needed.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Box Elder School District & Aubree Chase

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Box Elder School District required that all faculty and staff were trained in ACES, being trauma informed, and suicide prevention at the beginning of the 2026 school year. This training explicitly instructs educators to recognize trauma triggers while advising them strictly not to practice medicine, provide medical diagnoses, or deliver clinical treatment (UCA 53F-2-525).

The school counselor will share Panorama survey results with faculty in April to discuss the findings.

The school counselor and Licensed Clinical Social Worker will also be presenting on trauma informed classrooms in October at faculty meeting.

Comprehensive Prevention Plan Template

Utah State Board of Education

Heather Godfrey
LEA Name

Implementation Period

Aug 31-June 3
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date 9/3/26 **Format** Panorama Student Survey (Spring 25-26') *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☑ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Behavior

From the Spring 2025-2026 Panorama survey, 61% of 3-5 graders would allow others to speak before interupting them.

Input 2

Date 9/3/26 **Format** Panorama Student Survey (Spring 25-26') *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☑ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Suicide Prevention

Using the Spring 2025-26 Panorama survey, 42% of 3rd-5th grade students were able to clearly identify their feelings.

Input 3

Date 9/3/26 **Format** Panorama Attendance Data *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [x] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

During the 2025-2026 school year, 19% of students attended less than 90% of the school year.

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

Behavior

By the end of the school year, increase the percentage of 3rd − 5th grade students who allow others to speak before interupting them from 61% to 63%.

The goal informs the strategies.

Strategies

1.Teach an Active Listening Lesson
-Provide a classroom counseling lesson for grades 3 − 5 on active listening, turn-taking, and waiting for others to finish speaking.
Teach simple strategies such as “ Stop, Look, Listen, Wait. ”

2. Use “ Think Before You Speak ” Reminders
-Create small visual reminders for classrooms, such as: Am I listening? Is it my turn? Did they finish?
Encourage teachers to display them during discussions.

Current Resources

Big 5 Teaching Strategies given to teachers

Class expectations posted in classrooms

Consistent classroom routines

Needed Resources

Poster boards

Goal Lead

Mikellie Sorensen

Email Address

mikellie.sorensen@besd.net

Goal 2

SMART Goal

Suicide Prevention

By spring of 2027, our students will be able to clearly identify their feelings from 42% to 45%.

The goal informs the strategies.

Strategies

1. Small-Group Counseling

Provide targeted small groups for students who have difficulty identifying or expressing emotions.
Practice using I-statements such as “I feel ___ because ___.”

2. Classroom Counseling Lessons

Provide classroom lessons for students on identifying and naming emotions.
Teach students to distinguish between similar feelings such as frustrated, disappointed, worried, embarrassed, and angry.

Current Resources

Owl Skills Prep class focused around DBT Skills and knowing your feelings

Small groups led by the counselor focusing on skills of knowing your feelings

Classroom lessons led by the counselor

Needed Resources

I-statement handouts

Family resources – Simple activities or handouts families can use at home to talk about emotions.

Goal Lead

Mikellie Sorensen

Email Address

mikellie.sorensen@besd.net

Goal 3

SMART Goal

Attendance

By the end of the 2026-27' school year, we will decrease our students who have attended less than 90% of the school year from 19% to 17%.

The goal informs the strategies.

Strategies

1. Attendance Weeks and days

School initiatives that focus around student attendance and the importance of attending school.

2. Attendance Check-ins

Check-ins and rewards for students who are chronically absent

3. Attendance information

Attendance information shared through monthly newsletters and announcements at school.

Current Resources

Schoolwide attendance initiatives in place

Student information system/attendance data – Daily attendance, absences, tardies, and patterns.

Teachers and classroom staff – Staff who can identify attendance patterns and communicate concerns early.

PBIS system – Can be used to recognize and reinforce positive attendance behaviors.

Needed Resources

Rewards for schoolwide initiatives

Rewards for attendance check-ins

Family communication materials – attendance letters, flyers, text/email templates, and parent handouts

Goal Lead

Mikellie Sorensen

Email Address

mikellie.sorensen@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Heather Godfrey

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our LEA will promote healthy, drug-free lifestyles through prevention education, positive behavior supports, and schoolwide wellness initiatives. Key actions include implementing Red Ribbon Week, providing Botvin and Catch My Breath lessons for 5th grade students, incorporating healthy-lifestyle topics into school counseling lessons, promoting healthy choices through the fresh fruit and vegetable program, and reinforcing positive decision-making through the Principal's 200 Club and PBIS system.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Heather Godfrey

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our LEA will support suicide prevention through a comprehensive school counseling program focused on building belonging, positive relationships, coping skills, resilience, and healthy decision-making. Key actions include implementing Hello Week, Owlstanding Leaders, 7 Mindsets, Owl Skills, Kindness Week, counseling classroom lessons, and targeted small groups to strengthen students' social-emotional skills, increase connection to school, and provide additional support for students who may be experiencing social, emotional, or behavioral challenges.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Heather Godfrey

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Our LEA will provide ongoing professional development to equip school personnel with the knowledge and skills needed to recognize, respond to, and support students experiencing trauma, behavioral challenges, and other safety concerns. Key actions include completing GCN trainings which include a trauma-informed practices coursework, and human trafficking training, counselor training to staff on Prevent Child Abuse in October, and monthly faculty learning sessions focused on the impact of childhood trauma and effective strategies for managing and supporting student behaviors.

Comprehensive Prevention Plan Template

Utah State Board of Education

TMC
LEA Name

Implementation Period

August 2026 - May 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Sept.2026 **Format** School data review / meetings *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ✓ *Parents*
- ✓ *Students*
- ✓ *Educators*
- ✓ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Stakeholders identified attendance and chronic absenteeism as concerns. Input emphasized early identification, consistent family communication, positive attendance supports, and individualized interventions.

Input 2

Date Jan. 2027 **Format** Counselor and school team review *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ✓ *Parents*
- ✓ *Students*
- ✓ *Educators*
- ✓ *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Staff identified a continued need for schoolwide social-emotional learning, coping skills, help-seeking, trusted-adult connections, and early support for students showing emotional or behavioral concerns.

Input 3

Date May 2027 **Format** School climate / behavior review *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input supported continued positive behavior instruction, kindness and belonging activities, bullying prevention, and clear expectations that help students build healthy relationships and make safe choices.

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Three Mile Creek Elementary serves grades 2-5. The goals below focus on attendance, student mental health resiliency, and positive behavior bullying substance-use prevention.

Goal 1

SMART Goal

ATTENDANCE
By May 2027, Three Mile Creek Elementary will increase overall student attendance by 5% from the 2025-2026 baseline. Attendance will be reviewed weekly, and students showing patterns of chronic absenteeism will receive targeted support.

The goal informs the strategies.

Strategies

Tier 1: Promote attendance through positive messaging, classroom recognition, incentives, and regular family communication. Review attendance data weekly and celebrate progress.

Tier 2: Provide individualized family outreach and problem-solving for students with attendance concerns. Identify barriers, connect families to supports, and use student-specific attendance goals check-ins.

Current Resources

School counselor; teachers; administrators; attendance panorama data, system; family communication tools; current attendance recognition activities.

Needed Resources

Block Grant support, as available, for attendance incentives, family engagement materials, student recognition, and targeted intervention resources.

Goal Lead

Tia Paxton

Email Address

tia.paxton@besd.net

Goal 2

SMART Goal

STUDENT MENTAL HEALTH & RESILIENCY
By May 2027, 100% of students in grades 2-5 will receive schoolwide social-emotional resiliency instruction. Students identified through school data or staff referral as needing additional support will be offered targeted Tier 2 interventions.

The goal informs the strategies.

Strategies

Tier 1: Continue schoolwide 7 Mindsets lessons and SEL lesson focused on relationships, emotional regulation, coping, problem-solving, help-seeking, and resiliency. Reinforce SafeUT and trusted-adult messages.

Tier 2: Provide short-term small groups or individual check-ins for students needing support with coping, stress, friendships, grief, behavior, or school adjustment. Coordinate with families and appropriate supports when needed

Current Resources

School counselor will assist with 7 Mindsets curriculum resources; and SEL lessons teachers; administrators; SafeUT resources; school support team.

Needed Resources

Block Grant support, as available, for SEL resiliency materials, small-group materials, professional learning, and prevention resources.

Goal Lead

Tia Paxton

Email Address

tia.paxton@besd.net

Goal 3

SMART Goal

POSITIVE BEHAVIOR, BULLYING & SUBSTANCE-USE PREVENTION
By May 2027, Three Mile Creek Elementary will provide schoolwide positive behavior and prevention instruction to all students in grades 2-5 and use behavior climate data to identify students who need targeted Tier 2 support.

The goal informs the strategies.

Strategies

Tier 1: Teach and reinforce positive behavior expectations, kindness, respect, belonging, healthy decision-making, and bullying prevention. Use age-appropriate prevention instruction, including Botvin LifeSkills where applicable. Use Kindness Club and school activities for peer leadership and service.

Tier 2: Provide targeted counseling groups check-ins, restorative problem-solving, and individualized behavior supports for repeated peer conflict, bullying concerns, or other risk indicators.

Current Resources

School counselor; teachers; administrators; positive behavior supports; Kindness Club; existing prevention SEL Lessons.

Needed Resources

Block Grant support, as available, for prevention curriculum materials, positive behavior incentives, bullying-prevention resources, and targeted small-group supports.

Goal Lead

Tia Paxton

Email Address

tia.paxton@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Tia Paxton

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Three Mile Creek Elementary will implement and review its positive behavior and substance-use prevention plan through schoolwide expectations, age-appropriate prevention instruction, relationship-building opportunities, and targeted supports. The school will review behavior and climate pan, including bullying concerns, to guide prevention efforts.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Tia Paxton

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Three Mile Creek Elementary will coordinate required suicide prevention and student mental health efforts through the school counselor, including age-appropriate resiliency and help-seeking instruction, staff response procedures, SafeUT awareness, and referral pathways. Students needing additional support will receive timely school-based intervention and connection to appropriate family, district, or community resources.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Tia Paxton

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

School personnel will receive trauma-informed training that explains how childhood trauma can affect student learning, behavior, relationships, and regulation. Training will clearly advise educators not to practice medicine, give a diagnosis, or provide treatment and will reinforce appropriate school-based supports and referral procedures.

Comprehensive Prevention Plan Template

Utah State Board of Education

Box Elder School District
LEA Name

Implementation Period 2026-2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date 9/09/2026 **Format** meetings *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Talked about goals, Reviewed the plan from last year. Reviewed Panorama data, attendance data.

Input 2

Date **Format** *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 3

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- ☐ *Parents*
- ☐ *Students*
- ☐ *Educators*
- ☐ *Support Staff*

Other ☐

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Goal 1

SMART Goal

By May 2027, Western Schools will increase positive student behavior and reduce repeated behavior incidents by 10% from the 2025 – 26 baseline, as measured by behavior referrals, incident records, and monthly data reviews at Snowville, Park Valley, and Grouse Creek.

The goal informs the strategies.

Strategies

1.Teach and reteach the schoolwide expectations of Be Safe, Be Respectful, and Be Responsible.
2.Implement monthly Marigold Awards to recognize students who demonstrate positive behavior, responsibility, and care for others.
3.Counselors will provide Tier 1 classroom lessons on positive relationships, communication, conflict resolution, and responsible decision-making.
4.Students with repeated behavior concerns will receive Tier 2 support through individual check-ins, behavior goals, and targeted interventions.
5.The counselor, ChAT team and administrator will review behavior data

Current Resources

School counselors and administrators.
Teachers and support staff.
Schoolwide behavior expectations.
Marigold Awards and positive student recognition.
Existing school behavior policies and referral procedures.
Staff collaboration and monthly data review.
Prevention Block Grant funding.

Needed Resources

tudent incentives and recognition materials.
Materials for classroom lessons on communication and conflict resolution.
Resources for targeted behavior interventions.
Training or professional development for staff on positive behavior supports.

Goal Lead

Melissa Morris

Email Address

melissa.morris@besd.net

Goal 2

SMART Goal

By May 2027, Western Schools will increase overall student attendance from the 2025 – 26 baseline of 94% to at least 95%, as measured by monthly attendance reports for Snowville, Park Valley, and Grouse Creek.

The goal informs the strategies.

Strategies

1.Review attendance data monthly by school and grade level.
2.Identify students who are frequently absent or missing specific periods and provide early intervention.
3.Counselors or teachers will conduct student check-ins to identify barriers to attendance and help students develop goals for consistent school participation.
4. Work with families to address attendance barriers, including transportation, health appointments, and other challenges associated with rural communities.
5. Recognize students who demonstrate improved attendance and consistent participation.

Current Resources

School counselors and administrators.
Teachers and school secretaries.
Student attendance records.
Parent communication systems.
Existing attendance policies and procedures.
Four-day school week designed to support attendance and reduce barriers for rural families.
Schoolwide positive relationships and student support.

Needed Resources

Positive student attendance incentives.
Materials for attendance recognition.
Resources to support student check-ins and attendance interventions.
Family communication materials focused on the importance of regular attendance.

Goal Lead

Melissa Morris

Email Address

melissa.morris@besd.net

Goal 3

SMART Goal

By May 2027, Western Schools will ensure that 100% of students identified as needing additional mental health or suicide prevention support receive a documented follow-up from the school counselor or designated support team within five school days, as measured by confidential counseling records and monthly reviews of follow-up completion.



The goal informs the strategies.

Strategies

1.Counselors will provide Tier 1 classroom lessons on mental wellness, coping skills, help-seeking, and identifying trusted adults.
2.Provide regular opportunities for students to connect with counselors, teachers, community members and other trusted adults through school wide events.
3.Use student check-ins and referrals to identify students who may need additional support.
4.Provide Tier 2 individualized support, including counseling check-ins, safety planning when appropriate, and referrals to community mental health resources.
5.Ensure staff are familiar with school procedures for recognizing and responding to

Current Resources

School counselors.
Administrators and teachers.
Existing suicide prevention policies and procedures.
Student check-ins and counseling referrals.
School-based relationships and trusted adults.
Community mental health resources.
District support and prevention services.

Needed Resources

Suicide prevention and mental wellness lesson materials.
Staff training and professional development.
Student wellness and coping-skill resources.
Materials for student check-ins and help-seeking activities.
Funding for prevention activities and positive student incentives.

Goal Lead

Melissa Morris

Email Address

melissa.morris@besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Melissa Morris

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Western Schools will implement positive behavior and substance use prevention plans that promote safe, respectful, and responsible choices. Through schoolwide expectations, classroom prevention lessons, counseling support, and positive student recognition, students will learn about the risks of substance use and develop skills to make healthy decisions. Administrators, counselors, and staff will review student needs and provide additional support when concerns arise.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Melissa Morris (principal), and Counselors

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Western Schools will provide suicide prevention education, student wellness lessons, and opportunities for students to connect with trusted adults. Counselors and school staff will follow district suicide prevention procedures, identify students who may need additional support, and connect students and families with appropriate resources. The counselor and administrator will review prevention activities and student support needs throughout the school year.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Melissa Morris

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Western Schools will provide school personnel with training on the impact of childhood trauma on student learning and behavior. The principal will work with school nurses, counselors and student services to coordinate training and help staff recognize how trauma may affect students. Training will include strategies that promote safety, positive relationships, and student success, while reminding staff that they are not to practice medicine, provide a diagnosis, or provide treatment for trauma-related conditions.

Comprehensive Prevention Plan Template

Utah State Board of Education

Willard Elementary
LEA Name

Implementation Period

August 2026-May 2027
Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Sept. 2026 **Format** School Data Review/ Panorama/ Aspire *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Attendance and chronic absenteeism are identified as concerns by stakeholders. Input suggests positive attendance supports, early identification, individualized interventions, and consistent community/family communication.

Input 2

Date May 2026 **Format** School faculty and staff/counselor meeting re *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Schoolwide social emotional learning is identified as a continued need. Lessons will focus on healthy relationships, emotional regulation, coping skills, problem solving skills, and resiliency.

Input 3

Date May 2026 **Format** School behavior Data Review/Ed Handbook *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [x] *Parents*
- [x] *Students*
- [x] *Educators*
- [x] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Continued support is needed with schoolwide positive behavior instruction, as well as clear, consistent rules and expectations taught. Kindness, bullying prevention, and friendship skills/healthy relationships will be encouraged and taught schoolwide.

Input 4

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Input 5

Date _____ **Format** _____ *Survey, meetings, focus groups, or other.*

Stakeholder Type

- [ ] *Parents*
- [ ] *Students*
- [ ] *Educators*
- [ ] *Support Staff*

Other

Brief Notes Outlining Input *(350 Character Limit)*

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Willard Elementary is a PK, K,1 school. The goals below will focus on schoolwide, attendance intiatives, student social emotional/mental health/ resiliency skills, and postive behavior/bullying prevention/substance abuse prevention.

Goal 1

SMART Goal

ATTENDANCE
By April 2027, the school will increase the Average daily attendance rate for k-1 graders by 3% compared to the 2025-2026 school year baseline (90%), achieved by implementing weekly attendance tracking, family outreach initiatives, and monitoring student engagement at the end of each trimester.

The goal informs the strategies.

Strategies

Tier 1: Promote attendance through positive messaging, weekly classroom recognition, monthly surprise incentives, regular family communication and weekly attendance data review.

Tier 2: Provide individualized family outreach and problem solving for students with chronic attendance concerns. Identify barriers, connect families to supports, and use attendance goals/checkins for students with attendance concerns.

Current Resources

Administration, classroom teachers, school counselor, attendance data system, family communication tools, and regular attendance recognition activities.

Needed Resources

Block Grant support to use for attendance incentives, family engagement materials, student recognition, and individual intervention support.

Goal Lead

Rachael Barker

Email Address

rachael.barker@besd.net

Goal 2

SMART Goal

STUDENT SOCIAL EMOTIONAL HEALTH AND RESILIENCY
By April 2027, the school will implement a school wide social emotional/resiliency curriculum (7 mindsets) with 100% of the lessons taught to students in grade K-1. Additional tier 2 support will be offered to students identfied through school data and staff referral.

The goal informs the strategies.

Strategies

Tier 1: 7 mindsets and additional SEL curriculum will be taught school wide to promote healthy relationships, emotional regulation, coping skills, problem solving skills, and resiliency.

Tier 2: Short term small groups and individual check-ins will be provided for students needing more support with specific Social emotional/resiliency skills.

Current Resources

Administration, teachers, and school counselor will assist with 7 mindsets curriculum resources and social emotional lessons being taught school wide.

Needed Resources

Block grant support for materials needed for social emotional /resiliency lessons in classrooms and small groups, prevention resources, and professional learning.

Goal Lead

Rachael Barker

Email Address

rachael.barker@besd.net

Goal 3

SMART Goal

POSTIVE BEHAVIOR SUPPORT, BULLYING PREVENTION, SUBSTANCE ABUSE PREVENTION
By April 2027, the percentage of teachers who respond favorably to the number of students in grades K-1, using self management skills will increase by 3% from September 2025.
Tier 2 support will be provided to students identified by teacher referral and behavior data.

The goal informs the strategies.

Strategies

Tier 1: Positive behavior expectations and school rules will be taught schoolwide by all teachers and staff. Kindness, respect, belonging and bullying preventions will be taught through schoolwide and districwide initiatives.

Tier 2: Targeted counseling groups focusing on problem solving, friendship skills, restorative practices will be offered. Individual student check-ins and behavioral supports will be provided for students identified through data systems and teacher referrals.

Current Resources

Administrators, teachers, and school counselor will plan and implement positive behavior supports schoolwide. Social emotional instruction and district initiatives will be implemented schoolwide.

Needed Resources

Block grant support for prevention curriculum materials, positive behavior incentives, bullying prevention resources, and targeted small group resource supports.

Goal Lead

Rachael Barker

Email Address

rachael.barker@ besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead _____

Email Address _____

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in UCA 53G-10-407. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Rachael Barker

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Willard Elementary will review its postive behavior and substance abuse prevention plan monthly. School wide rules and expectations will be taught regularly with age appropriate prevention instruction, relationship building opportunities, and targeted supports. Behavior and climate data, including bullying concerns will guide prevention efforts.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in UCA 53G-9-702. Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Rachael Barker

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Willard Elementary will coordinate required suicide prevention and student mental health efforts through the school counselor, administrator and teachers, including age appropriate resiliency, help seeking instruction, staff response procedures, Safe UT awareness, and referral pathways. Students identified as needing additional support will receive timely school based intevention, and connection to appropriate family, district, or community resources.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by UCA 53F-2-525).

Person Responsible for Coordinating Trauma-Informed Training

Rachael Barker

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

School personnel will receive trauma informed training explaining how childhood trauma can affect student learning, behavior, relationships, and emotion regulation. Training will advise not to practice medicine, give s diagnosis, or provide treatment and will reinforce appropriate school based supports and referral procedures.

Box Elder School District
Approval of Final Construction Contract for Salt Creek Elementary

Recommendation: It is recommended that the Board of Education approve the contract for the expansion of Salt Creek Elementary.

Background: In November of 2025, the Board of Education awarded the construction design contracts to VCBO Architects and DWA Construction for Salt Creek Elementary. From November of 2025 through June of 2026, the staff at the Board of Education, along with VCBO and DWA Construction have been working on design and engineering for the expansion of Salt Creek Elementary. The school will be approximately 85,000 square feet and have an initial capacity of approximately 650 students. The construction is slated to begin in October of 2026 and be completed by July of 2028.

Recommended Motion: I move that the BESD Board of Education approve the guaranteed maximum price contract with DWA Construction for the construction of Salt Creek Elementary in the amount of $35,089,443.

Policy Implications: None

Financial Implications: The Board of Education received proceeds from the 2026 Certificates of Participation to fund the construction of Salt Creek Elementary. The loan will carry an interest rate of approximately 4.55% for a term of no more than 20 years. Loan payments will be made from the Capital Outlay fund with existing funds.

Staff Implications: None at this time.

CONSTRUCTION INC.

VCBO Architects

29-Jul-26

Project: BESD Tremonton Elementary School

BUDGET ESTIMATE

Based on 85,780 Square Feet

Division / Item		Comments / Notes		Base Bid Amount	Alternate 1 - EWF Amount	Alternate 2 - Lighting Controls Amount	Alternate 3 - 80 Mil PVC Amount	Alternate 4 - 80 Mil TPO Amount
DIVISION 01 - GENERAL CONDITIONS			**46.25**	**$ 3,967,560.00**	**$ -**	**$ -**	**$ -**	**$ -**
General conditions - See General Conditions Sheet For	$ 2,436,310.00		28.40	**$ 2,436,310.00**				
Description of Inclusions			-					
Surveying / Construction Staking (DWA)	$ 61,250.00		0.71	**$ 61,250.00**				
Emergency Testing Allowance	$ 25,000.00		0.29	**$ 25,000.00**				
Temp Water	$ 37,500.00		0.44	**$ 37,500.00**				
DWA Misc. Equipment	$ 150,000.00		1.75	**$ 150,000.00**				
Plan Printing	$ 7,500.00		0.09	**$ 7,500.00**				
Construction Contingency	$ 250,000.00		2.91	**$ 250,000.00**				
Owner's Contingency	$ 1,000,000.00		11.66	**$ 1,000,000.00**				
			-					
DIVISION 31 & 33 - EARTHWORK & UTILITIES			**34.09**	**$ 2,924,289.00**	**$ -**	**$ -**	**$ -**	**$ -**
31 1000 - Site Clearing								
31 2000 - Earth Moving								
DWA Construction	$ 25,170.00	Demolition	0.29	**$ 25,170.00**				
DWA Construction	$ 1,840,119.00	Earthwork, Excavation & Site Utilities	21.45	**$ 1,840,119.00**				
Suncore	$ 2,482,673.00	Complete Bid - Divisions 31-33	-					
LeGrand Johnson Construction	$ 1,984,244.00	all remaining soils to remain onsite,no underslab gravel, no moving of surcharge, no concrete collars	-					
Staker Parson	$ 2,051,084.00	no asphalt patch, no concrete collars, no haul off	-					
Rupp Trucking	$ 2,211,225.00	no concrete collars	-					
			-					
DWA Construction	$ 100,000.00	Oil Based Product Increase Allowance	1.17	**$ 100,000.00**				
DWA Construction	$ 209,000.00	Export Excess Surcharge	2.44	**$ 209,000.00**				
Surcharge Allowance	$ 750,000.00		8.74	**$ 750,000.00**				
33 4100 - Storm Drainage System/Utilities								
Storm Drain and Site Utilities Included in Above Pricing			-					
DIVISION 32 - EXTERIOR IMPROVEMENTS			**26.99**	**$ 2,315,055.00**	**$ (141,936.00)**	**$ -**	**$ -**	**$ -**
32 1216 - Hot Mix Asphalt Paving								
LeGrand Johnson Construction	$ 287,326.00		3.35	**$ 287,326.00**				
C & B Asphalt	$ 324,239.00		-					
Murray Striping	$ 38,725.00	Parking Lots, Playgrounds, Curbs	0.45	**$ 38,725.00**				
CV Striping - NO BID			-					
32 1313 - Site Concrete								
32 1373 - Concrete Paving Joint Sealants								
DWA Construction	$ 801,165.00		9.34	**$ 801,165.00**				
Western States Rebar	$ 16,700.00	Furnish Reinforcing Materials		**$ 16,700.00**				
AK Concrete	$ 824,000.00	Includes Reinforcing Materials	-					
Mohr Concrete Construction - NO BID			-					
DWA Construction	$ 2,580.00	Furnish and Install Wheel Stops	0.03	**$ 2,580.00**				

32 1813 - Synthetic Grass									
32 1816.13 - Playground Protective Surfacing									
11 6816 - Playground Equipment and Structures									
Garrett Parks & Play	$ 461,707.00	Playground Structures, PIP Surfacing, Synthetic Grass	-						
Garret Parks & Play - DEDUCT	$ (141,401.00)	EWF Alternate	-						
Big T Recreation	$ 438,978.00	Does Not Include Synthetic Grass	-						
Big T Recreation - DEDUCT	$ (239,200.00)	EWF Alternate	-						
Great Western Recreation	$ 413,046.00	Playground Structures, PIP Surfacing, Synthetic Grass	4.82	**$ 413,046.00**					
Great Western Recreation - DEDUCT	$ (141,936.00)	EWF Alternate	-		**$ (141,936.00)**				
Lucky Dog Recreation (Bid submitted past deadline)	$ 484,890.00	Does Not Include Synthetic Grass	-						
Lucky Dog Recreation - DEDUCT	$ (166,100.00)	EWF Alternate	-						
			-						
32 3113 - Chain Link Fences & Gates									
32 3119 - Decorative Iron Fencing									
Western Fence Company	$ 75,881.00	Chain Link Fencing & Gates	-						
Western Fence Company	$ 47,725.00	Decorative Iron Fencing	-						
Arrow Fence	$ 48,426.00	Chain Link Fencing & Gates	0.56	**$ 48,426.00**					
Arrow Fence	$ 37,837.00	Decorative Iron Fencing	0.44	**$ 37,837.00**					
Custom Fence - (Bid submitted a day late)	$ 62,780.00	Chain Link Fencing & Gates	-						
Custom Fence	$ 36,000.00	Decorative Iron Fencing	-						
			-						
32 8000 - Landscape Irrigation									
32 9310 - Landscape Planting									
Distinctive Landscape	$ 620,950.00		7.24	**$ 620,950.00**					
Legacy Lawn & Landscape	$ 876,456.00		-						
A & D Landscape - NO BID									
Blackwood Landscaping - NO BID			-						
soil testing	$ 800.00		0.01	**$ 800.00**					
DWA Construction	$ 47,500.00	Topsoil Amendments	0.55	**$ 47,500.00**					
DIVISION 03 - CONCRETE			**20.10**	**$ 1,724,097.00**	**$ -**	**$ -**	**$ -**	**$ -**	
03 3000 - Cast in Place Concrete									
03 3300 - Cast in Place Architectural Concrete									
DWA Construction	$ 1,277,397.00		14.89	**$ 1,277,397.00**					
Western States Rebar	$ 182,400.00	Furnish Reinforcing Materials		**$ 182,400.00**					
Mohr Concrete Construction (Bid submiited past deadline)	$ 1,635,812.00	Inlcudes Reinforcing Materials	-						
AK Concrete	$ 1,713,000.00	Inlcudes Reinforcing Materials	-						
			-						
DWA Construction	$ 200,000.00	Floor Prep & Misc. Protection	2.33	**$ 200,000.00**					
DWA Construction	$ 1,455.00	F & I Insulation & Redwood @ Freezer	0.02	**$ 1,455.00**					
03 3543 - Polished Concrete Finishing									
Protech Coatings - NO BID			-						
Western States Waterproofing - NO BID			-						
C & L Coatings - NO BID			-						
Intermountain Concrete Polishing	$ 50,206.00	Joint Sealants and Concrete Polishing	-						
			-						
Wall 2 Wall Comm. Flooring		See Division 9 For Complete Pricing	-						
Nicholls Brothers Painting	$ 20,110.00	Interior Concrete Floor Sealers	-						
DWA Construction	$ 61,600.00	Polished Concrete Flooring Protection & Maintenance	0.72	**$ 61,600.00**					
03 4500 - Precast Architectural Concrete									
Reliance Precast - NO BID			-						
Confab Precast	$ 645.00		0.01	**$ 645.00**					
Shipping and Color adds	$ 600.00		0.01	**$ 600.00**					

DIVISION 04 - MASONRY			**26.17**	**$ 2,244,900.00**	**$ -**	**$ -**	**$ -**	**$ -**
04 2223 - Unit Masonry Assemblies								
AK Masonry	$ 2,205,000.00	Rebar Materials Not Included	-					
DHS Masonry	$ 2,119,000.00	Rebar Materials Not Included	-					
Buxton Masonry	$ 1,695,000.00	Rebar Materials Not Included	19.76	**$ 1,695,000.00**				
IMS Masonry	$ 2,524,789.00	F & I of Masonry Rebar Included	-					
Rocky Mountain Masonry	$ 2,070,000.00	Rebar Materials Not Included	-					
			-					
Western States Rebar	$ 214,900.00	Furnish Masonry Rebar Materials	2.51	**$ 214,900.00**				
DWA Construction	$ 250,000.00	Tenting and Winter Heat	2.91	**$ 250,000.00**				
DWA Construction	$ 85,000.00	Temp Wall Bracing/Supports	0.99	**$ 85,000.00**				
DIVISION 05 - METALS			**24.84**	**$ 2,130,621.00**	**$ -**	**$ -**	**$ -**	**$ -**
05 1216 - Structural Steel								
05 2100 - Steel Joists								
05 3100 - Steel Deck								
05 4200 - Cold-Formed Metal Framing (SEE DIVISION 9)								
05 5000 - Metal Fabrications								
Steelworks Fabrication	$ 945,000.00	Structural Steel Package - Structural Stairs Not Included	-					
RC Welding & Fabrication	$ 49,753.00	Misc. Building & Site Steel	-					
BHI	$ 1,102,660.00	Structural Steel Package	12.85	**$ 1,102,660.00**				
BHI	$ 562,426.00	Joists & Decking - Includes Seaming Tool Rental	6.56	**$ 562,426.00**				
Steel Encounters	$ 562,426.00	Joists & Decking - Includes Seaming Tool Rental	-					
DWA Construction	$ 6,450.00	Interior Misc. Metals Installation - Building Interior	0.08	**$ 6,450.00**				
Paul Higley Field Welding & Erection	$ 344,085.00	Structural Steel Erection Only	4.01	**$ 344,085.00**				
Construction Steel - NO BID			-					
MP Steel - NO BID			-					
DWA Construction	$ 100,000.00	Steel Materials Increase Allowance	1.17	**$ 100,000.00**				
DWA Construction	$ 15,000.00	Unloading & Staging of Materials	0.17	**$ 15,000.00**				
DIVISION 06 - WOODS, PLASTICS, & COMPOSITES			**19.80**	**$ 1,698,213.00**	**$ -**	**$ -**	**$ -**	**$ -**
06 1053 - Miscellaneous Carpentry								
DWA Construction	$ 153,540.00	Parapet Cap Rough Carpentry	1.79	**$ 153,540.00**				
DWA Construction	$ 65,100.00	Winodw & Door Buck Installion & Removal	0.76	**$ 65,100.00**				
DWA Construction	$ 133,175.00	Interior Backing & Misc. Rough Carpentry	1.55	**$ 133,175.00**				
DWA Construction	$ 93,830.00	Exterior Rough Carpentry	1.09	**$ 93,830.00**				
			-					
06 1643 - Gysum Sheating (SEE DIVISION 9)								
06 2000 - Finish Carpentry								
12 3200 - Manufactured Cabinets & Casework								
Anvil Cabinet & Mill	$ 1,439,022.00	Complete Bid - Includes Countertop Brackets	-					
Swainston Mill & Cabinet	$ 1,214,680.00	Does Not Inlcude Countertop Brackets	-					
Johnson Brothers Planing Mill	$ 1,208,623.00	Does Not Inlcude Countertop Brackets	14.09	**$ 1,208,623.00**				
			-					
DWA Construction	$ 34,345.00	F & I Aluminum Trim @ MDF Panels	0.40	**$ 34,345.00**				
DWA Construction	$ 9,600.00	F & I Countertop Brackets	0.11	**$ 9,600.00**				

DIVISION 07 - THERMAL & MOISTURE PROTECTION			20.87	$ 1,790,578.00	$ -	$ -	$ -	$ 105,091.00
07 1113 - Bituminous Dampproofing								
07 1913 - Water Repellents								
07 2726 - Fluid Applied Waterproof Membrane Air Barrier								
07 2727 - Fluid Applied Air and Vapor Barrier								
07 8400 - Through Penetration Firestop Systems								
07 8443 - Fire Resistant Firestops and Joint Systems								
07 9200 - Joint Sealants								
Shane Martinez - NO BID			-					
Guaranteed Waterproofing - NO BID			-					
Waterproofing West - NO BID			-					
Wasatch Coatings - NO BID			-					
Alpine Caulking - NO BID			-					
Bonneville Caulking - NO BID			-					
Hooley Caulking - NO BID			-					
Super Dry Waterproofing	$ 219,652.00	Complete Scope Excluding Fire Stopping	2.56	**$ 219,652.00**				
DWA Construction	$ 9,750.00	Fire Stopping Joint Sealants	0.11	**$ 9,750.00**				
			-					
07 2100 - Building Insulation								
USI Cardalls	$ 250,015.00		2.91	**$ 250,015.00**				
Sunpro - NO BID			-					
Penguin Insulation - NO BID			-					
Greenhome Specialties - NO BID			-					
			-					
07 4213 - Metal Wall and Soffit Panels								
07 4246 - Composite Metal Wall Panels								
All Metals Fabrication - NO BID			-					
Omega Metals - NO BID			-					
Noorda - NO BID			-					
Western Building Group	$ 568,467.00	Inlcudes ACM, Metal Wall & soffit panels	-					
Garner Construction	$ 392,470.00	Inlcudes ACM, Metal Wall & soffit panels	4.58	**$ 392,470.00**				
DWA Construction	$ 57,565.00	F & I Rigid Insulation @ Metal Wall Panels, Parapets, Etc.	0.67	**$ 57,565.00**				
			-					
07 5420 - Thermoplastic Membrane Roofing								
07 6200 - Sheet Metal Flashing and Trim								
Mt. Peak Roofing	$ 923,773.00	PVC Membrane - Includes Parapet Caps & Roof Hatches	-					
Mt. Peak Roofing	$ 861,126.00	TPO Membrane - Includes Parapet Caps & Roof Hatches	10.04	**$ 861,126.00**				
Mt. Peak Roofing - ADD	$ 141,081.00	80 Mil PVC Membrane	-					
Mt. Peak Roofing - ADD	$ 105,091.00	80 Mil TPO Membrane	-					**$ 105,091.00**
Island Heights Construction	$ 739,500.00	PVC Membrane Only	-					
Island Heights Construction	$ 681,500.00	TPO Membrane Only	-					
Island Heights Construction - ADD	$ 33,000.00	80 Mil PVC Membrane	-					
Island Heights Construction - ADD	$ 62,000.00	80 Mil TPO Membrane	-					
North Face Roofing	$ 1,594,300.00	PVC Membrane - Includes Parapet Caps & Soffits	-					
North Face Roofing	$ 1,503,600.00	TPO Membrane - Includes Parapet Caps & Soffits	-					
North Face Roofing - ADD	$ 38,100.00	80 Mil PVC Membrane	-					
North Face Roofing - ADD	$ 74,900.00	80 Mil TPO Membrane	-					
Artistic Roofing	$ 724,124.00	PVC Membrane Only	-					
Artistic Roofing		No Cost Provided	-					
Artistic Roofing - ADD	$ 35,701.00	80 Mil PVC Membrane	-					
Artistic Roofing - DEDUCT	$ (260.00)	80 Mil TPO Membrane	-					
Contract West Roofing (Bid submitted past deadline)	$ 1,027,000.00	60 Mil PVC Membrane Only						
Contract West Roofing (Bid submitted past deadline) - ADD	$ 70,000.00	80 Mil PVC Membrane						
All Weather Waterproofing	$ 1,004,945.00	PVC Membrane - Includes Parapet Caps						
All Weather Waterproofing - ADD	$ 34,970.00	80 Mil PVC Membrane						
All Weather Waterproofing - ADD	$ 4,250.00	80 Mil TPO Membrane	-					

			-						
07 7200 - Roof Accessories									
Cannon Sales	$ 12,335.00	Roof Hatch Supply	-						
The Specialty Company	$ 8,897.00	Roof Hatch Supply	-						
Architectural Components	$ 15,419.00	Includes Roof Hatch Installation	-						
			-						
DIVISION 08 - OPENINGS			**17.31**	**$ 1,484,741.00**	**$ -**	**$ -**	**$ -**	**$ -**	
08 1113 - Hollow Metal Doors and Frames									
08 1416 - Flush Wood Doors									
08 3100 - Access Doors and Frames									
08 7100 - Door Hardware									
ABS	$ 227,536.00	Furnish Frames, Doors, Hardware	2.65	**$ 227,536.00**					
ABS	$ 37,845.00	Install Doors & Hardware	-						
Fortified Doorworks	$ 315,622.00	Furnish Frames, Doors, Hardware	-						
Fortified Doorworks	$ 25,351.00	Install Doors & Hardware	-						
Beacon Comm. Door - NO BID			-						
L.E. Johnson Construction	$ 17,925.00	Install Doors & Hardware, excludes key switch hardware	0.21	**$ 17,925.00**					
DWA Construction	$ 18,150.00	Access Doors/Hatches	0.21	**$ 18,150.00**					
DWA Construction	$ 7,280.00	Install HM Frames In Masonry	0.08	**$ 7,280.00**					
DWA Construction	$ 17,360.00	Install HM Frames in Framed Walls	0.20	**$ 17,360.00**					
DWA Construction	$ 7,500.00	Unloading & Staging of Materials	0.09	**$ 7,500.00**					
08 3313 - Coiling Counter Doors									
08 3323 - Overhead Coiling Doors									
08 3613 - Sectional Overhead Doors									
Western Industrial Door	$ 111,832.00		-						
Pioneer Overhead Door	$ 99,950.00		1.17	**$ 99,950.00**					
Crawford Doors - NO BID			-						
			-						
08 4113 - Aluminum Framed Entrances and Storefronts									
08 4413 - Glazed Aluminum Curtain Walls									
08 4523 - Insulated Translucent Panel System									
08 8000 - Glazing									
NGI Glass	$ 1,089,040.00	Complete Bid With Sandblasted Glass	12.70	**$ 1,089,040.00**					
Gordon's Glass	$ 1,005,785.00	V.E. Option For laminated in lieu of Sandblasted Glass is Included	-						
Bountiful Glass - NO BID			-						
			-						
DIVISION 09 - FINISHES			**36.90**	**$ 3,164,977.00**	**$ -**	**$ -**	**$ -**	**$ -**	
05 4200 - Cold Formed Metal Framing									
09 2216 - Non-Structural Metal Framing									
06 1643 - Gypsum Sheathing									
09 2913 - Gypsum Board									
09 5100 - Acoustic Ceilings									
Valley Drywall	$ 1,341,713.00	Does Not Inlcude Acoustic Ceilings or Acoustic Panels	-						
Royal Drywall	$ 1,043,089.00	Does Not Inlcude Acoustic Ceilings or Acoustic Panels	12.16	**$ 1,043,089.00**					
Dale Willden Drywall - NO BID			-						
Mansfield Acevedo - NO BID			-						
Lara & Sons - NO BID			-						
Golder Inc.	$ 595,362.00	Acoustic Ceilings & Sound Absorbing Wall Units	6.94	**$ 595,362.00**					
HD Acoustics - NO BID			-						
			-						

09 3013 - Ceramic Tile									
09 6513 - Resilient Wall Base									
09 6516 - Resilient Sheet Flooring									
09 6813 - Tile Carpeting									
09 6816 - Sheet Carpeting									
12 4813 - Carpet Tile Entry Mats									
Hart Floor Company	$ 761,400.00	Mondo Flooring Excluded	8.88	**$ 761,400.00**					
Wall 2 Wall Comm. Flooring	$ 392,077.00	Mondo Flooring, Densifying, Polishing, & Concrete Sealers	4.57	**$ 392,077.00**					
Ace Tile & Stone	$ 403,525.00	Ceramic Tile Only	-						
			-						
09 7200 - Wall Coverings									
09 7200 - Tackable Wall System Vinyl Wall Panels									
09 7250 - Presentation Wall Coverings									
09 8433 - Sound Absorbing Wall Units									
Creative West	$ 144,704.00	Tackable Wall/Vinyl Wall Panels/Tack Strips	1.69	**$ 144,704.00**					
Golder Inc.		See Above for Pricing	-						
Onnit Systems	$ 165,952.00	Tackable Wall/Vinyl Wall Panels	-						
			-						
09 9123 - Painting									
Nicholls Brothers Painting	$ 272,928.00	Painting of MDF Included	-						
Precision Painting	$ 327,795.00	MDF Painting Not Inlcuded	-						
Accent Painting	$ 228,345.00	Painting of MDF Included	2.66	**$ 228,345.00**					
			-						
DIVISION 10 - SPECIALTIES			**4.08**	**$ 349,715.00**	**$ -**	**$ -**	**$ -**	**$ -**	
10 1400 - Signs									
Allotech	$ 136,250.00	Interior, Vinyl Graphics, Site Plaques	-						
Allotech	$ 21,000.00	Site Parking & Traffic Signage - No Sign Spars	-						
Thomas & Sons	$ 119,665.00	Inerior Vinyl Graphics, Site Plaques	1.40	**$ 119,665.00**					
Arrow Fence	$ 36,240.00	Furnish All Site Signage W/ Sign Spars	0.42	**$ 36,240.00**					
Architectural Components	$ 44,348.00	Interior Signage Only!	-						
			-						
10 1100 - Visual Display Boards									
10 2114 - Toilet Compartments									
10 2800 - Toilet and Bath Accessories									
10 4400 - Fire Protection Specialties									
Architectural Components	$ 44,269.00	Missing Different Sizes of Display Units	-						
Architectural Components	$ 51,355.00	F & I Toilet Compartments & Toilet Accessories	-						
Architectural Components	$ 3,838.00	F & I Fire Protection Specialties	-						
Cannon Sales	$ 45,800.00	F & I Toilet Compartments & Toilet Accessories	-						
Cannon Sales	$ 2,360.00	F & I Fire Protection Specialties	-						
The Specialty Company	$ 46,100.00	F& I Toilet Compartments & Toilet Accessories	0.54	**$ 46,100.00**					
The Specialty Company	$ 1,171.00	Furnish Fire Protection Specialties	0.01	**$ 1,171.00**					
ADP Lemco	$ 67,950.00	F & I Visual Display Units	0.79	**$ 67,950.00**					
DWA Construction	$ 3,500.00	Unloading & Staging of Visual Display Units & Acc.	0.04	**$ 3,500.00**					
DWA Construction	$ 2,500.00	Install Fire Protection Specialties	0.03	**$ 2,500.00**					
DWA Construction	$ 3,200.00	Install OFCI Items Provided By District	0.04	**$ 3,200.00**					
10 2220 - Accordian Folding Partitions									
Alder Sales	$ 54,988.00		0.64	**$ 54,988.00**					
DWA Constructrion	$ 3,600.00	Prep Work For Installation of Accordian Partition	0.04	**$ 3,600.00**					
			-						
10 5110 - Metal Lockers									
Architectural Components	$ 6,646.00		0.08	**$ 6,646.00**					
			-						
10 7500 - Flagpoles									
Pole Tech	$ 2,405.00	Furnish Flagpole & Accessories	0.03	**$ 2,405.00**					
DWA Construction	$ 1,750.00	Install Flagpole	0.02	**$ 1,750.00**					
			-						

DIVISION 11 - EQUIPMENT				**6.98**	**$**	**598,828.00**	**$**	-	**$**	-	**$**	-	**$** -
11 4000 - Food Service Equipment													
Food Service Supply	$	544,139.00	Complete Bid	-									
RESCO	$	443,000.00	Complete Bid	5.16	**$**	**443,000.00**							
Commercial Kitchen Supply (Bid submitted past deadline)	$	507,000.00		-									
DWA Construction	$	2,650.00	Backing For Kitchen Equipment	0.03	**$**	**2,650.00**							
DWA Construction	$	3,500.00	Misc. Handling of Equipment	0.04	**$**	**3,500.00**							
11 6113 - Platform Curtains													
Oasis Stage Werks	$	66,215.00		0.77	**$**	**66,215.00**							
				-									
11 6622 - Gymnasium Equipment													
ACI	$	24,457.00	Includes Outdoor Play Equipment - All FOB	-									
ADP Lemco	$	45,879.00	Includes Outdoor Play Equipment & All Installation	0.53	**$**	**45,879.00**							
Norcon Industries	$	52,450.00	Includes Outdoor Play Equipment & All Installation	-									
DWA Construction	$	5,000.00	Misc. Handling of Equipment	0.06	**$**	**5,000.00**							
11 7313 - Patient Transfer Lifts													
Baxter	$	31,334.00	Furnish & Install Patient Transfer Lift	0.37	**$**	**31,334.00**							
DWA Construction	$	1,250.00	Misc. Backing & Supports For Transfer Lift	0.01	**$**	**1,250.00**							
11 7316 - Adult Changing Benches													
Included in Division 10				-									
11 6816 - Playground Equipment and Structures (SEE DIVISION 32)													
DIVISION 12 - FURNISHINGS				**1.93**	**$**	**165,945.00**	**$**	-	**$**	-	**$**	-	**$** -
12 2400 - Roller Shades													
Savannah Shade Co.	$	60,937.00		-									
Scottco Blinds	$	48,175.00		0.56	**$**	**48,175.00**							
Trend Interiors				-									
				-									
Translucent Skylights													
Alder Sales Corp.	$	113,995.00		1.33	**$**	**113,995.00**							
				-									
12 3553 - Flammable Storage Casework													
DWA Construction	$	3,775.00	F & I Flammable Storage Casework	0.04	**$**	**3,775.00**							
				-									
12 3200 - Manufactured Cabinets and Casework (SEE DIVISION 6)													
12 4813 - Carpet Tile Entry Mats (SEE DIVISION 9)													
DIVISION 21 - FIRE SUPPRESSION				**4.55**	**$**	**390,450.00**	**$**	-	**$**	-	**$**	-	**$** -
21 1000 - Water Based Fire Suppression Systems													
Pye-Barker Fire & Safety	$	387,500.00		4.52	**$**	**387,500.00**							
Cache Valley Fire Protection - NO BID				-									
Firetrol - NO BID				-									
Frontier Fire - NO BID				-									
DWA Construction	$	2,950.00	F & I Knox Box	0.03	**$**	**2,950.00**							
DIVISION 22 & 23 - PLUMBING & HVAC				**75.21**	**$**	**6,451,443.00**	**$**	-	**$**	-	**$**	-	**$** -
Blair Plumbing & Heating	$	7,575,322.00	Plumbing Only!	-									
Western Mechanical	$	1,558,450.00	HVAC Only!	-									
Advanced Heating & Air Conditioning	$	1,395,512.00	HVAC Only!	-									
				-									
Western Mechanical	$	7,170,038.00	Complete Plumbing & HVAC Bid	-									
Halverson Mechanical	$	6,527,331.00	Complete Plumbing & HVAC Bid	-									
Advanced Plumbing & Mechanical	$	7,473,306.00	Complete Plumbing & HVAC Bid	-									
KR Plumbing	$	6,380,141.00	Complete Plumbing & HVAC Bid	74.38	**$**	**6,380,141.00**							
Carson Plumbing & Mechanical	$	6,594,250.00	Complete Plumbing & HVAC Bid	-									
KK Mechanical	$	6,754,000.00	Complete Plumbing & HVAC Bid	-									
bond price on low conractor	$	63,802.00		0.74	**$**	**63,802.00**							
DWA Construction	$	7,500.00	Misc. Handling of Equipment	0.09	**$**	**7,500.00**							

DIVISION 26, 27 & 28 - ELECTRICAL, COMMUNICATIONS & ELECTRONIC SAFETY AND SECURITY			**41.64**	**$ 3,572,040.00**	**$ -**	**$ 10,900.00**	**$ -**	**$ -**
PCP Electric	$ 3,741,831.00	Complete Bid	-					
PCP Electric		No Alternate Pricing Provided	-					
Golden Spike Electric	$ 3,468,000.00	Complete Bid	40.43	**$ 3,468,000.00**				
Golden Spike Electric - DEDUCT	$ (30,200.00)	Alternate To Use Wattstopper	-					
Golden Spike Electric - ADD	$ 10,900.00	Alternate To Use Nlight				**$ 10,900.00**		
Geary Electric - NO BID			-					
Buzz Electric - NO BID			-					
Lucky W Electric - NO BID			-					
Surge Electric - NO BID			-					
Luminary Electric (Bid submitted past deadline)	$ 9,493,871.00	Complete Bid	-					
Luminary Electric - DEDUCT	$ (30,258.00)	Alternate To Use Wattstopper	-					
Luminary Electric - ADD	$ 10,905.00	Alternate To Use Nlight	-					
bond cost on low contractor	$ 104,040.00		1.21	**$ 104,040.00**				
Based on Bidding Documents Received by DWA Dated June 25, 2026	**TOTAL ESTIMATED BUDGET AMOUNT**		407.71	**$ 34,973,452.00**	**$ (141,936.00)**	**$ 10,900.00**	**$ -**	**$ 105,091.00**

TOTAL COMBINED PRICE WITH ALTERNATES 2 & 4	**$ 35,089,443.00**	**$ 409.06**

Clarification on material procurement: DWA Construction, Inc., it's Subcontractors, and it's suppliers cannot guarantee the materials specified to complete this project will not be subject to increases over the duration of the project. Unforseen issues such as international conflicts, labor and material shortages, high demand of certain materials with increased lead times, and price flucuations of raw material costs are all contributing factors.

AIA® Document A133® – 2019 Exhibit A

Guaranteed Maximum Price Amendment

This Amendment dated the 21st day of September in the year 2026 , is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 25th day of November in the year 2025 (the "Agreement")
(In words, indicate day, month, and year.)

for the following **PROJECT:**
(Name and address or location)

Box Elder School District New Elementary #14 (Salt Creek Elementary)
2900 West 500 North
Tremonton, Utah 84337

THE OWNER:
(Name, legal status, and address)

Box Elder School District
960 South Main Street
Brigham City, Utah 84302

THE CONSTRUCTION MANAGER:
(Name, legal status, and address)

DWA Construction, Inc.
76 West 2400 North
North Logan, Utah 84341

TABLE OF ARTICLES

A.1 GUARANTEED MAXIMUM PRICE

A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

ARTICLE A.1 GUARANTEED MAXIMUM PRICE

§ A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed Thirty-Five Million, Eighty-Nine Thousand, Four Hundred Forty-Three ($

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35,089,443.00), subject to additions and deductions by Change Order as provided in the Contract Documents.

§ A.1.1.2 Itemized Statement of the Guaranteed Maximum Price. Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.
(Provide itemized statement below or reference an attachment.)

See Attachment A

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 Alternates
§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

Item	Price
80-Mil TPO Roof Membrane & NLight Lighting Controls	$105,091.00 For TPO Roof Membrane & $10,900.00 For NLight Lighting Controls

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.
(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

Item	Price	Conditions for Acceptance

§ A.1.1.6 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit ($0.00)
Supervision Fee of $22,200.00 Per Month		

ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
§ A.2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[X] The date of execution of this Amendment.

[ ] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

§ A.2.3 Substantial Completion
§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:
(Check one of the following boxes and complete the necessary information.)

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[ ] Not later than ( ) calendar days from the date of commencement of the Work.

[X] By the following date: June 30, 2028

§ A.2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

§ A.3.1.2 The following Specifications:
(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)

See Attachment B

Section	Title	Date	Pages

§ A.3.1.3 The following Drawings:
(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)

See Attachment C

Number	Title	Date

§ A.3.1.4 The Sustainability Plan, if any:
(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)

Title	Date	Pages
N/A		

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:
(Identify each allowance.)

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Item	Price
Emergencey Testing Allowance	$25,000.00 for Emergency Testing, $$750,000.00 for Surcharge, & $100,000.00 for Steel Materials Increase
Surcharge Allowance	
Steel Materials Increase Allowance	

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:
(Identify each assumption and clarification.)

See Attachment A

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:
(List any other documents or information here, or refer to an exhibit attached to this Amendment.)

See Attachment A

ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:
(List name, discipline, address, and other information.)

N/A

This Amendment to the Agreement entered into as of the day and year first written above.

OWNER *(Signature)*	**CONSTRUCTION MANAGER** *(Signature)*
Neil Stevens Business Administrator	Wayne D Anderson President
(Printed name and title)	*(Printed name and title)*

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Box Elder School District
Request for Tarkett Sports Contract Approval

Recommendation: It is recommended that the Board of Education approve the Tarkett Sports Contract. This contract is to construct the new Bear River High School softball field.

Recommended Motion: *I move that the BESD Board of Education* approve the construction contract with Tarkett Sports to construct the Bear River High School Softball field.

Background: Bear River High School sits on a 29-acre campus, which is among the smallest high school campuses for its student enrollment in the State. Due to this compressed nature, parking for students has always been a challenge. Currently, students are parking along major roads that border the high school. This creates a student safety issue. To address this issue, the Board approved a budget to move the current softball field to the field area in between the Natatorium and BRMS, to create parking north of the baseball field and to convert the old softball field into a practice field space. This contract is one of smaller projects that will allow the District to create safer parking spaces for students.

Tarkett Sports is a vendor that holds a statewide cooperative contract to design and install turf fields. This statewide cooperative contract has already been through a competitive procurement process with the Utah Division of Procurement.

Policy Implications: None

Financial Implications: None. The Board previously approved a $4 million budget for this project as part of the annual budgeting process.

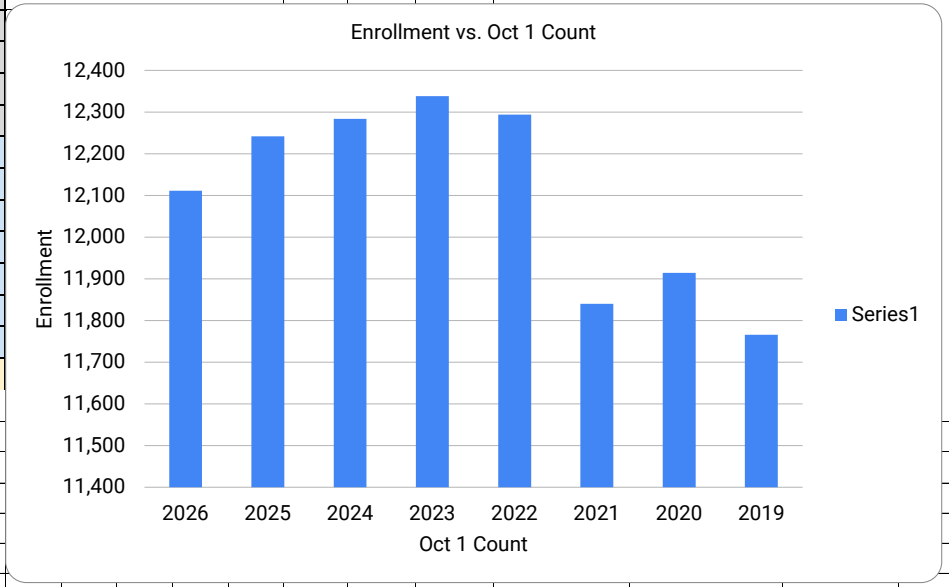
Staff Implications: None at this time.

Projection to Base TSSA Box Elder School District - October 1, 2026

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Oct 1, 2026	Oct 1, 2025	Difference	South	North
Sunrise									2		1	1	35	103	142	149	(7)		
BRHS												419	395	366	1,180	1,196	(16)		-6
BEHS												565	545	533	1,643	1,654	(11)	10	
BRMS										448	430				878	842	36		-7
BEMS										510	513				1,023	1,073	(50)	-54	
Harris								433	411						844	868	(24)		7
Young								559	485						1,044	1,003	41	-5	
Century		56	63	64	57	66	76								382	432	(50)	-8	
Discovery	37	63	70	70	63	62	69								397	433	(36)	-15	
Fielding	37	92	82	99	99	93	113								578	564	14		25
Garland		68	102	99	89	102	113								573	632	(59)		-26
Golden Spike	102	108	126	117	130	115	142								738	797	(59)	22	
Lake View		74	74	88	87	97	105								525	563	(38)	-10	
McKinley	109	74	82	73	79	71	85								464	501	(37)		-3
No. Park		88	99	110	99	111	98								605	609	(4)		-36
Three Mile				115	104	119	127								465	496	(31)	-34	
Willard	50	84	101												185	225	(40)	11	
Grouse Creek		2	1	1	2	0	1	0	0	0			0		7	7	0		
Park Valley	0	2	3	2	5	2	4	4	2	4	4	5	0		37	26	11		
Snowville		3	3	4	2	2	3								17	19	-2		
Out of State		1		1	1			1	1		2		2	2	11	14	(3)		
Totals:	335	715	806	843	817	840	936	997	901	962	950	990	977	1,004	**11,738**	12,103	**(365)**	**-83**	**-46**
															12,215	Includes Adult Ed/Preschool			

District Wide	Oct 1	Oct 1	Oct 1	Jul 17	Oct 1	Oct 1
Grade	2026	2025	2024	DIFF	2023	2022
Kindergarten	715	808	882	(93)	822	831
Grade 1	806	868	821	(62)	848	947
Grade 2	843	832	850	11	939	981
Grade 3	817	842	931	(25)	986	908
Grade 4	840	942	981	(102)	913	949
Grade 5	936	1001	909	(65)	941	899
Grade 6	997	917	961	80	910	949
Grade 7	901	959	916	(58)	943	951
Grade 8	962	941	972	21	973	1009
Grade 9	950	986	1011	(36)	1041	994
Grade 10	990	1026	1040	(36)	1001	1063
Grade 11	977	1003	985	(26)	1007	988
Grade 12	1,004	975	983	29	961	869
Regular Total	11,738	12100	12242	(362)	12285	12338

Elem Growth	Sec Growth
(336)	(26)



Oct 1 Count	Enrollment
2026	11,738
2025	12,111
2024	12,242
2023	12,284
2022	12,338
2021	12,294
2020	11,840
2019	11,914
2018	11,766

Box Elder School District
Home School Affidavits Per Year

School Year	Total # of students with Home School Affidavit	Grades K-5	Grades 6-7	Grades 8-9	Grades 10-12	Unknown
2019-20	391	177	44	60	56	54
2020-21	569	289	74	66	64	76
2021-22	498	198	75	69	75	81
2022-23	587	243	82	81	110	71
2023-24	642	249	107	98	134	54
2024-25	781	322	141	102	169	47
*2025-26	735	302	133	100	155	45

*as of 10/6/25

READING AND MATH

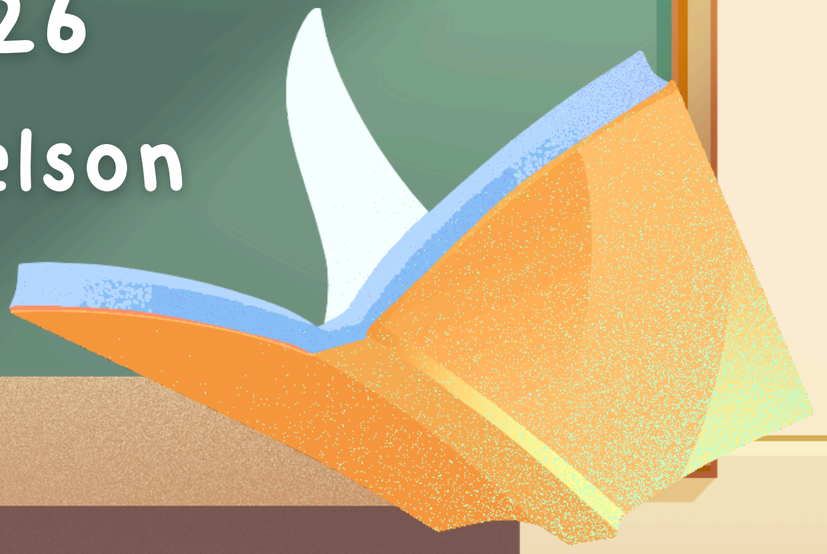
BESD School Board

Presentation Oct 2026

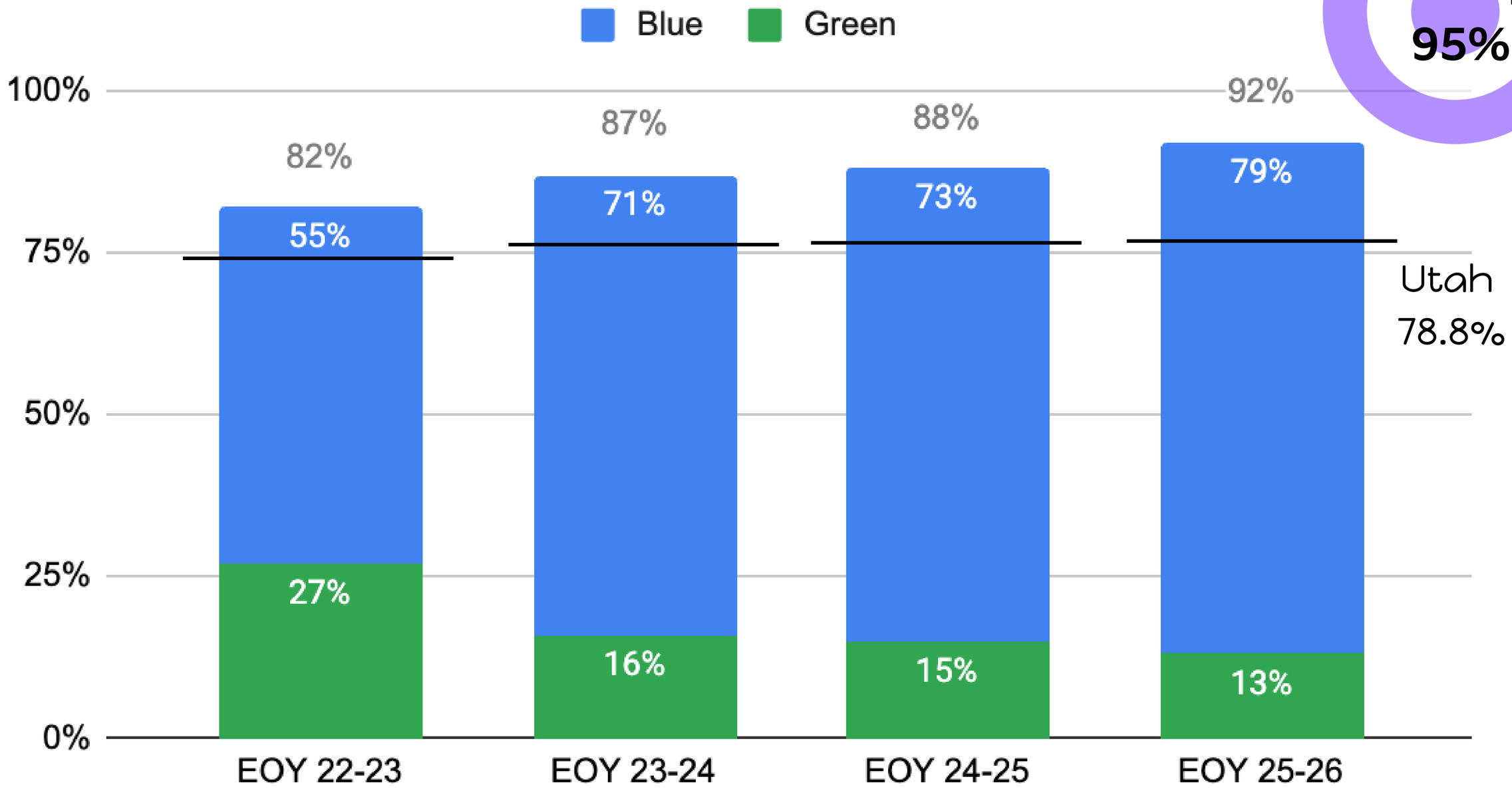
Jamie Kent & AshLee Nelson





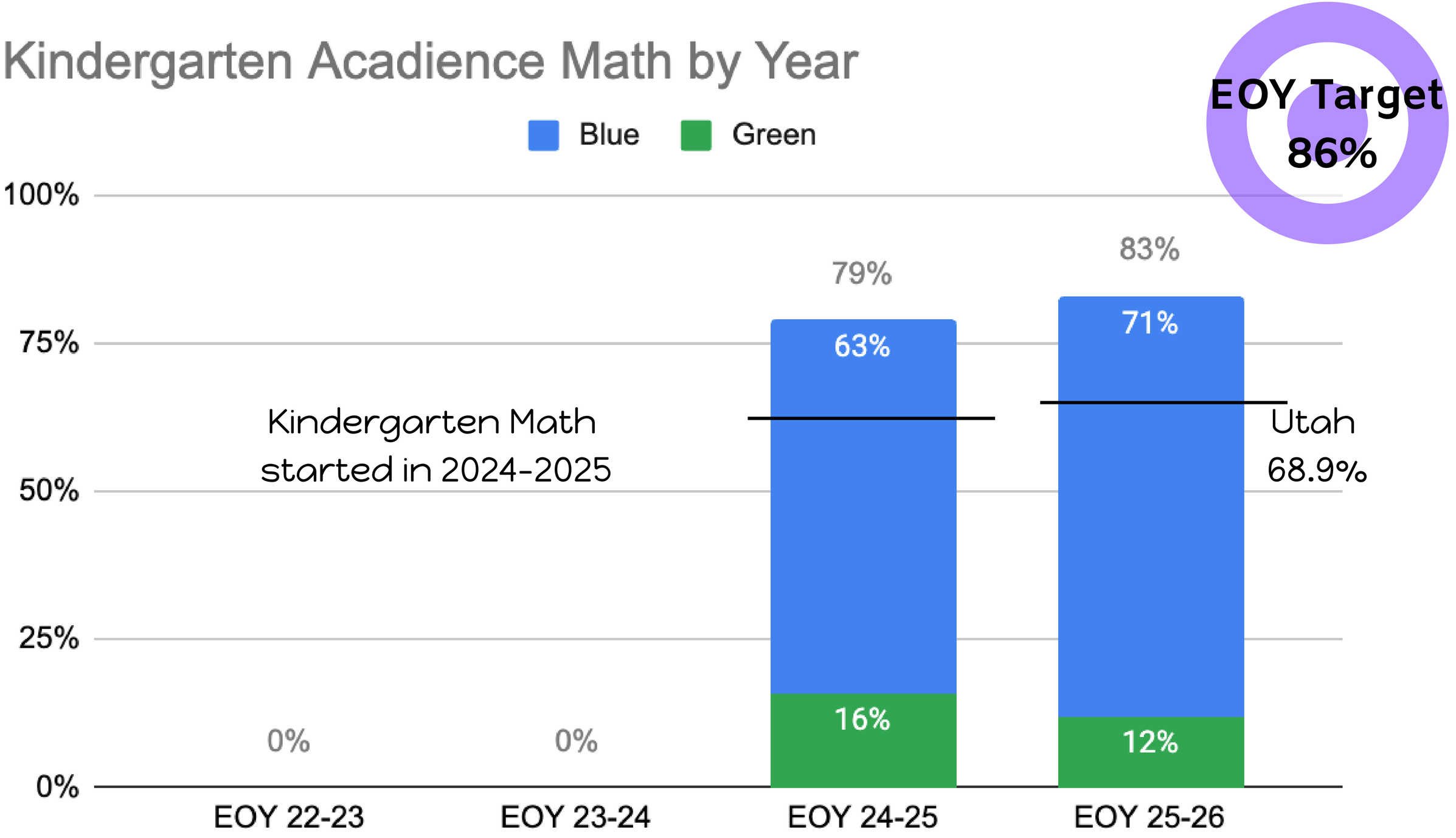


Kindergarten Acadience Reading by Year

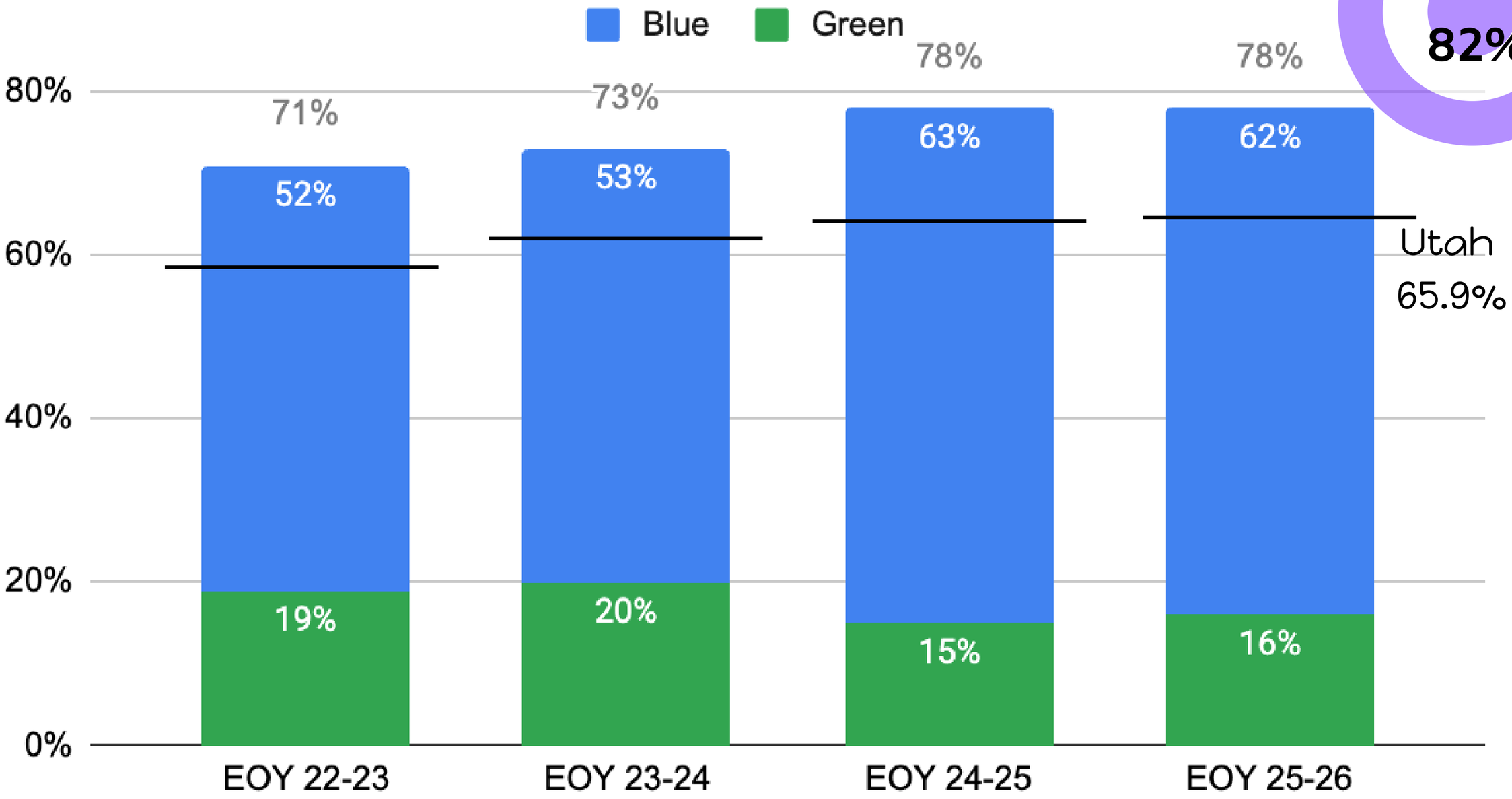


EOY Target
95%

Kindergarten Acadience Math by Year

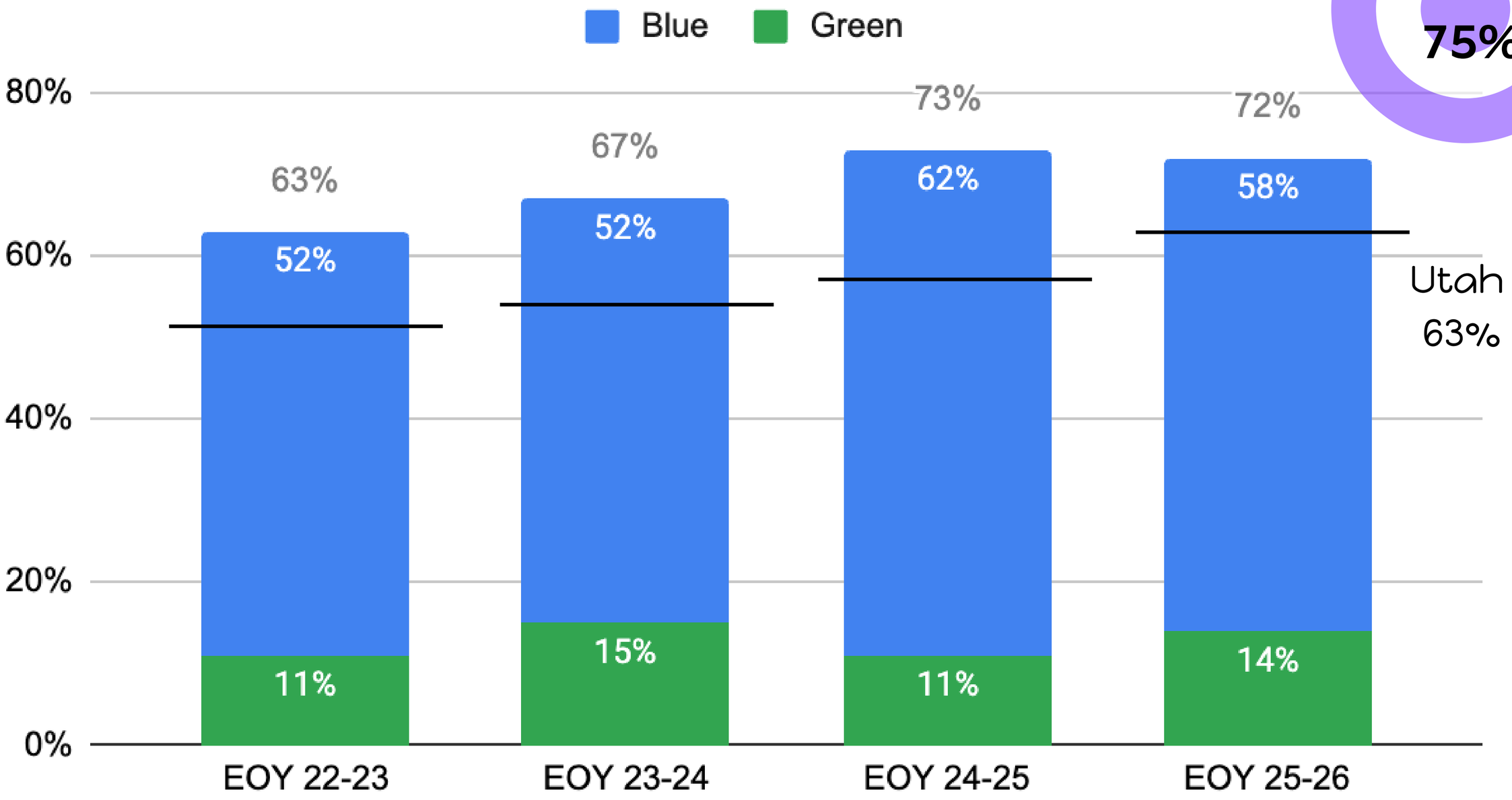


1st Grade Acadience Reading by Year



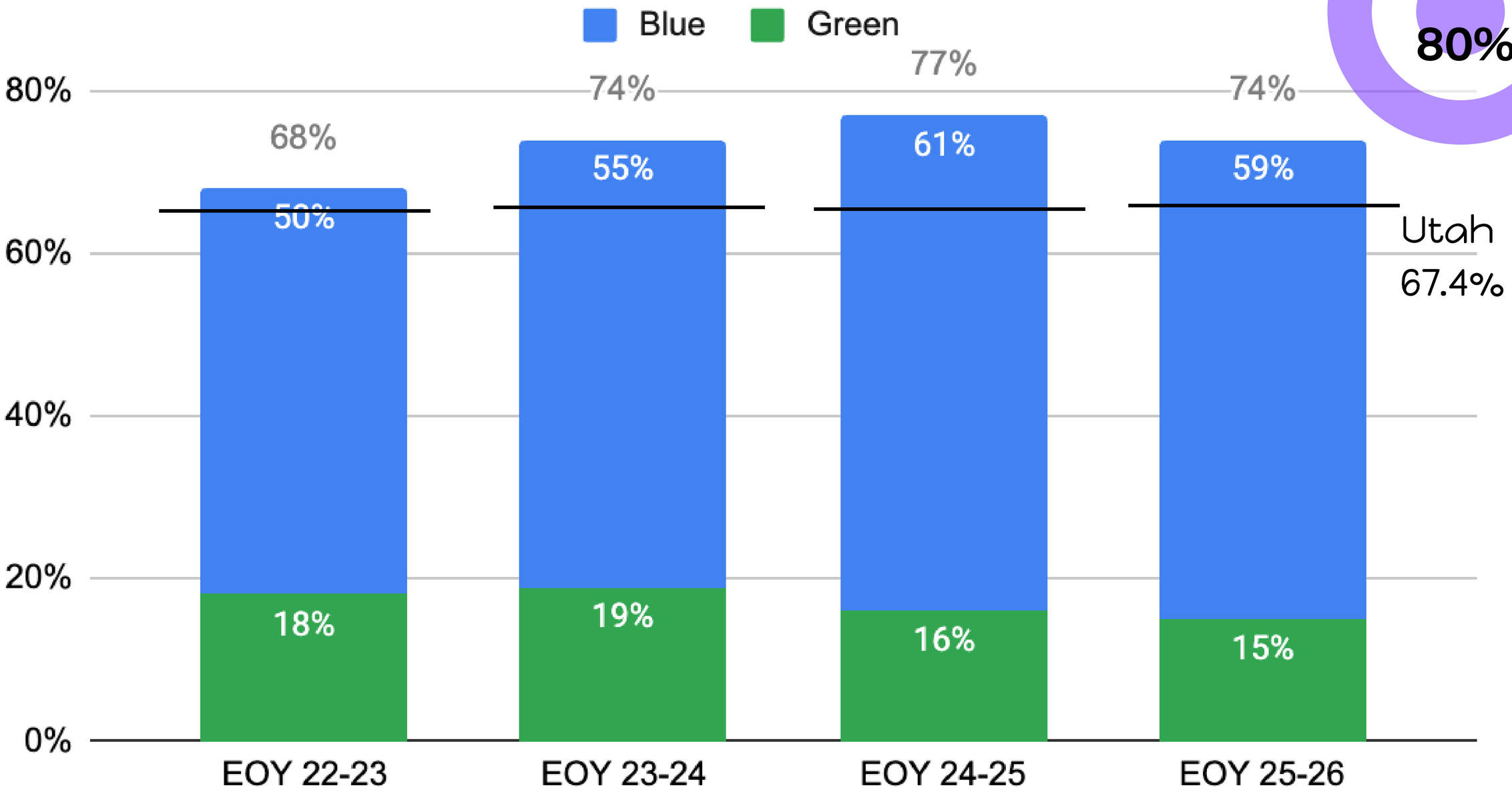
EOY Target
82%

1st Grade Acadience Math by Year



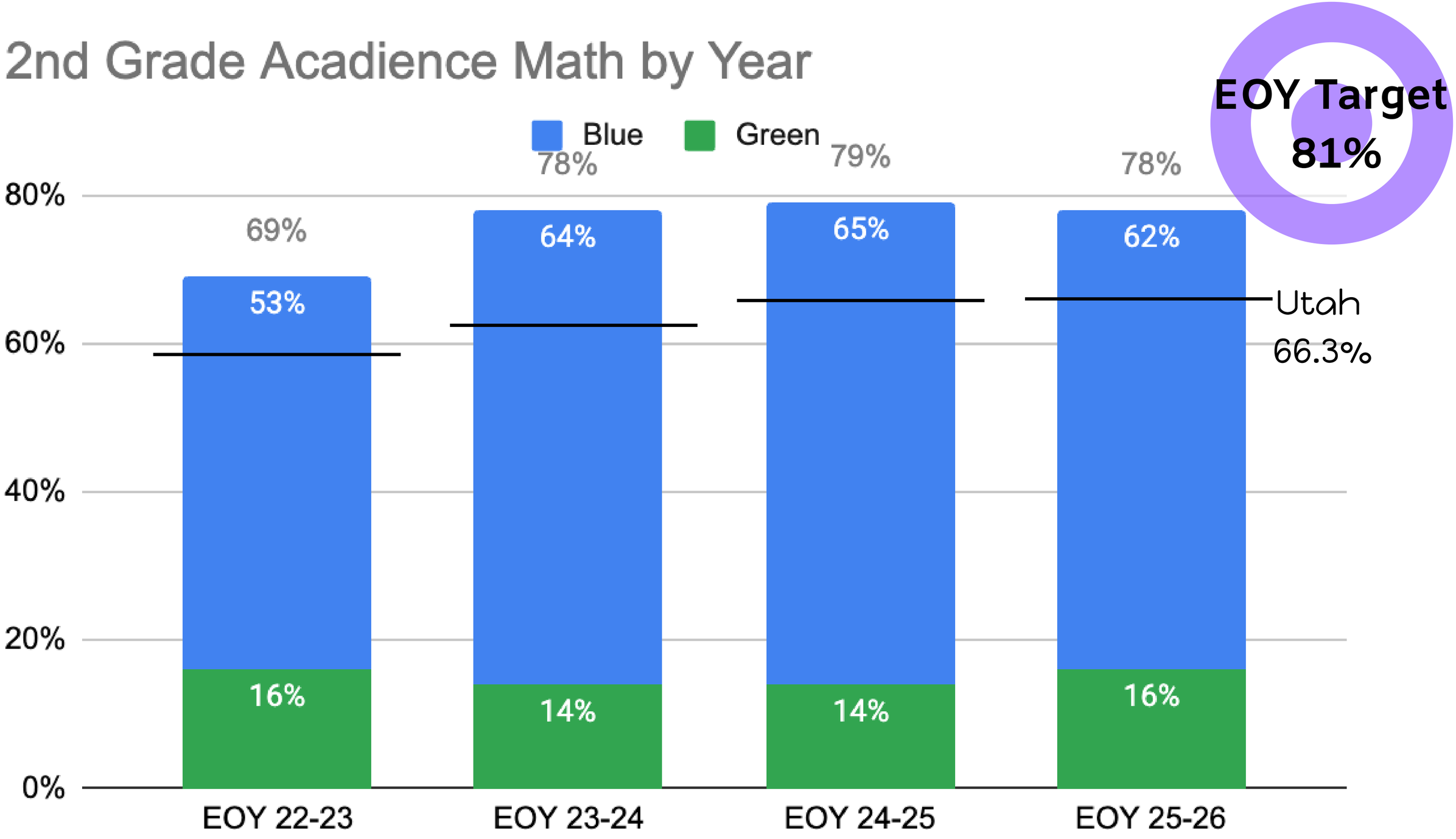
EOY Target
75%

2nd Grade Acadience Reading by Year

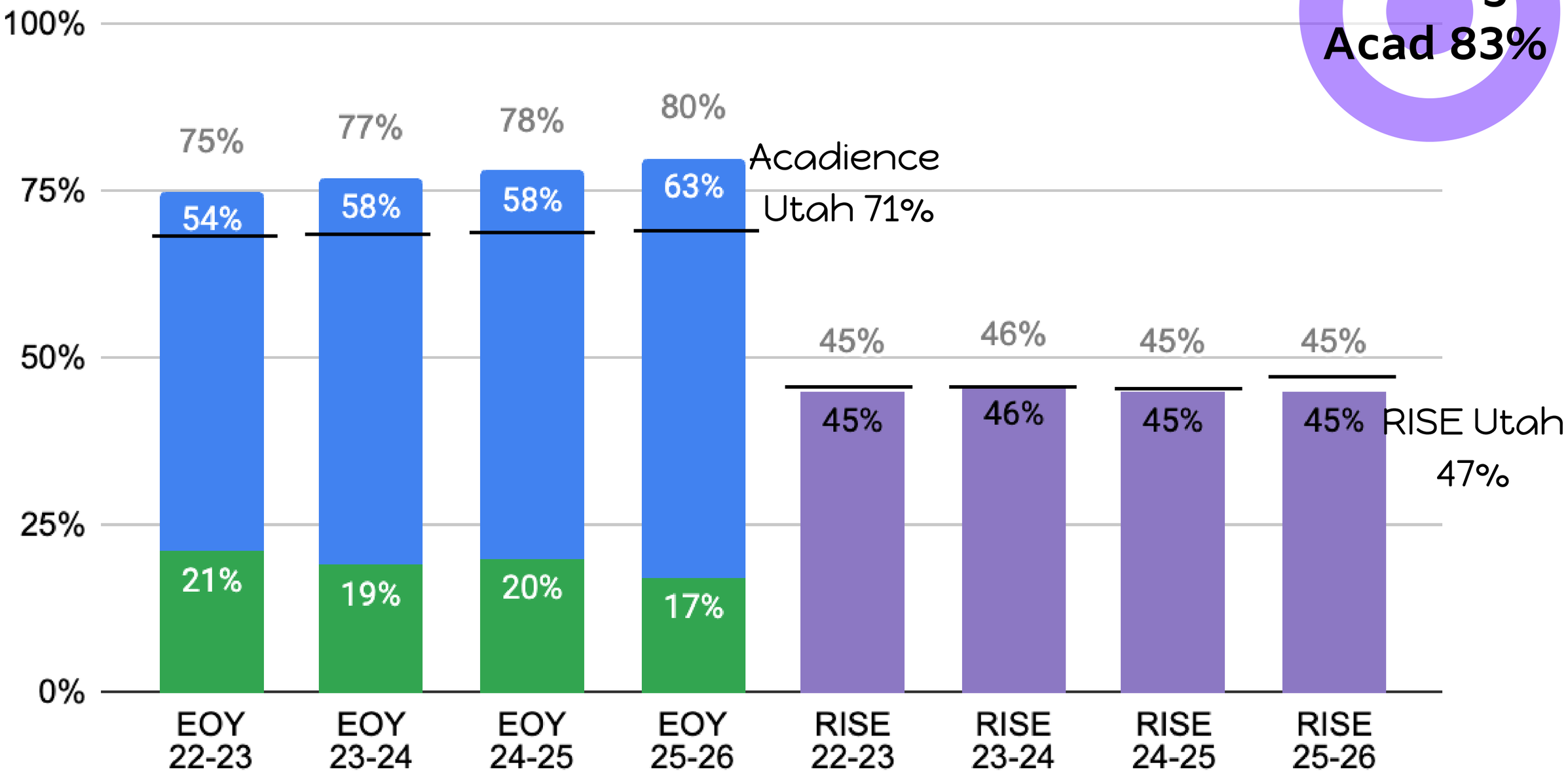


EOY Target
80%

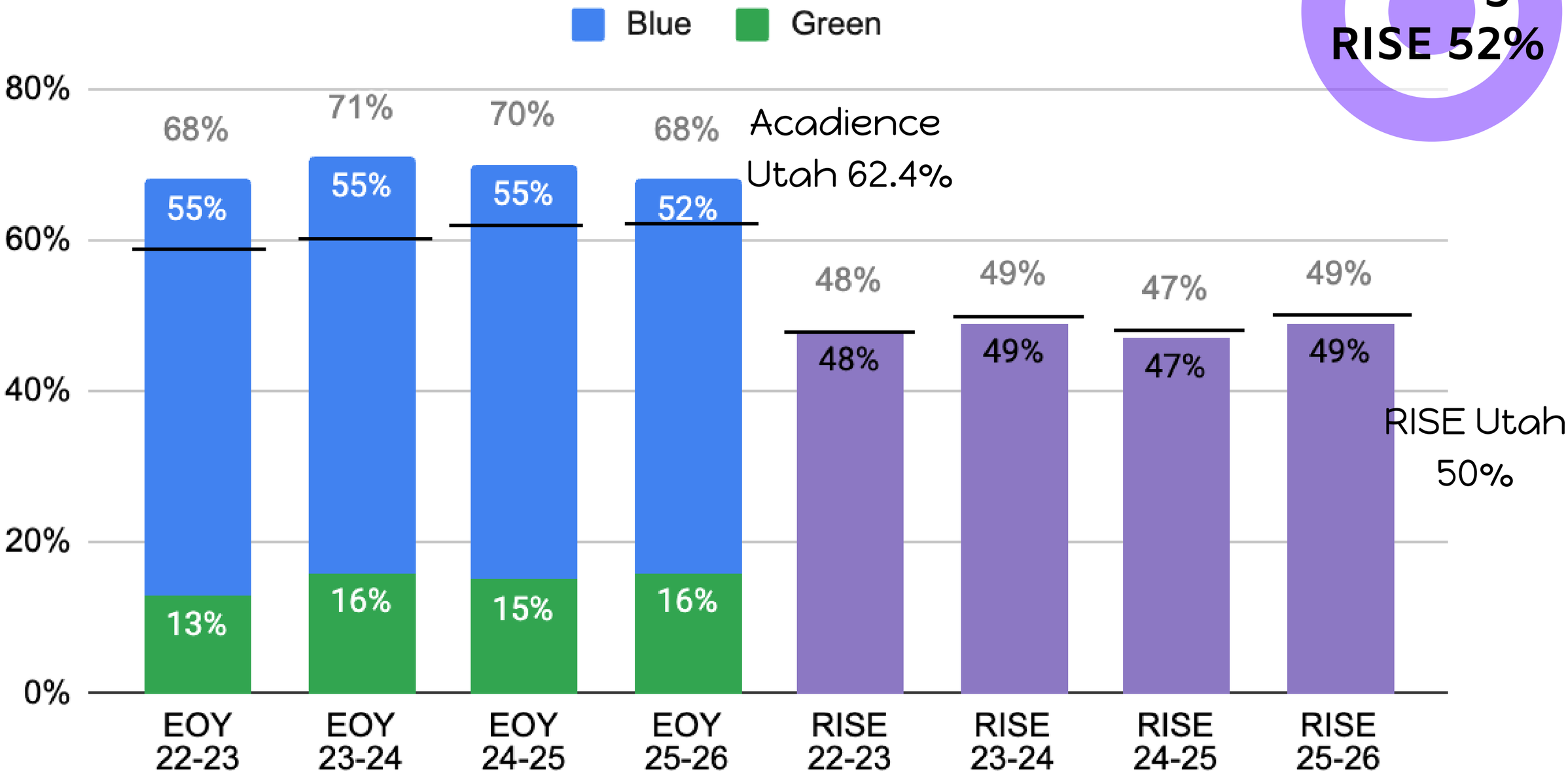
2nd Grade Acadience Math by Year



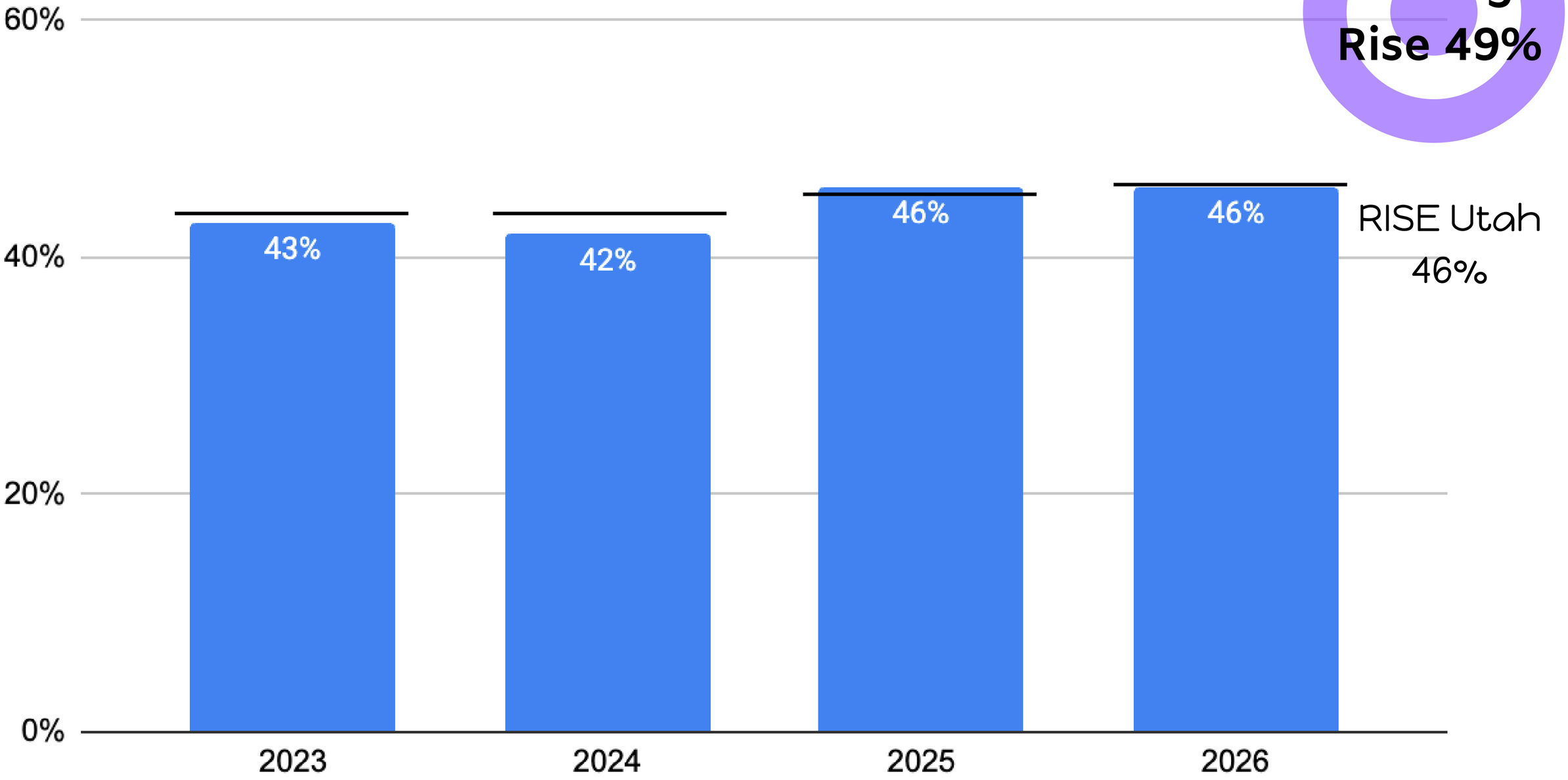
3rd Grade Acadience/RISE Reading by Year



3rd Grade Acadience/RISE Math by Year

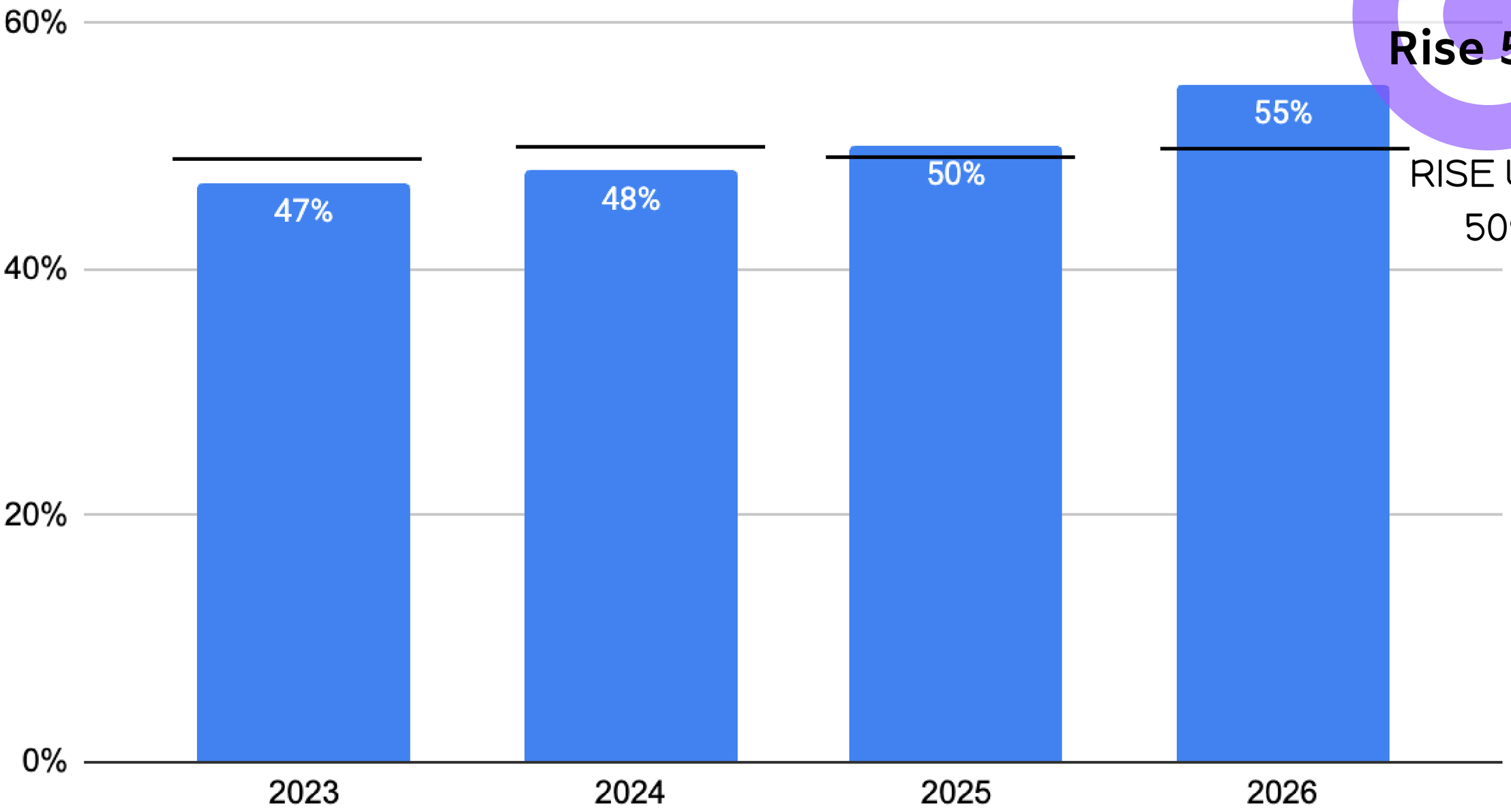


4th ELA RISE



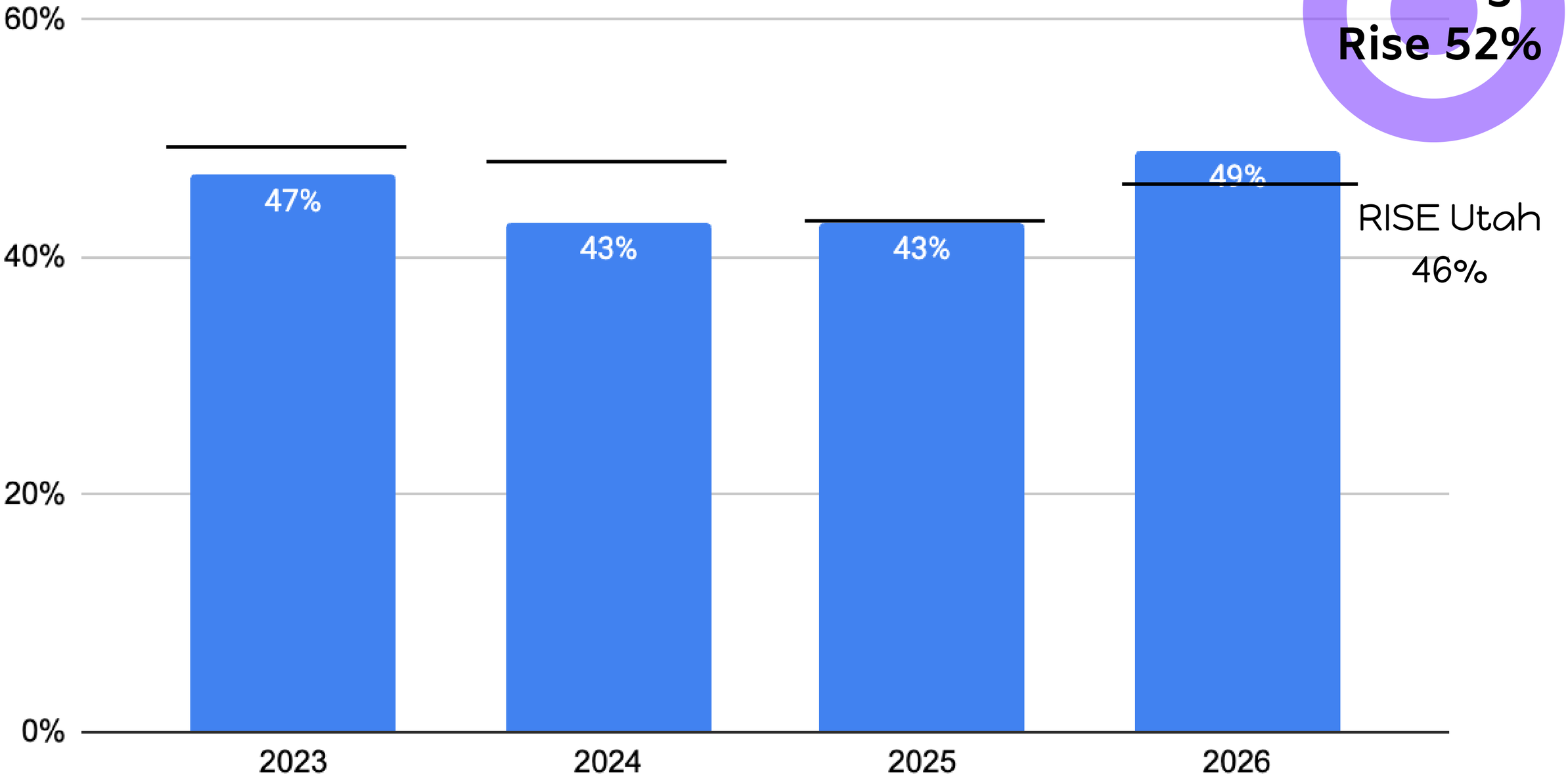
EOY Target
Rise 49%

4th MATH RISE

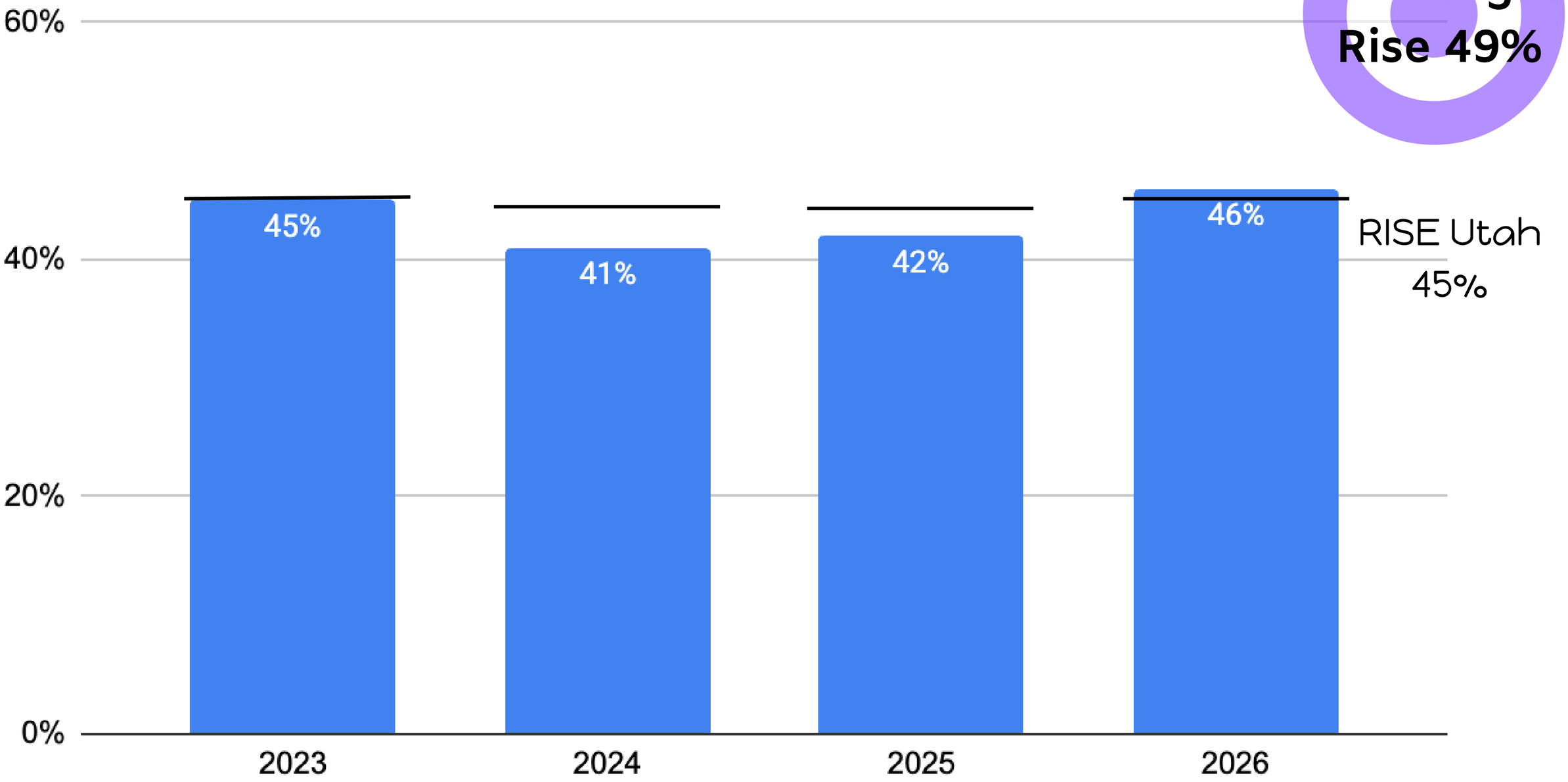


EOY Target
Rise 58%

5th ELA RISE


EOY Target
Rise 52%
60%
40%
20%
0%
47%
43%
43%
49%
RISE Utah
46%
2023
2024
2025
2026

5th MATH RISE



EOY Target
Rise 49%

THANK YOU

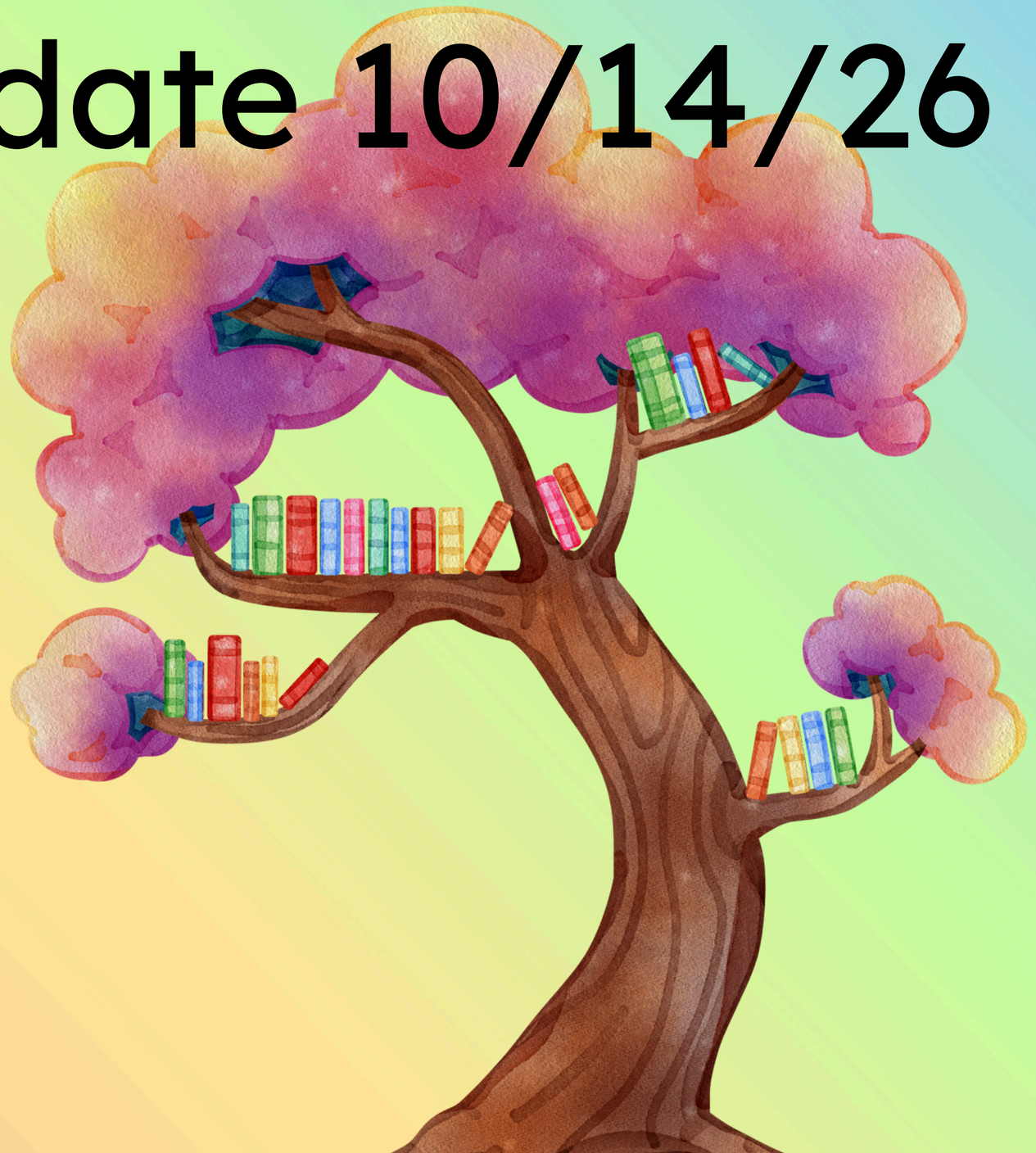
BESD CURRICULUM DEPARTMENT

BESD
ASSESSMENT
DEPARTMENT

BESD IRP Update 10/14/26

Individual Reading Plans

1st Grade Teachers-26/38
2nd Grade Teachers-19/38
3rd Grade Teachers - 24/38
Special Education Teachers
Functional Skills 2/9
Resource 4/12
Speech Language 5/20
Principals 9/16
Coaches 10/14





	Completed	Identified	%
Century	54	58	93%
Discovery	34	46	74%
Fielding	51	74	69%
Garland	71	100	71%
Golden Spike	98	107	92%
Lake View	61	84	73%
McKinley	80	81	99%
North Park	86	108	80%
Three Mile	43	46	93%
Willard	25	26	96%
Totals	603	730	83%

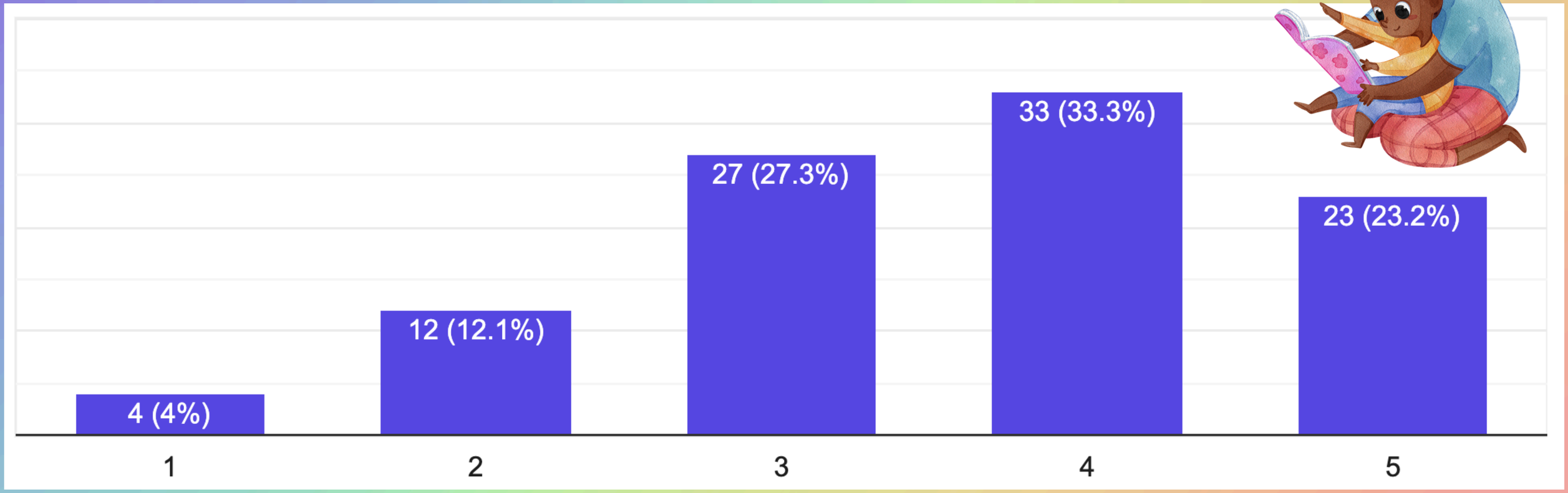
How many IRP meetings have you attended?

	Min	Avg.	Max
1st Grade	1	7	22
2nd Grade	3	6	10
3rd Grade	2	6	11
Functional	2	3	3
Resource	8	6	8
Speech	4	9	16
Principals	3	11	27
Coaches	37	45	51



Overall what is your general perception of holding IRPs?





Frustrated/Overwhelmed ⟷ Encouraged/Optimistic

Overall what is your general perception of holding IRPs?

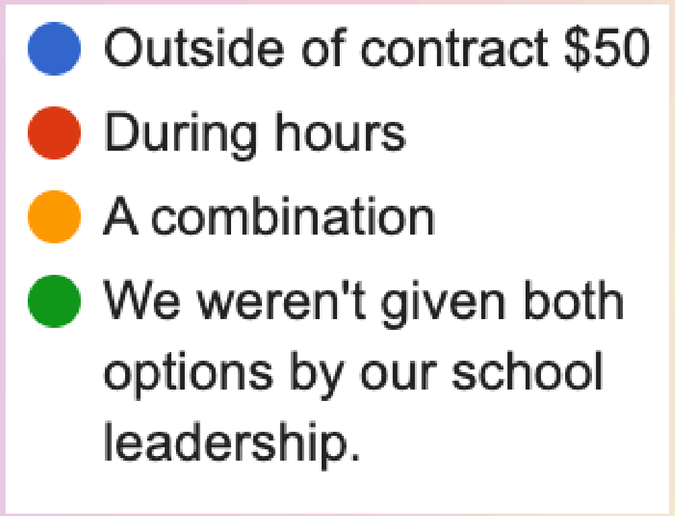
	1	2	3	4	5	Total
1st Grade		1	5	12	8	26
2nd Grade	1	2	7	8	1	19
3rd Grade	1	6	7	4	6	24
Coaches		1	2	3	4	10
Principals			1	5	3	9
Functional	1				1	2
Resource		2	2			4
Speech	1		3	1		5

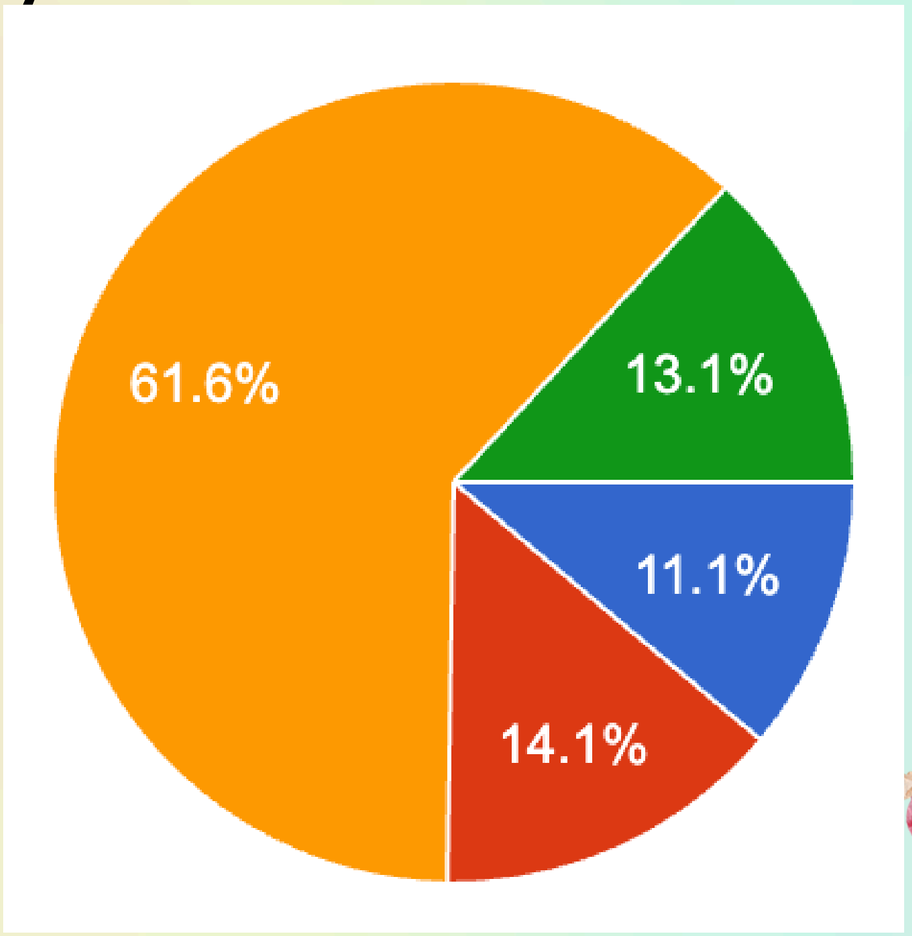


1 Frustrated/Overwhelmed

5 Encouraged/Optimistic

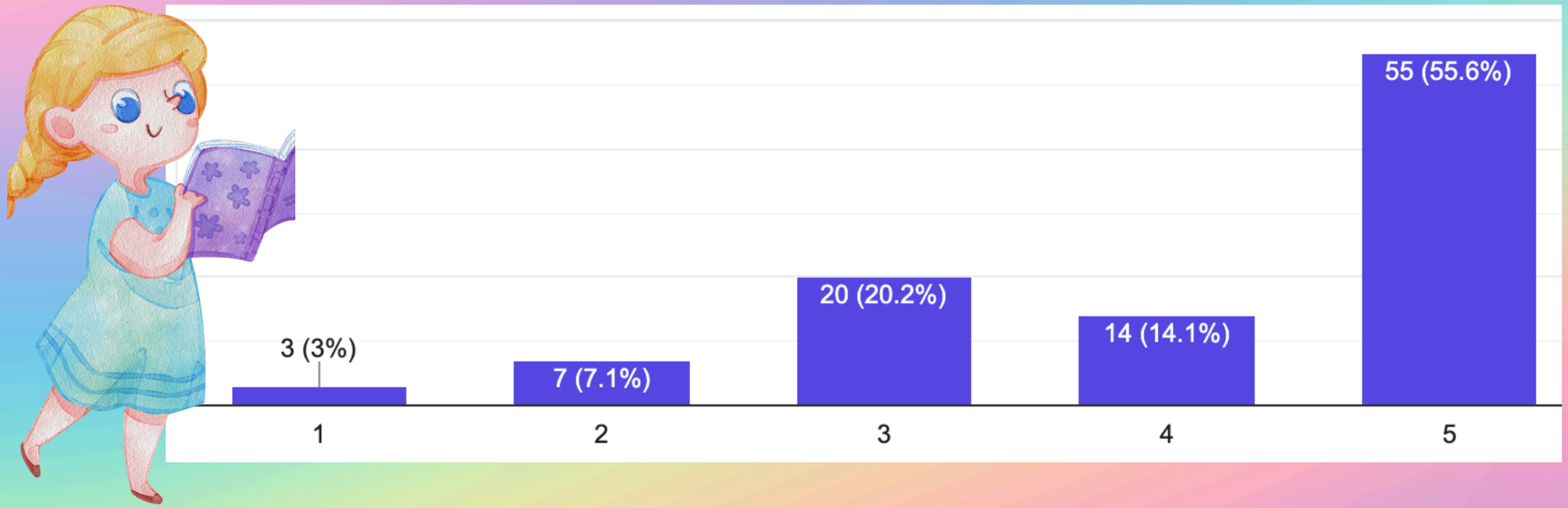
Teachers were provided options for holding IRPs by Box Elder. They included 1- holding the meetings during the day with a sub provided or 2- holding the meetings outside of contract and being paid $50 per IRP Which option did you use?







Box Elder Leadership is considering delaying September Acadience testing by about 10 days. What would be your level of support for this change?



Against ⟷ Support

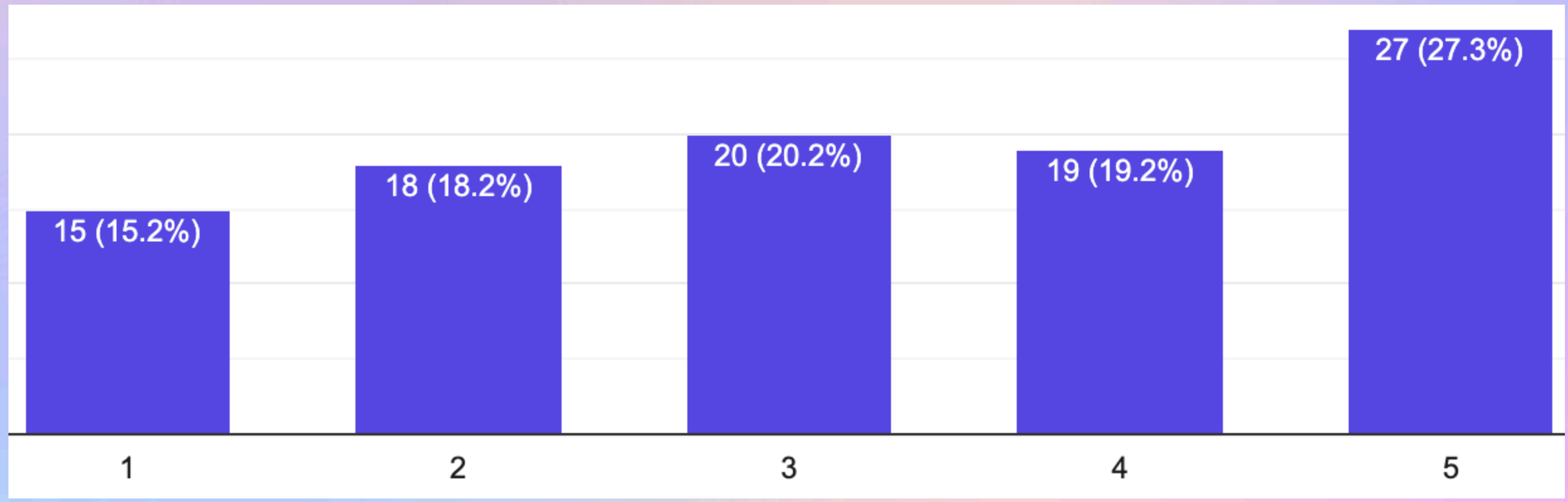
Box Elder Leadership is considering delaying September Acadience testing by about 10 days. What would be your level of support for this change?



	1	2	3	4	5
1st Grade	2	2	5	4	13
2nd Grade		3	7	3	6
3rd Grade	1	2	6	5	10
Coaches			1		9
Principals				2	7
Functional			1		1
Resource					4
Speech					5

Against ⟷ Support

Some surrounding districts combined IRPs with Parent Teacher Conferences by doubling the time allocated for students below grade level. What would be your level of support for this approach?





Against ⟷ Support

Push BOY Acadience Testing back 2 weeks.

- Prioritize Coaches for New Teachers
- Then move to IRP Focus
- Minimize False Lows

Allow teachers more options for scheduling.

- Push PTC to third week in October.
- Use PD day in December to support IRPs for MOY.

Improve Scheduling

- Use PTC Fast in all schools to schedule.
- Coaches add their availability
- Teachers submit their availability
- Secretaries call and schedule parents who don’t respond

Utilize RTI time to prepare data, letters, and RTI plan.

Shift Below Benchmark IRPs

Construction Report

October 2026

Presented by Jerry Jackman

Construction Update
Discovery

01 Interior

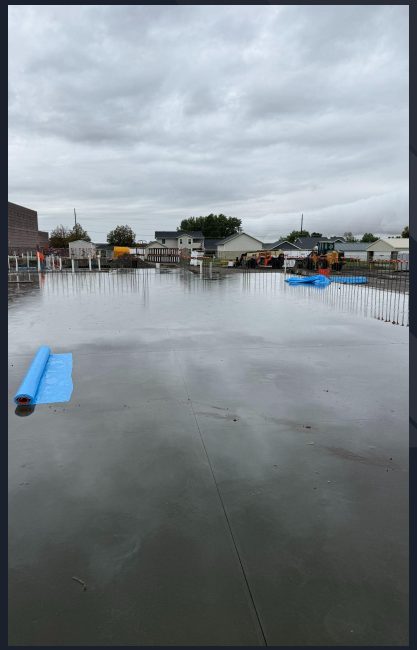
Little has changed inside existing building.

02 Foundation & cement work

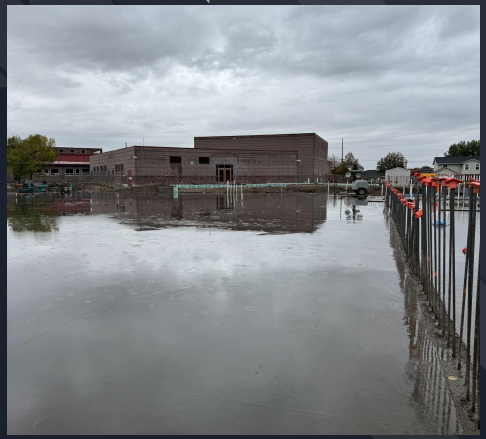
Footings are done including below ground plumbing. The majority of the flat work has been poured.

03 Upcoming Milestones

ICF being delivered next week and will start on walls.







Construction Update
New Elementary in Tremonton

01 Surcharge is still happening

Things have settled approximately 3/4 inch all together at this point. Still hoping to get the approval to move forward.

02 Received approval to start on North side

Just waiting for the approval of the contract tonight. With approval they will start footings on north side this week.

03 Starting today, looking at 18 Month build

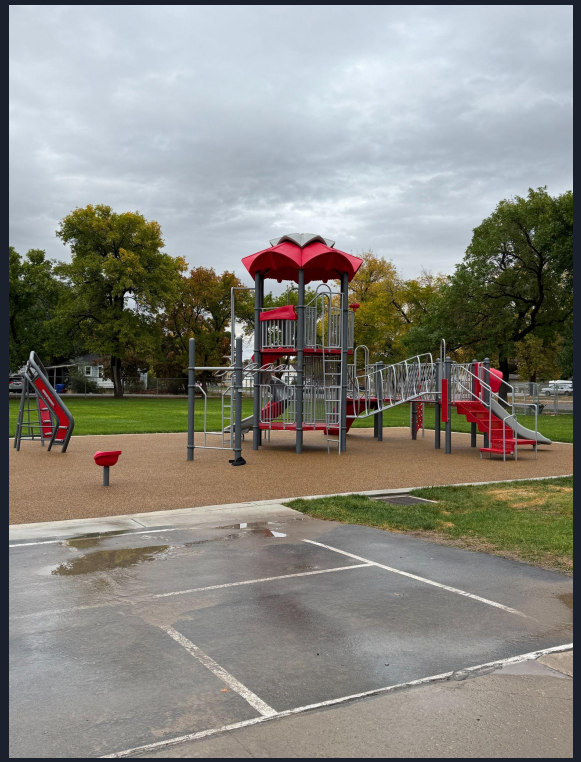
March 2028 is still the conservative completion date.







Playgrounds are complete! YEA!







Additional Projects Still Happening

01 South Trans. Building

Diesel Tank and electrical at South Trans. Building. Should place the tank this week, then it is ready for asphalt.



02 Garland & McKinley Parking

Parking additions moving forward. Storm drain boxes are in and starting to pour curb and gutter.





Additional Projects Still Happening

01 Fielding Parking Lot

Fielding Parking Lot addition still in the works. Working on a long term lease with the city.

02 BEMS Secure Vestibule & Fence

Should receive the proposal today from DWA. All the bids are in.

03 BEHS & BRHS Rigging & Curtains

Rigging and Fire curtains complete with a few touch up items still happening this week.

04 BRMS AC Electrical Service

Waiting on a proposed change for separate electrical service before finalizing bids.

05 Willard Retaining Wall

Retaining wall at Willard: We are still collecting ideas and bids.

06 BRHS Baseball Field

Baseball field work at BRHS is currently underway.

07 BRHS Parking Lot

Waiting approval from Garland City, hoping to go out to bid next week.

Meanwhile, we have been scrambling to create a temporary parking lot with all the water.

MONTHLY FINANCIAL REPORT
SEPTEMBER 30,
2026

	ENDING SEPTEMBER 2026	2026-27	2026-27	Currt Bud vs Actual	Prev Bud vs Actual	2025-26	2025-26
	Description	Preliminary	YTD	%	%	YTD	Actual
				25%	25%		
	GENERAL FUND (M&O) FUND (10)			33%	33%		
1							
2	REVENUE:						
3	Local Property Taxes	36,750,000	1,068,297	2.91%	4.92%	1,755,422	35,711,452
4	Inv Earnings	1600000	279,373.26	17.46%	5.42%	113,869	2100000
5	Other	2,850,749	211,850	7.43%	5.57%	99,680	1,790,000
6	State	104,739,697	28,289,415	27.01%	30.15%	30,814,499	102,201,365
7	Federal	8,360,000	-3,223,508	-38.56%	2.04%	104,020	5,100,000
8	TOTAL M & O					-4,226,736	
9	REVENUE	154,300,446	26,625,428	17.26%	19.51%	28,660,754	146,902,817
10	Beg Balance	29,746,248				21,161,084	21,161,084
11	TOTAL M & O FUNDS						
12	available	184,046,694	26,625,428	14.47%	198.35%	49,821,838	25,118,581
13	EXPENDITURES:						
14	Instruction (1000)						
15	Salaries	65,442,813	10,232,198	15.64%	15.68%	10,048,901	64,102,681
16	Benefits	25,397,111	5,404,306	21.28%	20.17%	4,328,476	21,458,740
17	Purchased Serv.	5,843,202	343,258	5.87%	15.07%	576,122	3,824,104
18	Supplies/Texbooks	8,964,306	3,053,845	34.07%	19.79%	1,065,711	5,385,400
19	Equip/ETI/Prog	1,423,179	120	0.01%	0.41%	6,485	1,600,000
20	Other	1,036,142	0	0.00%	0.02%	175	850,000
21	Total	108,106,753	19,033,727	17.61%	16.48%	16,025,871	97,220,925
22							
23	Student Services (2100)						
24	Salaries	5,322,076	940,426	17.67%	19.35%	877,190	4,533,200
25	Benefits	1,958,185	348,261	17.78%	21.18%	343,332	1,621,270
26	Other	408,206	13,106	3.21%	3.56%	21,703	610,000
27	Total	7,688,467	1,301,793	16.93%	18.36%	1,242,225	6,764,471
28							
29	Instructional Staff (2200)						
30	Salaries	2,052,137	419,672	20.45%	21.55%	440,608	2,044,647
31	Benefits	788,380	156,639	19.87%	24.40%	171,704	703,766
32	Other	1,054,176	78,571	7.45%	33.60%	303,521	903,373
33	Total	3,894,693	654,881	16.81%	25.08%	915,833	3,651,787
34	District Administration (2300)						
35	Salaries	684,781	153,635	22.44%	29.65%	189,171	638,042
36	Benefits	249,299	51,594	20.70%	32.26%	73,899	229,090
37	Purch Services	120,205	1,227	1.02%	0.19%	500	270,000
38	Supplies	65,400	5,814	8.89%	0.87%	878	101,420
39	Other	45,500	23,556	51.77%	46.09%	25,349	55,000
40	Total	1,165,185	235,826	20.24%	22.40%	289,797	1,293,551
41	School Administration (2400)						
42	Salaries	5,869,823	1,356,810	23.12%	20.89%	1,260,017	6,030,960

MONTHLY FINANCIAL REPORT
SEPTEMBER 30,
2026

	ENDING SEPTEMBER 2026	2026-27	2026-27	Currt Bud vs Actual	Prev Bud vs Actual	2025-26	2025-26
	Description	Preliminary	YTD	%	%	YTD	Actual
				25%	25%		
	GENERAL FUND (M&O) FUND (10)			33%	33%		
43	Benefits	2,225,256	495,146	22.25%	20.36%	473,020	2,323,042
44	Prof Serv/Travel	200,383	17,714	8.84%	6.06%	6,042	99,772
45	Other	18,400	9,342	50.77%	104.17%	15,057	14,454
46	Total	8,313,862	1,879,013	22.60%	20.71%	1,754,136	8,468,228
47							
48	Business & Support (2500)						
49	Salaries	758,461	188,685	24.88%	17.26%	145,701	844,343
50	Benefits	271,502	64,493	23.75%	12.98%	50,623	389,903
51	Contract Services	839,901	412,545	49.12%	106.05%	430,775	406,183
52	Other	72,500	400	0.55%	10.71%	17,035	159,000
53	Total	1,942,364	666,123	34.29%	35.80%	644,134	1,799,429
54							
55	Operation & Maintenance (2600)						
56	Salaries	7,077,809	1,765,080	24.94%	24.36%	1,668,303	6,848,485
57	Benefits	2,529,467	615,725	24.34%	25.99%	626,705	2,411,429
58	Purchased Service	757,015	265,287	35.04%	54.74%	438,982	802,000
59	Water	372,950	143,692	38.53%		0	0
60	Garbage	185,000	32,693	17.67%			
61	Repairs	296,272	87,393	29.50%	30.04%	210,325	700,250
62	Property Insurance	304,650	290,270	95.28%	88.30%	304,650	345,000
63	Telephone	197,137	17,259	8.75%	9.24%	21,260	230,000
64	Travel	143,800	20,806	14.47%			
65	Supplies	1,360,684	295,688	21.73%	50.60%	516,070	1,020,000
66	Natural Gas	698,600	13,077	1.87%	4.85%	43,402	895,300
67	Electricity	1,336,809	265,202	19.84%	15.13%	228,652	1,511,127
68	Software	18,172	0	0.00%			
69	Equipment	7,500	13,661	182.14%		199,614	
70	Other	361	0	0.00%	0.00%	0	750
71	Total	15,286,226	3,825,831	25.03%	28.84%	4,257,962	14,764,341
72							
73	Transportation (2700)						
74	Salaries	4,661,970	773,279	16.59%	18.87%	761,729	4,036,067
75	Benefits	1,497,722	258,144	17.24%	24.32%	299,383	1,231,047
76	Purch Serv	915,289	163,922	17.91%	33.75%	121,316	359,416
77	Fuel	1113020	57982.13	5.21%	35.31%	328,831	931,280
78	Supplies	775,490	326,231	42.07%	47.44%	393,571	829,655
79	Other/Veh Charges	0	370	0.00%	0.00%	0	142,010

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	ENDING SEPTEMBER 2026	2026-27	2026-27	Currt Bud vs Actual	Prev Bud vs Actual	2025-26	2025-26
	Description	Preliminary	YTD	%	%	YTD	Actual
				25%	25%		
	GENERAL FUND (M&O) FUND (10)			33%	33%		
80	Total	8,963,491	1,579,928	17.63%	25.30%	1,904,830	7,529,475
81	Community Services (3300)						
82	Salary	935,664	182,235	19.48%	21.12%	166,560	788,616
83	Benefits	264,288	44,286	16.76%	20.15%	47,062	233,504
84	Purchased Serv	19,675	6,453	32.80%	25.64%	5,129	20,000
85	Supplies/Util	107,036	13,468	12.58%	60.65%	67,017	110,500
86	Property	15,133	0	0.00%	95.41%	14,311	15,000
87	Other Objects	9,800	160	1.63%	3.79%	400	10,550
88	Total	1,351,596	246,602	18.25%	25.50%	300,479	1,178,170
89	Total Expenditures						
90	TOTAL EXPENDITURES						
91	M & O	156,712,637	29,423,724	18.78%	19.16%	27,335,267	142,670,376
92	School Activity Fund (21)						
93							
94	REVENUE:						
95	School Deposits	5,100,000	991,194	19.44%	28.22%	1,285,054	4,553,039
96	Begining Bal						
97							
98	Total Revenue	5,100,000	991,194	19.44%	28.22%	1,285,054	4,553,039
99							
100	EXPENDITURES:						
101	Purch Services	845,000	8,331	0.99%	13.30%	99,771	750,000
102	Supplies	4,100,000	886,229	21.62%	28.28%	808,826	2,860,000
103	Other	325,000		0.00%	0.00%		290,000
104	Total School Activity	5,270,000	894,560	16.97%	23.30%	908,597	3,900,000

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	ENDING SEPTEMBER 2026	2026-27	2026-27	Currt Bud vs Actual	Prev Bud vs Actual	2025-26	2025-26
	Description	Preliminary	YTD	%	%	YTD	Actual
				25%	25%		
	GENERAL FUND (M&O) FUND (10)			33%	33%		
105	DEBT SERVICE FUND (31)						
106							
107	REVENUE:						
108	Property Tax	4,450,000	163,183	3.67%	5.50%	189,706	3,451,030
109	Interest	205,000		0.00%	12.86%	45,000	350,000
110	Bonds						
111	Total	4,655,000	163,183	3.51%	6.17%	234,705	3,801,030
112	Begining Bal						
113	LESS:						
114	Ending Balance						
115	Funds Available	11,131,799		0.00%			
116	EXPENDITURE:						
117	Bond Debt	3,308,250		0.00%	92.88%	3,072,625	3,308,250
118	Fees	3,000		0.00%	0.00%		2,500
119	Redemption of principal		-14204.42				
120	Total	3,311,250	-14,204	-0.43%	92.81%	3,072,625	3,310,750
121	CAPITAL OUTLAY FUND (32)						
122							
123	REVENUE:						
124	Property Tax	21,797,252	612,673	2.81%	2.84%	548,945	19,311,054
125	Interest	900,000	249,791	27.75%	11.56%	89,028	770,000
126	Other	100,000	12,740	12.74%	0.30%	300	100,000
127	State	100,000		0.00%	0.00%	0	100,000
128	Federal					0	0
129	Ins./Prop.Recry				7.35%	1,471	20,000
130	Total Revenue	22,897,252	875,204	3.82%	3.15%	639,744	20,301,054
131	Bond Procedes/Loan						
132	Other Sources/QZAB	3,000,000	106,895	3.56%		0	0
133	TOTAL REVENUE CAPITAL						
134	OUTLAY	25,897,252	982,099	3.79%	3.15%	639,744	20,301,054

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	ENDING SEPTEMBER 2026	2026-27	2026-27	Currt Bud vs Actual	Prev Bud vs Actual	2025-26	2025-26
	Description	Preliminary	YTD	%	%	YTD	Actual
				25%	25%		
	GENERAL FUND (M&O) FUND (10)			33%	33%		
135	Beg. Balance	32,246,004					
136	Capital Outlay Funds						
137	available	58,143,256	982,099	1.69%	3.15%	639,744	20,301,054
138	EXPENDITURES:						
139	Purchased Services (300)	1,851,000	88,586	4.79%	0.00%		4,658,200
140	Property Services (400)	9,946,342	1,596,167	16.05%	0.00%		3,852,300
141	Construction Services (460)	4,000,000	338,156	8.45%	0.00%		150,000
142	Supplies (600)	1,338,700	592,606	44.27%	0.00%		2,750,000
143	Property & Equipment (700)	12,450,793	3,270,665	26.27%	0.00%		15,408,200
144	Other (800)	6,280,301		0.00%	0.00%		250,000
145	TOTAL EXPENDITURES CAPITAL						
146	OUTLAY	35,867,136	5,886,179	16.41%	35.26%	9,544,912	27,068,700
147	SCHOOL FOOD SERVICE FUND (49)						
148							
149	REVENUE:						
150	Lunch Sales	1,300,000	47,400	3.65%	11.26%	146,398	1,300,000
151	Interest	85,000	19,703	23.18%			
152	State	676,000	6,686	0.99%	167.41%	6,056	900,000
153	Federal	2,500,000	31,818	1.27%	167.41%	40,528	2,500,000
154	Other					4,185,162	

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	ENDING SEPTEMBER 2026	2026-27	2026-27	Currt Bud vs Actual	Prev Bud vs Actual	2025-26	2025-26
	Description	Preliminary	YTD	%	%	YTD	Actual
				25%	25%		
	GENERAL FUND (M&O) FUND (10)			33%	33%		
155	TOTAL REVENUE SCHOOL	4,561,000	105,606	2.32%			
156	FOODS	9,122,000	105,606	1.16%	93.15%	4,378,144	4,700,000
157	Beg. Balance	3,297,623	3,297,623	100.00%			
158	School Food Service Funds						
159	available	12,419,623	3,403,229	27.40%	93.15%	4,378,144	4,700,000
160	EXPENDITURES:						
161	Salaries	2,270,403	247,431	10.90%	13.59%	274,262	2,018,331
162	Benefits	573,576	75,103	13.09%	16.14%	98,547	610,650
163	Purchased Services	101,478	29,896	29.46%	6.64%	199,889	3,009,000
164	Food/Supplies	2,762,140	239,699	8.68%	116.14%	116,139	100,000
165	Equipment	245,544	96,058	39.12%	4.65%	3,722	80,000
166	Other Costs	344,400		0.00%	0.00%	0	325,000
167	TOTAL EXPENDITURES SCHOOL						
168	FOODS	6,297,541	688,187	10.93%	11.27%	692,559	6,142,981
169	Foundation Fund (75)						
170							
171	REVENUE:						
172	Total Revenue	800,000	35,807	4.48%	29.38%	146,890	500,000
173	Available Revenue	800,000	35,807	4.48%	29.38%	146,890	500,000
174	EXPENDITURE:						
175	Expenses	1,100,000	32,541			70,289	475,000
176	Changes/Desg Fund Bal						
177	TOTAL EXPENDITURE	1,100,000	32,541	2.96%	14.80%	70,289	475,000
178	Agency Fund (76)						
179							

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	ENDING SEPTEMBER 2026	2026-27	2026-27	Currt Bud vs Actual	Prev Bud vs Actual	2025-26	2025-26
	Description	Preliminary	YTD	%	%	YTD	Actual
				25%	25%		
	GENERAL FUND (M&O) FUND (10)			33%	33%		
180	REVENUE:						
181	Agent Services	55,000	48,962	89.02%	85.40%	68,319	80,000
182	State						
183	Federal						
184	Other						
185	TOTAL REVENUE/BB						
186	AGENCY FUND	55,000	48,962	89.02%	85.40%	68,319	80,000
187	EXPENDITURE:						
188	Instruction	1,400	103	7.33%	0.00%		10,000
189	NUCC	51,500	0	0.00%	116.35%	29,088	25,000
190	Other	2,100	215	10.22%	41.60%	1,248	3,000
191	Changes/Desg Fund Bal					0	
192	TOTAL EXPENDITURES						
193	AGENCY FUND	55,000	317	0.58%	79.83%	30,336	38,000
194							
195							
196							
197							
198	GRAND TOTAL FUNDS AVAILABLE						
199	TOTAL REVENUE, ALL FUNDS	199,929,698	32,249,902	16.13%	19.58%	35,413,609	180,837,940
200							

POLICY 1020

Board Powers and Duties

A. Promote Education

1. The Board has the legal power and duty to do all things necessary for the maintenance, prosperity and success of the schools and for the promotion of education and to exercise all powers given by statute. The Board's legal powers and duties include the actions set forth in this policy but are not necessarily limited to the listed powers and duties. ~~of Education, on its own behalf, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by applicable law, rules and regulations to establish the framework of school policies and projects including, but without limitation because of enumeration, the right:~~

   Utah Code § 53G-4-402(23) (2026)

B. Impacts on Families

1. Before adopting a policy or taking other formal action, the Board shall consider the impact that the proposed policy or action may have on family health, stability, and formation.

   Utah Code § 53G-4-402(29) (2026)

C. Govern

~~1. To make and enforce policy necessary for the control and management of the district schools.~~

2. The Board of education recognizes that under Utah law "it is the province of the Board of Education to determine what things are detrimental to the successful management, good order, and discipline of the schools and the rules required to produce" successful management, good order, and discipline in the schools.

   Beard v. Board of Education, 16 P.2d 900 (Utah 1932)

D. Adopt Rules

1. Adopt such policies, regulation, and bylaws as the Board deems proper for the operation of the Board and for the control and management of the District's schools.

Utah Code § 53G-4-402(16), (17) (2025)

E. Levy Taxes

1. Establish tax rates each year and submit the proposed rate to the county legislative body in which the District is located according to statutory procedures.

   Utah Code § 53F-8-201 (2019)
   Utah Code § 53F-8-202 (2018)
   Utah Code § 53F-8-402 (2019)

F. Annual Budget

1. Prepare, adopt, and file a budget for the next succeeding fiscal year with the county legislative body in which the District is located as required by statute.

   Utah Code § 53F-8-201 (2019)

G. Bequests

1. Receive bequests and donations or other monies or funds which are made for educational purposes.

   Utah Code § 53G-4-402(14) (2025)

H. Eminent Domain

1. Exercise the right of eminent domain to acquire property.

   Board of Education of South Sanpete School District v. Barton, 617 P.2d 347 (Utah 1980).
   Olsen v. Board of Education of the Granite School District, 571 P.2d 1336 (Utah 1977).

I. Employ Personnel

1. ~~To appoint,~~ Employ by contract, a ~~district~~ Superintendent, Business Administrator, Principal(s), teachers(s), or other executive officer(s) and set salary schedules therefore ~~who serves as the Board's chief executive officer~~.

   Utah Code § 53G-11-202 (2018)
   Utah Code § 53G-4-301 (2018)

Utah Code § 53G-4-302 (2012)

J. Close Schools and Change School Boundaries

1. Close schools or suspend operation of schools or change school attendance area boundaries as determined to be appropriate by the Board of Education after appropriate public notice and hearing as required by statute.

   Allen v. Board of Education Weber County School District 236 P.2d 756 (Utah 1951)
   Save Our Schools v. Board of Education of Salt Lake City, 2005 UT 55
   Utah Code § 53G-4-402(24) (2026)

~~K. To appoint a business administrator.~~

~~*Utah Code § 53G-4-302(1) (2018)*~~

~~*L.* To prepare and adopt a budget and make appropriations for the next fiscal year.~~

~~*Utah Code § 53G-7-303(2) (2019)*~~

~~M. To administer and implement Federal education programs in accordance with the Federal Programs Act.~~

~~*Utah Code § 53G-4-402(10) (2025)*~~

~~N. To establish, locate, and maintain elementary, secondary, and applied technology schools.~~

~~*Utah Code § 53G-4-402(5) (2025)*~~

~~O. To employ staff necessary to carry out the functions of the school district. The Board shall also determine qualifications, conditions of employment, salary schedules, dismissal, demotion, promotion and work assignments.~~

~~P. To establish and supervise the program of instruction, including methods of instruction, schedules, materials, necessary staff, etc., and to make the necessary assignments for all extra-curricular programs that, in the opinion of the Board, benefit students.~~

Q. Sue and Be Sued

1. ~~To~~ Sue and be sued in the name of the District.

   Utah Code § 53G-4-401(4) (2019)

R. Fulfill Other Statutory Duties and Exercise Other Statutory Powers

1. The Board also has the duty to comply with such other duties as are set forth in the laws and regulations of Utah and the United States, and also may exercise the powers and authorities established by such laws and regulations.

~~S. To take, hold, lease, sell, and convey real and personal property as the interests of the schools may require.~~

~~*Utah Code § 53G-4-401(4) (2019)*~~

~~T. To purchase, sell, and make improvements on school sites, buildings, and equipment and construct, erect, and furnish school buildings.~~

~~*Utah Code § 53G-4-402(3) (2025)*~~

~~U. To accept private grants, loans, gifts, endowments, devises, or bequests that are made for educational purposes.~~

~~*Utah Code § 53G-4-402(14) (2025)*~~

~~V. To close the schools or suspend operation if necessary.~~

~~*Utah Code § 53G-4-402(24) (2025)*~~

~~W. To do all things necessary for the maintenance, prosperity, and success of the schools and the promotion of education.~~

~~*Utah Code § 53G-4-402(23) (2025)*~~

~~X. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgement and discretion in connection therewith shall be limited only by the Constitution and Laws of the State of Utah and the Constitution and Laws of the United States.~~

~~Y. To work to understand and represent the interest of the community members.~~

POLICY 1225

School Size – Elementary School

General Guidelines

A. Definitions

1. Building Capacity

   a. Building capacity is determined by multiplying the total number of available classrooms in a building by ~~25.0~~ the state average. Adjustments are made for ~~half-day kindergarten and~~ special education classrooms.

2. Available Classrooms

   a. Available classrooms are determined by taking every room in a school that is designed as a classroom and has at least 800 sq. ft.

   b. Classrooms not meeting this minimum will be utilized for prep or special classes.

3. Community

   a. Any incorporated city or any individual unincorporated area that people identify as a community will be considered a community.

4. Effective School Life

   a. The effective school life of a newly constructed building is 50-60 years. This is determined by the average life expectancy of the plumbing and electrical systems in the school. It is expected that over the course of 50-60 years boilers, roof membranes, solar panels and much of the technology hardware will be replaced at least once to maintain the effectiveness of the school. Major renovations, additions, and remodels may extend the effective life of a building if they involve the replacement or improvement of plumbing and electrical systems. Extensive renovations to sewer systems and exterior masonry may extend the effective school life further. ~~will be determined by averaging the year of original construction with all additional years of major renovations and adding 50 years to that average. A major addition/renovation is any project that totally replaces or adds additional structure to the existing building.~~

B. Considerations

1. In all school size issues, the following should be considered as plans and decisions are considered and made:

   a. For Students

      1) If a boundary change forces a student to change schools for their 5th grade year only, ~~where possible,~~ eligible students will be ~~provided transportation to attend their previous school (if that school offers 5th grade) if they so choose~~ given priority consideration on out of boundary exemption applications.

   b. For Families

      1) Where possible, students from a given family will never be assigned to more than one elementary school. “Partnered schools” will count as one assigned school.

   c. For Communities

      1) Where possible, communities will be assigned to the same school.

C. Building Size

1. Box Elder School District will strive to have elementary schools with a target building capacity/population of ~~1,000~~ 700 students unless located in an area of the county where a smaller school is more practical. In order to achieve this, the Board will:

   a. Where feasible, increase capacity of existing buildings prior to constructing new buildings.

   b. Construct new buildings with a capacity of approximately ~~1,000~~ 700 students or the infrastructure to expand to ~~1,000~~ 700 students in the future unless located in an area of the county where a smaller school is more practical.

D. Building Age

1. School buildings reach a point at which they are no longer effective or efficient to use. Box Elder School District will strive to replace or close buildings that because of their age are unsafe, non-functional, or inefficient to operate. As a school approaches the end of its effective life the Board will:

   a. Develop a plan for the replacement of that building.

b. Perform repairs and maintenance on the building that are required to maintain a safe environment that supports both teaching and learning. The effective school life of the building should be considered before any proactive maintenance or repair project is initiated.

E. Staffing

1. Staffing in schools with less than 100 students as well as special purpose schools will be determined based on the needs of that particular situation as determined by the superintendent or his/her designee.

2. Staffing in schools with more than 100 students will be determined by a student to teacher formula that has been established for that particular year.

F. Planning

1. Long-Range

a. The District Administration will develop, and annually update and report to the Board, a Future Building Plan. The Plan will include projected building needs for 0-5 years, 5-10 years, and 10-20 years, ~~and 20-40 years~~ for elementary schools, intermediate schools, middle schools, and high schools in the District.

2. Ongoing

a. In addition to long-range planning, ongoing evaluations will continue to address enrollment needs, including changes. This ongoing evaluation will include:

1) For Declining Enrollment Schools in Multi-School Communities

a) Whenever enrollments decline within a community with multiple schools for three straight years or for four out of five years, to the point where current students plus anticipated projected enrollments for the next five years can be housed in fewer schools by using existing available classrooms, a school will be considered for closure. The school considered for closure will be the school:

i. That has the lowest Effective School Life in the community,

ii. With a population less than the average of all the schools in the community, and

iii. Whose closure does not eliminate the needed available classrooms to meet the criteria for closure.

2) For Increasing Enrollment Schools in Multi-School Communities

   a) When an individual school reaches an enrollment of 100% of its capacity and continued growth is anticipated, the Board will change boundaries if there is available space in other schools within the community, or within close proximity. Other schools within the community, or within close proximity, will be increased to at least 90% of their capacity prior to building a new school.

   b) When an individual school reaches an enrollment of 100% of its capacity and continued growth is anticipated, and space is not available at another school in the community, or within close proximity, the Board will make persistent efforts to build an additional building.

3) For Declining Enrollments in Schools in Single School Communities

   a) Consideration of closure of a school in a single-school community will be based on a formula that includes:

      i. Current enrollment,

      ii. Cost per student as compared to other schools,

      iii. Enrollment history and projection,

      iv. Effective school life of building, and

      v. Busing distances for current students to the building, and busing distance to other buildings with available space.

4) For Increasing Enrollments in Schools in Single-School Communities

   a) When the elementary school population within a given community or area where a school does not exist or the current school is inadequate and there is inadequate available space within a reasonable distance, the Board of Education will take action to acquire a school site and develop a plan to fund a new facility.

POLICY 2229

Transportation: Route Planning

A. General Requirements

1. Buses operated by the District will run on routes proposed by the Board and approved by the State Board of Education. The District will provide the State Board of Education all information requested for the approval of any route.

2. The Board will not propose routes for which a student allowance or subsistence allowance accomplishes the needed transportation at less cost.

3. Routes proposed by the Board must:

   a. Traverse the most direct public road;

   b. Be reasonably cost effective related to other feasible alternatives;

   c. Provide adequate safety for students;

   d. Traverse roads that are constructed and maintained in a manner that does not cause property damage; and

   e. Include an economically appropriate number of students.

   Utah Admin. Rules R277-600-6(2) (February 9, 2026)
   National School Transportation Specifications and Procedures p. 185-186 (May 25)

B. Number of students

1. The minimum number of general education students required to establish full eligibility for state-supported transportation route is ten; the minimum number of students with disabilities required to establish full eligibility for state-supported transportation is five. If a route is required for less than these numbers, the Board will propose such a route to the State Superintendent for approval.

   Utah Admin. Rules R277-600-6(3) (February 9, 2026)

C. Bus stops

1. The Board will designate safe areas for bus stops, subject to the following. Where possible, the minimum distance between bus stops will be 3/10 of a mile. Bus routes shall avoid, whenever possible, bus stops on dead-end roads. A student's parent or guardian is responsible for the student's transportation to bus stops up to one and one-half miles from home depending on the age and ability of the student. A parent or guardian of a student that has a disability is responsible for the student's transportation to bus stops except as provided otherwise in the student's Individualized Education Program (IEP). The District website will include notice that school bus stops and the child access routing plan may not take into account the location of registered sex offenders.

   Utah Admin. Rules R277-600-2(6) (February 9, 2026)
   Utah Admin. Rules R277-600-6(4), (5), (11) (February 9, 2026)
   National School Transportation Specifications and Procedures p. 185-186 (May 2026)

D. Roads

1. A bus route may follow only public roads that are constructed and maintained at such standards that the condition of the road will not subject the passengers on the bus to undue hazard and will not subject the District or any of its employees to liability for injury or property damage.

E. Changes

1. Whenever a bus route is extended to pick up additional children, the Board will analyze extra costs and time and obtain prior approval from the State Superintendent. The District will consider whether student reimbursement will be more economical.

   Utah Admin. Rules R277-600-6(6) (February 9, 2026)

F. Routes as alternatives to construction

1. When the District is not using facilities efficiently, the Board, with permission from the State Superintendent, will examine the use of bus routes as an alternative to building construction.

2. Building construction alternatives include double sessions, year-round school, and attendance across district boundaries.

   Utah Admin. Rules R277-600-6(9) (February 9, 2026)

G. Planning process

1. In order to establish bus routes that will adequately meet the needs of pupils, the Board or District Pupil Transportation Director will procure a map of the area served by a particular school or school system. Information on the road conditions, railroad crossings and other factors that might affect the particular operation should be recorded on the map along with the location of homes and the number of school age children in each.

2. Satisfactory school bus stops should be identified along streets and highways where buses can travel with the least amount of risk. The number of pupils to be transported and the distance to be traveled are primary factors in allocating equipment for a particular area. The District should assign pupils to specific stops according to walking distances, grade level and school attended. The District will give special attention to handicapped students.

   National School Transportation Specifications and Procedures p. 185-186 (May2026)

H. Surveys/schedules

1. Bus routes, stops, and schedules will be developed by the District Pupil Transportation Director to meet the requirements in Utah Admin. Rules R277-600-6 and taking into consideration the processes and procedures outlined in the “Routing, Scheduling, and School Bus Stops” section of the National School Transportation Specifications and Procedures, including review of maps, surveys of existing and proposed routes and stops, and other methods of planning and evaluation.

   Utah Admin. Rules R277-600-6 (February 9, 2026)
   National School Transportation Specifications and Procedures p. 185-190 (May 2026)

POLICY 2231

Transportation: School Site Selection

A. Generally

1. When school sites are selected, the Board will give consideration to the safety of the pupils riding school buses. The Board will avoid high density traffic flow near school exits and entrances. Proper site selection and plant planning for improved school transportation is extremely important. Specifically, consideration should be given to the factors outlined in the National School Transportation Specifications and Procedures.

   National School Transportation Specifications and Procedures Appendix D p. 437-439 (May2026)

B. Special Education

1. Pupils with disabilities require special care in transportation. All personnel in the District will abide by the standards in Standards for Utah School Buses and Operations and in the National School Transportation Specifications and Procedures regarding transporting students with disabilities.

   Standards for Utah School Buses and Operations p. 17-20 (2019)
   National School Transportation Specifications and Procedures p. 233-258 and Appendix G (May2026)

POLICY 2232

Transportation: Director of Transportation

A. Duties of Student Transportation Director

1. The Student Transportation Director will:

   a. Provide assistance to the Board in planning, budgeting and forecasting for the student transportation system;

   b. Assist school officials in school site selection and facility planning;

   c. Provide for bus chassis, body, and related equipment procurement;

   d. Develop and implement a plan for preventative and on-going equipment maintenance;

   e. Recruit, select, instruct, evaluate, and supervise personnel;

   f. Route and schedule buses for safe, efficient, and economical transportation service;

   g. Assist in the development and implementation of student safety education programs;

   h. Work with the Superintendent, teachers, transportation personnel, students, parents and public and private agencies to improve their knowledge and the quality of the transportation system;

   i. Investigate and report crashes and safety-related incidents using the uniform school bus crash reporting criteria and the standard safety incident investigation process;

   j. Investigate reported problems;

   k. Maintain records and prepare reports as required;

   l. Develop and supervise the implementation of an ongoing evaluation plan for the District student transportation system;

   m. Implement a drug/alcohol testing program in compliance with federal regulations for persons in safety sensitive positions and for commercially licensed drivers;

n. Establish and ensure appropriate staffing levels;

o. Recommend vehicle and equipment replacement schedules; and

p. Exhibit effective skills in conflict resolution and problem solving.

National School Transportation Specifications and Procedures Appendix D p. 459-460 (May 2025)

B. Qualifications of Pupil Transportation Director

1. The Pupil Transportation Director shall have a basic understanding of the educational process and the corresponding role of transportation, and shall have the following qualifications:

a. A satisfactory driving record as revealed through checks with the Driver's License Division.

b. A satisfactory work history as verified through professional references.

c. An undergraduate degree, equivalent experience, or industry certification in Education, Business Administration, Management, Transportation, or a related field;

d. Formal instruction in student transportation management, including classroom instruction and field experience or student transportation industry certification;

e. A basic understanding of the educational process and the corresponding role of transportation;

f. The ability to manage personnel and resources;

g. Basic user-level competency with accounting and word processing software and knowledge of web-based information systems;

h. The ability to communicate effectively with school administrators, teachers, parents, students, bus drivers, law enforcement officials, and others; and

i. Knowledge of state and federal regulations applicable to transportation of students.

National School Transportation Specifications and Procedures Appendix D p. 461 (May2025)

POLICY 2233

Transportation: Operators and Mechanics

A. School Bus Operators

1. A school bus driver shall possess the following qualifications to be hired, in addition to the ongoing requirements listed below:

   a. Be a high school graduate or equivalent.

   b. Have a satisfactory employment background and residency verification.

   c. Have a satisfactory driving history, consisting of the following:

      1) Be at least 21 years of age.

      2) Possess a valid commercial driver license (CDL) with a school bus endorsement.

      3) Have no more than two moving violations or two accidents (or combination of moving violations and accidents) within the past 24 months as shown on the driver's Motor Vehicle Report (MVR).

   d. Have a satisfactory criminal background check performed according to Policy 3035 Employee Criminal Background Checks and Personal Reporting of Arrests and Convictions and subject to the following standards:

      1) No felony convictions

      2) No offense resulting in a term of imprisonment or correctional detention

      3) No convictions for DUI during the past 10 years

      4) No criminal convictions involving:

         a) Child abuse, neglect, or endangerment

         b) Possession or distribution of an illegal substance

         c) Illegal use or possession of weapons

         d) Violence

e) Sex-related offenses

5) No other convictions or criminal history which the District determines indicates the applicant is unsuitable for employment as a bus driver

e. Not have a positive test on or a refusal to take a drug or alcohol test.

f. Pass a physical examination for drivers in accordance with the U.S. Department of Transportation, Bureau of Motor Carrier Regulations.

2. A school bus driver shall maintain the following qualifications on an ongoing basis.

a. Pass the State Board of Education Physical Assessment Standard at least every year.

b. Pass the Department of Transportation physical examination at least every year.

c. Have the possession and use of both hands, both arms, and both feet.

d. Have the use of both eyes with vision equivalent to 20/40 (Snellen Test) or better, with or without glasses, and have near-normal depth perception.

e. Have adequate hearing.

f. Have no color blindness deficiency which would interfere with safe driving.

g. Meet all qualifications listed in 391.41 of the Federal Motor Carrier Safety Regulations manual (49 CFR § 391.41).

h. Maintain a valid commercial driver's license (CDL) with passenger/school (P/S) endorsement in accordance with the Commercial Vehicle Safety Act of 1986.

i. Attend the required annual state training.

j. Complete the required recertification training.

k. Submit to and pass the required background check or ongoing monitoring of criminal background information under Policy 3035.

l. Pass all drug and alcohol testing requirements.

m. Follow all District transportation policies and procedures.

Standards for Utah School Buses and Operations p. 20-21 (2019)

National School Transportation Specifications and Procedures Appendix D p. 470 (May 2025)

3. A school bus driver's duties include, in addition to operating the bus on routes as directed to transport students, the following specific responsibilities:

   a. Report defective school bus equipment and accessories, including but not limited to, fire extinguishers, highway warning kits, first aid and body fluid cleanup kits, snow chains, sanders, etc., and when necessary, install, service or replace defective equipment;

   b. Perform required operational and safety inspections of the school bus and all related equipment;

   c. As directed, clean and service the school bus to include interior cleaning and exterior bus washing, installation of fuel, oil and other fluids;

   d. Operate all hand and foot controls installed in a school bus, as required;

   e. Perform basic first aid, as appropriate, which may include CPR;

   f. Work effectively with a group of students of different grade levels, abilities or program placement;

   g. Accurately and legibly complete forms, records, reports and other documentation/data-logging activities, as required;

   h. Be punctual;

   i. Dress appropriately and wear proper foot protection;

   j. Manage passengers in the school bus;

   k. Report unsafe acts or conditions that require the attention of any person other than the driver;

   l. Successfully complete school bus driver training programs as required.

   National School Transportation Specifications and Procedures Appendix D p. 468-469 (May 2025)

B. Traffic Violation Reporting

1. In addition to the reporting required under Policy 3035, bus drivers must report any traffic violation conviction to the District within 48 hours, with the exception of parking

violations. (This applies to any such matters whether those occur in the course of work responsibilities or on personal time and with private vehicles.)

Standards for Utah School Buses and Operations p. 23 (2019)

C. Maintenance and service personnel

1. The District will employ adequate staff to perform maintenance functions on a timely basis consistent with Utah and national standards. The District will arrange, at regular intervals, for pre-service and in-service training for mechanics.

Standards for Utah School Buses and Operations p. 22 (2019)

D. Misconduct: Violation of Regulations—Officers and Employees

1. Any officer or employee of any District who violates any of the regulations established under Utah Code Section 41-6a-1304 (the Standards for Utah School Buses and Operations) or fails to comply with said regulations in any contract executed by that person on behalf of a District shall be guilty of misconduct and subject to removal from office or employment.

Utah Code § 41-6a-1305(1) (2005)

E. Misconduct: violation of regulations—contractees

1. Any person operating a school bus under contract with a District who fails to comply with any regulations contained in the Standards for Utah School Buses and Operations shall be guilty of breach of contract and such contract shall be canceled after notice and hearing by the responsible officers of such District.

Utah Code § 41-6a-1305(2) (2005)

POLICY 2234

Transportation: Student Mangement

A. Generally

1. Effective student management requires collaborative effort of multiple groups, including but not limited to: the District administration, bus operators, students, and parents. The Board adopts this policy to set forth the responsibilities of each group to contribute to good student transportation management to promote the safety and well-being of students.

B. District Responsibility

1. The Board is responsible to:

   a. Establish the policies and procedures by which the program functions.

   b. Establish regulations governing the behavior and safety of students while on the bus and at the bus stop.

   c. Institute and administer an instructional program that teaches students proper conduct and safety procedures.

   d. Conduct a training program for school bus drivers to ensure that all policies, procedures and regulations are understood and why they must be enforced.

   e. Ensure that parents receive written copies of bus rules and regulations that clearly establish parents' roles and obligations with respect to student promptness, attitude and behavior.

   f. Initiate procedures to ensure open lines of communication and cooperation among administrators, bus drivers and attendants, and the State Board of Education.

   g. Provide training in student management skills that extends beyond the scope of enforcing rules and regulations.

   h. Ensure that administrators support and enforce disciplinary procedures, policies, and actions by the driver.

C. Operator Responsibility

1. School bus operators are responsible to:

   a. Be familiar with all rules, policies and procedures affecting student transportation.

   b. Be proficient in the appropriate use of all equipment, tools, technologies and adaptive equipment in the bus.

   c. Establish rapport with parents, the operator's supervisor, and each building administrator and work to ensure proper conduct and communications.

   d. Establish proper rapport with students.

   e. Demonstrate and instruct students in safe and appropriate behavior, consequences of improper behavior, general procedures, and evacuation drills and safe travel practices.

   f. Maintain order and safety and protect the rights of others in the school bus, using good judgment and prudence in doing so and using appropriate verbal interventions, including but not limited to:

      1) Minimizing interior noise.

      2) Requiring an orderly entrance and exit.

      3) Eliminating the movement or potential movement of objects.

      4) Requiring silence at railroad crossings.

      5) Prohibiting transportation of unauthorized materials.

      National School Transportation Specifications and Procedures p. 168-169 (May 2025)

D. Student Responsibility

1. Proper student behavior is important because the distraction of the driver can cause accidents. Students should be aware of and abide by reasonable regulations to enhance safety. The student should clearly understand the consequences of unacceptable behavior. Students are responsible to:

   a. Be aware that they are responsible for their actions and behavior.

   b. Know what the rules and procedures are and abide by them.

   c. Display proper respect for the rights and comfort of others.

d. Realize that school bus transportation can be denied if they do not conduct themselves properly.

e. Be aware that any driver distraction is potentially hazardous to the safety of all passengers, the driver, pedestrians and motorists.

f. Be aware of the dangers of loose clothing, drawstrings, clothing accessories, backpacks, and other loose personal items.

g. Be aware of the dangers of walking to and from, in and around the loading and unloading zone, of the need to cross the road safely at the bus stop, to avoid retrieving items dropped in the danger zone of the bus during loading and unloading, and to move away from the bus (out of the danger zones) after unloading.

National School Transportation Specifications and Procedures p. 158-159 (May 2025)

E. Parent/Guardian Responsibilities

1. Parents and guardians are responsible to:

a. Understand and support District rules and policies, regulations, and principles of school bus safety.

b. Encourage children to abide by rules and regulations.

c. Assist children in understanding rules and regulations.

d. Recognize their responsibility for the actions of their children, including their responsibility for the safety of the children before the bus arrives to pick them up and after the bus departs following dropping them off.

e. Support safe riding practices and reasonable discipline efforts.

f. Teach children proper procedures for safely crossing the roadway before boarding and after leaving the bus.

g. Support procedures for emergency evacuation.

h. Respect the rights and privileges of others.

i. Understand the dangers of loose clothing, drawstrings, clothing accessories, backpacks and other loose personal items and take appropriate action.

j. Monitor bus stops, if possible.

k. Support efforts to improve school bus safety.

l. Be aware of illegal or other undesirable activities and other dangers involved in and around the loading and unloading zone.

m. Communicate observed safety concerns to the appropriate District representative.

National School Transportation Specifications and Procedures p. 158-159, Appendix D p. 442-445 (May 2025)

POLICY 2235

Transportation: Lights and Railroad Crossings

A. Lights

1. The operator of a school bus shall operate alternating flashing red light signals at all times when children are unloading from a school bus to cross a highway, or when a school bus is stopped for the purpose of loading children who must cross a highway to board the bus, or at any other time when it would be hazardous for vehicles to proceed past the stopped school bus.

2. The alternating flashing red light signals may not be operated except when the school bus is stopped for loading or unloading school children or for an emergency purpose.

   Utah Code § 41-6a-1302(4) (2024)

3. The flashing yellow lights shall be displayed by the school bus operator at least 100 feet, but not more than 500 feet, before every stop at which the alternately flashing red lights will be actuated.

   Utah Code § 41-6a-1301(3) (2015)

B. Standees

1. Students must be seated at all times while being transported to and from school.

   National School Transportation Specifications and Procedures p. 164, Appendix D p. 390 (May 2025)

C. Railroad Crossing

1. The operator of any school bus, whether carrying passengers or not, must follow the procedures and precautions for making railroad crossings set forth in the National School Transportation Specifications and Procedures, Appendix D, “Recommended Procedures for School Bus Drivers at Railroad Grade Crossings.”

   National School Transportation Specifications and Procedures Appendix D p. 380-81 (May 2025)

POLICY 2236

Transportation: Emergencies

A. Emergency Evacuation Drills

1. The Board recognizes that there is an urgent need, due to the increased number of students being transported and the ever-increasing number of accidents on the highways, to instruct students on how to properly vacate a school bus in case of an emergency. Without training, students may block the emergency door by all trying to exit at the same time. There is also a danger when students jump from the rear emergency door exit. To avoid these situations, schools should organize and conduct emergency exit drills for all students who ride the school bus.

2. In conducting school bus evacuation drills, school officials should consider and observe the guidelines and procedures set forth in the National School Transportation Specifications and Procedures, "Instructions for Conducting Emergency Exit Drills."

   National School Transportation Specifications and Procedures Appendix D p. 454-457 (May2025)

B. Emergency Procedures

1. The Board will develop an emergency plan consistent with the following guidelines, in consultation with the Student Transportation Director and the personnel of those agencies that will render service during emergencies. In developing this plan, the Board may refer to "Emergency and Rescue Procedures: A Guideline Manual for School Bus Involvement," a publication developed by the National Association of State Directors of Pupil Transportation Services. Copies of the plan should be carried in each bus. The plan will instruct the District Student Transportation Director, school administrators, teachers, drivers, maintenance and service personnel, students and others of the procedures to be followed in the event of:

   a. Crashes. The plan should spell out the following:

      1) When and how to evacuate and control students.

      2) How to evaluate the need for medical assistance.

      3) How to get help from the police, fire department and the garage.

4) How to collect and record data essential to the preparation of the required crash reports. An operational plan to provide two-way communication with parents and/or guardians is imperative.

5) How to prevent further accidents.

6) Talking points regarding protocol of dissemination of information while at the crash site (including communication with the media etc.).

b. Sudden Disability of Driver. The plan should establish procedures for handling situations resulting in the fatal injury or disability of the bus driver. The District should communicate these procedures to the appropriate persons. A list that includes the name of the bus operator, emergency telephone numbers, names of students assigned to the bus and any special needs of students should be in the bus.

1) Securing the bus

2) Maintaining control of passengers and accounting for passengers (head count).

3) Diagnosing the cause(s) of bus breakdowns and communicating with base and vehicle maintenance.

4) Notifying school officials and parents.

5) Recovering the disabled school bus.

6) Providing replacement transportation for passengers.

c. Inclement weather conditions. The emergency plan should provide procedures for determining:

1) When schools are to be closed, delayed, or require early dismissal.

2) Who is to make such decisions.

3) How decisions are to be relayed to parents, students, school officials and staff (including teachers and cafeteria managers), drivers, contractors, maintenance and service personnel, the news media and others.

4) How to react to such natural phenomena as floods, tornadoes, earthquakes, etc.

d. Other types of emergency situations. The emergency plan should cover such conditions and events as:

1) Defense/disaster drills.

2) Strikes or other job action by school staff, teachers, drivers or contractors.

3) Road or bridge washouts and landslides that might block school bus routes.

4) Bus hijacking.

5) Weapons or suspected explosives on board or at bus stops.

6) Unauthorized boarding.

7) Student health emergencies.

8) Student fights.

9) Suspicious person and/or vehicles.

10) Terrorist planning or incident.

National School Transportation Specifications and Procedures p. 192-194 (May2025)

Policy 3041

Educator Evaluation

~~A. Box Elder School District (BESD) recognizes that the quality of public education can be improved and enhanced by a systematic and fair annual evaluation of public educators and remediation of those whose performance is inadequate.~~

~~B. In accordance with state law and rules promulgated by the State Board of Education, the desired purposes of evaluation are to:~~

~~1. promote the professional growth of the educator; and~~

~~2. identify and encourage quality instruction in order to improve student achievement.~~

C. Definitions

1. For purposes of this policy, the following definitions apply:

   a. "Administrator" means an individual who holds an appropriate license and who supervises educators.

   b. "Career educator" means a licensed employee who has a reasonable expectation of continued employment under the policies of the Board

   c. "Educator" means an individual employed by the District who is required to hold a professional license issued by the State Board of Education or for an audiologist or a speech-language pathologist, who is employed by the District and is credentialed by the State Board of Education or by the Division of Professional Licensing, except:

      1) a superintendent, or

      2) an individual who:

         a) works less than three hours per day; or

         b) is hired for less than half of the school year.

2. "Evaluator" means a person who is responsible for an educator's overall evaluation.

3. “Provisional Educator” means an educator employed by the District who has not achieved status as a career educator within the District, who works at least half time during the first three years of employment.

    a. BESD may extend the provisional status of an employee up to an additional two consecutive years if the educator has not obtained career educator status and it is the determination of the district to extend the provisional status.

    b. Career Educators that accept a position which is substantially different from the position in which career status was achieved are also considered provisional for three consecutive years.

4. “Certified evaluator” means an educator who has been trained in evaluating educator performance and has demonstrated competency in using an educator evaluation tool to rate educator performance according to established standards.

5. “Performance” means the combination of an educator’s professionalism consistent with:

    a. The Utah Effective Educator Standards (R277-330)

    b. Student academic growth,

    c. Continued professional growth as an educator, and

    d. Job description

~~6. “Temporary educator” means anyone hired after August 1st during any contract period.~~

7. “Formative evaluation” means a planned, ongoing process which allows educators to engage in reflection and growth of professional skills as related to the Utah Effective Teaching Standards. It occurs in any year an educator is not on a summative evaluation.

8. “Summative evaluation” means an evaluation that summarizes an educator’s performance during an evaluation cycle that is used to make decisions or ratings of an educator’s performance and that may inform decisions related to the educator’s salary, continued employment, personnel assignment, transfer, or dismissal.~~:~~

    a. One (Not Effective): The educator did not meet performance expectations. (This is also what is meant by “unsatisfactory performance.”)

b. Two (Partially Effective): The educator partially met performance expectations by demonstrating evidence of continued professional growth or demonstrating evidence of student academic growth.

c. Three (Effective): The educator met performance expectations by demonstrating evidence of continued professional growth or demonstrating evidence of student academic growth.

~~d. A supervisor conducts;~~

~~e. Summarizes an educator's performance during an evaluation cycle; and~~

~~f. A supervisor or school district may use to make decisions related to an educator's employment.~~

9. "Chronically absent" means a student who was enrolled in the District for at least 60 calendar days and missed 10% or more days of instruction (whether the absence was excused or not).

10. "Academic growth" means demonstration of student learning through formative assessment measures identified by the District, school, or educator within the school year.

11. "Continued professional growth" means incremental measures of improvement relevant to the Utah Effective Educator Standards.

12. "Observation" means a formal or informal visit made by an administrator to an educator's classroom for the purpose of gathering formative information, providing feedback for growth, and informing decisions related to the educator's summative evaluation.

~~13. "Letter of Expectation" is a letter outlining educator's deficiencies in instruction and expectations to reach expected Utah Educator Teaching Standards.~~

~~14. "Mentor" is an assigned career educator who performs substantially the same duties as the provisional educator and has at least three years of educational experience.~~

~~15. "UETS" Utah Educator Teaching Standards~~

Utah Code § 53G-11-501 (2026)
Utah Admin. Rules R277-323-2 (December 10, 2024)

D. District Educator Evaluation Program Committee

1. To develop, support, monitor and maintain an educator evaluation program, the Board shall establish a committee comprised of an equal number of classroom teachers, parents and administrators. Nominees for classroom teachers shall be voted upon by the District's classroom teachers and a list of those individuals nominated shall be given to the Board. Nominees for administrator members shall be voted on by the District's administrators and a list of those individuals nominated shall be given to the Board. Nominees for parent representatives shall be submitted by community councils within the District. The Board shall appoint committee members from the nomination lists. The committee may:

   a. Adopt or adapt an evaluation program for educators based on a model developed by the State Board of Education; or

   b. Create its own evaluation program for teachers.

2. The evaluation program developed by the committee must comply with the requirements of Utah Code Title 53 G, Chapter 11, part 5 and rules adopted by the State Board of Education.

   Utah Code § 53G-11-506 (2019)
   Utah Code § 53G-11-520 (2024)
   Utah Admin. Rules R277-323-3(1), (8) (December 10, 2024)

E. Adoption of Educator Evaluation Program

1. The Board of Education shall adopt an educator evaluation program in consultation with the Educator Evaluation Program Committee. The Board of Education shall review and approve the educator evaluation program in an open meeting.

   Utah Code § 53G-11-502 (2024)
   Utah Code § 53G-11-506 (2019)
   Utah Code § 53G-11-520(4) (2024)
   Utah Admin. Rules R277-323-3(1), (2) (December 10, 2024)

F. Periodic Evaluations

1. The District shall have an evaluation program that provides systematic and fair evaluations of educators of the District. Evaluations of educators shall occur annually. If the District establishes an alternative educator evaluation program as permitted under Utah Code § 53G-11-520, the program shall include an annual formative evaluation of each educator and shall include a summative evaluation for each educator that occurs at least once every four years. Otherwise, all educators

will receive formative evaluations each year and a summative evaluation each year. Such evaluations may be considered by the Board prior to any Board action concerning the individual's employment.

Utah Code § 53G-11-507(1)(a) (2026)
Utah Code § 53G-11-520(9)(a) (2024)
Utah Admin. Rules R277-323-3(3), (4) (December 10, 2024)

~~G. The following outlines the procedures Box Elder School District will follow in evaluating its educators.~~

~~1. Orientation and Training~~

~~a. Box Elder School District will use a reliable and valid system to evaluate all licensed employees.~~

~~b. All licensed employees will be provided an orientation to the District's evaluation program conducted by the principal or his/her designee prior to evaluations as described in this Policy. The orientation will include the purpose of the evaluation and the methods used to evaluate.~~

~~c. All administrators will receive training in rating reliability and will be designated as a certified rater prior to administering an evaluation.~~

H. Evaluation Program Components

1. The District's evaluation program for educators adopted by the Board in consultation with the Educator Evaluation Program Committee shall be ~~A local school board in consultation with a joint committee established in Utah Code § 53G-11-506 shall adopt~~ a reliable and valid educator evaluation program that evaluates educators based on educator professional standards established by the State Board of Education and includes:

   a. Annual evaluation of all provisional, probationary, and career educators, including formative and summative evaluations on the cycle established in the evaluation program;

   b. The use of multiple lines of evidence, including:

      1) Self-evaluation of performance in relation to the Utah Effective Educator Standards;

      2) Student and parent input;

3) For an administrator, employee input;

4) A reasonable number of supervisor observations (a minimum of two 20-minute observations including feedback will occur prior to the end of year final conference) to ensure adequate reliability;

5) Evidence of professional growth and other indicators of instructional improvement based on educator professional standards established by the State Board of Education;

a) For formative evaluations, educators will develop and complete a Professional Growth Plan.

6) For a teacher in kindergarten through grade 3, fluency in and implementation of the science of reading, as that term is defined in Utah Code § 53G-10-801;

7) For a principal of a school that includes kindergarten through grade 3, effective implementation of the science of reading, as that term is defined in Utah Code § 53G-10-801; and

8) student academic growth data, including, in kindergarten through grade 3, student performance and academic progress on the benchmark reading assessment described in Policy 4037 Reading Assessment for K-3;

c. a summative evaluation that differentiates among the three levels of performance.

d. The evaluation may provide for a reasonable number of peer observations.

e. For an administrator, the evaluation shall consider feedback from teachers, including input on the effectiveness of the administrator evaluating employee performance in a school for which the administrator has responsibility or within the District.

f. The educator evaluation system may not use end-of-level student assessment scores and may not use the data of a student who is chronically absent.

Utah Code § 53G-11-520(9), (10) (2024)
Utah Admin. Rules R277-323-3(3), (5), (6) (December 10, 2024)

~~I. Summative Evaluation~~

a. Will use multiple lines of evidence, including:

1) Self-evaluation

a) Will be completed by the evaluated employee using the summative years, using Observer Tab, and

b) Will include evidence aligned to the rubric for self-designated Utah Effective Educator Standards Effectiveness rating.

2) Student and/or parent input (employee input for an administrator);

3) Supervisor observations

a) A minimum of two 20-minute observations per evaluation period to ensure adequate reliability;

i. Scheduled and unscheduled observations are expected.

b) Evidence of professional growth and other indicators of instructional improvement based on educator professional standards established by the State Board of Education;

4) Student academic growth data

a) In Box Elder School District, this means student growth assessment data that are submitted by the educator as valid and reliable evidence of student growth and aligned to the Utah Core Standards

b. An educator is responsible for improving performance, using resources provided by the District, and demonstrating acceptable levels of improvement in any designated areas of deficiency.

c. An educator may contribute evidence to be considered in the evaluation ranking throughout the evaluation process. Evidence for consideration must be submitted ten school days prior to the end of year conference.

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

1) Effective, Partially Effective, or Not Effective.

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

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

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

2. Formative Evaluation

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

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

a) For teachers:

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

b) For administrators:

i. informal observations may include

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

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

3. Frequency of Evaluations

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

1) Provisional educators will receive a summative evaluation:

a) A mid-year progress conference to review the provisional employees' performance levels will be held and will include a draft copy of the summative evaluation tool.

i. A minimum of two 20-minute observations including feedback will occur prior to the mid-year progress conference.

ii. When concerns are observed, a letter of expectation may be given. A letter of expectation may be provided at any time.

b) By March 15th a second conference will be held finalizing the provisional employee's performance levels using a summative evaluation tool.

i. A minimum of an additional two 20-minute observations including feedback will occur after the mid-year progress conference but prior to the end of year final conference.

c) A final printed, signed copy of the summative evaluation tool will be given to the employee and the original will be placed in the employee's local file.

2) Career educators will receive a summative evaluation once every four years.

a) A mid-year progress conference using a draft copy of the summative evaluation too may be held for career educators, but is not required.

b) By the end of the school year a conference will be held finalizing the career employee's performance levels using a summative evaluation tool.

i. A minimum of two 20-minute observations including feedback will occur prior to the end of year final meeting.

c) A final printed, signed copy of the summative evaluation tool will be given to the employee and the original will be placed in the employee's local file.

d) The summative rating from the evaluation year will be the designated rating during the following formative years.

J. Summative Evaluation and Review of Evaluation

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

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

2. The person responsible for administering an educator's evaluation shall allow the educator to respond to any part of the evaluation and, if the response is written, attach the educator's responses to the evaluation.

3. Within 15 days after the evaluation process is completed, the person responsible for administering an educator's evaluation shall:

    a. Discuss the written evaluation with the educator;

    b. Based on the educator's performance, assign one of the three levels of performance.

4. An educator who is not satisfied with a summative evaluation has 15 days after receiving the written evaluation to request a review of the evaluation.

    a. If a review is requested, the superintendent or the superintendent's designee shall appoint a person, not an employee of the District, who is a certified evaluator and has experience in evaluating educators to review the evaluation. The reviewing evaluator conducts the review in accordance with the Utah Effective Educator Standards. The reviewing evaluator shall review

        1) The District's educator evaluation policies and procedures,

        2) The evaluation process for the educator,

        3) The evaluation data from the professional performance, student academic growth, and stakeholder input components, and

        4) Any written response to the evaluation submitted by the educator.

    b. The reviewing evaluator will provide the superintendent with a written report of findings regarding the initial evaluation. The superintendent will then determine if the initial evaluation was issued in accordance with

        1) the District's educator evaluation policies,

        2) the requirements of the Utah Effective Educator Standards,

        3) Utah Code Title 53G, Chapter 11, and Utah Admin. Rules R277-323.

Utah Code § 53G-11-508 (2020)
Utah Code § 53G-11-520(11), (12) (2024)
Utah Admin. Rules R277-323-5 (December 10, 2024)

K. Support for Educators

1. If an educator receives a rating of not effective ~~an unsatisfactory performance rating~~, the District shall provide the educator with support for academic impact improvement consistent with Utah Code Title 53G, Chapter 11, Part 5, including:

   a. Assessing the professional needs of the educator and

   b. Providing mentors, coaches, or instructional specialists to assist the educator in establishing timelines and benchmarks for improving academic impact.

2. The District also may provide assistance to any educator in need of support with professional growth as an educator or with student academic growth.

~~3. If sufficient improvement hasn't occurred during these informal/formal conversations and meetings, then for a career educator a Plan of Assistance will be prepared and implemented.~~

~~4. For provisional educators, a letter of expectations may be given.~~

Utah Admin. Rules R277-323-6 (December 10, 2024)

L. Restriction on Salary Adjustments

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

Utah Code § 53F-2-405(4)(c) (2026)
Utah Admin. Rules R277-110-3(1)(e) (October 8, 2024)

M. Educator Evaluation Data

1. Educator evaluation records are private and are classified as private for purposes of the Utah Government Records Access and Management Act and shall only be accessed by the educator's principal or immediate supervisor, by those who need the information in those records in considering employment decisions, or by the superintendent or designee. Employees shall be trained regarding the confidential nature of employee evaluations and the importance of securing those evaluations

and records. The District may not release or disclose student assessment information which reveals educator evaluation information or records.

Utah Code § 53G-11-511 (2024)
Utah Code § 53G-11-520(3)(d) (2024)
Utah Admin. Rules R277-487-6 (July 8, 2025)

N. Evaluation System Reliability

1. Educator evaluations must be performed by certified raters and shall maintain high standards of rater accuracy. To that end, the District shall:

   a. Identify criteria for use in assigning evaluation ratings;

   b. Provide professional development opportunities to all evaluators of licensed educators to:

      1) Assure evaluators understand the Utah Effective Educator Standards;

      2) Improve proficiency in recognizing the criteria used in assigning evaluation ratings; and

      3) Give the evaluator an opportunity to demonstrate the ability to rate an educator in accordance with the Utah Effective Educator Standards;

   c. Designate qualified raters as certified;

   d. Assure that educators are rated by a certified evaluator; and

   e. Establish a process for a certified evaluator to maintain the evaluator's skills.

      Utah Admin. Rules R277-323-4 (December 10, 2024)

POLICY 4016

Evaluation and Selection of Instructional Material

A. Definitions

1. The following definitions apply in this policy:

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

      Utah Code § 53G-4-402(27)(a)(i) (2026)

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

      Utah Code § 53G-4-402(27)(a)(ii) (2026)
      Utah Code § 53G-10-103(1)(a) (2025)

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

      Utah Code § 53G-4-402(27)(a)(iii) (2026)

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

      Utah Code § 53G-10-103(1)(f) (2026)

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

1) which is within the scope of and adopted by the Board of Education under Policy 4088 Special Programs: Student Internships; or

2) for a concurrent enrollment course which would be objective sensitive material or subjective sensitive material but where a parent receives notice from the course provider of the material before enrollment of the parent's child and the parent gives consent by enrolling the child; or

3) for medical courses; or

4) for family and consumer science courses; or

5) for another course exempted by Utah State Board of Education Rule.

Utah Code § 53G-10-103(1)(h)(ii) (2025)

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

1) Human genitals in a state of sexual stimulation or arousal; or

2) Acts of human masturbation, sexual intercourse, or sodomy; ~~or~~

3) Fondling or other erotic touching of human genitals or pubic region; or

4) Obscene animal abuse material.

Utah Code § 53G-10-103(1)(e) (2025)
Utah Code § 76-5c-207(1)(a)(i)(A), (B), (C), (5) (2025)
Utah Code § 76-5c-208(1)(a)(iii) (2026)

g. "Subjective sensitive material" means instructional material that meets any of the following:

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

2) A material or performance which the average person, applying contemporary community standards, finds that, taken as a whole, appeals to prurient interest in sex, is patently offensive in the description of nudity, sexual conduct, sexual excitement, sadomasochistic abuse, or excretion, and does not have serious literary, artistic, political, or scientific value; or

3) fondling or other erotic touching of the human buttock or female breast, where the material as a whole does not have serious value for minors.

Utah Code § 53G-10-103(1)(h)(iii) (2025)
Utah Code § 76-5c-207(1)(a) (2025)
Utah Code § 76-5c-208(1)(a) (2026)
Utah Code § 76-5c-101(7), (14) (2026)
Utah Code § 76-5c-207(1)(a)(i)(D) (2025)

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

Utah Code § 76-5c-101(12) (2065)

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

Utah Code § 76-5c-101(17) (2026)

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

Utah Code § 76-5c-101(18) (2026)

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

Utah Code § 76-5c-101(6) (2026)

l. "Appeals to the prurient interest" means erotic in some significant way to the average person and having the capacity to provoke sexual responses over and beyond those that would be characterized as normal.

m. "Age appropriate" means generally suitable for students of the same age or level of social, emotional, and cognitive development when taking into consideration the ages of all minors who could be exposed to the material.

n. "Instructional material review committee" means a committee formed at the District or school level, as determined by the Superintendent, appointed as needed and consisting of an administrator or administrators, educators, and at least two parents. An administrator member of the committee shall serve as the committee chair. Parents appointed to an instructional material review committee shall be reflective of the members of the relevant school community and shall have a student who attends a District school. The instructional material review committee may not include an individual responsible for the procurement of the material being reviewed and may not include an individual who requested the review.

Utah Code § 53G-10-103(4)(c)(i) (2025)
Utah Admin. Rules R277-468-3(1), (2) (November 7, 2024)
Utah Admin. Rules R277-628-3(1)(a)(vi), (c) (August 7, 2024)

B. Adoption of Instructional Material

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

2. After receiving recommendations from the Superintendent, the Board shall adopt or approve instructional material in an open and regular meeting of the Board. Before adopting or approving the material, the Board shall hold at least two public meetings on the Superintendent's recommendations at which parents of District students and District educators have the opportunity to express views and opinions on the recommendations. Prior to these meetings, the District shall

post the recommended material online to allow public review or (for copyrighted materials) shall make the recommended material available at a District location for public review.

3. Subject to the foregoing hearing process, learning material which has been designated by the State Board of Education as within any of that Board's "Recommended" categories may be approved for use in the District. Learning material which has been designated by the State Board of Education as "Reviewed, but not recommended" may not be approved for use in the District.

    a. In determining whether to recommend learning material for adoption, the instructional material review committee and the Superintendent may consider whether the learning material:

    b. is consistent with the Utah core requirements;

    c. is mapped and aligned to the Utah core and state assessments (if planned for use as primary instructional materials);

    d. is high-quality, research-based, and proven to be effective in supporting student learning;

    e. provides an objective and balanced viewpoint on issues;

    f. includes enrichment and extension possibilities;

    g. is appropriate to varying levels of learning;

    h. is accurate and factual;

    i. is arranged chronologically or systematically, or both;

    j. is not prohibited discriminatory practice as described in Utah Code § 53H-1-504;

    k. is consistent with the principles of individual freedom as defined in Utah Code § 53G-10-206; and

    l. is of acceptable technical quality.

    Utah Code § 53E-4-403(4) (2024)
    Utah Code § 53G-4-402(27)(a), (c) (2026)
    Utah Admin. Rules R277-468-3(1) (November 7, 2022)
    Utah Admin. Rules R277-469-3(2) (December 8, 2025)

Utah Admin. Rules R277-469-6(1) (December 8, 2025)
Utah Admin. Rules R277-469-7(1) (December 8, 2025)

m. Learning material cannot be approved for use in the District or used in District schools if the material contains sensitive material as defined in this policy.

Utah Code § 53G-10-103(2)(a) (2025)
Utah Admin. Rules R277-468-2(1) (November 7, 2022)
Utah Admin. Rules R277-469-3(2)(c) (December 8, 2025)
Utah Admin. Rules R277-628-3(1)(a)(i) (August 7, 2024)

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

Utah Admin. Rules R277-469-3(4) (December 8, 2025)

C. Contract Requirements for Online or Digital Learning Material

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

Utah Code § 53G-4-402(27)(e) (2026)

D. Supplemental Material

1. Supplemental material shall be selected by educators as provided by Policy 4018 Evaluation and Selection of Supplemental Material.

Utah Code § 53G-4-402(27)(d) (2026)

E. Review of instructional material for sensitive material

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

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

1) A student currently enrolled in and attending a District school;

2) A parent or guardian of a student currently enrolled in and attending a District school;

3) A District employee; or

4) A member of the Board of Education

Utah Code § 53G-10-103(3)(a) (2025)

b. Limits on request after unsuccessful challenges

1) An "unsuccessful challenge" means that an instructional material is determined not to be sensitive material and is retained after an allegation that it contains sensitive material.

2) After an individual has made three unsuccessful challenges in a given school year, the individual may not request sensitive material review for the remainder of that school year.

Utah Code § 53G-10-103(3)(b) (2026)

2. An individual who desires review of instructional material for sensitive material must complete the Request for Review of Instructional Material form and provide it to the Superintendent or Superintendent's designee. The Superintendent or designee shall make an initial determination whether the form has been fully completed and the person is eligible request a review. If so, the Superintendent or designee shall establish a District instructional material review committee to conduct the review.

3. Upon receipt of a request for sensitive materials review from an eligible individual, the Superintendent or designee and another District administrator who has responsibility regarding curriculum will make an initial determination as to whether the request presents a plausible claim that the instructional material constitutes sensitive material, including whether the request includes excerpts and other evidence to support the allegation. If those two individuals determine that the request presents a plausible claim that the instructional material constitutes sensitive material, the District shall proceed with review of the material and shall immediately remove the instructional material from any school setting that provides student access to the material until the review process is complete.

Utah Code § 53G-10-103(4)(a) (2025)

Utah Admin. Rules R277-628-3(1)(a)(v), (vi) (August 7, 2024)

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

   Utah Code § 53G-10-103(4)(b) (2025)
   Utah Admin. Rules R277-628-3(1)(a)(v), (vi) (August 7, 2024)

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

   Utah Code § 53G-10-103(4)(c)(i), (ii) (2025)

6. In conducting a requested review, the primary purpose of the District instructional material review committee shall be to determine whether the item constitutes subjective sensitive material and shall prioritize protecting children from the harmful effects of illicit pornography over other considerations. However, the committee may also evaluate whether the instructional material is age-appropriate and whether the prior approval of the material should be reconsidered in light of all appropriate factors. The committee's determinations shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).

   Utah Code § 53G-10-103(2)(c) (2025)
   Utah Admin. Rules R277-628-3(1)(a)(iii) (August 7, 2024)

7. After the chair of the District instructional material review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall schedule such meetings as are necessary for the committee to discuss the item and make its determinations.

8. In determining whether the item constitutes subjective sensitive material, the committee shall determine whether the material meets any of the three tests for subjective sensitive material set out in the definition above.

9. If the committee determines that the item constitutes subjective sensitive material, then the item shall be designated as no longer approved for use in the District and removed from student access in the school setting (regardless of whether the student's parent has consented to the student having access to the material). If an item is determined to be sensitive material and removed from use, all copies of the material shall be physically removed and as applicable deleted from electronic storage. The District shall inform vendors and publishers regarding the decision. Sensitive materials removed from student access may not be sold or distributed but shall be legally disposed of.

   Utah Code § 53G-10-103(4)(c)(iii) (2025)
   Utah Admin. Rules R277-628-3(1)(a)(vii) (August 7, 2024)

10. If the committee determines that the item does not constitute subjective sensitive material, then the committee may, but is not required to, proceed to other considerations as set out in the following paragraphs.

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

12. The committee may also elect to reconsider the prior District approval of the item. In doing so, the committee shall consider the factors set forth above for initial approval of instructional material.

13. After the committee has made its determinations, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.

14. After the committee issues its report, the Superintendent or designee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at this website. The report shall be made within 30 days of the determination unless an appeal of the determination is in process.

    Utah Code § 53G-10-103(4)(b)(iii) (2025)
    Utah Admin. Rules R277-628-4(3) (August 7, 2024)

15. Any individual who is eligible to request a review for sensitive material may appeal a determination to the Board of Education. An appeal can be made regarding an objective sensitive material determination or a subjective sensitive material and can be made whether the decision was to remove or retain the material. The appeal shall be in writing, shall be submitted to the Board of

Education within 30 days of the determination, and shall explain why the individual believes the determination was incorrect. In considering the appeal, the Board of Education may make use of whatever information it finds appropriate, including the committee report. The Board of Education's decision on the appeal shall be made by vote in public meeting. In making the decision, the Board of Education shall clearly identify the rationale for its decision and the determination on each component of the standards used in deciding the appeal (including the statutory standards and any additional policy standards the Board of Education may use). The District shall report the results of the appeal to the Utah State Board of Education using the website identified above promptly following conclusion of the appeal.

Utah Code § 53G-10-103(5) (2025)
Utah Admin. Rules R277-628-4(3) (August 7, 2024)

F. Compensation for additional employee time

1. If a District employee participating in sensitive materials review is required to do so outside of contract hours, the District shall compensate the employee for the additional time spent participating in the review.

   Utah Admin. Rules R277-628-3(1)(e) (August 7, 2024)

Request for Review of Instructional Material

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

2. Brief statement explaining the request: _____
   _____
   _____
   _____

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

4. Title: _____

5. Author or Producer: _____

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

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

   _____

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

Signed on the ____ day of _____, _____ at _____

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

Printed Name_____

Signature_____

POLICY 4037

Reading ~~Assessment~~ Achievement for K-3

A. Definitions

1. "Above typical academic progress" means a score for the progress metric on the benchmark reading assessment that demonstrates the rate of a student's progress toward achieving grade-level benchmarks that is higher than typical academic progress.

2. "Benchmark reading assessment" means the statewide benchmark assessment in reading that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.

3. "Dyslexia" means a learning disorder that:

   a. is neurological in origin and is characterized by difficulties with:

      1) accurate or fluent word recognition; and

      2) poor spelling and decoding abilities; and

   b. typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

4. "Dyslexia assessment" means a diagnostic assessment for the identification of dyslexia or a psychoeducational evaluation for the diagnosis of dyslexia.

5. "Dyslexia diagnosis" means a formal determination that an individual has dyslexia based on a comprehensive evaluation conducted by a qualified professional acting within the scope of the professional's license or credentials. It does not include screening for dyslexia, a recommendation that a student be screened for dyslexia, or the results from a diagnostic assessment.

6. "Dyslexia screening" means the use of evidence-based measures to identify whether a student may be at risk for characteristics of dyslexia and need additional assessment, progress monitoring, and intervention related to dyslexia.

7. “Evidence-based” means that a strategy (not including reading software) demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education).

8. “Evidence-informed” means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education).

9. “Individualized reading plan” means a plan that defines the reading interventions a student will receive in given intervention settings to remediate a reading deficiency that the benchmark reading assessment identifies.

10. “Intervention setting” means the setting in which a student receives a reading intervention. It may include:

    a. a teacher leading an intervention during regular classroom work;

    b. a paraprofessional leading an intervention;

    c. an after-school or extended-day program;

    d. a summer school program;

    e. an at-home activity; and

    f. an online activity.

11. “Literacy team” means the following group of individuals who unite to establish and monitor the progress of an individualized reading plan for a student:

    a. the student’s parents;

    b. the student (at the discretion of the student’s parents);

    c. the student’s teacher, including general and special education;

d. for a student scoring well below benchmark on a benchmark reading assessment, a representative of the District who is knowledgeable about available literacy resources and who has the authority to commit literacy resources; and

e. depending on the circumstances of the student and availability, other educators or support personnel, including a therapist, counselor, social worker, translator, friend, or parent advocate.

12. "Qualifying dyslexia assessment" means a dyslexia assessment administered by an individual who is: licensed under Utah Code Title 58, Occupations and Professions, practicing within the scope of practice for the individual's license, and competent by training, education, and experience to administer the dyslexia assessment.

13. "Reading intervention" means an evidence-based instructional strategy, instructional methodology, technique, or resource that assists a student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade. It may include:

a. dyad reading, in which two individuals, typically a skilled reader and a developing reader, sit side-by-side and read the same text aloud together;

b. decoding text, in which an individual translates printed letters and words into speech through phonics;

c. a targeted literacy skill intervention resource that is aligned with the science of reading;

d. a word list;

e. phoneme and grapheme mapping;

f. handwriting practice;

g. reading protocols;

h. retelling;

i. vocabulary practice;

j. retention in the student's current grade level; and

k. other strategies that are aligned with the science of reading to meet student needs in improving literacy.

14. "Reading on grade level" means that a student scores at or above the benchmark for the relevant grade level on the benchmark reading assessment.

15. "Retention" means a reading intervention through which a student who does not meet a specific reading benchmark or satisfy a good cause exemption repeats the grade in the subsequent school year to provide the student with additional time and intensive, targeted reading intervention to remediate a learning deficiency before advancing to a grade for which the student is not prepared to succeed academically.

16. "Science of reading" means an interdisciplinary body of scientific evidence that:

    a. informs how students learn to read and write proficiently;

    b. explains why some students have difficulty with reading and writing;

    c. indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers; and

    d. does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

17. "Scores below benchmark" means a student performs below or well below the benchmark score on the benchmark reading assessment and requires additional instruction beyond that provided to typically developing peers to close the gap between the student's current level of achievement and that expected of all students in that grade.

18. "Scores well below benchmark" means a student performs well below the benchmark score on the benchmark reading assessment and requires additional instruction beyond that provided to typically developing peers to close the gap between the student's current level of achievement and that expected of all students in that grade.

19. "Three-cueing" means a model of teaching students to read based on visual memory and contextual deduction as the primary basis for teaching word recognition rather than more effective methods, including sounding out words or using a phonics-based approach.

Utah Code § 53E-3-1001(1)(b) (2026)

Utah Code § 53E-4-307(1) (2026)
Utah Code § 53G-10-801 (2026)
Utah Code § 53G-11-303(1)(a), (b) (2025)
Utah Admin. Rules R277-406-2(12) (August 7, 2025)

B. Reading Assessment

1. ~~Subject to legislative appropriations,~~ District elementary schools shall ~~annually~~ administer a State Board of Education approved benchmark ~~the Acadience~~ reading assessment in kindergarten, grade 1, grade 2, and grade 3 within the following testing windows:

   a. The first assessment ~~benchmark before~~ between the first day of school and September 30

   b. The second assessment ~~benchmark~~ between December 1 and January 31

   c. The third assessment ~~benchmark~~ between April 15 and June 15

2. Following each ~~benchmark~~ assessment, the school shall notify parents of their student's results by October 30, February 28, and June 30, respectively. The District shall also report the results to the State Superintendent by the same dates, together with the additional information required by Rule R277-406-4(6).

3. ~~If a benchmark assessment or a supplemental reading assessment indicates that a student is scoring below benchmark, the school shall take the notification and reading remediation interventions outlined below.~~

Utah Code § 53E-4-307(3) (2026)
Utah Admin. Rules R277-406-4 (August 7, 2025)

C. Dyslexia Screening

1. A student with dyslexia is eligible for special education services only if the student meets the criteria for special education services under federal law. When screening a student for dyslexia, schools will use a dyslexia screener from the approved list established by the State Board of Education. Schools may use the no cost dyslexia screening process developed by the University of Utah. In addition, schools may accept the results of a qualifying dyslexia assessment from a student's parent. An educational professional's recommendation that a student receive a dyslexia screening is not a diagnosis of dyslexia. An educational professional will not be disciplined, retaliated against, or subjected to adverse employment action solely for recommending or referring a student for dyslexia screening.

Utah Code § 53E-4-307(3)(b), (6), (7) (2026)
Utah Code § 53F-5-226(3)(e), (5), (7) (2026)

D. Reading Interventions ~~Scoring Below Benchmark~~

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

2. If a benchmark assessment, supplemental reading assessment, or qualifying dyslexia assessment indicates that a ~~For any kindergarten, first, second, or third grade~~ student ~~who~~ lacks competency in a reading skill, is demonstrating characteristics of dyslexia, or lagging behind other students in the student's grade in acquiring a reading skill the school shall ~~take the following actions~~:

~~a. Notify the student's parent that the student is reading below grade level;~~

~~b. Administer diagnostic assessments to the student;~~

c. Using data from the benchmark reading ~~diagnostic~~ assessment, provide specific, focused, and individualized intervention or tutoring to develop the reading skill, potentially including creation of an individual reading plan as described below;

d. Administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;

e. In addition to parental notice that may be required for students who score below or well below grade level on a benchmark reading assessment, as discussed below:

1) Inform the parent of activities that he or she may engage in with the student to assist the student in improving reading proficiency;

2) Provide information to the parent of the student regarding reading interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school; and

3) Provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.

Utah Code § 53E-4-307(4) (2026)

~~3. In meeting these standards, "evidence-based" means that a strategy (not including reading software) demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on either strong evidence from at least one well-designed and well-implemented experimental study (as further defined by the State Board of Education) or moderate evidence from at least one well-designed and well-implemented quasi-experimental study (as further defined by the State Board of Education). "Evidence-informed" means that a strategy is developed using high-quality research outside of a controlled setting in the given field (as further defined by the State Board of Education) and includes strategies and activities with a strong scientific basis for use (as further defined by the State Board of Education).~~

~~4. Dyslexia is a learning disorder that is neurological in origin and is characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities and typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.~~

~~*Utah Code § 53E-4-307(1)(c), (4)(a) (2024)*~~
~~*Utah Code § 53G-11-303(1) (2023)*~~
~~*Utah Admin. Rules R277-406-2(12) (June 7, 2024)*~~
~~*Utah Admin. Rules R277-406-4(3)(a) (June 7, 2024)*~~

E. Parental Notice for Below Grade Level Assessment

1. For each student in kindergarten through grade 3 who scores below or well below grade level on a benchmark reading assessment, the school shall provide the student's parent notice, in writing or through the standard parent-communication portal, of the following:

   a. that the student has demonstrated a substantial deficiency in reading;

   b. a description of the current services that the student receives;

   c. a description of the process for establishing an individualized reading plan to identify reading interventions;

d. that retention, especially in earlier grades, can benefit the student's reading proficiency;

e. beginning with the 2029-2030 school year that, if the student scores below benchmark on the benchmark reading assessment at the end of third grade, the student is subject to retention as outlined below;

f. notification that the benchmark reading assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to parents and the school to determine a student's reading proficiency and readiness for promotion to the next grade level; and

g. a statement that connects the child's proficiency in reading to long-term outcomes of success.

Utah Code § 53G-10-802(1)(a) (2026)

F. Individualized Reading Plan

1. A student's literacy team shall establish an individualized reading plan for the following:

a. a kindergarten student who scores well below benchmark on the mid-year or end-of-year benchmark reading assessment;

b. a grade 1, 2, or 3 student who scores below or well below benchmark on a benchmark reading assessment;

c. beginning with the 2029-2030 school year, a student promoted to grade 4 despite not scoring at or above benchmark on the end of year assessment in grade 3, as provided for in Utah Code § 53G-10-803(2)(b)(ii), who has not scored at or above benchmark on a benchmark reading assessment during grade 4; and

d. a student in kindergarten or grade 4:

1) who does not score at or above benchmark on a benchmark reading assessment;

2) who is not a student described in sections 1 and 2 above; and

3) whose parent requests that the student receive an individualized reading plan.

Utah Code § 53G-10-802(1)(b) (2026)
Utah Admin. Rules R277-406-4(3)(a) (August 7, 2025)

2. The individualized reading plan must be established within 45 days of the first parent notice of below grade level assessment. The individualized reading plan will include:

   a. identification of the student's specific reading deficiencies;

   b. a description of the reading interventions and intervention settings the school will provide to the student to remediate the identified reading deficiencies;

   c. opportunities for the student's parent to be involved in the identified reading interventions;

   d. a process for monitoring and communicating to the student's parent the extent to which the student receives the reading interventions; and

   e. beginning with the 2029-2030 school year, a statement that if the student does not score at or above benchmark on the benchmark assessment, the student is subject to retention.

   Utah Code § 53G-10-802(2)(a)(i) (2026)

3. In identifying the reading interventions to be included in the individualized reading plan, the literacy team will include interventions that present the best approach for the student to improve literacy given the student's specific circumstances through

   a. alignment with the science of reading,

   b. research-based strategies for which evidence demonstrates success in improving reading among low-performing readers, and

   c. targeting of the student's identified reading deficiencies.

   Utah Code § 53G-10-803(1)(a) (2026)

4. The literacy team will also recommend a scaled intensity of reading interventions and intervention settings based on

   a. the student's historical and current performance on the benchmark assessment relative to the benchmark for the student's grade level,

b. any reading interventions the student has received in a previous grade, including previous retention, and

c. the student's performance in numeracy and other foundational abilities.

Utah Code § 53G-10-803(1)(b) (2026)

5. In addition to in-school reading interventions, for a student in grades 1 through 3 who scores well below benchmark on the end of year benchmark reading assessment, the literacy team will also consider screening for dyslexia (including providing information to a parent regarding potential resources and options for dyslexia screening) and extended learning options (including after-school reading interventions and summer literacy programs).

Utah Code § 53G-10-803(1)(c) (2026)

6. The school shall consider retention and shall discuss the value of early retention with the parent of the student for the following students:

a. a student in kindergarten who scores well below benchmark on the mid-year or end-of-year benchmark reading assessment;

b. a student in grade 1 who:

1) scores well below benchmark on the end-of-year benchmark reading assessment; and

2) has already had an individualized reading plan before the end-of-year benchmark reading assessment and does not demonstrate above typical academic progress on the benchmark reading assessment;

c. a student in grade 2 who scores well below benchmark on the end-of-year benchmark reading assessment:

1) began grade 2 below benchmark on the benchmark reading assessment; or

2) has already had an individualized reading plan before the end-of-year benchmark reading assessment and does not demonstrate above typical academic progress on the benchmark reading assessment; and

d. before the 2029-2030 school year, a student in grade 3 who does not score at or above benchmark on the end-of-year benchmark reading assessment.

7. Beginning in the 2029-2039 school year, a student in grade 3 who does not score at or above benchmark on the end-of-year benchmark reading assessment will be retained in grade 3, subject to the good cause exemptions and parental appeal process set forth in Utah Code § 53G-10-803(2)(b).

   Utah Code § 53G-10-803(2) (2026)

8. While a student has an individualized reading plan, the literacy team will meet at least annually to review the student's plan and progress and will also meet at the request of the parent to review the student's plan and progress.

   Utah Code § 53G-10-802(2)(a)(ii), (iii) (2026)

9. A student with an individualized reading plan will be assigned to a teacher who has completed or is in the process of completing formal training in the science of reading. The teacher will review the student's plan and literacy progress with the student and the student's parent during each parent teacher conference.

   Utah Code § 53G-10-802(4), (5) (2026)

10. The interventions in the individualized reading plan will continue until the student scores at or above benchmark on the benchmark reading assessment for the student's current grade level or the literacy team jointly modifies the student's literacy plan.

    Utah Code § 53G-10-802(3) (2026)

G. Achievement

1. The Board of Education will annually monitor elementary school performance regarding literacy instruction, science of reading, and providing reading interventions. The Board will also annually monitor student performance regarding the statewide goal for third-grade reading described in Utah Code § 53E-3-1001.

   Utah Code § 53G-10-805 (2026)

H. Science of Reading Curriculum

1. The Board of Education will adopt science of reading curriculum and reading intervention programs as advised by the science of reading panel described in Utah Code § 53E-3-1003 and in accordance with Utah Code Title 53G, Chapter 10, Part 8 Literacy Interventions. The curriculum will not include a three-cueing model except in relation to a student whose IEP or Section 504 accommodation plan explicitly

indicates that the three-cueing approach is appropriate for the student's learning needs.

Utah Code § 53G-10-806 (2026)

Policy 4068

Special Programs: Alternative Language Program

A. Definitions

1. “Alternative language services program” or “ALS program” means an evidence-based language instruction educational program used to achieve English proficiency and academic progress of identified students.

2. “Alternative language services” or “ALS” means language services designed to meet the education needs of all students learning English so that students are able to participate effectively in the regular instruction program.

3. “Evidence-based language instruction education program” means evidence-based methods, recommended by the State Superintendent, that meet the “Non-regulatory Guidance: Using Evidence to Strengthen Education Investments” developed by the U.S. Department of Education.

4. “Language instruction educational program” means an instructional course:

    a. in which the student learning English is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards;

    b. that may make instructional use of both English and a child’s native language to enable the child to attain and develop English proficiency; and

    c. that may include the participation of English proficient children if the course is designed to enable all children to become proficient in English and a second language.

5. “Student learning English” means an individual who:

    a. has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to:

1) learn successfully in classrooms where the language of instruction is English; or

2) participate fully in society;

b. was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or

c. is an American Indian or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency.

Utah Admin. Rules R277-716-2 (February 9, 2026)

B. Services for Students with Limited English Proficiency

1. As required by State Board of Education regulations and federal Title III, the District shall provide an approved language instruction educational program for students learning English.

Utah Admin. Rules R277-716-4 (February 9, 2026)

C. Alternative Language Services Program

1. The District shall establish a written alternative language services plan that:

a. includes an identification program for students learning English, including a State Board approved home language survey, entrance criteria and a language proficiency assessment for program placement, that is implemented with student registration;

b. uses a valid and reliable State Board approved assessment of a student's English proficiency in listening, speaking, reading, and writing;

c. provides an evidence-based language instruction educational program based on State Board approved English Language Proficiency Standards;

d. uses the State Board approved student exit criteria from ALS programs or services; and

e. includes the count of students learning English, by classification, before July 1 of each year.

Utah Admin. Rules R277-716-4(1) (February 9, 2026)

D. Language Acquisition Instructional Services

1. The District and each school shall:

a. determine what type of Title III ALS services are available and appropriate for each student identified in need of ALS services, including:

1) dual immersion;

2) ESL content-based; and

3) Sheltered instruction;

b. implement an approved language instruction educational program designed to achieve English proficiency and academic progress of an identified student;

c. ensure that all identified students learning English receive English language instructional services in the least segregated environment, consistent with the Utah English Language Proficiency Standards;

d. provide adequate staff development to assist a teacher and staff in supporting students learning English; and

e. provide necessary staff with:

1) curricular materials approved under applicable State Board regulations; and

2) facilities for adequate and effective training.

Utah Admin. Rules R277-716-4 (February 9, 2026)

E. Communication with Parents and Community

1. Each school in the District shall provide interpretation and translation services as needed for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences, and student disciplinary meetings.

Utah Admin. Rules R277-716-4(6)(c) (February 9, 2026)

2. The District shall provide the following notices in connection with its alternative language program:

a. The District shall notify parents who are not proficient in English regarding the District's responsibility:

1) To identify students learning English;

2) To assess students' English proficiency;

3) to provide English language acquisition instruction to students learning English whose level of English proficiency warrants such services; and

4) to provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences and student disciplinary meetings.

b. The District shall provide an annual notice to the parent(s) of each student who is placed into a language instruction educational program which includes

1) the student's level of English proficiency;

2) how that level was assessed;

3) the status of the student's academic achievement;

4) the methods of instruction proposed to increase English language ~~acquisition~~ proficiency, including using both the student's native language and English if necessary;

5) specifics regarding how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; and

6) the specific exit requirements for the program, including:

   a) the student's expected rate of transition from the program into a classroom that is not tailored for a student learning English; and

   b) the student's expected high school graduation date if funds appropriated consistent with this rule are used for a secondary school student.

c. The notices shall be provided annually to the parent of a student placed in a language instruction educational program within 30 days of the first day of school. If a student has been identified as requiring ALS services after the first month of school, the District shall notify the student's parent within 10 school days of the student's identification and placement.

Utah Admin. Rules R277-716-4(6), (7) (February 9, 2026)

POLICY 4077

Course Disclosure Statements – Secondary

A. Each course offered to students in grade 6-12 shall have a Course Disclosure Statement.

B. Course Disclosure Statements shall be updated at the beginning of each trimester, contain accurate information, and be available to parents and students at the beginning of each course.

C. Course Disclosure Statements shall contain information and guidelines consistent with Box Elder School District Policies and individual school student handbooks.

D. Course Disclosure Statements shall contain at least the following information:

1. A brief description of the course including major course goals;

2. A list of books, videos, etc., other than District adopted texts that will be used in the course;

3. A statement on attendance and tardiness and the impact of such on citizenship grades;

4. A statement on grading that may include:

   a. A grading scale; (see Policy 4103 Grading Policy Grades 8-12)

   b. Weighting of assignments, quizzes, tests, etc.

   c. A statement on make-up work, extensions, interventions and evidence of relearning prior to re-takes;

5. A statement on or a listing of class rules and/or expectations;

6. A statement on any optional fees associated with the course;

7. A statement offering accommodations for qualifying individuals with disabilities;

8. Notation of how to contact the teacher and when she/he is available to meet with parents and/or students;

9. A statement that the teacher may provide students with food including additives if the teacher obtains permission from the student's parents at the start of each trimester. See Policy 5054 Prohibited Food Additives.

E. In addition to the required information listed in Section D, teachers are encouraged to include suggestions for success in the course, encouragement to students, and other information to help students be successful.

POLICY 4078

Class Disclosure Statements – Elementary

A. Each elementary class will have a Class Disclosure Statement.

B. Class Disclosure Statements shall be updated regularly, contain accurate information, and be available to parents and students at the beginning of the school year.

C. Class Disclosure Statements shall contain information and guidelines consistent with Box Elder School District Policies and student handbooks including the schools Vision, Mission, and Collective Commitments.

D. Class Disclosure Statements shall contain at least the following information:

1. A brief description of the class/grade level objectives, including Essential Learning Standards for the grade.

2. A statement on attendance and tardiness and the impact of such on student achievement.

3. A statement on how proficiency will be measured using standards-based practices that may include:

   a. A grading rubric;

   b. A statement on how extensions and interventions will be provided

4. A statement on or a listing of class rules and/or expectations;

~~5. A statement on any additional materials that may be useful;~~

   ~~a. The items on this list will be used during the regular school day. They may be brought from home on a voluntary basis, otherwise, they will be furnished by the school.~~

6. A statement that the teacher may provide students with food including additives if the teacher obtains permission from the student's parents at the start of each school year. See Policy 5054 Prohibited Food Additives.

7. A statement offering accommodations for qualifying individuals with disabilities;

8. Notation of how to contact the teacher and when she/he is available to meet with parents and/or students;

E. In addition to the required information listed in Section D, teachers are encouraged to include suggestions for success in the class, encouragement to students, and other information to help students be successful.

Policy 4105
Amended
January 14, 2026
First Reading
October 14, 2026

POLICY 4105

Sex Education

A. The following definitions apply in this policy:

1. “Curriculum materials review committee (committee)" means a committee formed at the District or school level, as determined by the Board of Education, that includes parents, health professionals, school health educators, and administrators, with at least as many parents as school employees. The membership of the committee shall be appointed and reviewed annually by August 1 of each year by the Board, shall meet on a regular basis as determined by the membership, shall select its own officers and shall be subject to the Utah Open and Public Meetings Act.

2. Sex education instruction or instructional programs” means any course material, unit, class, lesson, activity or presentation that, as the focus of the discussion, provides instruction or information to students about sexual abstinence, human ~~sexuality~~ development, including puberty and maturation~~,~~; human reproductive~~on~~ processes, including conception, fetal development, pregnancy, and birth~~,~~; human reproductive anatomy~~,~~ and physiology~~,~~; healthy dating practices, marriage, and parenthood, in accordance with the success sequence; adoption; information about contraceptive methods or devices ~~pregnancy, marriage, childbirth, parenthood, contraception,~~; chronic infectious, and acute diseases of the reproductive system, including ~~HIV/AIDS or other~~ sexually transmitted infections and diseases~~,~~; or refusal skills. It does not include child sexual abuse prevention instruction or instruction in refusal skills or situational awareness. While sex education instruction typically occurs ~~these topics are most likely discussed~~ in such courses as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, th~~is~~e ~~rule~~ requirements for sex education instruction appl~~ies~~y to any course or class in which these topics are the focus of discussion.

   a. “Refusal skills” means instruction

      1) in a student’s ability to clearly and expressly refuse sexual advances (by a minor or by an adult),

      2) in a student’s obligation to stop the student’s sexual advances if refused by another individual,

3) informing a student of the student's right to report and seek counseling for unwanted sexual advances, and

~~4) in sexual harassment, and~~

5) informing a student that a student may not consent to criminally prohibited activities or activities for which the student is legally prohibited from giving consent, including the electronic transmission of sexually explicit images by an individual of the individual or another.

b. "Maturation education" means instruction and materials used to provide fifth grade students with age appropriate, medically accurate information regarding the physical and emotional changes associated with puberty, to assist in protecting students from abuse and to promote hygiene and good health practices.

c. "Medically accurate" means verified or supported by a body of research conducted in compliance with scientific methods and published in journals that have received peer review and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

d. "Situational awareness" means instruction in a student's ability to

1) observe the student's environment, including increasing awareness and noticing details and changes in the environment and

2) respond in unsafe situations, including how to seek help.

e. "Success sequence" means a three-prong framework for youth and young adults that encourages

1) completing at least a high school education and pursuing further educational opportunities,

2) obtaining full-time employment, and

3) having children within a healthy and stable family and marriage.

Utah Admin. Rules R277-474-2 (July 8, 2025)
Utah Code § 53G-10-402(1) (2026)
Utah Code § 53G-10-403(1)(a) (2026)

B. Sex Education Instruction Requirement

1. Subject to parental permission, a student shall receive sex education instruction on at least two occasions during the period that begins with the beginning of grade ~~8~~7 and ends with the end of grade 12.

   Utah Code § 53G-10-402(3)(a) (2026)

C. Parental Notification and Permission Form Required for Participation

1. Students may not participate in any sex education instruction or instructional program unless, before the student's participation, the school has on file for that student a completed parental notification form relating to that specific instruction or program which indicates that the student's parent authorizes the student to participate. The form shall

   a. explain a parent's right to review proposed curriculum materials in a timely manner.

   b. request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education,

   c. allow the parent to exempt the parent's student from attendance from a class period where the identified sex education or maturation instruction is presented and discussed,

   d. be specific enough to give parents fair notice of topics to be covered, and

   e. include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials.

   f. Completed permission forms shall be maintained in the student's education records for a reasonable period.

   Utah Code § 53G-10-402(4)(a) (2026)
   Utah Code § 53G-10-403 (2026)
   Utah Admin. Rules R277-474-2(8) (July 8, 2025)
   Utah Admin. Rules R277-474-5(9) (July 8, 2025)

2. A student may refrain from participation in sex education or maturation education based on religious belief or right of conscience consistent with Policy 4066 Curriculum: Religious Neutrality.

Utah Admin. Rules R277-474-5(11) (November 7, 2023)
Utah Code § 53G-10-205 (2023)

D. Health and Sex Education Guidelines

1. All health and sex education shall stress the importance of abstinence from all sexual activity before marriage and fidelity after marriage as methods for maintaining mental, physical, and social health, including reducing stress; eliminating risks associates with sexual activity, including preventing pregnancy and certain communicable diseases; and achieving the success sequence ~~of preventing sexually transmitted diseases~~. The curriculum and education shall also stress personal skills that encourage abstinence, the return to abstinence, and fidelity ~~individual choice of abstinence and fidelity in marriage~~.

2. At no time may instruction be provided, including responses to spontaneous questions raised by students, regarding any means or methods that facilitate or encourage the violation of any state or federal criminal law by a minor or an adult.

3. An educator may correct inaccurate or misleading information or answer questions raised by students consistent with the instructional materials approved under this policy. Educators may also direct students to parents in these circumstances.

Utah Code § 53G-10-402(2)(b) (2026)
Utah Admin. Rules R277-474-3(1)(d) (July 8, 2025)
Utah Admin. Rules R277-474-7(4) (July 8, 2025)

1) The following may not be taught in District schools:

a) The intricacies of ~~intercourse,~~ sexual stimulation, or erotic behavior;

b) The advocacy of premarital or extramarital sexual activity; or

c) The advocacy or encouragement of the use of contraceptives methods or devices.

2) Utah Admin. Rules R277-474-3(1) (July 8, 2025)
3) Utah Code § 53G-10-402(2)(b)(iii) (2026)

a) The District may, under curriculum adopted in accordance with this policy, provide instruction, not including abortion or any abortive methods, which includes information about contraceptive methods or devices and which stresses effectiveness, limitations, risks, and information on state law applicable to minors obtaining contraceptive methods or devices.

4) *Utah Code § 53G-10-402(2)(b)(iv) (2026)*
5) *Utah Admin. Rules R277-474-3(2) (July 8, 2025)*

E. Sexual Abuse Prevention and Awareness

1) Schools in the District may provide instruction to elementary school students on child sexual abuse and human trafficking prevention and awareness using the instructional materials approved by the State Board of Education for that purpose. However, before an individual student may receive this instruction, the student's parent must be notified in advance of the instruction and the content of the instruction and of the parent's right to have the student excused from the instruction, given an opportunity to review the instruction materials, and be allowed to be present when the instruction is delivered. A parental permission form (as outlined above) must be received for each student before that student receives the instruction. Upon the written request of a parent, a student shall be excused from the instruction.

b. Utah Code § 53G-9-207(4), (5) (2026)

F. Instructional Staff Training and In-service

1) District staff who have responsibility for some aspect of sex education instruction in the District may include administrators, teachers, counselors, teacher's assistants, or coaches, but are not necessarily limited to those categories.

2) In their first year of service or assignment, all newly hired or newly assigned District staff who have responsibility for any aspect of sex education instruction in the District will attend a State-sponsored in-service outlining the sex education curriculum and the criteria for sex education instruction in any courses offered in the public education system.

3) All District staff who have any responsibility for any aspect of sex education instruction in the District will attend District training outlining the sex education curriculum and the criteria for sex education instruction in any courses offered in the public education system at least once every three years.

b. Utah Admin. Rules R277-474-3(5) (July 8, 2025)
c. Utah Admin. Rules R277-474-5(1), (2) (July 8, 2025)

G. Sex Education Curriculum Materials Review Committee

1) The Board of Education shall approve a District Sex Education Curriculum Materials Review Committee. This committee shall be composed of parents, health professionals, school health educators, and administrators, with at least as many parent members as school employee members. The Board shall approve the membership of the committee by August 1 of each year.

2) The District Sex Education Curriculum Materials Review Committee shall meet on a regular basis as determined by the members of the committee, shall select officers, shall establish procedures for operation, shall designate a chair, and shall comply with the Utah Open and Public Meetings Act.

b. Utah Admin. Rules R277-474-2(1) (July 8, 2025)
c. Utah Admin. Rules R277-474-5(3), (4), (5) (July 8, 2025)

H. Review of Guest Presentations Relating to Sex Education

1) Before any guest speaker or guest presenter may present any information in any District course relating to sex education instruction, the speaker and presenter and the materials to be presented must have been approved by the District Sex Education Curriculum Materials Review Committee.

2) The committee shall not authorize the use of any sex education instructional program which has not been previously approved for use in the District as set forth below regarding curriculum approval.

b. Utah Admin. Rules R277-474-5(5)(c), (6) (July 8, 2025)

I. Adoption of District Sex Education Instructional Materials

1) The Board of Education shall approve the sex education instructional materials which will be used in the District. The Board shall request that the District Sex Education Curriculum Materials Review Committee provide recommendations regarding the sex education instructional materials to be used in the District. Such recommended materials must be medically accurate and must be consistent with the Health and Sex Education Guidelines set forth above. Following recommendations from the Review Committee, the Board shall consider whether to adopt recommended materials at a public meeting which includes a public hearing on the issue. The proposed materials shall have been made available for review by residents of the District a reasonable time in advance of the meeting. Prior notice of the meeting shall be given to parents of students who attend District schools and parents shall be given an opportunity to express their views on the materials at the meeting. If a majority of the Board members present vote to adopt the

recommended materials, then the materials may be used in the District. Following adoption of the materials, a resident of the District may appeal regarding the content of the materials by submitting a written appeal to the Board which specifically explains the resident's objections or concerns regarding the materials. The Board shall refer the appeal to the District Sex Education Curriculum Materials Review Committee for recommendations regarding the response to the appeal. The Board shall review the Committee's recommendations and then determine what action, if any, is appropriate.

2) Following adoption of sex education instruction materials which have not previously been approved by the State Instructional Materials Commission, the Board shall report such adoption to the State Board of Education. That report shall provide a copy of the materials, documentation of the adoption of the materials at the Board meeting, documentation that the materials are medically accurate, documentation of the committee recommendations, and the Board's rationale for adopting the materials.

3) The Board of Education shall annually review the decision to adopt the sex education instructional materials used in the District, and shall consider whether to continue use of those materials. The Board's review shall include data for each county that the District is located in regarding teen pregnancy, child sexual abuse, and sexually transmitted diseases and infections, and also shall include data on the number of pornography complaints or other instances reported within the District.

b. *Utah Code § 53G-10-402(2)(e)(ii), (h), (8) (2026)*
c. *Utah Admin. Rules R277-474-6 (July 8, 2025)*

J. Monitoring of Sex Education Instruction

1) Each school in the District shall log and track all parental or community complaints and comments resulting from student participation in sex education instruction in the school, including disposition of any complaints made. This information shall be provided to District administration monthly during the school year.

2) District administration shall compile and maintain records of parental or community complaints and comments resulting from student participation in sex education instruction in the District, including disposition of complaints, and shall provide that information to the State Superintendent upon request.

Utah Admin. Rules R277-474-5(10) (July 8, 2025)

Utah Admin. Rules R277-474-7(3) (July 8, 2025)

POLICY 4115

Grading: Course Grade Replacement

A. Definitions

1. The following definitions apply within this policy:

   a. "Comparable course" means a teacher-led course that fulfills the same graduation credit requirements as the original course and aligns with a majority of the same Core Standards, strands, or essential learning objectives as the ~~a~~ course for which a student seeks to improve a grade. It does not include a course that a student completes through the packet method. A course is comparable only if it is housed within the same department or CTE cluster as the original course.

   b. "Course" means a course that a student is enrolled in and either completes or withdraws from but still receives a grade.

   c. "Course component" means a quarter, term, or other defined grading interval within a course.

   d. "Grade replacement" means credit a student earns by retaking a teacher-led course for a letter grade to improve a previous grade, which

      1) may raise the student's grade point average if the new grade is higher, and

      2) replaces the lower grade on the student's transcript.

   e. "Highest grade" means a grade that reflects the higher grade of

      1) a course and a repeat of the course or

      2) a course and a comparable course.

   f. "Original credit" means credit a student earns through the successful completion of a course for the first time.

   g. "Packet" means a collection of instructional materials and assessments used to receive credit through the packet method.

h. "Packet method" means an educational approach where:

1) a high school student receives a collection of instructional materials from the District or an institution or organization;

2) the high school student works through the materials independently with minimal or no direct instruction from a teacher; and

3) assessment is primarily based on completion of assignments within the instructional materials.

i. "Recurring course" means a course that a student takes more than once to

1) further the student's understanding and skills in the course subject (such as journalism or band), or

2) satisfy a different credit requirement that the course may fulfill, such as an art class that fulfills an elective requirement and an art requirement.

j. "Replacement credit" means a pass-fail credit a student earns for a course the student did not pass or complete, which

1) does not affect the student's grade point average and

2) allows the student to fulfill high school graduation requirements.

k. "Student" means an individual enrolled in the District in grade 9, 10, 11, or 12.

l. "Teacher-led" means a course led by a licensed educator who directs the instructional process and manages the delivery of the Core Standards and provides direct feedback and assessment of student mastery.

Utah Admin. Rules R277-705-2 (February 9, 2026)
Utah Admin. Rules R277-717-2 (April 7, 2026)
Utah Admin. Rules R277-717-3(3)(d) (April 7, 2026)
Utah Admin. Rules R277-469-2(13) (December 8, 2025)
Utah Code § 53E-3-501(7)(a) (2025)

B. Course Grade Replacement

1. A student may, to improve a course grade received by the student, repeat the course one or more times or enroll in and complete a comparable course. A grade

for an additional unit of a recurring course does not change a student's original course grade under this policy.

2. Repeating a Course

   a. If a student repeats a course, the District:

      1) Shall adjust, if necessary, the student's course grade and grade point average to reflect the student's highest grade and exclude a lower grade.

      2) Shall exclude from the student's permanent record the course grade that is not the highest grade.

      3) May not otherwise ~~indicate~~ show on the student's current record that the student repeated the course.

3. Improving a Grade with a Comparable Course

   a. In order to improve a grade under this policy through completion of a comparable course, the student must inform the District at the time of enrollment in the comparable course of the intent to enroll in the course for improving a course grade. Upon receiving such notice, the District shall confirm whether the comparable course fulfills the same credit requirements as the course that the student intends to replace. A course may not be approved for grade replacement if the replacement course is in a different subject area or instructional discipline than the original course, regardless of whether both courses satisfy elective credit requirements. Subject to th~~eat~~ determination that the course qualifies as a comparable course, the District shall, when the student ~~upon~~ enroll~~sment~~ in the comparable course, update the student's current record and grade point average to reflect the highest grade between the course and the comparable course and exclude the lower grade and corresponding course. The District may not otherwise ~~indicate~~ show the course or comparable course for which the student did not receive the highest grade on the student's record.

4. Improving a Grade for a Course Component

   a. A student may repeat an individual course component to improve the grade for that specific period, provided the course structure allows for such separation. (A student may not be required to complete portions of a course in which the student has already demonstrated mastery by earning a passing grade as a condition for grade replacement of a failed term or component.) If a student repeats an individual course component, the District shall replace the original

grade earned for that component with the higher grade and shall recalculate the final grade of the course to reflect improvement.

5. Packet Method Prohibited for Grade Replacement

   a. A student may not use the packet method to replace a previous course grade. (The packet method may be used to obtain original credit or replacement credit as set forth in Policy 4104 Grading- Packet Credit.)

Utah Code § 53E-3-501(7)(c), (d) (2025)
Utah Admin. Rules R277-705-3 (9), (10) (February 9, 2026)
Utah Admin. Rules R277-717-3 (April 7, 2026)

Policy 5321
Adopted
December 10, 2025
First Reading
October 14, 2026

POLICY 5321

Educational Field Trips

A. Definition: A field trip is a school-sponsored, off-campus educational activity that provides students with learning opportunities which align with the curriculum and occurs during the instructional day.

1. Reward trips to commercial sites, recreational sites or businesses are prohibited on school days unless the trip directly relates to the current curriculum being studied by the students involved in the trip or a schoolwide plan.

2. All student travel must be approved in advance by the principal. Requests must be made using the District approved form (attached below) and address each of the following:

   a. Educational value of the trip and program - Each request for student travel must include the educational goals and objectives of the trip.

   b. Details of trip must include:

      1) Date, departure time and return time;

      2) Destination and mileage. Local opportunities of comparable educational value should be considered prior to trips requiring extensive travel, where possible;

      3) Number of students, chaperones, and requests for additional supervision;

      4) Type of transportation: bus, district vehicle, walking to destination;

      5) Cost and funding source.

   c. For transportation needs refer to Policy 2217-Transportation Requests for Field Trips/Activity for additional requirements.

B. Secondary Grades (6-12)

1. Parental notification is required for all students participating in off-campus activities.

a. Parents may elect to opt their students out of off campus activities based on information provided by the teacher.

    1) An alternate activity may be provided.

b. Information shared with parents will include departure/return time, lunch considerations, cost of field trip, and potential disruption to typical end of day dismissal and transportation arrangements.

2. All field trips must take place **within a 150-mile radius** of the school. *(For Park Valley and Grouse Creek schools, this distance may be calculated from Snowville.)*

3. Refer to the Policy 5230 Student Fees, Fines, and Charges and the BESD Approved School Fees document when considering a field trip fee.

4. Students will be expected to make up any classwork missed due to the field trip in all other classes.

C. Elementary Grades (K-5)

1. Parent permission is required for all students participating in off-campus activities.

    a. Written permission through permission slips or opt in forms is preferred.

    b. If a student does not provide a written permission, an exception can be made by two employees documenting verbal approval of a parent.

2. In any school year, schools may not exceed the number of field trips equal to three (3) times the number of grade levels in the school.

    a. The field trip limit established in the policy shall not apply to field trips that are determined to be necessary to meet the educational, functional, behavioral, social emotional, transition, vocational, or community-based learning needs of students with disabilities.

3. All student travel must be within a 150-mile radius of the school. (Park Valley and Grouse Creek may calculate the radius from Snowville.)

4. Field trips including elementary age students may not be scheduled to leave before the first bell or return after the last bell.

5. Elementary students must be accompanied on all trips by their regular classroom teacher. Exceptions can be made when an administrator, coach, or counselor attends with the substitute.

6. No fees may be charged to students for travel associated with field trips. However, organizations and individuals are welcome to donate funds to support these activities.

   See Policy 5230 Student Fees, Fines, and Charges, section C.6.b.

7. Chaperones must complete a background check in order to supervise students and ride the bus on field trips.

Box Elder School District – Field Trip Request

All field trips must be approved in advance by the school principal. For secondary overnight, over 150 miles, and out of state travel refer to Policy 5320 Student Travel – overnight, Over 150 Miles, Out of State.

School Name _____

Teacher/Advisor Name _____ Email_____

Grade(s)/Group Attending _____

Educational Goals & Objectives: Explain how this trip directly supports the curriculum.
_____
_____
_____

Date of Trip_____ Departure Time _____ Return Time _____

Destination _____

Approx. miles round trip _____ (Not to exceed 150 mile radius, see Policy 5320)

of Students:_____ # of Employees:_____ # of Additional Chaperones:_____

Employees supervising: _____

Transportation: ☐ District Bus ☐ District Vehicle ☐ Walking to destination

Estimated Cost: $_____ Funding Source: _____

Parent Permission: Date Sent: _____ Alternate Plan for Learning: _____

Principal Approval

☐ Approved ☐ Denied Justification_____

Principal Name: _____ Signature: _____ Date: _____

POLICY 6018

Parental Participation

A. Notice of Parent Information Portal

1. The Utah State Board of Education maintains a parent portal which allows parents to access school district policies and which provides resources and information for parents. The portal is accessible at this location.

2. Each school in the District will include, in the annual notice provided to parents, information about the USBE portal and how to access the portal.

Utah Code § 53G-6-806(4) (2026)

B. Parental involvement in the school

1. The involvement of parents in the education of children directly affects the success of their children's educational efforts. It is District policy that teachers and administrators should facilitate the active involvement of parents in the education of their children. Teachers and administrators shall communicate with the parents of children with regard to whom the teachers and administrators have responsibility by

   a. maintaining a means of answering telephone calls and emails or receiving visits from parents during the school day at times mutually agreed upon by parents and school personnel;

   b. conducting parent-teacher-student conferences at regular intervals and conducting additional conferences when requested to the extent permitted by available time within the school day and by other responsibilities;

   c. informing parents of resources in the community, including groups and organizations that may provide instruction and training to parents to help improve their children's academic success and support their academic efforts; and

   d. encouraging attendance by parents at school events in which parent participation is appropriate.

Utah Code § 53E-2-303 (2022)

C. Communication and Assistance to Students Learning English

1. In communicating with and assisting students learning English, their parents, and their families, the District's schools shall use interpreters as is appropriate for:

    a. Classroom activities

    b. Impromptu and scheduled office visits or phone calls;

    c. Enrollment or registration processes,

    d. The IEP process,

    e. Plan for College and Career Readiness,

    f. Fee waiver processes,

    g. Parent engagement activities,

    h. Student disciplinary meetings,

    i. School community councils,

    j. School board meetings,

    k. Other school or District activities, and

    l. Other interactions between the parents of a student learning English and educational staff.

    Utah Code § 53G-7-223(2)(a) (2023)

2. The District's schools shall also use a translator or interpreter when appropriate for the translation or interpretation of:

    a. registration or enrollment materials, including home language surveys and English,

    b. learning program entrance and exit notifications,

    c. assignments and accompanying materials,

    d. report cards or other progress reports,

e. student discipline policies and procedures,

f. grievance procedures and notices of rights and nondiscrimination,

g. parent or family handbooks, and

h. requests for parent permission.

Utah Code § 53G-7-223(2)(b) (2023)

3. When preferable, the District's schools shall also use oral interpretation rather than written translation to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents and family.

   Utah Code § 53G-7-223(2)(c) (2023)

4. In making use of interpretation and translation services, the District's schools shall consider the preferred method of communication of the student and the student's family, may make use of assistance from community organizations to assist, and shall consider guidance and technical assistance provided by the Utah State Board of Education.

   Utah Code § 53E-2-303(3)(b)(ii)(B) (2022)
   Utah Code § 53G-7-223(3) (2023)

Policy 6045

~~Board of~~ Education Hotline Complaints

A. ~~Establishment of District~~ Education Hotline

1. The State Board of Education has established a hotline to provide an avenue for citizens, including District employees and contractors, to report alleged violations of law or State Board of Education regulations, including by members of the Board of Education~~. improper governmental activities including:~~

   ~~a. Waste or misuse of public funds, property, or manpower~~

   ~~b. Violations of a law, rule, or regulation applicable to the government~~

   ~~c. Gross mismanagement~~

   ~~d. Abuse of authority~~

   ~~e. Unethical conduct~~

   Utah Admin. Rules R277-123-2 (August 7, 2025)
   Utah Admin. Rules R277-123-7(3) (August 7, 2025)

B. Hotline Notice and Link

1. The District's website and the website for each school in the District shall include a prominent notice stating, "Complaints or concerns can be filed by following the process as outlined here. Hotline complaints go directly to the State Board of Education Internal Audit Department and may be referred back to the District." The notice shall include a link to the State Board of Education webpage which describes the process for filing a hotline complaint and which includes a link to the form used to submit a hotline complaint.

   Utah Admin. Rules R277-123-7(4) (August 7, 2025)
   https://www.schools.utah.gov/internalaudit/index#Public%20Education%20Hotline

~~C. Filing a Complaint~~

1. ~~Complaints should be submitted in writing using the attached form. Complainants should also submit any evidence that supports the complaint. Essential~~

~~information includes specifics on "who, what, where, when" as well as any other details that may be important such as information on other witnesses, documents, and pertinent evidence. At a minimum, please use the form as a guide to ensure the necessary information is provided. Submit complaints using the hotline link on the District or school website or via the following methods:~~

~~Email: audit@besd.net~~

~~US Mail:~~
~~Box Elder School District~~
~~Board of Education Hotline~~
~~960 S Main St~~
~~Brigham City, UT 84302~~

2. ~~Complainants may call the hotline at (435) 734-4850 for more information.~~

D. ~~Processing of~~ Response to Hotline Complaints

1. Those Board members or District administrators to whom a hotline referral from the Internal Audit Division is directed shall, after appropriate consultation with other Board members or District administrators, conduct or direct the District's evaluation of and response to the hotline complaint. Where the complaint is directed to a specific individual, that individual should generally not be involved in conducting the investigation or determining the response to the complaint.

2. If the complainant's contact information is provided to or available to the District, the District must promptly contact the complainant and must document the District personnel that contacted the complainant, the type of contact made (such as phone or email), the date of the contact, and the results of the contact (resolution of the concern or action steps to be taken). The District must make at least two good-faith efforts to contact the complainant. If the District has been unable to contact the complainant after those efforts, the District will proceed to evaluate and respond to the complaint without input from the complainant.

3. The District shall disclose information about the allegations of the complaint only to the extent necessary to investigate the complaint consistent with the District's policies relating to student and employee privacy.

4. The District's investigation shall meet the requirements of due process, District policies, and other law. Generally, an investigator or investigators should be appointed to review the allegations, gather evidence relating to the allegations, and evaluate the allegations and determine the appropriate response or make recommendations on the appropriate response to those directing the District's evaluation and response.

5. The District shall timely respond to the Internal Audit Division regarding the complaint, as provided below. In addition, to the extent that the investigation discloses conduct which violates District policies or warrants disciplinary action under District policies, the applicable District processes shall be followed. If the District determines that the allegations in the complaint are issues that are the sole responsibility of the District or are allegations that are required to be evaluated according to District policy, the District may provide that response to the Internal Audit Division.

6. Generally, the District is required to respond to the Internal Audit Division within 45 days of receiving the referred complaint. However, if the complaint relates to prohibited discriminatory practices, trainings, or submissions as described in Utah Code § 53G-2-103, § 53G-2-104, and § 53G-2-105, the District is required to respond within 14 days of receiving the referred complaint. A complaint is "resolved" when the District's investigation and evaluation has been completed (it does not mean or require that the findings are satisfactory to any specific individual, entity, or the District). If the complaint has not been resolved within the applicable time, the District will provide an initial response and will then update the Internal Audit Division every 30 days until the complaint is resolved.

7. ~~After receipt of the complaint, the Board of Education will appoint an investigator to review the allegation and any evidence provided by the complainant will be reviewed. The list below represents some of the factors that are considered during the screening and prioritization process.~~

   a. ~~Does the complaint involve actions by a person subject to the Board of Education's authority?~~

   b. ~~Does the complaint pertain to improper governmental activities? Disagreements with administration decisions or actions taken by Board members that are within the law will not be investigated.~~

   c. ~~Has the complainant taken appropriate steps to resolve the issue with the District? If the District is not responsive, the concern relates to District administration, or the complainant desires anonymity, consideration will be increased.~~

   d. ~~What is the timing and frequency of alleged improper activity? Allegations of improper activities that are recent and/or on-going may receive a higher priority.~~

e. Should the allegation be investigated by another entity? Are there other agencies that have oversight of the complaint? Is a member of the Board of Education or the audit committee being accused?

f. Can the complaint be efficiently and effectively investigated? Overly broad or vague complaints or complaints where evidence is unavailable may be declined or receive a low priority.

8. The investigator communicates to the Board of Education:

   a. The allegation of the complaint

   b. Any facts supporting or refuting the complaint

   c. A recommendation based upon preliminary inquiry

9. The Board of Education decides the appropriate next action (if a member of the Board of Education is the subject of the complaint they may not be included in this process):

   a. Discontinue the investigation

   b. Any facts supporting or refuting the complaint

   c. A recommendation based upon preliminary inquiry

10. If the investigation proceeds, the Board of Education sets the following:

    a. Time and resource budget

    b. Scope of the audit

11. The investigator completes the investigation

12. The investigator creates a report outlining the work performed and conclusions

13. The investigator provides the report to the Board of Education

14. The Board of Education addresses any findings noted in the report.

E. Processing of Hotline Complaints Received from USBE

1. Hotline complaints which are received by referral from the Internal Audit Department of the Utah State Board of Education will be processed as provided

~~above for hotline complaints initially submitted to the Board of Education and then, within 45 days of receiving the referral from the Internal Audit Department, provides an update or summary of the status of the matter to the Internal Audit Department.~~

Utah Admin. Rules R277-123-4(5) – (7) (June 9, 2025)

2. ~~Once complaints have been addressed, appropriate information will be shared with the Board of Education in a closed session to discuss personnel.~~

F. Training

The President of the Board of Education shall ensure that members of the Board of Education and District administration are trained regarding the requirements of this policy as part of the on-boarding process. The training shall use the training and informational materials provided by the Internal Audit Division, available under "Trainings" at: https://www.schools.utah.gov/internalaudit/index#Public%20Education%20Hotline

Utah Admin. Rules R277-123-4(8) (August 7, 2025)
Utah Admin. Rules R277-123-7(1), (2) (August 7, 2025)

G. Whistleblower Protection

1. Utah Code § 67-21-3 prohibits public employers (such as the District) from taking retaliatory action against their employees for reporting government waste or violations of law in good faith, to the appropriate authorities. A District employee is presumed to have communicated in good faith if the employee has given written notice or otherwise formally communicated the conduct to the Board of Education, a member of the Board of Education, the Superintendent, or to a government official with authority to audit the District.

Utah Code § 67-21-3(1)(a), (b)(vi) (2025)

Hotline Reporting Form

Email completed form to: audit@besd.net

Or Mail to:
Board of Education
Box Elder School District
Attn: Internal Audit
960 S Main St
Brigham City, UT 84302

Complainant Information:

Complaint to remain anonymous? Yes __ No __
Complainant would like a response? Yes __ No __

Complainant Name: _____
Check One
Elected Official _____
District Employee _____
Citizen/Contractor _____
Date Submitted _____
Home Address _____
Phone/cell/email _____
Work Address and information (if applicable) _____
_____
_____
_____

Information Concerning the Complaint (Please complete one form for each separate complaint)

Each improper action should be noted separately and supported with reliable and sufficient evidence. Supplying detailed information contributes to a thorough and efficient investigation. This form is designed to help you supply the needed information.

Who is the person(s) the complaint is against? (Please provide name, position, school, and phone number.)

Who is the above person's supervisor? (Please provide name, position, school, and phone number.)

What is the assertion of improper governmental activity? Please describe in detail.

When did the event(s) take place? Please include dates, time, and frequency.

~~Where did the event(s) occur?~~

~~Are there any other persons who might provide information or who witnessed the event? If so, what are their names, positions, and their contact information?~~

~~Is there evidence that can be examined or documentation that can be reviewed? (Please provide documentation you have.)~~

~~How do you know about the improper action? Did you see it occur? Did you see documentation indicating the event occurred? Did you hear about if from someone else?~~

~~What specific law or state regulation has been violated?~~

~~Please attach to the email supporting documentation, details and ANY and ALL other information available to support the complaints or concerns.~~

Policy 6050

Community and Political Party Use of School Facilities

A. Public school buildings and grounds are civic centers and may be used by District residents for supervised recreational activities and meetings, subject to the requirements and restrictions set forth below. Use of school property as a civic center may not interfere with a school function or purpose and is considered a "permit" for governmental immunity purposes.

Utah Code § 53G-7-209 (2018)

B. School buildings and grounds are only available for civic center use to organizers who are residents of the District. Requests for civic center use must be accompanied by appropriate documentation of the requester's residence within the School District.

Utah Code § 53G-7-209(4) (2018)

C. The Board may set and charge a reasonable fee for such use to compensate the District for the use of school property as a civic center and to fully compensate for any and all expense incurred in that use. The fee charged may take into account increased overhead expense, including utilities, personnel, and other areas affected by use of the facilities. See Policy 2160 Building & Grounds Rental and Supervision for rental procedures and fees.

Utah Code § 53G-7-209(2)(c) (2018)

D. The business administrator is designated as the District's special functions officer. The special functions officer shall have charge of the grounds and shall take reasonable measures to protect school property when used for civic center purposes. The business administrator may designate a District employee to serve as special functions officer in connection with particular uses of the facilities for civic center purposes. The school principal will serve as special functions officer for civic center functions held in the school unless otherwise notified by the Superintendent.

E. The Principal shall allow the use of school facilities and shall also be responsible for collection of monies, notification of personnel involved (custodian, lunch manager, or technician), and the determination of free use of the building according to policy and procedures.

F. The School District shall make all meeting facilities in buildings under its control available to registered political parties, without discrimination, to be used for political party activities if the political party requests the use of the meeting facility no later than 5:00 p.m. on the last business day that is at least 30 calendar days before the proposed use. The request shall be denied if the meeting facility is already scheduled for another purpose at the time of the requested use by the political party. The political party shall pay the District the actual costs incurred by the District for custodial services to clean the meeting facilities after the political party's use. In addition, the political party shall pay the District the actual cost of any services requested by the political party and provided by the District.

Utah Code § 20A-8-404(1), (4) (2026)

G. The rental of school facilities for other than school use or civic centers shall be according to the following guidelines:

1. Application for rental will be made with the principal of the school. Application requires the signatures of the applicant and the principal. The principal is responsible for the building and the protection and maintenance thereof. The principal of the school shall accept application from only those groups who can assure adherence to the standards of behavior of the school. Tobacco, electronic cigarette products, intoxicating drinks, and boisterous conduct are expressly prohibited. The following will not be tolerated and are expressly prohibited by the Board:

    a. vandalism;

    b. use without consent, or abuse of school furniture or other school property; and,

    c. appropriation or abuse of books, supplies, or athletic equipment belonging to the school or to its students. School athletic equipment may only be used with prior approval of the principal.

    d. Rental rates will be determined according to the rental rate schedule approved by the Board of Education.

    e. Payments will be collected by the Principal, recorded, and sent to the District Office with a copy of the original application.

    f. Personnel charges will be added according to the rates listed on the rental schedule.

g. Commercial, sports organizations, and non-civic center users must provide a certificate of liability insurance with limits of not less than $500,000. The District shall be named as an additional insured. (This provision (g) can only be waived in writing by the Board of Education or through use as a civic center.) A Hold Harmless Agreement shall also be entered into.

H. The principal shall be responsible for adequate supervision of the school during rental hours. Any non-school group occupying school property shall provide adult supervision adequate to maintain order and prevent the destruction of school property. Facilities shall not be available at the time of use unless the supervisor or supervisors are present as agreed. At the time of rental, arrangements shall be made for adequate supervision. School supervision shall consist of a minimum of one designated employee of the district to care for the interest of the district and its property. In the absence of the principal the designee shall be in complete charge of the building and grounds.

I. Community groups such as youth football or soccer will be allowed to use specified areas of the school grounds as approved by the principal. Groups wishing to reserve specific times for fields must enter into a written rental agreement with the principal provided fields are not abused or used during extremely wet conditions or other times when the field would be damaged.

J. Due to excessive use of the regular playing fields within the regular school program, the necessity of keeping certain playing fields in top condition for school league play makes the regular use of these fields by non-school groups impractical. High school stadiums are available to community organizations for rent; however, the stadiums shall not be used at any time that would interfere with a school function or purpose. Any other equipment rental requests shall be made to the principal; such requests shall be granted upon the approval of the principal and may result in a fee for expenses incurred.

K. A “political sign” is any sign ~~or document~~ that advocates the election or defeat of a candidate for public office or the approval or defeat of a ballot proposition. Schools and the school district are not required to allow the posting of political signs on school property. Any requirements or restrictions placed on the posting of political signs must be politically neutral and content neutral and therefore are not allowed in Box Elder schools

Utah Code § 20A-17-101.5(3)(i), (5) (2026)
Utah Code § 20A-17-103(1) (2026)

L. The Board may refuse to permit the use of school property as a civic center if it determines the use to be inadvisable.

Utah Code § 53G-7-209(3) (2018)

Policy 1071
Amended
November 13, 2024
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 1071

Electronic Meetings

A. Electronic meetings authorized

1. The Board authorizes electronic meetings of the Board as set forth in this policy. Unless specifically stated by this policy, the other policies governing Board meetings (relating to notice, meetings being open to the public, and other matters) also apply to electronic Board meetings.

   Utah Code § 52-4-207(1), (2)(a) (2024)

B. Definitions

1. The following terms are used in this policy:

   a. Anchor location: A designated physical location from which the electronic meeting originates or to which participants are connected.

   b. Electronic meeting: A meeting that some or all members of the Board attend through an electronic video, audio, or both video and audio connection.

   c. Electronic notice: email, text, fax, or other means of electronic communication.

   Utah Code § 52-4-103(1), (3) (2026)

C. Member request required for electronic meeting attendance

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

Utah Code § 52-4-207(2)(c)(iii) (2024)

D. Notice to Board members of an electronic meeting

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

   Utah Code § 52-4-207(3)(b) (2024)

E. Notice to Public of Virtual Participation in Tax Increase Hearing

1. At least 24 hours before holding a public hearing on a proposed tax rate that exceeds the certified tax rate, the Board shall post on the District website instructions as to how individuals can connect to and participate virtually in the public hearing.

   Utah Code § 59-2-919(6)(b)(ii), (8)(g)(i) (2026)

F. Anchor location

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

   Utah Code § 52-4-207(4) (2023)

G. Electronic meetings without an anchor location

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

   Utah Code § 52-4-207(5)(e) (2024)

2. The Board may also hold an electronic meeting without an anchor location if the president of the Board makes a determination that either

a. conducting the meeting with an anchor location presents a substantial risk to the health or safety of those present or who would otherwise be present at the anchor location or

b. the location where the Board would normally meet has been ordered closed to the public for health or safety reasons.

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

Utah Code § 52-4-207(5)(a), (6) (2024)

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

Utah Code § 52-4-207(5)(b) (2024)

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

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

I. Determining quorum in an electronic meeting

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

Utah Code § 52-4-207(2)(b) (2024)

J. Taking votes during an electronic meeting

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

   Utah Code § 52-4-207(2)(c)(vi) (2024)

K. Public access to electronic meetings

1. Space and facilities shall be provided at the anchor location of an electronic meeting of the Board to permit members of the public to attend the meeting (except those portions of such a meeting which have been properly closed to the public by the Board). If the Board meeting is one at which comments from the public will be accepted, then the space and facilities shall also permit members of the public to participate in the electronic meeting. For an electronic meeting which is being held without an anchor location, the Board shall provide access to the meeting as provided for above regarding meetings without an anchor location

2. Members of the public are not entitled to monitor or attend electronic meetings except through the space and facilities provided at the anchor location or through electronic access provided for a meeting without an anchor location. (Members of the public cannot request an electronic meeting and do not have the right to be remotely connected to a Board meeting except as set forth in this policy.)

3. When the Board is holding a public hearing on a proposed tax rate that exceeds the certified tax rate, the Board will ensure that individuals may participate virtually in the hearing, including the ability to access the hearing through video and audio connection, to provide oral testimony through video, audio, or both video and audio connection, and to submit written comments electronically for inclusion in the public record, both before and during the public hearing.

   Utah Code § 52-4-207(4) (2024)
   Utah Code § 59-2-919(8)(g)(ii) (2026)

POLICY 1072

Board Meetings: Notice Requirements

A. Public Notice of Annual Meeting Schedule

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

   Utah Code § 52-4-202(2) (2023)

B. Notice of Specific Meetings

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

   Utah Code § 52-4-202(1) (2023)

C. Action Limited to Meeting Agenda

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

   Utah Code § 52-4-202(6) (2023)

2. When the Board is considering whether to levy a tax rate exceeding the certified tax rate, the Board will give notice that it is considering doing so by making a statement during a public meeting held on or after May 1 but before June 13 that includes the

information required by Utah Code § 59-2-919(4)(b)(i). In addition, the agenda for the meeting at which the statement is provided will give notice that the Board intends to make this statement.

Utah Code § 59-2-919(4)(b) (2026)

3. When the Board is meeting to conduct a public hearing with respect to adopting the budget or levying a tax rate which exceeds the certified tax rate, the Board's agenda must be limited to the hearing(s) and discussion and action on those items. (~~If t~~The Board may not hold~~s~~ another meeting on the same date to address general business items and may not hold another public hearing on the same date~~, the other meeting must conclude before the meeting on the budget and/or tax rate levy.)~~. The meeting must begin at or after 6:00 p.m., and the meeting time may not be scheduled at the same time as the public hearing of another overlapping taxing entity in the same county as the District. The meeting must also be available for individuals to attend or participate either in person or remotely through electronic means.

   Utah Code § 59-2-919(8)(b)(i), (c), (e), (f) (2026)

D. Giving Notice of Meeting

1. Public notice of each Board meeting and of the Board's annual meeting schedule shall be given for at least 24 hours by:

   a. Posting written notice at the local Board of Education office;

   b. Posting notice on the Utah Public Notice Website; and,

   c. Posting notice on the District's website, https://www.besd.net/.

   d. Notice of each Board meeting shall also be given to each mayor or interested county executive (or their designee). An "interested mayor" is the mayor of a municipality that is partly or entirely within the boundaries of the school district. An "interested county executive" is the county executive or county manager of a county with unincorporated area within the boundaries of the School District. This notice shall be provided by mail, email, or other effective means agreed to by the person to receive notice.

   Utah Code § 52-4-202(3), (4) (2023)
   Utah Code § 63G-30-102(1) (2023)
   Utah Code § 53G-7-208(3)(e) (2019)

e. When the Board meeting is for the purpose of a public hearing on a proposed tax increase which exceeds the certified tax rate, the Board shall also, at least 24 hours before the hearing, post on the District website instructions as to how individuals can connect to and participate virtually in the public hearing.

Utah Code § 59-2-919(6)(b)(ii), (8)(g)(i) (2026)

E. Emergency Meeting

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

Utah Code § 52-4-202(5) (2023)

F. Annual Budget Meeting Notice

1. In addition to complying with the aforementioned public notice requirements, in regards to the budget hearing, the Board shall do the following:

a. Publish the required newspaper advertisement and/or electronic newspaper advertisement (see Utah Code § 45-1-101 (2023) and the required Utah Public Notice Website advertisement at least ten days before the day on which the hearing is held

1) The public hearing notice will include information on how the public may access the proposed budget.

b. File a copy of the proposed budget with the Board's business administrator for public inspection; and

c. Post a copy of the proposed budget on the District's website.

Utah Code § 53G-7-303(3) (2025)

d. I~~n addition, i~~f the Board is considering a tentative or proposed budget which includes a tax rate in excess of the certified tax rate, or if the Board meeting is required to consider whether to adopt a tax rate in excess of the certified tax rate,

the Board shall provide the notices and schedule the required meetings and hearing as required by Utah Code § 59-2-919 and Utah Code § 59-2-924.

Utah Code § 53F-8-201(3) (2019)
Utah Code § 59-2-919 (2026)
Utah Code § 59-2-924 (2026)

G. Bond or Tax Increase Election Hearing Notice

1. In addition to complying with the aforementioned public notice requirements, if the Board is meeting under the Transparency of Ballot Propositions Act to hear arguments for or against a ballot proposition to authorize issuance of bonds or to increase taxes, the Board must post notice of the time, date, and place of the meeting (along with the arguments for and against the proposition):

   a. On the Statewide Electronic Voter Information Website for 30 consecutive days before the election on the proposition;

   b. On the District's website in a prominent place for 30 consecutive days before the election on the proposition;

   c. If the District publishes a newsletter or other periodical, in the next scheduled edition before the election on the proposition.

      Utah Code § 59-1-1604(5) (2016)
      Utah Code § 59-1-1605 (2016)

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

      Utah Code § 59-1-1605(3)(b) (2016)

H. Bond Issuance Hearing Notice

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

Utah Code § 11-14-318 (2023)
Utah Code § 63G-30-102(1) (2023)

I. Lease Revenue Bond Notices

1. In addition to complying with the aforementioned public notice requirements, before issuing a lease revenue bond for more than $10,000,000, the Board shall

   a. make the required meeting statement,

   b. publish notice of the proposed issuance of the lease revenue bond and notice of the related public hearing, and

   c. hold a public hearing on the proposed issuance. The hearing shall be conducted as provided in Utah Code § 11-14-103(6) (2024) for lease revenue bonds.

      1) The required meeting statement must be made during a meeting at least 14 days before the public hearing and the Board's agenda must have a separate item for the Board statement. The statement must indicate the Board's intent to issue a lease revenue bond and the purpose and estimated amount of the bond.

      2) The notice must provide the date, time, place, and purpose of the public hearing. The notice must clearly state that the Board intends to issue a lease revenue bond, explain the purpose, proposed amount, and length of term of the bond and the annual amount that will be required to be paid in principal and interest. The notice must identify the intended lessee of the facility to be constructed using the proceeds from the bond and the expected amount of lease payments that the lessee will pay. The notice must include a statement substantially as follows: "This proposed lease revenue bond commits money from future property tax and income tax revenue allocated to the school district. Additionally, a lease revenue bond generally has a higher interest cost than a voter-approved general obligation bond." The notice shall meet the format requirements set forth in Utah Code § 11-14-103(6)(e)(iv)(A). The notice shall be published in a newspaper or newspapers of general circulation in the District once each week for the two weeks before the public hearing on the bond issuance and may not be placed in the portion of the newspaper where legal notices and classified advertisements appear. The notice shall also be published electronically on the public notice website established under Utah Code § 45-1-101 for at least two weeks before the public hearing on the bond issuance. The notice shall also be published as a class A notice

for at least two weeks before the public hearing on the bond issuance (posted at the Board of Education office, posted on the Utah Public Notice Website, and posted on the District's website).

Utah Code § 11-14-103(6) (2024)
Utah Code § 45-1-101 (2023)
Utah Code § 63G-30-102(1) (2023)

J. Budget Appropriation Increase Meeting Notice

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

b. Utah Code § 53G-7-305(6)(b) (2019)

K. School Closure or Boundary Change Hearing Notice

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

Utah Code § 53G-4-402(24) (2026)

L. Board Member Compensation Hearing Notice

1. In addition to meeting the aforementioned public notice requirements, if the Board is meeting to consider adopting a new Board member compensation schedule or schedules, or to consider amending an existing compensation schedule or schedules, the notice of the meeting with public hearing shall be given for at least seven days before the meeting

Utah Code § 53G-4-204(3) (2023)

Policy 1074
Reviewed
February 11, 2026
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 1074

Board Meetings: Closed Meetings

A. A closed meeting may be held upon a two-thirds affirmative vote of the Board members present at a meeting for which public notice was given pursuant to Utah Code § 52-4-202, providing a quorum is present. No resolution, rule, regulation, contract or appointment shall be approved at a closed meeting, nor may the Board interview an applicant to fill an elected position at such a meeting. The recording and minutes of an open meeting at which the vote is taken to hold a closed meeting shall contain the reason or reasons for holding a closed meeting and the votes, by name, of the members present, either for or against the proposition to hold such a meeting. No vote may be taken in a closed meeting except a vote on a motion to end the closed portion of the meeting and return to an open meeting. A motion to end the closed portion of the meeting may be approved by a majority of the members present.

   Utah Code § 52-4-204 (2024)

B. Closed meetings may only be held for the following purposes:

   1. Discussion of the character, professional competence, or physical or mental health of an individual;

      a. However, the Board may not interview a person applying to fill an elected position, midterm vacancy or temporary absence in a closed meeting regardless of whether the interview may include a discussion of the character, professional competence, or physical or mental health of the applicant.

   2. Strategy sessions with respect to collective bargaining or pending or reasonably imminent litigation; or

   3. Strategy sessions with respect to the purchase, exchange, or lease of real property (including any form of water right or water shares) if public discussion may disclose the appraised or estimated value of the property or tend to prevent the Board from obtaining the best possible terms; or

   4. Strategy sessions with respect to the sale of real property (including any form of water right or water shares) if public discussion may disclose the appraised or estimated value of the property or tend to prevent the Board from obtaining the best possible terms, but only if the Board previously gave public notice that the property

would be offered for sale, and the terms of the sale are publicly disclosed before the Board approves the sale; or

5. Discussion regarding deployment of security personnel, devices, or systems;

6. Investigative proceedings regarding allegations of criminal misconduct; or

7. The Board is fulfilling one of the following procurement functions:

   a. Deliberations as an evaluation committee regarding a solicitation or as protest officer regarding a protest; or

   b. Consideration of information designated as a trade secret if the consideration is necessary to properly conduct a procurement; or

   c. Discussion of information provided to the Board during a procurement if (at the time the Board meets) the information may not be disclosed to the public or procurement participants and the Board needs to review or discuss the information to properly fulfill its role and responsibilities in the procurement process.

C. If the meeting is closed for any reason stated in paragraph 1 or 5 of this Section, then the person presiding must sign a sworn statement affirming that the sole purpose of closing the meeting was to discuss those specific topics, and neither a recording nor minutes shall be kept of that portion of the closed meeting.

Utah Code § 20A-1-511(3)(d) (2025)
Utah Code § 52-4-205 (2026)
Utah Code § 52-4-206(6) (2023)

New Policy 2031
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 2031

Procurement of Construction: Construction Bonds and Security

A. Bid Security Requirements

1. Bid security in an amount equal to at least 5% of the amount of the bid shall be required for all competitive bidding for construction contracts estimated to exceed $50,000. The Procurement Official may require an acceptable bid security for construction projects of $50,000 or less. Bid security shall be a bond provided by a surety company authorized to do business in this state, the equivalent in cash, or any other form satisfactory to the District.

2. When a bidder fails to comply with the requirement for bid security described in the invitation for bids, the bid shall be rejected as nonresponsive.

3. After the bids are opened, they shall be irrevocable for the period specified in the invitation for bids. If a bidder is permitted to withdraw a bid before award, no action shall be taken against the bidder or the bid security. If the successful bidder fails or refuses to enter into the contract or furnish the additional bonds required, then the bidder's bid security may be forfeited.

4. When issuing an invitation for a bid, the Procurement Official may not require a person or entity who is bidding for a contract to obtain a bond from a specific insurance or surety company, producer, agent, or broker.

Utah Code § 63G-6a-1102 (2020)
Utah Code § 63G-6a-1103(2) (2026)
Utah Admin. Rules R33-111-201 (October 22, 2024)

B. Required Bonds

1. When a construction contract is awarded by the District in excess of $50,000, the contractor to whom the contract is awarded shall deliver the following bonds or security to the District, which shall become binding on the parties upon the execution of the contract:

   a. a performance bond satisfactory to the District that is in an amount equal to 100% of the price specified in the contract and is executed by a surety company

authorized to do business in this state or any other form satisfactory to the District; and

b. a payment bond satisfactory to the District that is in an amount equal to 100% of the price specified in the contract and is executed by a surety company authorized to do business in this state or any other form satisfactory to the District, which is for the protection of each person supplying labor, service, equipment, or material for the performance of the work provided for in the contract.

2. The performance bond shall be delivered to the District within fourteen days of the contractor receiving notice of the award of the construction contract. If the contractor fails to deliver the required performance or payment bond, the contractor's bid shall be rejected, its bid security may be enforced, and award of the contract may be made to the next lowest responsive and responsible bidder or next highest ranked offer.

3. The Procurement Official may not require a contractor to whom a contract is awarded to obtain a performance or payment bond from a specific insurance or surety company, producer, agent, or broker.

Utah Code § 53E-3-704(2) (2026)
Utah Code § 63G-6a-1103 (2026)
Utah Admin. Rules R33-111-301 (October 22, 2024)
Utah Admin. Rules R33-111-303 (October 22, 2024)

C. Form of Bonds

1. The form of the bonds required by this policy shall be established by rule made by the Procurement Policy Board. Any person may obtain from the District a certified copy of a bond upon payment of the cost of reproduction of the bond and postage, if any.

Utah Code § 63G-6a-1105 (2020)

New Policy 2036
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 2036

Procurement of Construction: Construction Management Methods

A. Common Construction Management Methods

1. Single Prime (General) Contractor. The single prime contractor method is typified by one business, acting as a general contractor, contracting with the District to timely complete an entire construction project in accordance with drawings and specifications provided by the District. Generally, the drawings and specifications are prepared by an architectural or engineering firm under contract with the District. Further, while the general contractor may take responsibility for successful completion of the project, much of the work may be performed by specialty contractors with whom the prime contractor has entered into subcontracts.

2. Multiple Prime Contractors. Under the multiple prime contractor method, the District contracts directly with a number of general contractors or specialty contractors to complete portions of the project in accordance with the District's drawings and specifications. The District may have primary responsibility for successful completion of the entire project, or the contracts may provide that one or more of the multiple prime contractors has this responsibility.

3. Design-Build. In a design-build project, an entity, often a team of a general contractor and a designer, contract directly with the District to meet the District's requirements as described in a set of performance specifications and/or a program. Design responsibility and construction responsibility both rest with the design-build contractor. This method can include instances where the design-build contractor supplies the site as part of the package.

4. Construction Manager Not at Risk. A construction manager is a person experienced in construction that has the ability to evaluate and to implement drawings and specifications as they affect time, cost, and quality of construction and the ability to coordinate the construction of the project, including the administration of change orders as well as other responsibilities as described in the contract.

5. Construction Manager or General Contractor (Construction Manager at Risk). The District may contract with the construction manager early in a project to assist in the development of a cost-effective design. In a Construction Manager/General Contractor (CM/GC) method, the CM/GC becomes the general contractor and is at risk for the responsibilities of a general contractor for the project, including meeting

the specifications, complying with applicable laws, rules and regulations, that the project will be completed on time and will not exceed a specified maximum price. *Utah Admin. Rules R33-113-203(4) (October 22, 2024)*

B. Selection of Construction Management Methods

1. For public school construction projects under $3,000,000, the District will use the design-bid-build method unless the Division of Facilities Construction and Management approves an alternative delivery method.

   Utah Code § 63A-5b-1203(4) (2026)

2. For public school construction exceeding $3,000,000, the District will use one of the following methods:

   a. Design-bid-build;

   b. Design-build; or

   c. A construction manager general contractor.

3. However, to use a construction manager general contractor, the District must employ or contract with qualified construction management staff with demonstrated construction manager general contractor experience, must submit and obtain approval of a detailed project management plan from the Division, and must demonstrate to the Division that doing so is appropriate considering:

   a. when the project must be ready to be occupied;

   b. the type of project;

   c. the extent to which the requirements of the District and the way they are to be met are known;

   d. the location of the project;

   e. the size, scope, complexity, and economics of the project;

   f. the source of funding and any resulting constraints necessitated by the funding source;

g. the availability, qualification, and experience of District personnel to be assigned to the project and the amount of time that the District personnel can devote to the project; and

h. the availability, qualifications, and experience of outside consultants and contractors to complete the project under the various methods being considered.

Utah Code § 63A-5b-1203(1), (2)(a) (2026)
Utah Code § 63G-6a-1302(3) (2026)

C. Construction Manager General Contractor Selection

1. If the District uses a construction manager or general contractor, the construction manager general contractor shall be selected using a standard procurement process or a valid exception to a standard process. In addition, when entering into a subcontract that was not specifically included in the construction manager general contractor's cost proposal, the construction manager general contractor shall procure the subcontractor by using a standard procurement process or a valid exception to a standard process in the same manner as if the subcontract work was procured directly by the District. A construction manager or general contractor contract may include provision by the contractor of operations, maintenance, or financing.

Utah Code § 63A-5b-1203(5) (2026)
Utah Code § 63G-6a-1302(4), (5), (8) (2026)
Utah Admin. Rules R33-113-205(1), (2) (October 22, 2024)

D. Design-Build Contract Provision

1. A design-build contract may include a provision for obtaining the site for the construction project. A design-build contract may include provision by the contractor of operations, maintenance, or financing.

Utah Code § 63A-5b-1203(1) (2026)
Utah Code § 63G-6a-1302(6), (7) (2026)

Policy 2181
Amended
November 13, 2024
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 2181

District Emergency ~~Response~~ Plan

A. Adoption of Plan

1. Pursuant to Utah Code § 53G-4-402(20) and Utah State Board of Education regulations, the Board shall adopt and implement a comprehensive emergency ~~response~~ plan to prevent and combat violence in the schools, on school grounds, on school vehicles, and in connection with school-related activities and events and to address recovery from an emergency. The plan shall include an Emergency Preparedness Plan, and Emergency Response Plan, and an Emergency Recovery Plan. ~~Existing plans shall be modified as needed to conform to the requirements of rules issued by the State Board of Education.~~ Plans shall be reviewed at least once every three years and updated as needed.

   Utah Code § 53G-4-402(20)(a) (2026)
   Utah Admin. Rules R277-400-2(8), (9), (10) (November 7, 2025)
   Utah Admin. Rules R277-400-3(4) (November 7, 2025)

2. An Emergency Preparedness Plan includes the policies and procedures developed to promote the safety and welfare of students, protect District property, or regulate the operation of schools during an emergency occurring within the District or a school. The purpose of this plan is to safeguard students, staff, and patrons before, during and after any emergency or disaster.

   Utah Admin. Rules R277-400-2(8) (November 7, 2025)

3. An Emergency Response Plan is a District or school plan to prepare and protect students and staff in the event of natural disasters, technological or school security emergencies.

   Utah Admin. Rules R277-400-2(10) (November 7, 2025)

4. An Emergency Recovery Plan includes the policies and procedures developed to return a school or the District back to ordinary daily routine after an emergency by restoring programming, operations, and the school environment. The purpose of this plan is to manage immediate, short term, and long-term recovery from an emergency incident. It must address academic recovery (resuming educational programming, teaching and learning); business services recovery (resuming operations that aid the

provision of teaching and learning and other essential services); health, wellbeing, and behavioral recovery (awareness of community resources to assist the school community); and physical and structural recovery (restoring buildings, equipment, and supplies).

Utah Admin. Rules R277-400-2(2), (3), (9), (13), (19) (November 7, 2025)
Utah Admin. Rules R277-400-8 (November 7, 2025)

B. Emergency ~~Response~~ Plan Committee

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

Utah Admin. Rules R277-400-3(3) (November 7, 2025)
Utah Code § 53G-8-701.8 (2026)

C. Contents of Plan

1. The District ~~Comprehensive~~ Emergency ~~Response~~ Plan shall

a. include prevention, intervention, and response components, including standard response protocols as established by the state security chief;

b. be consistent with the student conduct and discipline policies required for school districts by statute;

c. require professional learning for all district and school building staff on the staff's roles in the emergency response plan;

d. provide for coordination with local law enforcement and other public safety representatives in preventing, intervening, and responding to violence in the schools, on school grounds, on school vehicles, and in connection with school-related activities and events;

e. include a process to timely notify staff of a crisis;

f. include a student and parent notification policy that uses safe messaging;

g. identify one or more SafeUT liaisons to provide information from SafeUT to relevant stakeholders, communicate with SafeUT concerning updates and feedback, and attend the annual SafeUT training provided by the State Superintendent;

h. include procedures to notify a student who is off-campus at the time of a school violence emergency because the student is either participating in a school-related activity or excused from school for released-time religious instruction;

i. include, to the extent practicable, standards and protections for participants and attendees at school-related activities, including those off school property;

j. include measures to assure that during an emergency students receive reasonably adequate educational services and supervision during school hours during an emergency and for education services in an extended emergency situation;

k. include implementation and maintenance of the incident response method established by the state security chief (which requires marking internal rooms and hallways with standard designations);

l. include evacuation procedures to assure reasonable care and supervision of students until the student is released to a responsible party or as is permitted under State Board of Education regulation;

m. address access to school buildings by specific groups, including students, community members, lessees, invitees, and others;

n. include measures to assure that students and adults receive emergency preparedness training, including developmentally appropriate and age-appropriate training regarding rescue techniques, first aid~~,~~. Hold, Secure, Lockdown, Evacuate, and Shelter protocols; Avoid, Deny, Defend, and Aid protocols; safety measures appropriate to specific emergencies and other emergency skills;

o. establish a multidisciplinary team to identify interventions for students who may be highly impacted by a crisis;

p. identify and keep a record of crisis response professionals who may assist in crisis response and resources and community partnerships for follow-up or intensive care after a crisis;

q. identify resources and materials available for emergency training;

r. contain procedures for assessing and providing school facilities, equipment, and personnel to meet public emergency needs; and

s. provide procedures for recording District funds spent for emergencies (including funds spent for assessing and repairing damages) and for seeking reimbursement for such expenditures.

Utah Code § 53G-4-402(20)(b) (2026)
Utah Admin. Rules R277-400-4(4), -5, -6(1), -11, 12(2)(b), -13(1) (November 7, 2025)

D. Formulation and Review of Plan

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

Utah Code § 53G-4-402(18)(c) (2026)

2. The Board may direct individual schools to develop and implement school-specific emergency response plans to supplement the District's plan according to the needs and features of the school. New school staff shall be made aware of the emergency plan as part of orientation.

Utah Admin. Rules R277-400-3(2) (November 7, 2025)

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

Utah Admin. Rules R277-400-5(1)(c) (November 7, 2025)

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

   Utah Admin. Rules R277-400-3(4) -7(1)(b) (November 7, 2025)

E. Public Notice of Plan

1. A copy of the District emergency ~~response~~ plan and any school emergency ~~response~~ plans shall be filed in the superintendent's office. At the beginning of each school year, written notice of the pertinent portions of the District plan and any school plan shall be provided to the parents of students at each school and the staff of each school. Each school shall also designate an Emergency Preparedness, Emergency Response, and Emergency Recovery week each year before April 30 with activities as described in Utah State Board of Education regulation.

   Utah Admin. Rules R277-400-4(1), (2), (3) (November 7, 2025)

F. Emergency Preparedness Training

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

   Utah Admin. Rules R277-400-3(1) (November 7, 2025)

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

   Utah Admin. Rules R277-400-7(1)(a) (November 7, 2025)

3. Each school shall conduct emergency drills as required by ~~Utah Admin. Rules R277-400-6 and R277-400-7(1)(b)~~ Utah Code § 15A-5-202.5(2)(d).

   Utah Admin. Rules R277-400-6, -7(1)(b) (November 7, 2025)

G. School Building Access

1. With respect to building access during an emergency by various groups (including students, employees, community members, lessees, invitees, and others), the emergency response plan shall consider identified time periods and shall address possession and use of school building keys by designated administrators and employees. The plan may include restricted access for some individuals.

   Utah Admin. Rules R277-400-5(1)(c) (November 7, 2025)

H. Cooperation With Other Government Entities

1. As appropriate, the Board of Education may enter into cooperative agreements with other governmental entities to establish proper coordination and support during emergencies.

2. The Board shall cooperate with other governmental entities to provide emergency relief services in times of public need. For statewide emergencies or emergencies involving more than one school district, the State Superintendent is the chief officer to coordinate assistance by the schools. For emergencies within the school district, the Board of Education, through the superintendent, is the chief officer to coordinate assistance by the schools.

   Utah Admin. Rules R277-400-10 (November 7, 2025)

POLICY 2182

School Safety

A. Safety Needs Assessment

1. Unless an exception or modification is granted by the state security chief, the District shall ensure that a school safety needs assessment is conducted by October 15th of an applicable year, for each school or K-12 campus in the District. The assessment must be conducted at least once every three years for each school or K-12 campus. The District shall update the assessment schedule as necessary to ensure compliance with the three-year assessment requirement. The District may implement a rotating or staggered schedule for the assessments provided that each school within a K-12 campus is assessed at least once every three years and the District documents the schedule and shares it with the state security chief, the School Safety Center, the county security chief, and the law enforcement agency with primary jurisdiction over the school's physical location (referred to in this policy as the "local law enforcement agency").

2. A school's assessment is conducted by the school safety specialist in collaboration with the county security chief and with the local law enforcement agency.

3. The assessment will be that selected by the state security chief in collaboration with the School Safety Center and will determine needs and deficiencies regarding

   a. appropriate school safety personnel (including necessary supports, training, and policy creation for personnel),

   b. physical building security and safety (including required upgrades to facilities and safety technology),

   c. the school's current threat and emergency response protocols (including any emergency response agreements with local law enforcement),

   d. if applicable, a school's current visitor management protocols, including alignment with recommended best practices as described in Utah Code § 53G-8-806;

   e. student threat assessment information as defined below;

f. cardiac emergency preparedness (including an inventory of whether automated external defibrillators are present and accessible, maintenance status, and current staff training offerings) and

g. compliance with the universal access key box requirements.

4. The District shall report the results of each school safety needs assessment to the state security chief and the School Safety Center.

Utah Code § 53-25-701(1)(a) (2026)
Utah Code § 53G-8-701.5(1)(a), (c), (3) (2026)
Utah Code § 53G-8-806(6)(b)(iii) (2026)

B. Safety Personnel

1. Unless an exception or modification is granted by the state security chief, the District shall appoint or designate school safety personnel as required by statute and according to the timeline established by the state security chief. The personnel shall include a school safety and security specialist for the District, a school safety and security specialist for each school campus, and (for each school and based on the results of the school safety needs assessment) at least one school resource officer or school guardian. A school may have the same individual serve in more than one of these roles if the school notifies the School Safety Center and the state security chief of the decision to do so.

Utah Code § 53G-8-701.5(2), (3) (2026)
Utah Code § 53G-8-701.8(1) (2026)

2. District Safety and Security Specialist

a. The District school safety and security specialist is the District point of contact for the county security chief, local law enforcement, and the state security chief. The school safety and security specialist:

1) Shall collaborate and maintain effective communications with local law enforcement, the county security chief, the District, and school-based behavioral and mental health professionals to ensure adherence with all policies, procedures, protocols, rules, and regulations relating to school safety and security;

2) Shall, as applicable, coordinate security responses among school safety and security specialists, school resource officers, and school guardians;

3) If the school safety and security specialist is a District employee, shall be a member of the multidisciplinary team;

4) Shall, only once complete the training requirements for school guardians;

5) Shall complete the school resource officers and administrator training the state security chief approves in consultation with the School Safety Center; and

6) If serving as a backup school guardian, satisfy all the requirements that apply to a school guardian.

Utah Code § 53G-8-701.5(2)(b) (2026)
Utah Code § 53G-8-701.8(2) (2026)
Utah Code § 53-22-105(1)(a), (b), (d) (2026)
Utah Code § 53G-8-702 (2024)
Utah Code § 53G-8-703(4)(a)(ii) (2024)
Utah Code § 53G-8-213(1)(a) (2026)
Utah Admin. Rules R277-400-2(25) (November 7, 2025)

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

Utah Code § 53G-8-701.8(3), (4) (2026)
Utah Code § 76-2-402(1) (2022)

C. School Safety and Security Specialist

1. A school safety and security specialist shall be designated for each school campus in the District from among the employees of that school campus. The specialist may not be the school principal or a teacher. (A teacher is an employee who has an

assignment to teach in a classroom.) During an active emergency at the school, the specialist is subordinate to any responding law enforcement officers.

Utah Code § 53G-8-701.6(1), (2), (4) (2026)
Utah Code § 53G-8-701.5(2)(a)(i) (2026)
Utah Admin. Rules R277-400-9(4) (November 7, 2025)

2. The school safety and security specialist:

   a. Reports directly to the principal;

   b. Oversees school safety and security practices to ensure a safe and secure school environment for students and staff;

   c. Ensures adherence with all policies, procedures, protocols, rules, and regulations relating to school safety and security through collaborating and maintaining effective communications with, as applicable:

      1) The principal;

      2) School staff;

      3) The school resource officer;

      4) The school guardian;

      5) Local law enforcement;

      6) The county security chief;

      7) The school safety and security specialist;

      8) The District; and

      9) School-based behavioral and mental health professionals;

   d. In collaboration with the county security chief and the local law enforcement agency:

      1) Conducts the school safety needs assessment;

2) Submits the completed assessments to the School Safety Center by October 15 of each year; and

    a) Assessments will be shared with the Board in closed session for deployment of security personnel, devices, or systems; and

3) Reviews the results of the school safety needs assessment to recommend and implement improvements to school facilities, policies, procedures, protocols, rules, and regulations relating to school safety and security;

e. Serves as a member of the multidisciplinary team;

f. When deemed necessary by the specialist, conducts a behavioral threat assessment using an evidence-based tool recommended by the state security chief;

g. Monitors and regularly reports to the principal, local law enforcement, and the Superintendent or designee security risks for the school resulting from either issues with school facilities or the implementation of practices, policies, procedures, and protocols relating to school safety and security;

h. Coordinates with local first responder agencies to implement and monitor safety and security drills in accordance with policy and applicable procedures and protocols;

i. Ensures that school staff and, when appropriate, students, receive training on and remain current on the school's safety and security procedures and protocols;

j. Following an event where security of the school has been significantly compromised, organizes a debriefing following the recommendations from the state security chief, in collaboration with the School Safety Center, regarding strengthening school safety and security practices, policies, procedures and protocols with (as applicable):

    1) The principal;

    2) School staff;

    3) The school resource officer;

4) The school guardian;

5) Local law enforcement;

6) The county security chief;

7) The school safety and security specialist;

8) The District; and

9) School-based behavioral and mental health professionals;

k. Abides by District, school, and law enforcement policy outlining the chain of command;

l. During an emergency and as applicable, coordinates with the:

1) School resource officer;

2) School guardian;

3) School administrators; and

4) Responding law enforcement officers;

m. Follows District, school, and law enforcement student privacy policies (including state and federal privacy laws);

n. Participates in annual training selected by the state security chief; and

o. Remains current on:

1) A comprehensive school guideline selected by the state security chief;

2) The duties of a school safety and security specialist; and

3) The school's emergency response plan.

Utah Code § 53G-8-701.6(3) (2026)

Utah Code § 53G-8-213(1)(d) (2026)
Utah Admin. Rules R277-400-9(2), (4) (November 7, 2025)

3. School resource officer

   a. A school resource officer is a law enforcement officer who provides law enforcement services for the District under a contract between the District and the officer or the officer's law enforcement agency.

      Utah Code § 53G-8-701(7) (2026)
      Utah Code § 53-22-105(3), (8), (14) (2025)

   b. The school resource officer's responsibilities and duties are as outlined in Policy 2090 Contracts for School Resource Officer Services and in the contract between the District and the law enforcement agency.

4. School guardian

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

      Utah Code § 53-22-105(3), (8), (15) (2026)

   b. A school employee may volunteer to be a school guardian if the employee's regular work duties and responsibilities must require the employee to be physically present at the school's campus while school is in session. The principal, a teacher, or a person whose primary responsibilities require the employee to be primarily present in a classroom to teach, care for, or interact with students are not eligible unless the person is employed at a school with 350 or fewer students, or employed at a school with adjacent campuses as determined by the state security chief, or unless an exception is made by the state security chief.

      Utah Code § 53-22-105(1)(g) (2026)
      Utah Code § 53G-8-701.5(3) (2026)

   c. To be qualified for designation as a school guardian, an eligible employee must:

1) Satisfactorily complete the initial training for a school guardian within the prior six months;

2) Hold a valid firearm concealed carry permit;

3) Certify to the sheriff of the county where the school is located that the employee has undergone the initial training and intends to serve as a school guardian;

4) Complete an initial "fit to carry" assessment the Department of Health and Human Services approves and a provider administers and maintain compliance with mental health screening requirements consistent with law enforcement standards; and

5) Be approved by the school administrator to be a school guardian.

Utah Code § 53-22-105(3)(a) (2026)

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

Utah Code § 53-22-105(1)(a), (b), (3)(b) (2026)

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

Utah Code § 53-22-105(7) (2026)

f. Except during an active threat, ~~if the~~ a school guardian's ~~is carrying a~~ firearm ~~on school grounds it~~ shall be carried in a concealed manner and may not be displayed or open carried. The guardian shall ensure the firearm is immediately accessible to respond to active threats during the guardian's assigned duty hours. A guardian may temporarily store the guardian's firearm ~~on school grounds only if the firearm is stored~~ in a biometric gun safe~~, that safe is~~ located in the guardian's office but only for brief personal needs such as restroom use, or during required activities where carrying is physically impractical and storage is approved by the school administrator, or at the end of the guardian's shift. The firearm must be immediately retrievable by the guardian and the temporary

storage must not exceed 15 minutes (except as approved by the school administrator for documented necessity) and the storage must occur only when ~~and~~ the guardian is physically present on school grounds ~~while the firearm is stored in the safe~~.

Utah Code § 53-22-105(5) (2026)

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

Utah Code § 53-22-105(11), (12), (13) (2026)

h. "Deadly force" means a force that creates or is likely to create, or that the individual using the force intends to create, a substantial likelihood of death or serious bodily injury to an individual. If a school guardian uses deadly force, the guardian shall be subject to investigation by the law enforcement agency with primary jurisdiction over the school's location. The guardian shall be placed on administrative leave pending the investigation. The guardian is not required to provide the report described in the paragraph above. The guardian is not required to participate in a voluntary interview. If the guardian chooses to participate in an interview, the interview may not be conducted sooner than two sleep cycles after the incident.

Utah Code § 53-22-105(1)(c), (14) (2026)
Utah Code § 76-2-408(1)(b) (2022)

i. A school guardian with active status in the school guardian program is not liable for civil damages or penalties if the guardian:

1) Threatens, draws, or otherwise uses a firearm reasonably believing the action to be necessary in compliance with Utah Code § 76-2-402 (regarding use of force in defense of a person); or

2) When carrying or storing a firearm, is acting in good faith and is not grossly negligent.

Utah Code § 53-22-105(10) (2026)

Utah Code § 76-2-402 (2022)

D. Student Threat Information Sharing

1. A “credible threat” is a threat that has been evaluated by a threat assessment team and determined to pose a potential risk of physical violence, serious bodily injury, or significant property damage to students, school personnel, or school property, based on

    a. the specificity and plausibility of the threat,

    b. the student’s access to means to carry out the threat,

    c. the student’s history of concerning behaviors, and

    d. other factors identified through evidence-based threat assessment protocols.

2. “Threat assessment information” means

    a. the nature and content of a credible threat,

    b. the name of the student who made the threat, including known aliases,

    c. the target or targets of the threat,

    d. the threat assessment team’s evaluation and risk determination,

    e. any safety interventions or support services provided, and

    f. other information relevant to preventing violence and ensuring school safety.

3. The “threat assessment team” is a multidisciplinary team established by the District which includes a school administrator, school safety personnel (including a school safety and security specialist or a school resource officer), a mental health professional (if available), and other individuals as determined by the District.

4. When a student has presented a credible threat, the District shall report the threat assessment information to the State Board of Education and to others as required by State Board of Education regulations. The District shall also place a flag on a student’s record when any of the following apply:

a. a threat assessment team determines that the student has made a credible threat,

b. the threat involves potential harm to a student, school personnel, or school property,

c. the threat involves weapons or explosive devices, or

d. the threat assessment team determines that sharing the information is necessary to protect student and school safety.

Utah Code § 53G-8-806(1), (2), (3) (2026)

E. Universal Access Key Boxes

1. A “universal access key box” is a UL Standard 1037 compliant secure container designed to store and protect emergency access keys and devices.

2. “Emergency responder” means law enforcement, fire service, or emergency medical personnel authorized by local authorities to respond to school emergencies.

3. A school building shall include universal access key boxes that:

   a. Are installed at main entry points;

   b. Contain master keys and access devices providing complete access to all areas of the school;

   c. Are accessible only to authorized emergency responders;

   d. Are electronically monitored for tampering; and

   e. Are weather-resistant and vandal-resistant.

4. The District shall maintain universal access key boxes by:

   a. Conducting quarterly inspections;

   b. Updating the contents within 24 hours of any lock or access control changes;

c. Maintaining current key and access device inventories;

d. Documenting all inspections and updates; and

e. Immediately replacing any damaged or malfunctioning boxes.

5. The District shall coordinate with the county security chief and local ~~emergency~~ first responders to:

   a. Determine optimal box placement;

   b. Establish access protocols;

   c. Maintain current emergency contact information; and

   d. Conduct annual reviews of box usage and effectiveness.

6. The District shall include universal access key box locations and protocols in school emergency response plans, building schematic diagrams provided to emergency responders, and school safety and security training materials.

   Utah Code § 53G-8-805(1), (5), (6) (2026)
   Utah Admin. Rules R277-471-4(1) – (4) (October 8, 2025)

F. Automated External Defibrillators

1. An “AED” is an automated external defibrillator.

2. A “cardiac emergency response plan,” or “CERP,” is a plan developed by a school that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds.

3. “Emergency cardiovascular care” means immediate medical care provided to an individual experiencing a life-threatening cardiovascular emergency.

4. “Evidence-based core elements” means practices and standards for emergency cardiovascular care that are recommended by the American Heart Association or

that are nationally recognized, evidence-based standards focused on emergency cardiovascular care.

5. Beginning with the 2026-2027 school year, each school in the District will develop a CERP that integrates evidence-based core elements. Each CERP will include:

   a. appropriate placement of an AED that:

      1) is determined by the CERP in accordance with guidelines for AED placement that an organization focused on emergency cardiovascular care establishes;

      2) is identified with appropriate signage;

      3) is on-site at the school or placed on school property in a location that is accessible within three minutes; and

      4) is maintained in an unlocked location on school property that enables placement on a victim within three minutes.

   b. designation of appropriate school staff to be trained in:

      1) first aid;

      2) cardiopulmonary resuscitation, or CPR; and

      3) AED use that follows evidence-based guidelines.

   c. The staff designated to receive the training may include an educator, a school nurse, or an athletic trainer.

   d. The District will test and maintain the AEDs according to the manufacturer guidelines. For each District school, the District will inform appropriate emergency services providers of the type of AED in place and the location or locations of AEDs in the school.

      Utah Code § 53G-9-216 (2026)

G. Panic Alert Devices

1. Consistent with the results of the school safety needs assessment, the following ~~lead teacher in each classroom~~ shall be provided with a wearable panic alert device that

shall communicate directly with public safety answering points (Box Elder Communication Dispatch Center): the lead teacher in each classroom and, beginning July 1, 2027, the school safety and security specialist, the school safety and security director, a school resource officer, a school guardian and an armed school security guard. Before the beginning of each school year, all school building personnel shall receive training on the protocol and appropriate use of the panic alert device.

Utah Code § 53G-8-805(2), (3) (2026)
Utah Code § 53G-8-805(2), (3) (2026)

H. Video and Audio Surveillance

1. District Security

   a. Video and/or audio recording devices may be used to monitor the health, safety, and welfare of all students, staff, and visitors to district property and to safeguard District facilities. Such recordings may be stored as evidence of unsafe, disruptive, and/or illegal behavior and may become part of a student record, a personnel file, and/or a legal proceeding. The Superintendent or his designee shall ensure the secure storage of these records against tampering and according to the District's record retention schedule.

2. Notification

   a. The District administration shall notify staff and students through student/parent and personnel handbooks that video/audio surveillance **may** occur on District property. The District **may** also provide notification through the posting of such notice at the main entrances of all District buildings and property, and on all buses in which video/audio surveillance may occur.

3. Access to Cameras

   a. Each school security camera system shall be accessible by the local law enforcement agency and public safety answering points according to access protocols which shall be established in consultation with the local law enforcement agency.

   Utah Code § 53-25-701(1)(c) (2026)
   Utah Code § 53G-8-805(4)(a), (b) (2026)

4. Access to Recordings

a. Surveillance recordings will be released to the public only in conformance with applicable GRAMA provisions. In addition, the content of the surveillance recordings used as evidence in or investigation of specific student matters constitute student records which are confidential and protected under FERPA. When a surveillance recording kept in a student matter shows multiple students, then whether those students or their representatives may access the recording shall be determined on a case-by-case basis. The content of surveillance recordings used as evidence or in investigation of specific personnel matters are private records under GRAMA.

b. Staff and students are prohibited from tampering or otherwise interfering with the surveillance equipment and records. District administrative staff may review surveillance recordings to verify the occurrence of disruptive, unsafe, and/or illegal behavior. Parents or legal guardians shall only be allowed to view material that concerns their child in relationship to an alleged incident. Requests to inspect video/audio surveillance recordings must be made in writing.

c. The District Transportation Supervisor, Building Administrator, and/or the Superintendent's designee shall review all recordings that may be created from surveillance equipment on District vehicles.

d. If the record becomes the subject of a disciplinary proceeding, it shall be treated like all other evidence in the hearing as confidential and protected. Viewing of such records shall only be permitted at school-related sites including the transportation office, school buildings, or District office. All viewing will include the building principal or his/her designee.

I. Law Enforcement Access to Security Cameras

1. The District shall make all security cameras in school buildings accessible by a local law enforcement agency and public safety access points, shall coordinate with the local law enforcement agency to establish appropriate access protocols, and shall physically mark all hallways and doorways consistent with the incident response method or system the state security chief creates.

Utah Code § 53G-8-805(4) (2025)

J. School Visitor Management Protocols

1. A “controlled access point” is a designated entry point to a school building that school personnel or electronic surveillance monitors during school hours and which requires visitors to follow check-in procedures before accessing the school building interior.

2. “School hours” means the period during which students are present in the school building for instructional purposes.

3. A “visitor” is any individual who is not a current student or employee of the school, including parents, contractors and service providers, volunteers; and guests.

4. A “visitor management system” is a process or technology used to track, monitor, and manage visitors entering school facilities.

5. The District may establish visitor management protocols for schools in the District. If established, such protocols must provide for:

    a. designated controlled access points that require all visitors to:

        1) enter the school building through a main entrance or other designated entry point during school hours;

        2) report immediately to a central office or reception area before accessing other areas of the school building; and

        3) present valid government-issued identification or other acceptable identification the District may determine in its policy;

    b. a visitor sign-in and sign-out process that records at minimum:

        1) the visitor’s name;

        2) the date and time of entry and exit;

        3) the purpose of the visit; and

        4) the specific location or individual the visitor intends to visit;

    c. procedures for:

1) issuing visible identification, including a visitor badge or pass, that visitors must display prominently while on school grounds; and

2) distinguishing between different types of visitors, such as parents, volunteers, contractors, and other guests;

d. protocols for monitoring and supervising visitors while on school grounds, including:

1) requiring school personnel to accompany visitors when visitors access areas where students are present, except as District policy otherwise provides for parents or authorized volunteers;

2) prohibiting visitor access to restricted areas; and

3) procedures school personnel shall follow to challenge or question any individual without visible identification;

e. procedures for responding to visitors who:

1) refuse to comply with visitor management protocols;

2) pose a potential threat to school safety; or

3) the District or school denies entry to the school;

f. clear signage at all school building entrances that:

1) directs visitors to the designated controlled access point;

2) notifies visitors of the requirement to check in and obtain authorization before entering; and

3) states that the District prohibits unauthorized entry and that unauthorized entry may result in criminal prosecution under Utah Code § 76-6-206; and

g. annual training for school personnel on:

1) implementing and enforcing visitor management protocols;

2) identifying and responding to unauthorized individuals on school grounds; and

3) communication procedures with the school safety and security specialist or school safety and security director described in this policy.

6. A visitor management protocol established by the District shall provide reasonable accommodations in visitor management procedures for individuals with disabilities in compliance with the Americans with Disabilities Act, 42 U.S.C. Sec. 12101 et seq.

7. The District may establish reasonable exceptions to the visitor management requirements of a visitor management protocol for:

   a. emergency situations requiring immediate access to the school building;

   b. law enforcement officers, firefighters, or emergency medical personnel responding to an emergency;

   c. volunteers or employees of an educational foundation who have successfully completed a background check and ongoing monitoring as required in Policy 3035 Employee Criminal Background Checks and Arrest Disclosure Requirements;

   d. brief visits to exterior areas of the school campus that do not require entry into school buildings;

   e. school-sponsored events held during regular school hours with larger than normal numbers of visitors on the school campus; and

   f. school-sponsored public events held outside of regular school hours.

8. The District may also implement an electronic visitor management system that includes capabilities such as automated identification verification, integration with sex offender registry databases, digital badge printing, automated visitor tracking and reporting and emergency notification capabilities. If the District implements an electronic visitor management system, the District shall maintain visitor data in accordance with Title 63G, Chapter 2, Government Records Access and Management Act, shall protect personally identifiable information and use such information solely for school safety purposes, and shall notify visitors of data collection practices in accordance with applicable privacy laws.

9. If the District has established any visitor management protocols, the school safety needs assessment conducted under this policy shall include information about the

protocols, including but not limited to an evaluation of the adequacy of current visitor management protocols, physical infrastructure supporting controlled access, including entry vestibules, secure reception areas, and electronic access control systems, and recommendations for improvements to visitor management protocols and infrastructure.

Utah Code § 53G-8-806 (2026)

K. Prevention and Intervention

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

   Utah Admin. Rules R277-400-9(5), (6) (November 7, 2025)

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

   Utah Admin. Rules R277-400-9(3), (7) (November 7, 2025)

POLICY 3007

Employment – Staff Code of Conduct

A. Definitions

1. Abuse

   a. "Physical abuse" means abuse that results in physical injury or damage.

   b. "Sexual abuse" has the same meaning as defined in Utah Code § 80-1-102(81).

   c. "Verbal abuse" means repeatedly communicating in an objectively demeaning or disparaging manner which creates a hostile, intimidating, abusive, offensive, or oppressive learning environment.

   d. "Mental abuse" means a pattern of sustained and repetitive acts or inappropriate statements that cause fear, lower self-esteem, or manipulate the person to control behavior. Examples of actions or statements that could be part of such a pattern include intimidation, threatening harm, destruction of property, insults or putdowns, arbitrary and unpredictable inconsistency, and denial that prior abusive incidents occurred. (Appropriate statements or actions taken in imposing discipline for misconduct do not constitute mental abuse.)

   Utah Admin. Rule R277-217-3(3) (November 21, 2025)

2. "Boundary violation." A boundary violation occurs when a staff member crosses verbal, physical, emotional, or social lines with a student or minor that must be maintained to ensure structure, security, and predictability in an educational environment. Depending on the circumstances, the following may constitute a boundary violation:

   a. Isolated, one-on-one interactions with students out of the line of sight of others;

   b. Meeting with a student or students in rooms with covered or blocked windows;

   c. Telling risqué jokes or using profanity in the presence of a student;

   d. Employing favoritism to a student;

e. Inappropriate gift giving to an individual student;

f. Uninvited or inappropriate touching;

g. Photographing an individual student for a non-educational purpose or use;

h. Engaging in inappropriate or unprofessional conduct outside of educational program activities;

i. Exchanging personal email or phone numbers with a student for a non-educational purpose or use;

j. Interacting privately with a student through social media, computer, or handheld devices; and

k. Discussing with a student inappropriate details about the staff member's personal life or personal issues or a student's personal life or personal issues.

3. It is NOT a boundary violation to:

a. Offer praise, encouragement, or acknowledgement;

b. Offer rewards available to all who achieve;

c. Ask permission to touch for necessary purposes;

d. Give a pat on the back or a shoulder;

e. Give a side hug;

f. Give a handshake or "high five";

g. Offer warmth and kindness;

h. Use public social media alerts to groups of students and parents; or

i. Engage in contact permitted by an IEP or 504 plan.

Utah Admin. Rules R277-210-2(6) (November 21, 2025)

4. It is not a boundary violation when a student acts or speaks in inappropriately familiar ways with a staff member without having been prompted to do so by the staff

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

5. "Bullying" means the same as that is defined by Policy 3010 Employee Bullying and Hazing.

6. "Consensual sexual activity" means sexually explicit conduct involving an individual or consenting adults.

   Utah Admin. Rules R277-210-2(11) (November 21, 2025)

7. "Cyberbullying" means the same as that is defined by Policy 3010.

8. "Minor" means an individual under the age of 18 or an individual who an educator reasonably believes is under the age of 18 under the circumstances of the interaction.

   Utah Admin. Rules R277-210-2(36) (November 21, 2025)

9. "Neglect" has the same meaning as defined in Utah Code § 80-1-102(59).

   a. The term "parent" means the natural or adoptive or step or foster parent of a child or legal guardian who acts in the place of a parent.

      Utah Code § 80-1-102(58) (2025)

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

    Utah Admin. Rule R277-322-2(3) (August 7, 2024)

B. Professional Conduct

1. District staff are expected to comply with all District policies and to adhere to all requirements of the law.

2. District staff are further expected to act professionally.

a. This includes communicating in a civil manner and not promoting personal opinions, issues, or political positions as part of the instructional process in a manner inconsistent with law.

b. It further includes integrity and honesty in relationships with others and conducting any financial business and accounting for funds honestly and with integrity.

c. District staff are expected to comply with appropriate dress and grooming standards as established by District policy, supervisor directives, and generally accepted professional standards.

d. District employees are required to report arrests and convictions as provided for in Policy 3035 Employee Criminal Background Checks & Arrest Disclosure Requirements.

Utah Admin. Rules R277-217-2, -3, -4, and -5 (November 21, 2025)

3. District staff are expected to observe and adhere to practices of confidentiality, privacy, and discretion. Confidentiality ensures that information is accessible only to those authorized to have access.

   a. Any information obtained during the scope and course of employment regarding an individual's educational record, including, but not limited to: health, behavior, schedule, home conditions, financial status, or employment record should be considered confidential, no matter how trivial it may seem.

      1) This includes information that may have been observed, written, verbally shared, or electronically transmitted.

4. District staff are prohibited from being under the influence of, using, possessing, or distributing any alcoholic beverage, tobacco product (including electronic cigarettes), or controlled substance at school or at a school-related activity where the staff member is functioning as such, as outlined in Policy 3070 Alcohol and Drug Abuse: Employees. District staff are prohibited from providing alcohol or unauthorized drugs to students or from allowing students under the supervision or control of the staff member to use alcohol or unauthorized drugs. District staff are further expected to support District efforts to reduce inappropriate drug use and alcohol or tobacco use among students.

   Utah Admin. Rules R277-217-2(12) to (14) (November 21, 2025)

5. District staff may not engage in consensual sexual activity on school grounds, during contract hours, or while responsible for actively supervising students. District staff are prohibited from knowingly viewing, accessing, or possessing pornographic or indecent material in any form (print, electronic, or otherwise) while on school premises or at a school-related activity or by using District devices, internet access, or other resources, including equipment provided to the District through an education service provider. District staff may not knowingly use, view, create, distribute, or store pornographic or indecent material involving children at any time. District staff may not expose students to sensitive material as defined by Utah Code § 53G-10-103 and as determined by the District. (This restriction does not apply when District staff access pornographic or indecent material for the limited purpose of investigating a violation of this restriction or to enforce this restriction.) District staff may not expose a student to materials that are inappropriate given the age and maturity of the student.

   Utah Admin. Rule R277-495-4(1)(c) (October 8, 2025)
   Utah Admin. Rule R277-217-2(5), (18) to (22) (November 21, 2025)
   Utah Code § 76-5c-208 (2026)

C. Professional and Ethical Relationships with Students

1. District staff are to comport themselves in a way that contributes to maintaining and fostering a positive, effective, non-disruptive and safe learning environment for students.

   a. This includes maintaining professional and appropriate demeanor and relationships with students, both during and outside of school hours and on and off campus and through in-person and electronic interactions (through devices or social media).

   b. This also includes respecting appropriate intrapersonal boundaries in interacting with students and avoiding behavior that could reasonably lead to the appearance of impropriety.

      1) An educator may not invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity.

   c. An educator may not use his or her position, through language, instruction, materials, or symbols, to actively endorse, promote, or disparage another individual's race; color; religious belief; sex; national origin; marital status; political belief or creed; physical or mental condition; family, social, or cultural background; sexual orientation; or gender identification ~~particular partisan,~~

~~religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint in a manger inconsistent with District policy~~.

2. Staff are prohibited from engaging in the following conduct towards students:

   a. Abuse (physical, sexual, verbal or mental, as defined above);

   b. Bullying, cyberbullying, harassment (including sexual harassment), or hazing;

   c. Discrimination or harassment based on race, color, ethnicity, national origin, sex, gender identity, sexual orientation, religion (or lack of religious affiliation or belief), political viewpoint or disability;

   d. Boundary violations;

   e. Sharing any sexually explicit or lewd communication, image, or photograph;

   f. Allowing students in their homes for a school-related social activity without prior written permission of the principal;

   g. Dating or any type of romantic or sexual relationship or conduct;

   h. Requests for sexual activity or sexually suggestive comments; or

   i. Touching a student in a way that makes a reasonably objective student feel uncomfortable.

   Utah Admin. Rules R277-217-2(4) to (7), (9), (25) to (28) (November 21, 2025)
   Utah Admin. Rules R277-217-3(2), (3) (November 21, 2025)
   Utah Admin. Rules R277-322-2(2, (4) (August 7, 2024)
   Utah Admin. Rules R277-322-3(3)(a) to (j) (August 7, 2024)
   Utah Code § 53H-1-504(1), (2) (2025)
   Utah Code § 63G-7-301(3)(a)(i), (b) (2025)

3. The foregoing prohibitions apply to staff interaction with any student presently enrolled in the District and to staff interaction with any student who was enrolled in the District within the time period two (2) years before the conduct in question. In addition, District staff may not knowingly engage in sexually explicit conduct with a former student within two (2) years of the student graduating or officially exiting from high school where the staff member works.

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

Utah Code § 76-5-422 (2025)
Utah Admin. Rules R277-210-2(44), (50) (November 21, 2025)
Utah Admin. Rules R277-217-2(6) (November 21, 2025)

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

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

D. Reporting Requirements

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

   Utah Admin. Rules R277-322-3(3)(c), (k)(i) (August 7, 2024)

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

   Utah Admin. Rule R277-322-3(4)(a) (August 7, 2024)

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

Utah Admin. Rule R277-322-3(4)(b) (August 7, 2024)

E. Reporting Procedures

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

   Utah Admin. Rules R277-322-3(3)(k)(i), (4) (August 7, 2024)

F. Training

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

   Utah Admin. Rules R277-322-3(3)(k)(ii) (August 7, 2024)

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

   Utah Code § 63G-7-301(3)(b) (2025)
   Utah Admin. Rules R277-322-3(5) (August 7, 2024)

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

   a. Utah Admin. Rules R277-322-3(3)(k)(iii) (August 7, 2024)
   b. *Utah Code § 53G-9-207 (2024)*

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

5. Each staff member who holds a Utah educator or administrative license must, each year, read and acknowledge reading Policy New Policy Parent Information Portal.

   Utah Code § 53G-6-806(4) (2026)

G. Public Notice of Code of Conduct

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

   Utah Admin. Rules R277-322-3(3) (August 7, 2024)

Policy 3010
Amended
February 11, 2026
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 3010

Employee Bullying and Hazing

A. Definitions

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

   Utah Code § 53G-9-601(1) (2025)

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

   Utah Code § 53G-9-601(2) (2025)
   Utah Admin. Rules R277-613-2(2) (October 8, 2025)

~~3. "Bullying (Staff)" means staff bullying or student bullying a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:~~

   ~~a. Creates an environment that a reasonable person would find hostile, threatening, or humiliating and~~

   ~~b. Substantially interferes with a student or employee's educational or professional performance, opportunities, or benefits.~~

   ~~c. It does not mean instances of~~

      ~~1) ordinary teasing, horseplay, argument, or peer conflict,~~

      ~~2) reasonable correction of behavior by a school employee, or~~

      ~~3) reasonable coaching strategies and techniques by a school employee who is a coach.~~

      Utah Code § 53G-9-601(3) (2025)

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

   Utah Code § 53G-9-601(4) (2025)

5. “Cyberbullying” means:

   a. Using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

   b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyberbullying.

      Utah Code § 53G-9-601(5) (2025)

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

   a. Meets one of the following:

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

      2) Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;

      3) Involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or

      4) Involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either

a) Is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event; or

b) Is directed toward a school employee or student whom the actor knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

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

Utah Code § 76-5-107.5 (2022)
Utah Code § 53G-9-601(6) (2024)

7. "Incident" means an incident of bullying, cyber-bullying, hazing, or retaliation which has been substantiated through a formal investigative process as described in this policy. An incident occurs at the same time and in the same place and may involve one or more students to whom the incident is directed, one or more students who instigate ~~as causes of~~ the incident, or a student as both a ~~subject~~ target and a cause of the incident.

Utah Code § 53G-9-601(7) (2025)
Utah Admin. Rules R277-613-2(8), (19) (October 8, 2025)

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

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

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

Utah Code § 53G-9-601(11) (2025)

9. "School Employee" means:

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

Utah Code § 53G-9-601(13) (2025)

10. "Staff bullying" means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

    a. Creates an environment that a reasonable person would find hostile, threatening, or humiliating and

    b. Substantially interferes with a student or employee's educational or professional performance, opportunities, or benefits.

    c. It does not mean instances of

        1) ordinary teasing, horseplay, argument, or peer conflict,

        2) reasonable correction of behavior by a school employee, or

        3) reasonable coaching strategies and techniques by a school employee who is a coach.

    Utah Code § 53G-9-601(14) (2025)
    Utah Admin. Rules R277-613-2(17) (October 8, 2025)

11. "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

    a. Creates an environment that a reasonable person would find hostile and

    b. Interferes with a student's educational performance, opportunities, or benefits.

    c. It does not mean instances of

        1) ordinary teasing, horseplay, argument, or peer conflict,

        2) reasonable correction of behavior by a school employee, or

3) reasonable coaching strategies and techniques by a school employee who is a coach.

Utah Code § 53G-9-601(15) (2025)
Utah Admin. Rules R277-613-2(18) (October 8, 2025)

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

Utah Admin. Rules R277-613-2(20) (August 8, 2025)

B. Bullying Prohibited

1. No school employee may engage in bullying of a student or of a school employee.

2. School employees who engage in bullying are in violation of this policy and an incident of bullying shall result in disciplinary action up to and including termination, consistent with Policy 3044 Orderly School Termination for Employees.

3. Anonymous reports of bullying alone cannot constitute the basis for formal disciplinary action.

4. The school or District may also report an incident of bullying to law enforcement.

Utah Code § 53G-9-602(1) (2024)
Utah Code § 53G-9-605(3)(b) (2024)
Utah Admin. Rules R277-613-4(1)(a) (October 8, 2025)

C. Hazing and Cyberbullying Prohibited

1. No school employee may engage in hazing or cyberbullying of a student or of a school employee at any time or at any location.

2. School employees who engage in hazing or cyberbullying are in violation of this policy and an incident of hazing or cyberbullying shall result in disciplinary action up to and including termination, consistent with Policy 3044 Orderly School Termination for Employees.

3. The school may also determine to break up or dissolve a team, organization, or other school sponsored group for hazing violations by its members.

4. Anonymous reports of hazing or cyberbullying alone cannot constitute the basis for formal disciplinary action.

5. The school or District may also report an incident of hazing or cyber-bullying to law enforcement.

Utah Code § 53G-9-602(2) (2024)
Utah Code § 53G-9-605(3)(b) (2024)
Utah Admin. Rules R277-613-4(1)(a) (October 8, 2025)

D. Retaliation Prohibited

1. No school employee may engage in retaliation against a school employee, a student, or an investigation for, or witness of, an alleged occurrence of bullying, cyberbullying, hazing, retaliation, or an alleged occurrence of abusive conduct.

2. School employees who engage in retaliation are in violation of this policy and an incident of retaliation shall result in disciplinary action up to and including termination, consistent with Policy 3044 Orderly School Termination for Employees.

3. Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.

4. The school shall inform students who have reported being subject to bullying, cyberbullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new occurrences.

Utah Code § 53G-9-603(1) (2024)
Utah Code § 53G-9-605(3)(c) (2024)
Utah Admin. Rules R277-613-4(1)(a) (August 8, 2025)

E. Making a False Report Prohibited

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

2. School employees who engage in making such false allegations are in violation of this policy and verified instances of false allegations shall result in disciplinary action up to and including termination, consistent with Policy 3044 Orderly School Termination for Employees.

Utah Code § 53G-9-603(2) (2024)
Utah Code § 53G-9-605(3)(d) (2024)
Utah Admin. Rules R277-613-4(1)(a) (October 8, 2025)

F. Creation or Distribution of Intimate Images Prohibited

1. No school employee may create or share (or otherwise distribute) a sexually explicit or nonconsensually intimate image of any student, employee, or other person associated with the school. School employees who violate this prohibition are in violation of this policy (and may be in violation of other policies) and for verified infractions are subject to disciplinary action up to and including termination, consistent with Policy 3044 Orderly School Termination for Employees. This restriction does not prevent an employee from sharing such an image with an administrator as part of reporting the image or in response to a request from an administrator for the image.

   Utah Admin. Rules R277-613-4(1)(a)(vii) (October 8, 2025)

G. Investigation and Action Plan

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

   Utah Admin Rules R277-613-5(2), (3), (4) (October 8, 2025)

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

   Utah Admin Rules R277-613-5(6) (October 8, 2025)

3. When it is determined that an incident has occurred, the school shall create and implement an action plan. While parents should be involved in the development and implementation of the action plan, the school may develop and implement the plan without parent involvement when the parent chooses not to participate in the process.

4. The action plan shall include a communication plan designed to keep each parent updated on the implementation of the plan. The communication plan shall provide for regular updates and communication shall include explaining the process for addressing the incident, informing the parent about the outcome of the investigation, and discussing safety considerations for the student at whom the incident was directed.

5. For the targeted student ~~at whom the incident was directed~~ and in direct coordination with that student's parent, the plan shall include

    a. a tailored response to the incident that addresses the student's needs,

    b. a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident,

    c. notification of the consequences and plan to address the behavior of the student who caused the incident,

    d. supportive measures designed to preserve the student's access to educational services and opportunities, and

    e. to the extent available, access to other resources the parent requests for the student.

6. The action plan may not include a requirement that the student at whom the incident was directed change the student's education schedule or placement or participation in a school-sponsored sport, club, or activity.

7. For the student who caused the incident and in direct coordination with that student's parent, the plan shall include

    a. a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities,

b. a process to determine and provide any needed resources related to the underlying cause of the incident,

c. supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students, and

d. a process to remove the student from school in an emergency situation, including a description of what constitutes an emergency.

Utah Code § 53G-9-605.5 (2024)
Utah Code § 53G-9-605(3)(f), (h), (i) (2024)
Utah Admin. Rules R277-613-6(1), (2), (4) (October 8, 2025)

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

Utah Code § 53G-9-605.5(4) (2024)
Utah Admin. Rules R277-613-6(3) (October 8, 2025)

9. The action plan may include providing supportive services designed to preserve a a student's access to educational opportunities and a sense of safety ~~supporting involved students through trauma-informed care practices, if appropriate, as defined in Utah Admin. Rules R277-613-2(15)~~.

Utah Admin. Rules R277-613-5(7) (October 8, 2025)

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

Utah Admin. Rules R277-613-2(13) (October 8, 2025)
Utah Admin. Rules R277-613-5(7), (8)(a) (October 8, 2025)

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

    Utah Admin. Rules R277-613-4(5) (October 8, 2025)

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

    Utah Admin. Rules R277-613-5(10) (October 8, 2025)

H. Training and Education

1. Each school shall establish procedures for training school employees, coaches, volunteers and students on bullying, cyberbullying, hazing, retaliation, and abusive conduct. The principal or designee shall be the point person to assist, direct, and supervise training on these matters.

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

    a. Include information on:

        1) Bullying, cyberbullying, hazing, retaliation, and abusive conduct;

        2) Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

        3) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination,

        4) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are prohibited based on ~~the student's or employees' actual or perceived characteristics, including~~ race, color, national origin, sex, ~~disability,~~ religion,

~~gender identity, sexual orientation, or other physical~~ or ~~mental attributes, or conformance or failure to conform with stereotypes, and~~ disability,

5) The right of free speech and how it differs for students, employees, and parents; and

6) Safe digital citizenship as defined in Utah Code § 53G-7-1202(1)(a);

b. Complement the suicide prevention program required for students and the suicide prevention training required for licensed educators; and

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

Utah Code § 53G-9-607(1), (2) (2024)
Utah Admin. Rules R277-613-4(6) (October 8, 2025)
Utah Admin. Rules R277-613-5(1)(c) (October 8, 2025)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

d. This training shall be provided to all new employees, coaches, and volunteers within the first year of service and shall be provided to all employees, coaches, and volunteers ~~annually~~ at least once every three years after the initial training.

Utah Admin. Rules R277-613-4(7) (October 8, 2025)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

e. In addition to training school employees and educating students mentioned above, all volunteer coaches, employees, and students involved in any curricular athletic program or any extra-curricular club or activity shall:

1) Complete bullying, cyberbullying, harassment, hazing, and abusive conduct prevention training prior to participation;

2) Repeat bullying, cyberbullying, harassment and hazing prevention training at least every three years;

3) Be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this policy.

f. The content of this activity training shall be developed in collaboration with the Utah High School Activities Association (UHSAA) and the training shall also be

provided in collaboration with UHSAA. The school shall obtain and keep signature lists of the participants in the activity training.

Utah Admin. Rules R277-613-6 (October 8, 2025)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

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

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

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

Utah Code § 53G-9-607(2)(c) (2024)

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

Utah Admin. Rules R277-613-5(1)(b) (October 8, 2025)

I. District Coordinator

1. The ~~District shall designate at least one individual who can~~ Director of Student Services or Executive Director of Human Resources shall provide training to each school principal or designee responsible for school training and oversight. ~~This individual~~ The Director of Student Services will also oversee~~s~~ implementation of action plans, monitor~~s~~ implementation of this policy regarding communication plans, act~~s~~ as the District's liaison to the State Board of Education regarding bullying, cyberbullying, hazing, abusive conduct, and retaliation, and assist~~s~~ with school case-specific needs.

Utah Admin. Rules R277-613-5(1)(c) (October 8, 2025)

J. Assessment

1. ~~Subject to the requirements of Utah Code § 53E-9-203 regarding parental consent for certain types of inquiries of students, e~~Each school shall regularly (and at least once per year) ~~conduct~~ assess~~ment through student input (surveys, reports, or other methods) of~~ the prevalence of bullying, cyberbullying, and hazing in the school, and

specifically in locations where students may be unsafe and adult supervision may be required such as playgrounds, hallways, and lunch areas.

Utah Admin. Rules R277-613-4(4) (October 8, 2025)
Utah Code § 53E-9-203 (2024)

K. Publication and Acknowledgment

1. A copy of this policy shall be included in employee handbooks, shall be provided to the parent of each student enrolled in the District, and shall be available on the District website.

2. Each employee shall annually provide a signed statement stating that the employee has received a copy of this policy; however, such a statement is not a substitute for having met the training requirements of this policy.

Utah Code § 53G-9-605(3)(j), (4) (2024)
Utah Admin. Rules R277-613-4(1)(d), (2) (October 8, 2025)

L. Parental Notification of Incidents and Suicide Threats

1. The school shall promptly notify a student's parent when the student is involved in an incident (whether as a target or as a perpetrator) or when a student threatens suicide. When the student is involved in an incident, the parent shall also be notified of the action plan. In addition to giving notice of the incident or threat, the school shall also provide the parent with

   a. suicide prevention materials and information as recommended by the State Superintendent,

   b. information on ways to limit a student's access to fatal means (including firearms and medication), and

   c. information and resources on the healthy use of social media and online practices. (See Policy 5064 Medical Recommendations by School Personnel to Parents.)

2. The school shall produce and maintain a record that verifies that the parent was notified of the threats or incidents listed above and provide the required information. If applicable, the record shall also track implementation of the action plan. The record is a private record for purposed of the Government Records Access and Management Act.

a. The process for notifying a parent shall consist of:

1) The school principal or designee shall attempt to make personal contact with a parent when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.

2) Contact with the parent must be documented in a "Verification of Parent Contact Regarding Threat or Incident". When there is an action plan, the documentation shall be supplemented to track implementation of the action plan.

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

Utah Code § 53G-9-604 (2024)
Utah Admin. Rules R277-613-4(3) (October 8, 2025)

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

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

M. Report to State Superintendent

1. Each year, on or before June 30, the District shall submit a report to the State Superintendent which includes

a. a copy of the District's bullying policy;

b. confirmation of compliance with the requirement to obtain a signed acknowledgment of the policy from students, parents, and employees;

c. verification of required training regarding bullying, cyberbullying, hazing, retaliation, and abusive conduct;

d. the number of verified incidents of student bullying, cyberbullying, hazing, retaliation, and abusive conduct; and

e. the number and type of those incidents that either included a student ~~or employee~~ who was allegedly bullied, cyberbullied, hazed, or retaliated against because of the student's ~~or employee's~~ actual or perceived disability, race, national origin, religion, sex, gender identity, sexual orientation or other characteristic, including the federal reporting requirements for civil rights violations.

Utah Admin. Rules R277-613-5(12) (October 8, 2025)

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

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

~~[__] in person~~

~~[__] by telephone (number used: _____)~~

~~[__] by email (email address used: _____)~~

~~[__] by other method (specify): _____~~

~~Notice was given of:~~

~~[__] bullying~~

~~[__] cyberbullying~~

~~[__] abusive conduct~~

~~[__] hazing~~

~~[__] retaliation~~

~~[__] suicide threat~~

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

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

~~Date: _____ Nature of contact: _____~~

~~Date: _____ Nature of contact: _____~~

~~Date: _____ Nature of contact: _____~~

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

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

~~_____ _____ _____~~

~~Principal or Principal's Designee Title Date~~

~~_____ _____ _____~~

~~School Staff Member Title Date~~

Record of Parent Notification of Bullying Incident

This form is a record required to be maintained securely and confidentially by the school, consistent with Utah Code 53G-9-604 following parent notification of student:
• Suicide threat
• Bullying incident
• Cyber-bullying incident
• Hazing incident
• Retaliation incident
THIS FORM SHOULD NOT BE USED TO NOTIFY PARENT(S) OF THE INCIDENT.

Student Information:
Student's name:
Parent(s) name:
Date of incident:

Notification Details:
Parent was notified of the incident by:

(Designated School Employee's Name/Signature)

☐ Method of notification:
☐ Phone
☐ Email
☐ Mail
☐ In-person
☐ Other

Date/Time parent was notified:

Parent Contact Information:
Name:
Email:
Phone number:

Incident Type Parent was notified of:
☐ Suicide threat
☐ Bullying incident
☐ Cyber-bullying incident
☐ Hazing incident

☐ Retaliation incident

Policy 3038
Amended
July 8, 2026
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 3038

Highly Needed Educator Salary Supplement

A. General Policy Statement

1. The Salary Supplement for Highly Needed Educators (SHiNE) Program is designed to enhance the recruitment and retention of teachers in subject areas identified as high-need. Under this program, Box Elder School District is required to annually designate two to five teaching assignments that are challenging to staff or retain educators in. Eligible teachers—those assigned to high-need areas, possessing the appropriate qualifications, and meeting performance criteria—will receive salary supplements as determined by the Box Elder School District and as outlined in this policy. These supplements are subject to annual verification of eligibility.

B. Definitions

1. In this policy:

   a. "High-needs area" means a teaching assignment that has been designated by the Board of Education as challenging for the District to fill or to retain educators in. The District's high-needs areas for the current school year and the amount of supplement for each area are as listed in G.1.-5. of this Policy.

   b. "Qualifying assignment" means an assignment to a high-needs area or which is substantially equivalent to such an assignment.

   c. "Eligible teacher" means a teacher who has a qualifying assignment, has satisfied the requirements of this Policy to demonstrate assignment to a high-needs area and a qualifying teaching background, and is either a new employee of the District or has not received any unsatisfactory ratings on the teacher's three most recent evaluations.

   Utah Code § 53F-2-504(1) (2025)

C. Determining Eligibility for Salary Supplement

1. To demonstrate eligibility for the salary supplement, the teacher shall submit documentation showing that the teacher:

a. Is assigned to one or more of the high-needs areas designated by the Box Elder Board of Education ~~for the school year 2025/2026~~, or the teacher's assignment is substantially equivalent to a designated high-needs area:

b. Has a qualifying teaching background for the high-needs area, as shown by education transcripts or other documentation; and

c. Is either a new employee of the District or has not had any unsatisfactory ratings on the teacher's three most recent evaluations.

2. The documentation must be submitted by October 1. The Superintendent or designee shall review the documentation provided by the teacher seeking the salary supplement and determine if the requirements have been satisfied, including verifying the teacher's teaching background. The Superintendent or designee shall promptly inform the teacher of the determination. Once all timely requests have been evaluated, the Superintendent or designee shall certify a list of the teachers who are eligible for the salary supplement.

Utah Code § 53F-2-504(2)(a)(iv), (v) (2025)

D. Appeal of Application Denial

1. A teacher whose application for the salary supplement has been denied may appeal that determination to the Box Elder School Board. The appeal shall be in writing and submitted within 30 days of the notice that the application has been denied. The appeal shall explain why the teacher asserts the denial was incorrect (including as applicable why the teacher's assignment is substantially equivalent to a high-needs area) and shall include any appropriate supporting documentation. The Box Elder School Board shall evaluate the appeal in a closed meeting of the Board and determine if the denial was erroneous and notify the teacher and administration of the determination and the grounds for the determination.

Utah Code § 53F-2-504(2)(a)(iii) (2025)

E. Nature of the Salary Supplement

1. The salary supplement is considered part of the teacher's base pay, subject to the teacher's continuing qualification as an eligible teacher each trimester. The amount of the supplement the teacher receives shall be an equal portion of the fiscal year's amount allocated to Box Elder School District for the SHiNE program after a $1,000 stipend has been deducted for all teachers assigned to a Title I school, plus the amount of any employer-paid benefits that the teacher would be entitled to for a corresponding salary increase.

Utah Code § 53F-2-504(4), (5) (2025)

F. Increase in Amount of the Salary Supplement

1. The Board of Education may increase the amount of funds that are provided through the salary supplement if it first ensures the proper distribution to the District's teachers of funds the District receives under the program and also experiences a carry forward or leftover balance.

   Utah Code § 53F-2-504(7) (2025)

G. Qualifying Teaching Assignments

1. Special Education
2. Secondary Mathematics
3. The following Sciences
   a. 7th & 8th Grade Integrated Science
   b. Chemistry
   c. Physics
4. Title I School Teaching Assignment ($1,000 stipend)

Policy 3047
Amended
October 9, 2024
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 3047

Reemployment of Retirees

A. A retiree who is reemployed after July 1, 2010, by the District within one year of the date of the person's retirement will have his or her retiree's allowance cancelled by the Utah State Retirement Office and be reinstated as an active member of the State retirement plan, effective the first day of the month following the date of reemployment unless:

1. the retiree is not reemployed by the District for a period of at least sixty (60) days from the retiree's retirement date;

2. the retiree has a bona fide termination of employment as of the date of retirement;

3. upon reemployment after the break in service, the retiree does not receive any District provided benefit, including:

   a. medical benefits;

   b. dental benefits;

   c. other insurance benefits except workers compensation and withholdings required by state and federal law for Social Security, Medicare, and unemployment insurance; or

   d. paid time off, including sick, annual or other type of leave; and

   e. the retiree does not earn in any calendar year of reemployment an amount in excess of the lesser of:

      1) amount determined by URS; or

      2) One-half of the retiree's final average salary upon which the retiree's retirement allowance is based.

4. A "participating employer" is an employer who participates in a public employee retirement plan as defined in Utah Code § 49-11-102(38). A "bona fide termination of employment" means ~~permanent separation from~~ termination of any employ~~erment~~ - employee relationship or any direct or indirect fee-for-service relationship with any

participating employer and ceasing actual work for any participating employer ~~separation from employment~~ without any kind of prearrangement or understanding that anticipates any kind of postretirement ~~re~~employment or a postretirement fee-for-service relationship with a participating employer.

Utah Code § 49-11-102(15), (38) (2026)
Utah Code § 49-11-1204 (2025)
Utah Code § 49-11-1205 (2025)

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

   Utah Code § 49-11-1204 (5) (2025)

6. A retiree who is reemployed after July 1, 2010, by the District more than one year from the date of the retiree's retirement may elect to:

   a. Earn additional service credit and cancel the retiree's retirement allowance; or

   b. Receive the retiree's retirement allowance and forfeit any retirement related contribution from the District.

   Utah Code § 49-11-1204(3) (2025)

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

   Utah Code § 49-11-1204(4)(b) (2025)

8. If a retiree is reemployed in the School District after July 1, 2010, the District shall immediately notify the Utah State Retirement Office. In addition, the District shall provide information indicating:

   a. Whether the retiree was reemployed within one year of the retiree's date of retirement; and

b. If the retiree is reemployed more than one year from the date of retirement, whether the employee elects to:

1) Earn additional service credit and cancel the retiree's retirement allowance; or

2) Receive the retiree's retirement allowance and forfeit any retirement related contribution from the District.

Utah Code § 49-11-1206 (2025)

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

~~*Utah State Retirement Board Resolution #2019-05*~~

Policy 3070
Amended
November 12, 2025
First Reading
September 9, 2026
Second Reading
October 7, 2026

POLICY 3070

Alcohol and Drug Abuse – Employees

A. The Board recognizes that the unlawful use, possession, distribution, or sale of alcohol, narcotics, or other dangerous drugs is illegal according to federal and Utah law and constitutes a hazard to students. The Board encourages the development and implementation of programs which will provide information on the harmful effects and aid in the prevention of drug and alcohol abuse. The Board supports programs that coordinate school and parent cooperation in attempting to prevent problems of drug abuse and support programs that assist parents in seeking outside professional help from public and private educational and rehabilitative programs.

1. The Board delegates to the Administration responsibility for providing educational prevention programs, procedures for violations, support for employees, students and their families in all efforts of drug and alcohol prevention.

2. The Administration recognizes the need to reduce the risk of use and the abuse of illegal substances among employees. Therefore, the use or possession of alcohol or illegal drugs, counterfeit substances, and all associated paraphernalia is prohibited at any school district location (as defined in this policy). *Utah Code § 58-37-1 et seq.*

3. This policy implements the federal Drug-Free Workplace Act of 1988 and Utah Code § 34-41-101 thru 107 authorizing local governmental entity drug-free workplace policies and

B. "School district location" means in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

C. No employee shall 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, tobacco, or products containing nicotine (including but not limited to e-cigarettes, pipes, and vaporizers) any other controlled substance, as defined in the Utah

Controlled Substances Act, schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 CFR § 1300.01 through 1300.05, before, during or after school hours at school or in any other school district location as defined below.

Utah Code § 58-37-102 et seq.
41 U.S.C. § 8103(a)(1)
29 CFR § 94.205(a)
34 CFR § 84.205(a)

1. For purposes of this policy, nicotine products do not include tobacco-cessation products used as such, including nicotine patches, nicotine gum or other tobacco-cessation products that produce no smoke or vapor.

2. Marijuana and Cannabis

    a. This policy applies to narcotics, drugs and controlled substances as defined in law. Although some actions involving medical marijuana are no longer prohibited under Utah law, federal law still prohibits the manufacture, sale, distribution, and use of marijuana and conditions receipt of federal education funding on maintaining a drug-free workplace. As a recipient of federal funds, the district has an obligation to maintain a drug-free workplace. Thus, marijuana possession, sale, distribution, and use in the workplace is prohibited under this policy. However, an employee who has a valid medical cannabis card is not subject to retaliatory action for failing a drug test due to marijuana or tetrahydrocannabinol unless there is evidence that the employee was impaired or otherwise adversely affected in the employee's job performance due to the use of medical cannabis. ("Retaliatory action" means dismissal, reduction of compensation, failing to increase compensation by an amount the employee is otherwise entitled to or was promised, failure to promote the employee if the employee would otherwise have been promoted, or threatening any of these actions.) This limitation on adverse employment action does not apply in any circumstance when it would jeopardize federal funding.

    29 CFR § 94.205(a)
    34 CFR § 84.205(a)
    Utah Code § 26B-4-207(2) (2023)

D. Drug or Alcohol Testing

1. An employee or volunteer may be required to submit to medically accepted testing without justification of reasonable suspicion or critical incident to determine whether

he/she is using a controlled substance or alcohol in violation of federal or state law, or District policy under the following circumstances:

a. When, during work hours, there is reasonable suspicion that an employee or volunteer is using or is impaired through the use of a controlled substance or alcohol unlawfully;

1) Reasonable Suspicion

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

2) Reasonable Suspicion Documentation

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

Utah Code § 34-41-102(3) (2016)
Utah Code § 34-41-101(9) (2024)
Utah Code § 34-41-101(9) (2024)

b. Whenever an accident causing bodily injury occurs within the scope of employment where it appears that drugs or alcohol may have been a contributing factor.

Utah Code § 34-41-102(3) (2016)
Utah Code § 34-41-103(2)(b) (2026)

c. Random testing;

d. As part of a rehabilitation program.

2. An employee or volunteer who refuses to submit to drug or alcohol testing may be subject to disciplinary action.

3. All drug or alcohol testing shall be conducted by an independent laboratory certified for employment drug testing as provided by statute ~~by either the Substance Abuse~~

~~and Mental Health Services Administration or the College of American Pathology and approved by the District~~.

4. Corrective or disciplinary action may be taken against an employee or volunteer if there is a positive test for controlled substances.

    a. Employees in positions requiring a commercial driver license shall be subject to testing and prohibition requirements as directed by Federal and State law and as outlined in the State of Utah DHRM Drug and Alcohol Testing Manual. Training on these requirements is the responsibility of the District Transportation Department.

5. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on school district federal grant is performed, no later than five calendar days after such conviction.

    41 U.S.C. § 8103(a)(1)(D)
    29 CFR § 94.205(c)
    34 CFR § 84.205(c)
    Policy 3035 Employee Criminal Background Checks and Arrest Disclosure Requirements

    a. Upon receipt of notice that an employee working under a federal grant has been convicted of a criminal drug offense in the workplace, the District shall:

        1) Within 10 calendar days of learning of the conviction, send written notice to each federal agency on whose award the employee was working. This notice shall include the identification number of each award and the employee's position title.

        2) Within 30 calendar days of learning of the conviction, either take appropriate personnel action against the employee (up to and including termination) or require the employee to satisfactorily participate in an approved drug abuse assistance or rehabilitation program.

            41 U.S.C. § 8104
            29 CFR § 94.225
            34 CFR § 84.225

6. A separate, private record of drug or alcohol test results shall be kept by the employee's or volunteer's supervisor or building level administrator. The employee's official personnel file shall only contain a document making reference to the existence of the drug or alcohol test record.

E. Supervisors and administrators who receive notice of a workplace violation of this policy shall immediately notify the Executive Director of Personnel, and the District will take appropriate action, which may include but is not limited to:

1. Probation;

2. Suspension with or without pay;

3. Referral to the Utah Professional Practices Advisory Commission;

4. Termination of employment or voluntary services; or

5. Participation in a rehabilitation, treatment or counseling and educational program.

F. Consequences of Refusal to Test or Tampering with Test

1. If an employee is required to take a drug or alcohol test based on reasonable suspicion and refuses to be tested or to cooperate with test procedures, the employee may be treated as having a positive test result and disciplined accordingly and may also be disciplined for insubordination. If an employee is found to have submitted a false sample or otherwise to have attempted to circumvent the testing process, the employee may be treated as having a positive test result and disciplined accordingly.

Utah Code § 34-41-105(2) (2025)

G. An employee who has a confirmed positive test for use of a controlled substance or alcohol in violation of this policy may be offered the option of participating in a rehabilitation program in lieu of disciplinary action. This option is at the District's discretion and at the employee's own expense. If the employee accepts the offer tendered by the District to participate in such a program in lieu of disciplinary action, the following shall apply:

1. An employee participating in a rehabilitation program shall be granted accrued leave or leave without pay for inpatient treatment.

2. The employee must sign a release to allow the transmittal of verbal or written compliance reports between the District and the inpatient or outpatient rehabilitation program provider.

3. All communication shall be classified as private in accordance with Utah Code § 63G-2-302(1)(b).

4. An employee may be required to continue participation in an outpatient rehabilitation program prescribed by a licensed practitioner on the employee's own time and expense.

5. An employee, upon successful completion of a rehabilitation program shall be reinstated to work in his previously held position, or a position with a comparable or lower salary range.

6. An employee who fails to complete the prescribed treatment without a valid reason shall be subject to disciplinary action.

   Policy 3007 Employment – Staff Code of Conduct
   R277-217
   Notice to Employees

H. Compensation for Test Time

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

   Utah Code § 34-41-104(5) (2024)

I. Testing Costs

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

   Utah Code § 34-41-103(8) (2026)
   Utah Code § 34-41-104(6) (2026)

New Policy 3094
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 3094

Reporting Student Drug Possession Offenses

A. Drug Possession Offense Defined

1. A "drug possession offense" means unlawfully possessing or using a controlled substance or controlled substance analog as described in Utah Code § 76-18-207.

   Utah Code § 53G-8-211(1)(a) (2026)
   Utah Code § 76-18-207 (2026)

B. Duty to Report Alleged Student Drug Possession Offenses

1. Whenever a student allegedly commits a drug possession offense on school grounds when school is in session or at a school sponsored activity and that information is reported to or known by a school employee, the school employee shall notify the principal.

   Utah Code § 53G-8-510(1) (2026)

C. Principal Reporting of Alleged Student Drug Possession Offences

1. When a principal receives an employee report of an alleged student drug possession offense, the principal shall inform such school and district personnel that the principal determines should receive the information and shall inform the student's parent or guardian. However, the principal shall not disclose the identity of the reporting employee to the student or student's parent or guardian.

2. The principal shall inform a law enforcement officer or agency of the alleged drug possession offense if permitted under Utah Code § 53G-8-211. However, the principal, school resource officer, or designee of the principal shall refer the student directly to court if the offense was allegedly committed on school property and the student allegedly committed two prior drug possession offenses on school property.

   Utah Code § 53G-8-211(9) (2026)
   Utah Code § 53G-8-510(2) (2026)

D. Investigation Into Allegations

1. When the principal receives a report of an alleged student drug possession offense involving school property, a student, or a school employee, the principal may

conduct or authorize another to conduct an administrative investigation into the offense, including a search on school property, before the principal makes a report to a law enforcement officer or agency. When the principal makes a report to law enforcement, the principal shall report and deliver the evidence discovered in such an investigation.

Utah Code § 53G-8-511(1) (2026)

2. A search conducted as part of such administrative investigation requires a reasonable belief that the search will turn up evidence of the drug offense and the search must be reasonably related to the objectives of locating evidence of the drug offense and must not be excessively intrusive considering the circumstances (including the age and sex of the individual involved and the nature of the offense).

Utah Code § 53G-8-511(2) (2026)

E. Immunity for Good Faith Reporting or Investigation

1. A school employee or principal who in good faith reports an alleged student drug possession offense or who in good faith makes a report or conducts an investigation under the direction of school or law enforcement authorities is immune from any civil or criminal liability that otherwise might result from that action.

Utah Code § 53G-8-512 (2026)

Policy 4027
Amended
November 8, 2023
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 4027

Special Programs: Dropout Prevention and Recovery

A. At-Risk Coordinator

1. The District shall designate one or more at-risk coordinators to collect and disseminate data regarding dropouts in the District and to coordinate the District's ~~program~~ services for students who are at high risk of dropping out of school.

B. Identification of "Designated students"

1. The District shall identify all students: who have withdrawn from school before earning a diploma, and who have been dropped from average daily membership, and whose graduating class (when entering grade 9) have not yet graduated. The District shall further identify students who are at risk of meeting these criteria.

   Utah Code § 53G-9-802 (2023)
   Utah Code § 53G-9-801(3) (2023)

C. Dropout Reduction Plan

1. The District shall provide dropout prevention and recovery services to designated students, including:

   a. Engaging with or attempting to engage with designated students;

   b. Consulting with designated students and develop a learning plan to identify:

      1) Barriers to regular school attendance;

      2) An attainment goal through enrollment in education programs; and

      3) Means for achieving the attainment goal through enrollment in one or more of the programs described below in Flexible Enrollment Options.

   c. Monitoring a designated student's progress toward reaching the designated student's attainment goal; and

d. Providing tiered interventions for a designated student who is not making progress toward reaching the student's attainment goal.

2. The District shall provide dropout prevention and recovery services throughout the calendar year to students who become designated students while enrolled within the District. The District shall provide dropout prevention and recovery services to students who reside within the District who were enrolled in a charter school that does not include grade 12 and become designated in the summer after the student completes academic instruction at the charter school through the maximum grade level at the charter school.

Utah Code § 53G-9-802(1)(a)-(c) (2023)

~~3. The District shall establish a policy that describes how the District (or a third party provider) will measure if a designated student made a year's worth of progress toward an attainment goal during the year and how membership days will be determined for a designated student in accordance with the District's school schedule and enrollment policies.~~

~~*Utah Admin. Rules R277-606-3(3)(a) (March 10, 2025)*~~

D. Flexible Enrollment Option

1. The District shall provide flexible enrollment options for a designated student that are tailored to the designated student's learning plan and include two or more of the following:

a. Enrollment in a traditional program in a school within the District;

b. Enrollment in the District in a nontraditional program;

c. Enrollment in a program offered by a private provider that has entered into a contract with the District to provide educational services; or

d. Enrollment in a program offered by another local educational agency.

Utah Code § 53G-9-802(2)(a) (2023)

E. Designated Student Enrollment Options

1. A designated student may enroll in:

a. A program offered by the District; or

b. The Statewide Online Education Program

2. The District shall make its best effort to accommodate a designated student's choice of enrollment.

Utah Code § 53G-9-802(2)(b) (2023)

F. Dropout Prevention and Recovery Services

1. Provide dropout prevention and recovery services for any school year in which the District meets the following criteria:

a. The District's graduation rate is lower than the statewide graduation rate; and

b. The District's graduation rate has not increased by at least 1% on average over the previous three school years, or during the previous calendar year, at least 10% of the District's designated students have not reached the students' attainment goals or made a year's worth of progress toward the students' attainment goals.

2. This requirement does not apply if:

a. the District is in its first three years of operation;

b. the District's average graduation rate for the previous three years is higher than the statewide graduation rate for the same period; or

c. the quotient of the total number of the District's graduating students plus 10 divided by the total number of students in the graduating class, is equal to or greater than the statewide graduation rate.

3. If required to provide dropout prevention and recovery services, the District shall do at least one of the following: contract with a third party to provide the dropout prevention and recovery services, use another program that is evidence-based (as defined in Utah Code § 53G-11-303), or create a dropout prevention and recovery services plan that is evidence-informed (as defined in Utah Code § 53G-11-303).

4. If a District enters into a third-party contract to provide the dropout prevention and recovery services, the District shall ensure that:

a. The third party has a demonstrated record of effectiveness engaging with and recovering designated students;

b. The contract with the third party requires the third party provide the services described the Dropout Reduction Plan and regularly report progress to the District.

Utah Code § 53G-9-802(3)-(6) (2023)
~~*Utah Admin. Rules R277-606-3(2) (March 10, 2025)*~~

G. Annual Reporting

1. Using the survey provided by the State Superintendent of Education, t~~T~~he District shall annually submit a report to the State Superintendent ~~of Education~~ on dropout prevention and recovery services by October 30, including:

~~a. The total number of designated students in the District;~~

~~b. If applicable, the name of the third party the District is contracting with to provide dropout prevention and recovery services;~~

c. The methods the District or third party uses to engage with or attempt to recover designated students under the Dropout Reduction Plan;

d. The number of designated students who enroll in a program described in the Flexible Enrollment Options as a result of the District's efforts to engage with or attempting to recover a designated student;

e. The number of designated students who reach the designated students' attainment goals; and

f. Funding allocated to provide dropout prevention and recovery services.

Utah Code § 53G-9-802(7) (2023)
Utah Admin. Rules R277-606-4(1) (October 8, 2025)

~~2. If the District created its own dropout prevention and recovery plan, the District shall annually submit a copy of that plan to the State Superintendent of Education by October 30.~~

~~*Utah Admin. Rules R277-606-4(2) (March 10, 2025)*~~

H. “Attainment Goals” Defined

1. Attainment Goal means:

   a. A high school diploma;

   b. Utah High School Completion Diploma, as defined in State Board of Education rule;

   c. An Adult Education Secondary Diploma, as defined in State Board of Education rule; or

   d. An employer-recognized, industry-based certificate that is likely to result in job placement and is included in the State Board of Education's approved career and technical education industry certification list.

   Utah Code § 53G-9-801(1) (2023)

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POLICY 4028

Special Programs: Education of Youth in Care

A. Contracts With the State to Provide Education for Youth in Care

1. The District may contract with the State Board of Education to provide for education of persons who are either 21 years or younger or are students with disabilities entitled to a free, appropriate public education and who are receiving services from the Department of Health and Human Services or an agency of a Native American tribe or who are being held in a juvenile detention center. To do so, the District must submit an application and plan to the State Board of Education. The responsibilities of the District, the State Board of Education, and other local service providers regarding serving youth in care in the District shall be established by the approved application and plan. The District may subcontract with local non-district educational service providers for the provision of educational services.

   Utah Code § 53E-3-503(1), (3) (2024)
   Utah Admin. Rules R277-709-3(1), (3) (March 10, 2026)
   Utah Admin. Rules R277-709-6(1) (March 10, 2026)

B. Youth in Care Plan for College and Career Readiness

1. Each student who is a youth in care shall have a written plan for college and career readiness defining the student's academic achievement, which shall specify known in-school and extra-school factors which may affect the student's school performance. The plan shall be as described in Utah Administrative Rules R277-462-5. The plan shall be developed in cooperation with appropriate representatives of other service agencies working with the student such as the Division of Juvenile Justice and Youth Services, the Division of Child and Family Services, and the Department of Workforce Services. This plan shall be annually reviewed by the student, the student's parent or guardian, and school staff.

   Utah Admin. Rules R277-709-4 (March 10, 2026)
   Utah Admin. Rules R277-462-5 (December 10, 2024)

C. Education Programs for Youth in Care

1. The District shall provide the student with an education program which conforms as closely as possible to the student's education plan. Educational services shall be provided in the least restrictive environment appropriate for the student's behavior and educational performance. Youth in care who do not require special services beyond those which would be available to them were they not in custody shall be considered part of the District's regular enrollment and treated accordingly.

2. Youth in care may not be assigned or allowed to remain in a restrictive environment (including separation from general education students and programs) due to their custodial status, their past behavior that does not put others at risk, or the inappropriate behavior of other students.

3. Educational services shall be coordinated with non-custody programs to enable youth in care to continue their education following discharge from custody.

   Utah Admin. Rules R277-709-3(3)(j), (4), (6) (March 10, 2026)

D. Special Education Services for Youth in Care

1. Youth in care students shall receive special education evaluation and services according to the requirements of IDEA and Utah State Board of Education rules. Where a youth in care student qualifies for special education services, the District may provide services to the student through both the youth in care program and the District's special education program. The District shall not qualify a youth in care student for special education services based on custodial status alone.

   Utah Admin. Rules R277-709-5 (March 10, 2026)

E. Enrollment and Transfers of Youth in Care

1. Youth in care shall be admitted to classes within five school days following arrival at a new residential placement. The student may be provided a temporary schedule which may be modified to meet the student's needs after the evaluation and planning process are complete. Each student in a school-based program shall be assigned a mentor using an evidence-based mentoring program. Youth in care students shall be flagged as such in the District's student information system. Applicable forms relating to the youth in care designation of the student shall be obtained from the Utah Department of Health and Human Services.

   Utah Admin. Rules R277-709-3(3)(a), (b), (c) (March 10, 2026)

2. When a youth in care student is released from custody or transferred to another program, the sending program shall ensure all available school records are up to date and forward them to the receiving program consistent with Policy 5010 Admissions Eligibility Requirements and Utah Code § 53G-6-604.

   Utah Admin. Rules R277-709-3(11) (March 10, 2026)

F. Records of Youth in Care Students

1. All information maintained regarding a youth in care student, regardless of the source of the information, is an educational record for purposes of the Family Educational Rights and Privacy Act and are considered confidential student records. (See Policy 5100 Student Records.) School records which refer to custodial status, juvenile court records, and related matters shall be kept separate from permanent school records, but are nonetheless educational records if retained by the school or District. Members of the interagency team which oversee the student's education plan shall have access, through team member representatives of the participating agencies, to relevant records of the various agencies. However, the records and information obtained from those records remain the property of the supplying agency and shall not be transferred or shared with other persons or agencies without the permission of the supplying agency, the student's parent, or an eligible student as defined by FERPA.

   Utah Admin. Rules R277-709-8 (March 10, 2026)

G. Transcripts and Diplomas for Youth in Care Students

1. Transcripts and diplomas prepared for youth in care students shall be issued in the name of an existing accredited school in the District and may not refer in any way to custodial status of the student.

   Utah Admin. Rules R277-709-8(1) (March 10, 2026)

H. Interagency Advisory Council

1. If the District has been authorized to provide services for youth in care, the District shall establish a local interagency advisory council to advise member agencies concerning coordination of youth in custody programs. This council shall include:

a. A representative of the Division of Child and Family Services;

b. A representative of the Division of Juvenile Justice Services;

c. Directors of agencies located in the District such as detention centers, secure ~~lockup~~ care facilities, ~~observation and assessment units~~ shelters, day skill intervention programs, and the Utah State Hospital;

d. A representative from contracted residential providers serving youth in care in the District; and

e. A representative of the District.

2. The council shall adopt bylaws for its operation and shall meet at least quarterly.

Utah Code § 53E-3-503(6) (2024)
Utah Admin. Rules R277-709-10 (March 10, 2026)

Policy 4061
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POLICY 4061

Curriculum: American Heritage

A. American heritage in the curriculum

1. Classes, including American History, in which the subject matter is relevant, shall include thorough study of the following historical documents and principles such as:

   a. The Declaration of Independence;

   b. The United States Constitution;

   c. the Iroquois Constitution;

   d. George Washington's Farewell Address;

   e. selected passages from the Federalist and Antifederalist Papers;

   f. the Articles of Confederation;

   g. speeches of Frederick Douglass;

   h. the Lincoln-Douglas Debates;

   i. speeches of Abraham Lincoln;

   j. the Seneca Falls Declaration;

   k. the Letter from Birmingham Jail;

   l. the Utah Constitution; and

   m. other essential documents from American constitutional history

   ~~n. The National Motto;~~

   ~~o. The Pledge of Allegiance;~~

   ~~p. The National Anthem;~~

~~q. The Mayflower Compact;~~

~~r. The writings, speeches, documents, and proclamations of the Founders and the Presidents of the United States;~~

~~s. Organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist and post Federalist eras;~~

~~t. United States Supreme Court decisions;~~

~~u. The Ten Commandments;~~

~~v. The Magna Carta;~~

~~w. Acts of the United States Congress, including the published text of the congressional Record; and~~

~~x. United States treaties.~~

2. Instruction in American history and government shall include study of forms of government (such as a republic, a pure democracy, a monarchy, and an oligarchy), political philosophies (such as socialism, individualism, and free market capitalism), the fundamental role of religion in United Sates history and the primacy of religious liberty to American constitutional government, the United States' form of government (a compound constitutional republic), the roles and responsibilities of government officials (including state and locally elected officials), the voting process and election laws of Utah, including the caucus and convention system, the purpose and benefits of the Electoral College system in presidential elections, the eligibility requirements to run for elected office at the federal, state, and local levels, and the elected officials who represent students at each level of government ~~and the flag of the United State and the Pledge of Allegiance to the Flag~~.

   Utah Code § 53E-4-205.2(3) (2026)
   Utah Code § 53G-10-302(3)(c) (2026)
   Utah Admin. Rules R277-475-4(2) (August 7, 2024)

~~B. Civics Graduation Requirement~~

~~1. Each student must pass a basic civics test as a condition for graduation from high school unless the student qualifies for an alternate assessment.~~

~~a. A "basic civics test" means a test that includes 50 of the questions on the civics test form used by the United States Citizenship and Immigration Services.~~

~~b. A passing score is at least 35 out of 50 questions answered correctly.~~

~~c. The student may take the test as many times as needed to pass the test.~~

~~d. A student qualifies to take an alternate assessment if the student is within six months of graduation or if the student has a disability and the alternate assessment is consistent with the student's IEP.~~

~~1) The alternate assessment shall be given in the same manner as the examination given to an unnaturalized citizen and according to 8 CFR § 312.2.~~

~~2) The District may modify the manner of administration for a student with a disability in accordance with the student's IEP.)~~

~~*Utah Code § 53E-4-205 (2025)*~~
~~*Utah Admin. Rules R277-700-8 (June 7, 2024)*~~
~~*8 CFR § 312.2*~~

C. Posting American heritage documents

1. Schools may post copies of American historical documents or historically important excerpts from these documents in school classrooms and common areas as appropriate. If a school decides to post an excerpt from a particular document, the portions omitted should not be deleted for the purpose of censoring religious or cultural content.

Utah Code § 53G-10-302(5), (6) (2026)
Utah Admin. Rules R277-475-3(4) (August 7, 2024)

D. Display of the National Motto

1. The national motto of the United States, which is declared by federal statute (36 U.S.C. § 302) to be "In God we Trust," shall be displayed in one or more prominent places within each school building in the District, as provided for in Utah Code § 53G-10-302.

Utah Code § 53G-10-302(7) (2026)

E. Pledge of Allegiance

1. The pledge of allegiance to the flag shall be recited once at the beginning of each day in each public school classroom in the state and, led by a student in the classroom, as assigned by the classroom teacher on a rotating basis.

2. Each student shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting the pledge.

3. A student shall be excused from reciting the pledge upon written request from the student's parent provided at least once per year.

4. At least once a year, students shall be instructed that participation in the pledge of allegiance is voluntary and not compulsory; and not only is it acceptable for someone to choose not to participate in the pledge of allegiance for religious or other reasons, but students should show respect for any student who chooses not to participate.

5. A public school teacher shall strive to maintain an atmosphere among students in the classroom that is consistent with the principles described above.

Utah Code § 53G-10-304 (2020)
Utah Admin. Rules R277-475-5 (August 7, 2024)

F. Parental Notice and Information

1. The District shall make information available on its website about the flag, respect for the flag and civility toward any during patriotic activities. This information shall include notice about lawful exemptions to the requirement for students to participate in the Pledge of Allegiance, the right of students not to participate in the Pledge of Allegiance, that participation in the pledge of allegiance is voluntary and not compulsory, and not only is it acceptable for someone to choose not to participate in the pledge of allegiance for religious or other reasons, but students should show respect for any student who chooses not to participate. It shall also notify parents that a student may be excused from reciting the Pledge of Allegiance upon a written annual request of the student's parent.

Utah Admin. Rules R277-475-4(1)(c) (August 7, 2024)
Utah Admin. Rules R277-475-5 (August 7, 2024)

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Policy 4066

Curriculum: Religious Neutrality

A. Constitutional Freedom in Public Schools

1. Any school in the District, in accordance with State Board of Education policy, may undertake any instructional activity, performance or display which includes examination of or presentations about religion, political or religious thought or expression, or the influence thereof on music, art, literature, law, politics, history or any other element of the curriculum, including the comparative study of religions and the fundamental role of religion in the history of the United States and other countries, provided it is consistent with Utah Code § 53G-10-206 and is designed to achieve academic educational objectives included within the context of a course or activity and conducted in accordance with applicable rules or policies of this District.

   Utah Code § 53G-10-202(1) (2026)
   Utah Code § 53G-10-206 (2024)

2. No aspect of cultural heritage, political theory, moral theory, or societal value shall be either included within or excluded from school curricula for the primary reason that it affirms, ignores, or denies religious belief, religious doctrine, a religious sect, or the existence of a spiritual realm or supreme being.

   Utah Code § 53G-10-202(2) (2026)

3. American history and heritage documents may not be excluded from study or censored due to their religious or cultural nature.

   Utah Admin. Rules R277-475-3(4) (August 7, 2024)

B. Religious Neutrality

1. School officials and employees may not use their positions to endorse, promote, or disparage a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint. District schools may not sponsor or deny the practice of prayer or religious devotionals.

   Utah Code § 53G-10-202(3), (4) (2026)

C. Participation Waivers

1. A student may refrain from participation in any aspect of school that violates a religious belief or right of conscience of the student.

2. A student's parent may waive the student's participation in any aspect of school that violates the student's or the student's parent's religious belief or right of conscience.

3. A student may not be penalized or discriminated against for refraining from participation due to the student or student's parent's religious belief or right of conscience.

4. A student may not be required or incentivized to affirm or deny the religious belief or right of conscience of the student or the student's parent. When a student refrains from participation, the school shall promptly notify the student's parent.

5. The school may offer an alternative that does not violate the student's or the student's parent's religious belief or right of conscience but may not require the student or student's parent to explain, defend, or justify the religious belief or right of conscience.

   Utah Code § 53G-10-205 (2023)

D. Expressions of Belief in Curriculum and Activities

1. Expression of personal beliefs by a student participating in school-directed curricula or activities may not be prohibited or penalized unless the expression unreasonably interferes with order or discipline, threatens the well-being of persons or property, or violates concepts of civility or propriety appropriate to the school setting.

2. Limitations on student expression, practice, or conduct shall be by the least restrictive means necessary to satisfy the school's interests or to satisfy another specifically identified compelling governmental interest.

   Utah Code § 53G-10-203(1), (3) (2023)

3. A student may express the student's beliefs about religion in homework, artwork, and other written or oral assignments free from discrimination based on the religious perspective of the student's submissions. Home and classroom work shall be judged by ordinary academic standards of substance, relevance, and other legitimate pedagogical objectives and shall not be penalized nor rewarded based on religious perspective.

   Utah Code § 53G-10-202(5)(a), (b) (2026)

E. Expressions of Belief During Discretionary Time

1. Free expression of voluntary religious practice or freedom of speech by students during discretionary time, (non-instructional time during which a student is free to pursue personal interests), shall not be denied unless:

   a. The conduct unreasonably interferes with the ability of school officials to maintain order and discipline;

   b. Unreasonably endangers persons or property; or,

   c. Violates concepts of civility or propriety appropriate to the school setting.

2. Any limitation under this section on student expression, practice, or conduct shall be by the least restrictive means necessary to satisfy the school's interests or to satisfy another specifically identified compelling governmental interest.

   Utah Code § 53G-10-203(2), (3) (2023)

F. Notice of Constitutional Freedoms

1. Notice of the constitutional freedoms described in this policy shall be provided to school officials, employees, and students.

   Utah Code § 53G-10-202(5)(c) (2026)

POLICY 5005

Safe Schools – Student Discipline/Behavior

A. A necessary part of the learning process is self-control. Our goal in education is the growth of the individual in learning to control and appropriately conduct him/herself. Students are expected to follow accepted rules of conduct, to show respect for other people, and to obey persons in authority at the school.

B. Alternatives to suspension for non-violent and less extreme disciplinary situations should be developed in each school.

C. The primary purpose of a resource officer is to be proactive in the attempt to avoid crime within the school as well as the community. Our primary goal regarding student discipline is to change behavior. The school resource officer functions as a member of a team charged with accomplishing that goal.

D. A copy of this policy shall be given to each student in school upon enrollment in the school. Each student transferring to a school in the District who was not attending a school in the District just prior to the transfer shall receive a copy of this policy. When a copy of this policy is provided to a student, a copy shall also be provided to the student's parent.

Utah Code § 53G-8-204(2)(a) (2024)

E. A copy of this policy shall be posted in a prominent place in each school in the District. Any significant change in this policy shall be posted in each school in the District, and a copy of the revised policy shall be distributed to the students in each school.

Utah Code § 53G-8-204(2)(b), (c) (2024)

F. The following definitions shall apply under this policy:

1. "Bullying" means student bullying and staff bullying.

Utah Code § 53G-9-601(3) (2025)

a. "Staff bullying" means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or

another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

1) Creates an environment that a reasonable person would find hostile, threatening, or humiliating and

2) Substantially interferes with a student or employee's educational or professional performance, opportunities, or benefits.

3) It does not mean instances of

a) ordinary teasing, horseplay, argument, or peer conflict,

b) reasonable correction of behavior by a school employee, or

c) reasonable coaching strategies and techniques by a school employee who is a coach.

Utah Code § 53G-9-601(14) (2025)

b. "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

1) Creates an environment that a reasonable person would find hostile and

2) Interferes with a student's educational performance, opportunities, or benefits.

3) It does not mean instances of

a) ordinary teasing, horseplay, argument, or peer conflict,

b) reasonable correction of behavior by a school employee, or

c) reasonable coaching strategies and techniques by a school employee who is a coach.

Utah Code § 53G-9-601(15) (2025)

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

   Utah Code § 53G-9-601(4) (2025)

3. “Cyber-Bullying” means using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

   a. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyber-bullying.

      Utah Code § 53G-9-601(5) (2025)

4. “Disruptive behavior” means Conduct which unreasonably interferes with the educational process or instruction of students in the classroom or elsewhere, including the use of foul, profane, vulgar, or abusive language.

5. “Expulsion” means termination of the student’s status as a student enrolled in the school. Expulsion may be for an indefinite or fixed period of time.

6. “Firearm” is a pistol, revolver, shotgun, short barreled rifle or any device that could be used as a dangerous weapon from which a projectile is expelled by action of an explosive.

   Utah Code § 76-11-101(3), (4) (2025)

7. “Hazing” means a school employee or student intentionally, knowingly, or recklessly committing an act that meets one of the following:

   a. Endangers the mental or physical health or safety of an individual; or

   b. Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements; or

c. Involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or

d. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either:

1) Is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club, or event; or

2) Is directed toward an individual whom the actor of the act knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the actor also participates.

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

Utah Code § 76-5-107.5 (2022)
Utah Code § 53G-9-601(6) (2025)

8. “Involuntary transfer” means the reassignment of a student from one school, campus, or academic program, to a different school, campus, or academic program within the District. Involuntary transfer may be for an indefinite period of time or for a fixed period of time.

9. “Making a false alarm” means a student-initiated or circulated report or warning of a fire, impending bombing, or other crime or catastrophe, and knows that the report or warning is false or baseless and is likely to cause the evacuation of a building or public transport and is likely to cause public inconvenience or alarm or action of any sort by an official or volunteer agency organized to deal with emergencies.

Utah Code § 76-9-105 (2025)

10. “Retaliate” means an act or communication intended:

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

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

11. "School District location" means in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school District.

12. "Sexual harassment" ~~means uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate (such as an employee or student). See~~ has definitions set out in Policy 3015 Title IX Sexual Harassment.

13. "Suspension" means removal of a student from the student's regular classroom assignment for a definite period of time.

a. "In-school suspension" means a temporary removal from the student's regular classroom for at least half a school day while remaining under the direct supervision of school personnel.

b. "Out-of-school suspension" means removal of the student from school grounds for disciplinary reasons, except:

1) If the student is served solely under a Section 504 plan, "out-of-school suspension" means excluding the student from school for disciplinary purposes for one day or longer; or

2) If the student is a student with disabilities under IDEA, "out-of-school suspension" means the temporary removal of the student from the student's regular school to another setting for disciplinary reasons.

Utah Admin. Rules R277-100-2(38) (January 7, 2026)

c. "Short-term suspension" means an out-of-school suspension with exclusion of the student from the school, school grounds, and school activities and functions or a specific period of time that is equal to or less than 10 school days.

d. "Long-term suspension" means an out-of-school suspension with exclusion of the student from the school, school grounds, and school activities and functions for a specific period of time that is greater than 10 school days.

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

a. The following factors are used in determining whether an object other than a firearm is a dangerous weapon:

1) the location and circumstances in which the object was used or possessed;

2) the primary purpose for which the object was made;

3) the character of the wound, if any, produced by the object's unlawful or improper use;

4) the way ~~manner in which~~ the object was unlawfully or improperly used;

5) whether the manner in which the object is used or possessed constitutes a potential imminent threat to public safety; and

6) the lawful purposes for which the object may be used.

b. A weapon is NOT allowed on school property.

1) Possession of a weapon ***by a student*** shall not violate this policy if possession is approved in writing by the responsible school administrator or if the item or material is present or to be used in connection with a lawful activity approved in writing by the responsible school administrator before the material in question is brought on school premises. (Persons under 21 years of age are not permitted to carry concealed firearms on school premises even if they have a permit or provisional permit to carry a concealed firearm.)

Utah Code § 76-11-101(3), (4) (2025)
Utah Code § 76-11-205 (2026)

15. "Unlawful conduct" means any student conduct that violates any local, state, or federal law or regulation, or violates any District or school policy, or violates the legal rights of another person, and includes, but is not limited to, the following:

a. Harassment: ~~is~~ the crime of harassment occurs when a student, with intent to frighten or harass another, communicates a written or recorded threat to commit a violent felony.

   Utah Code § 76-5-106 (2022)

b. Indecent exposure of another individual: this crime occurs when an individual, in a public place and without the other individual's consent, (1) exposes another individual's genitals, breast below the top of the areola if the individual is female, buttocks, anus, or pubic area, or (2) exposes undergarments intended to cover any of these areas. (A student may be disciplined but may not be referred to law enforcement for this conduct unless the student has previously received a written warning from a law enforcement officer for such conduct.)

   Utah Code § 76-5-421 (2025)

c. Burglary means entering or unlawfully remaining in a building or any portion of a building with the intent to commit an additional crime.

   Utah Code § 76-6-202 (2026)

d. Theft means obtaining or exercising unauthorized control over the property of another with the purpose to deprive him or her thereof.

   Utah Code § 76-6-404(2) (2025)

e. Criminal mischief means recklessly or willfully shooting or propelling a missile or other object at or against a motor vehicle, bus, airplane, locomotive, train, railway car, or caboose, whether moving or standing, or intentionally and unlawfully tampering with the property of another so as to recklessly endanger human life, health, or safety or recklessly causes or threatens a substantial interruption or impairment of critical infrastructure.

   Utah Code § 76-6-106 (2023)

f. Assault means an attempt, with unlawful force or violence, to inflict bodily injury on an individual.

   Utah Code § 76-5-102 (2026)

g. Gang activity.

Utah Code § 76-9-802 to 805

h. Willfully defacing or otherwise damaging school property.

Utah Code § 53G-8-212 (2021)

16. Threat of Terrorism: A student commits a threat of terrorism if the student commits or threatens to commit an offense involving bodily injury, death, or substantial property damage, and the student:

a. Threatens to use a weapon of mass destruction or hoax weapon of mass destruction; or

b. The student acts with intent to:

1) Influence or affect a government or unit of government or intimidate or coerce a civilian population; or

2) Cause action of any nature by an official or volunteer agency organized to deal with emergencies due to the student's conduct posing a serious and substantial risk to the general public; or

3) Prevent or interrupt the occupation of a building or a portion of a building, a place to which the public has access, or a facility or vehicle of public transportation operated by a common carrier.

Utah Code § 76-5-107.3 (2026)

G. Student Conduct Warranting Discipline

1. A student may be disciplined for the conduct described below. The type of discipline imposed will depend on the nature of the particular conduct.

2. Conduct Which May Warrant, But Does Not Require Suspension or Expulsion:

a. A student may be disciplined for any of the following prohibited conduct when it occurs in a school building, or on or in proximity to school property; in conjunction with any school sponsored activity; in or on a school vehicle; is directed at or

against another student or a District employee; or when it threatens harm or does harm to the school, school property, a person associated with the school, or property of a person associated with the school.

1) Unlawful conduct, as that is defined above.

2) Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language.

3) Willful destruction, ~~or~~ defacing or damaging of school property.

4) Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel, or to the operation of the school.

5) Disruptive behavior, as that is defined above.

6) Possession or use of pornographic material on school property that would constitute a misdemeanor offense under Utah Code § 76-5c-208. (This includes accessing such material through the District computer network or by using any District-owned device.)

7) Bullying, abusive conduct, cyberbullying, retaliation, and making false allegations of bullying or retaliation. See Policy 5270 and Utah Code § 53G-6.

8) Use of an electronic device or camera to record sound or images or otherwise capture material in an unauthorized setting or at an unauthorized time shall subject the user of the device to increased discipline based on the circumstances and whether the student has been ~~was~~ involved in prior violations of this policy.

   a) Use of any device or any electronic device or camera to threaten, intimidate or embarrass another or to capture and transmit test information or any other information in a manner constituting fraud, theft or academic dishonesty may result in an immediate suspension.

9) Use of any device in a manner which may be physically harmful to another person, such as shining a laser in the eyes of another student, may result in an immediate suspension. When a student repeatedly engages in such behavior, the punishment may be increased as is appropriate.

10) Selling, giving, delivering, transferring, possessing, controlling, or distributing an alcoholic beverage on or in proximity to school property or at or in proximity to any school sponsored event. See Policy 5290.

11) Selling, giving, delivering, transferring, possessing, controlling, or distributing tobacco products on or in proximity to school property or at or in proximity to any school sponsored event. Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity on or off school property.

12) "Tobacco products" includes an electronic cigarette or electronic cigarette product as that has been defined by state law (Utah Code § 76-9-1101). See Policy 5290, Policy 5291, and Policy 5294.

a) Teachers or authorized school employees shall confiscate electronic cigarette products from school-age students on school property consistent with the District or school policy for identifying illegal substances in the possession of students and confiscating those substances.

b) Teachers who confiscate electronic cigarette products shall release the products to a school administrator in a timely manner.

c) Administrators shall release confiscated electronic cigarette products to local law enforcement in a timely manner consistent with the law.

b. Being under the influence of an alcoholic beverage or controlled substance on or in proximity to school property or at or in proximity to any school-sponsored event. See Policy 5270.

c. Engaging in, assisting, permitting, or otherwise being involved in hazing, as provided by the District's policy prohibiting hazing. See Policy 5270.

Utah Code § 53G-8-205(1) (2026)
Utah Code § 53G-8-602 (2018)
Utah Code § 53G-8-209 (2025)

d. Engaging in conduct that contains the elements of the offense of arson or aggravated arson under the Utah Criminal Code.

Utah Code § 76-6-102 (2023)

Utah Code § 76-6-103 (2023)

e. Engaging in conduct that contains the elements of any felony.

f. Sexual Harassment (See Policy 3015 Title IX Sexual Harassment)

g. Gang-related activity as defined in the policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity. Gang-related activity includes but is not limited to:

1) Wearing, possessing, using or distributing, displaying or selling and clothing, jewelry, emblem, badge, symbol, sign or other things which evidence membership in a gang;

2) Use of a name associated with or attributable to a gang;

3) Designating "turf" or an area for gang activity or occupation.

3. Conduct requiring suspension or expulsion

a. A student shall be suspended or expelled from school for participation in any serious violation affecting another student or staff member, or any serious violation when it occurs in a school building, in or on school property; or in conjunction with any school sponsored activity including:

1) The sale, control, delivery, transfer or distribution of a drug or controlled substance, as defined in Utah Code § 58-37-101, an imitation controlled substance, as defined in Utah Code § 76-18-401, or drug paraphernalia as defined in Utah Code § 76-18-301 (See Policy 5290); or

2) The actual use of violence or sexual misconduct; or

3) The actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or

4) Commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or

5) Making a false report of an emergency at a school under Utah Code § 76-9-105.5(2)(b).

Utah Code § 53G-8-205(2)(a) (2026)
Utah Code § 76-5-102 (2026)
Utah Code § 76-5-102.3 (2022)
Utah Code § 76-9-105.5(2)(b) (2026)

4. Conduct which requires 1-year expulsion

a. A student shall be expelled from school for not less than one year, subject to the 45-day review process for mandatory year expulsions set forth below, if the student engages in conduct which requires suspension expulsion (as set out above) and the conduct involves a real or look-alike weapon, explosive, or flammable material.

Utah Code § 53G-8-205(2)(b) (2026)

5. Discipline Rules for Students with Disabilities

a. Federal and state laws impose particular requirements regarding discipline of students identified as having a disability or when the school has sufficient notice of a disability. Discipline of such students must comport with the requirements set forth in Policy 5006 and Utah Special Education Rules for students with disabilities.

H. Remedial Measures and Disciplinary Sanctions

1. Remedial Measures

a. Continued school attendance subject to the terms of a remedial discipline plan prepared to correct the violation. This remedial measure is available only where the violation is for willful disobedience, defiance of authority, or disruptive behavior when such conduct is not of such a violent or extreme nature that immediate removal from school would be required.

b. Continued school and class attendance accompanied by the student's parent for a designated period of time. This remedial measure is available only with the consent of the student's teacher or teachers and the agreement of the student's parent. The parent must agree to attend all of the student's classes for each day of the suspension. If the parent fails to attend class with the student, the student

shall then be subject to suspension or other discipline in accordance with this policy.

c. In-school suspension. Attendance in a designated in-school suspension program. Students shall be instructed in the essential elements of the courses in which they are enrolled at the time of removal.

d. Home-based instruction: Instruction at home, provided that combined days of suspension and assignment to home-based instruction shall not exceed ten (10) school days in a trimester.

e. The District may establish offense-specific Safe School disciplinary procedures that are consistent with policy and applicable law. The procedures outline remedial measures, sanctions, interventions, and required review levels, including school-level meetings, District-level hearings with the District Safe Schools Team, or higher District-level reviews. When a District-level hearing is required, mandatory student and parent or guardian participation must occur before the student may return to school following a suspension or removal, unless otherwise authorized by the District or required by law.

f. Peer Court (for 6th-12th graders)

1) Box Elder School District operates a Peer Court under the Utah Youth Court Diversion Act as a diversion program for students that have been identified by school administrators as having committed acts which indicated a need for an intervention.

2) Referrals for Peer Court

a) The determination of whether a Peer Court referral is warranted shall be made by the school administrator in consultation.

b) Students may be referred to Peer Court as an appropriate behavior response for Class C type misdemeanors including disorderly conduct, petty theft, trespassing, possession/use of illegal substances, vaping.

3) Procedures for Peer Court

a) The Director of Student Services or designee along with community Police Departments is responsible for facilitating routine Peer Court meetings.

b) The Peer Court Facilitator shall conduct regular meetings at the routinely appointed time and place.

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

4) Determinations from Peer Court

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

https://www.utahyouthcourts.com/

g. Voluntary transfer to another school, campus, community based alternative school or other special program within the District, subject to the admission criteria of such alternative programs.

h. Withholding grade reports, diplomas and transcripts. If the District determines that school or District property has been lost or willfully cut, defaced or otherwise injured by a student, the District may withhold the issuance of official written grade report, diploma and transcript of the student responsible for the damage or loss until the student or student's parent has paid for the damages.

1) If the student and the student's parents are unable to pay for the damages or if it is determined by the school in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the District shall provide a program of voluntary work for the student may complete in lieu of the payment. In that case, the school shall release the official grade report, diploma, or transcript of the student upon completion of the work.

2) If the Department of Human Services or a licensed child-placing agency has been granted custody of the student, that student's records, if requested by the Department or agency, may not be withheld from the Department or agency for non-payment of damages under this section.

3) No penalty may be assessed for damages which may be reasonably attributed to normal wear and tear.

Utah Code § 53G-8-212 (2021)

2. Disciplinary Sanctions

   a. Detention: Students in grades kindergarten through six 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.

      1) The notice provided for under this policy need not be completed ~~prior to~~ before detention of the student if detention is necessary for the student's health or safety. Policy 5285 Detention of Students After School Hours

         Utah Code § 53G-8-203(3) (2026)

   b. Suspension (in-school or out-of-school)

   c. Involuntary transfer to another school, campus, community-based alternative school or other special program within the District.

   d. Expulsion

I. Authority to Impose Discipline ~~and Due Process~~

1. The Board of Education hereby delegates to each school principal or assistant principal within the District the authority to suspend a student in the principal or assistant principal's school for up to ten (10) school days, in accordance with this policy.

2. The Board of Education hereby delegates to the superintendent the authority to suspend a student for up to one (1) school year.

3. The Board of Education has the authority to expel a student for a fixed or indefinite period.

   Utah Code § 53G-8-206 (2025)

J. Procedures for Imposing Discipline

1. Remedial measures or disciplinary sanctions may be imposed on a student only after it has been determined, following appropriate due process, that the student has

committed a violation. The nature of the due process required depends in part on the magnitude of the penalty to be imposed. When a student is accused of sexual harassment, the procedure set out in Policy 5275 and Policy 3015 shall be followed in place of the procedure in this policy.

a. Short-term Out-of-School Suspension

1) Informal due process hearing

a) A school principal may suspend a student from school for up to ten (10) school days for a violation. Prior to imposing a suspension, the school principal or assistant principal shall meet with the student to discuss the incident(s) and to provide the student an opportunity to respond.

b) The principal or assistant principal shall then determine whether a violation has occurred and whether suspension or other discipline is appropriate.

c) In appropriate cases, the principal shall consider and offer the student alternatives to out-of-school suspension, including in-school suspension and parental attendance with the student (where appropriate consent from teachers is obtained). (See Policy 6012 Parent Classroom Observation)

2) Short-term out-of-school suspension pending due process hearing

a) If the school principal or assistant principal makes an initial determination that the violation warrants long-term suspension or expulsion, the school principal may recommend those sanctions and may impose a short-term out-of-school suspension pending a hearing on whether those sanctions should be imposed.

b. Departure from school grounds

1) A suspended student shall immediately leave the school building and grounds following a determination by the school of the best way to transfer custody of the student to the parent or other person authorized by the parent or applicable law to accept custody of the student.

Utah Code § 53G-8-206(5)(a) (2019)

c. Notice of short-term out-of-school suspension

d. ~~A suspended student and parent shall be notified:~~

1) If a short-term suspension is imposed, the principal or assistant principal shall immediately provide notice to the student's parent. Notice shall, if possible, be given in person or by telephone. If reasonable efforts to contact the parent by telephone are unsuccessful, then written notice shall be sent to the parent. The notice, whether verbal or written, shall include the following:

a) That the student has been suspended from school,

b) The reason for the suspension,

c) The period of time for which the student is suspended from school, and

d) The date, time and place for the parent and student to meet with the principal or assistant principal to review the suspension.

i. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension.

e. Notice of recommended expulsion or long-term suspension. If the principal or assistant principal has recommended that the superintendent expel the student or suspend the student from school for a period longer than ten days, that fact shall be included in the notice to the parent or guardian.

f. Meeting to review out-of-school suspension

1) At this meeting, the principal or assistant principal shall review with the parent and student the charges and evidence against the student, and shall provide the student and parent with an opportunity to respond.

2) During this meeting, the principal or assistant principal may determine whether the suspension previously imposed should be maintained, whether to adopt an alternative remedial measure, or whether the suspension should be terminated. The principal or assistant principal should also discuss with the parent a plan to avoid recurrence of the problem.

Utah Code § 53G-8-206(5)(b), (c) (2019)

2. Long-term Suspension or Expulsion

a. Due process hearing

1) If the principal or assistant principal recommends long-term suspension or expulsion, the administrator shall notify the Superintendent ~~or designee~~ of that recommendation.

2) The Superintendent or designee shall then schedule a hearing to be held with the student's parent, the student, and the Superintendent ~~or designee~~.

3) The hearing shall be scheduled to take place prior to the tenth day of the student's suspension where possible.

b. Notice of Hearing

1) The Superintendent or designee shall provide written notice of the date, time, and place of the hearing to the student and student's parent so as to afford a reasonable opportunity for preparation.

a) The notice shall include a statement of the charges against the student, that a recommendation has been made for suspension for more than 10 days or for expulsion and the period of time for which suspension or expulsion has been recommended.

b) The statement of the allegations against the student shall include the nature of the evidence and the names of any witnesses whose testimony may be used against the student unless confidentiality is required due to the necessity to protect student witnesses.

Wagner v. Ft. Wayne Community Schools, 255 F. Supp. 2d 915 (N.D. Ind. 2003)

3. Hearing Procedures

a. The Superintendent ~~or designee~~ shall preside at and conduct the hearing at the appointed time and place.

b. The District and the student may each be represented by a person of their choice.

c. Each party may present testimony of witnesses or other evidence, may cross-examine witnesses and may make legal arguments relevant to the issues. However, the District may present hearsay evidence if confidentiality is required due to the necessity to protect witnesses.

   Wagner v. Ft. Wayne Community Schools, 255 F. Supp. 2d 915 (N.D. Ind. 2003)

d. Decision

   1) At the conclusion of the hearing, the Superintendent ~~or designee~~ shall make a final determination of the matter and shall state his or her determination to those attending the hearing.

   2) The determination shall then be placed in writing and mailed to the parent.

   3) Upon a finding that the student has engaged in conduct warranting discipline, the Superintendent ~~or designee~~ may determine what discipline or remedial measures are appropriate for the conduct.

   4) If the Superintendent ~~or designee~~ determines that the appropriate sanction is expulsion, that sanction must be authorized by the Board of Education.

   5) Other than expulsion, the Superintendent ~~or designee~~ may impose any of the available remedial measures or sanctions determined to be appropriate.

   6) In determining the appropriate sanction, the Superintendent ~~or designee~~ shall consider whether alternatives to suspension are appropriate or available.

      Utah Code § 53G-8-206 (2019)
      Utah Code § 53G-8-207 (2019)

e. Appeals

   1) A student or parent on behalf of a student may appeal the determination of the Superintendent ~~or designee~~ to the Board of Education by filing a written notice of appeal with the Superintendent ~~or designee~~ within 10 days of the date the decision of the Superintendent ~~or designee~~ is mailed to the student. No further hearing will be held.

   2) The Board shall review the evidence submitted to the Superintendent ~~or designee~~ and the written determination of the Superintendent ~~or designee~~.

3) The Board may affirm the Superintendent ~~or designee~~ decision or modify the Superintendent ~~or designee~~ decision.

4) The Board's written decision shall be issued within 30 days of receipt of the student's written notice of appeal.

f. Board evaluation of expulsion recommendation

1) If the Superintendent ~~or designee~~ recommends expulsion for an indefinite or definite period of time, then the Superintendent ~~or designee~~ will transmit that recommendation to the Board of Education along with the record of evidence submitted to the Superintendent.

2) The Board may review the recommendation based on this record or may, at its sole discretion, accept further evidence.

3) Following its review, the Board may accept, modify, or reject the recommendation, or impose other disciplinary sanctions. This decision is final.

Utah Code § 53G-8-206(3) (2019)

g. 45-day review of mandatory one-year expulsions

1) Where a student has been expelled for one year because of a violation involving a weapon, explosive, or flammable material, a hearing shall be held within 45 school days of the imposition of the expulsion.

a) What conditions must be met by the student and the student's parent for the student's return to school, including conditions or restrictions required as part of a student reintegration plan;

b) Whether the student should be placed on probation in a regular or alternative school setting, and if so, what conditions must be met by the student to assure the safety of students and staff at the school where the student is placed; and

c) If it would be in the best interest of both the School District and the student to modify the expulsion term to less than a year, giving highest priority to providing a safe school environment for all students;

d) If the Superintendent or designee determines that the student should return to school prior to the expiration of the one-year expulsion term conditioned on compliance with the conditions established by the Superintendent or designee, then the Superintendent or designee shall submit that recommendation to the Board of Education. If the Board of Education approves the return, the student may return to school pursuant to the conditions established.

Utah Code § 53G-8-205(2)(b) (2026)

h. Denial of admission and reporting

1) A student may be denied admission to a public school on the basis of having been expelled from that or any other school during the preceding 12 months.

Utah Code § 53G-8-205(3) (2026)

K. Evidence in Student Hearings

1. All student disciplinary hearings shall be conducted by the Board or its designee in an executive session.

2. All evidence presented in such hearings shall constitute student educational records and shall be treated as “confidential”.

3. The District hereby designates all student records as “protected” under the Government Records Access Management Act. The names of students giving statements used in a student hearing involving other students may be protected and redacted where necessary to protect the students from threats of harm or interference with the educational process.

L. Notification of Offense on School Property or at School Activity

a. Whenever a ~~minor~~ student allegedly commits an offense on school grounds when school is in session or at a school sponsored activity and that information is reported to or known by a school employee, the school employee shall notify the principal. After receiving such a notification, the principal shall notify appropriate law enforcement personnel if permitted under Utah Code § 53G-8-211,~~as well as~~ school and District personnel who the principal determines should be informed, and the student’s parent or guardian. However, the principal shall not disclose the identity of the reporting employee to the student or student’s parent or

guardian. In addition, the identity of the reporting employee shall be kept confidential, except that it may be disclosed to a law enforcement officer or agency for purposes of an investigation or prosecution. Reporting employees and the principal who act in good faith in reporting or conducting an investigation of offenses are immune from legal liability.

Utah Code § 53G-8-510 (2026)
Utah Code § 53G-8-512 (2026)

M. Sexual Crimes or Serious Offenses by Students

1. For purposes of this section: "serious offense" means any of the following:

   a. a violent felony as defined in Utah Code § 76-3-203.5, or

   b. an offense that is a violation of Utah Code Title 76, Chapter 6, Part 4, theft and the property stolen is a firearm; or

   c. an offense that is a violation of Utah Code Title 76, Chapter 11, Weapons

   d. "Sexual crime" or "sexual misconduct" means any conduct described in:

      Utah Code Title 76, Chapter 5, Part 4, Sexual Offenses, or
      Utah Code Title 76, Chapter 5b, Sexual Exploitation Act, or
      Utah Code § 76-7-102, Incest

   e. ~~It does not include enticing a minor, lewdness involving a child or failure to report child sexual abuse material by a computer technician.~~

      Utah Code § 53G-8-201 (2026)
      Utah Code § 80-6-103(1)(d) (2026)

2. When a student commits a serious or sexual crime or sexual misconduct on school property, the impact of that misconduct on the school or school facility where the misconduct occurred shall be considered in determining both the discipline to be imposed and the conditions for the student to return to school.

   a. Where the misconduct was a ~~sexual crime or forcible~~ violent felony as defined by Utah Code § 76-3-203.5 directed at another student or a school employee, the student may not return to a school where the victim attends or works.

1) In which circumstance, the parent will be responsible for transportation to and from school.

Utah Code § 53G-8-203(5)(b)(ii) (2026)
Utah Code § 53G-8-213(5) (2026)
Utah Code § 76-3-203.5 (2026)

3. When a student commits a serious offense or sexual crime or sexual misconduct in connection with engaging in hazing, the discipline shall include loss of membership in or participation with the related team, organization, program, club, or event and unless a specific substantial justification is established otherwise shall also result in the student being permanently ineligible to participate in any extracurricular activity or association in the District.

Utah Code § 53G-8-203(5)(b)(i) (2026)

4. When a student is suspended or expelled from school because the student has committed a serious offense or sexual crime or sexual misconduct, or when a juvenile court or law enforcement agency provides notice as addressed in Policy 5380, a student reintegration plan shall be established for the student's return to school as provided for in Policy 5380.

Utah Code § 53G-8-203(5)(b) (2026)
Utah Code § 53G-8-213 (2026)

N. Education of Students Subject to Discipline

1. The educational services that will be provided to students subject to discipline will depend upon the nature of the discipline.

   a. Students subject to remedial measures such as a remedial discipline plan, class attendance with a parent, or in-school suspension will continue to receive educational services from the District according to the remedial measure. A student transferred to another school or program within the District will receive educational services through that school or program.

   b. Parent and District responsibilities

      1) ~~If~~ When a student is expelled or suspended for more than 10 days, it is the responsibility of the student's parent to undertake an alternative education

plan which will ensure that the student's education continues during the period of the suspension or expulsion.

2) The parent shall work with designated school officials to determine how that responsibility might best be met through private education, alternative programs offered by the District, or other alternatives which will reasonably meet the student's educational needs.

3) Costs for educational services not provided by the District are the responsibility of the student's parent.

Utah Code § 53G-8-208 (2020)

c. Review of student progress

1) The District shall contact the parent of each suspended or expelled student under the age of 16 at least once per month to determine the student's progress.

Utah Code § 53G-8-208(4)(b) (2020)

d. Record of disciplined students

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

Utah Code § 53G-8-208(4)(a) (2020)

O. Readmission of Suspended or Expelled Students

1. Suspended students

a. A suspended student may not be readmitted to a public school until the student and the student's parent or guardian have met with a designated school official to review the suspension and have agreed with the school official upon a plan to avoid recurrence of the violation resulting in suspension.

b. At the discretion of the principal, the student may be readmitted if the student and the student's parent have agreed to participate in such a meeting.

c. However, a suspension may not extend beyond ten (10) days unless the student and the student's parents have been given a reasonable opportunity to meet with a designated school official to respond to the allegations and proposed disciplinary action.

2. Expelled students

a. The superintendent or his or her designee shall review the expulsion sanction of each expelled student at least once per year and shall report the conclusions of such review to the Board of Education.

b. The superintendent or his or her designee may make recommendations regarding whether such sanction should be modified or removed, and what conditions, if any, should be imposed on the student's readmission.

c. If the Board has expelled a student for a set period of time and has not otherwise specified, at the expiration of that expulsion term a student may enroll at his or her area school on the same terms as a new student.

P. Information Regarding SafeUT Crisis Line

1. The SafeUT Crisis line established by the State through the Huntsman Mental Health Institute provides crisis intervention, including suicide prevention, to individuals experiencing emotional distress or psychiatric crisis. It also provides means for an individual to anonymously report

a. unsafe, violent, or criminal activities, or the threat of such activities at or near a public school;

b. incidents of bullying, cyberbullying, harassment, or hazing; and

c. incidents of physical or sexual abuse committed by a school employee or school volunteer.

2. The Board shall inform students, parents, and school personnel about the SafeUT Crisis Line.

Utah Code § 53H-4-210(2) (2026)
~~*Utah Code § 53B-17-1204(43) (20192024)*~~

Q. Response to SafeUT Crisis Line Reports

1. The District shall respond to reports received through the SafeUT Crisis Line in accordance with models developed by the State Board of Education.

   Utah Code § 53G-8-203(2)(i) (2026)

School Logo

BOX ELDER SCHOOL DISTRICT SHORT - TERM SUSPENSION NOTICE

* Student Name: _____ Grade:_____ Date: _____

Address: _____ Phone: _____

Dear Parent or Guardian,

We regret to inform you that it has become necessary to suspend the above-named student for the following reason (s):

☐ Reason: _____

☐ Safe School Violation - Type: _____

The dates of suspension have been set as _____ to _____

A meeting has been scheduled to review the suspension with _____(principal's name)

When: _____
Time: _____
Location: _____

Please plan to attend this meeting along with your child. If you are unable to attend at this time, please contact _____ at (phone number) to reschedule.

This meeting must be held prior to the end of the suspension term in order for your child to return to school.

Additional Information:

- While your student is suspended from school, it will be your responsibility to supervise the student and keep the student at home while school is in session. It is the student's responsibility to contact teachers for missed schoolwork. However, the student must not be on district property during the suspension. If a student is on campus during the suspension, it is considered trespassing. This includes any evening activity sponsored by the school or district.

- *If the student is currently receiving special education services, this suspension will be reviewed by the Special Education team to ensure compliance with the procedural safeguards of students with disabilities. The student's case manager will contact you as soon as possible. If you are not contacted within 24 hours, please call the school immediately.

Thank you,

School Administrator

SCHOOL SUSPENSION/EXPULSION RECOMMENDATION FORM

Student Information:

Student Name: _____
Grade Level: _____
Date of Incident: _____

Incident Details:

Description of Misconduct (Attach additional documentation if needed):
_____
_____
_____
_____
_____

Previous Disciplinary Actions Taken (Check all that apply):

☐ Verbal Warning
☐ Parent Conference
☐ In-School Suspension
☐ Short-term Suspension (under 10 days)
☐ Behavioral Contract
☐ Other (specify): _____

Recommendation:

☐ Long-Term Suspension (more than 10 days)
☐ Expulsion

Justification for Recommendation:
_____
_____
_____
_____
_____

_____ _____
Principal's Signature Date

Policy 5010
Amended
March 11, 2026
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 5010

Admissions Eligibility Requirements

A. Minimum Age

1. The District may enroll children in school who are at least five years old before September 21 of the year in which admission is sought. The District may enroll a child in kindergarten who does not meet this age requirement if the child moves to Utah from a different state in which the child, during the school year, was a resident and was enrolled in kindergarten in accordance with the prior state's kindergarten age requirements and transfers to the enrolling school after the beginning of the same school year. The District may also enroll children as provided for in Policy 5011 Admissions and Attendance of Military Children, Military and DOD Civilian Children.

2. A student may enroll in first grade if

   a. They have completed a full year of kindergarten or

   b. They are six years old before September 21.

   Utah Code § 53G-4-402(8) (2026)

B. Student Residency (Parent or Guardian Resides in Utah)

1. The district of residence of a minor child whose custodial parent resides in Utah is:

   a. The school district in which the custodial parent resides; or

   b. The District in which the child resides;

      1) While in the custody or under the supervision of a Utah state agency, local mental health authority, or substance abuse authority;

      2) While under the supervision of a private or public agency authorized to provide child placement services by the state of Utah;

      3) If the child is married or has been determined to be an emancipated minor by a court of law or authorized administrative agency;

4) The child resides in the District while living with a responsible adult resident of the District who has been designated as the child's custodian through a durable power of attorney as provided for in this policy and the District has been determined to be the child's district of residency as provided for in "Alternative District of Residency" below; or

5) The child is receiving services from a health care facility or human services program (as defined by Utah Code § 26B-2-201 and Utah Code § 26B-2-101) and the District has been determined to be the child's district of residency as provided for in "Alternative District of Residency" below.

Utah Code § 53G-6-302(1), (2) (2024)
Utah Admin. Rules R277-621 (September 24, 2021)

c. A "responsible adult resident" is an individual who is 21 years old or older who is a resident of this state and is willing and able to provide reasonably adequate food, clothing, shelter, and supervision for the child.

Utah Code § 53G-6-303(1) (2024)

C. Alternative District of Residency

1. Procedure

a. When a student's parent or legal guardian resides in Utah but not within the District, and the student resides in the District, the parent or legal guardian may request a determination that the District is the student's alternative district of residency by filing a written request with the District for that determination. The written request shall demonstrate that:

1) the child's physical, mental, moral or emotional health will be best served by considering the child to be a resident for school purposes;

2) exigent circumstances prevent the case from being considered under the procedures provided for in this policy for interdistrict transfers (see "'Open Enrollment' for Utah Resident Students," below); and

3) considering the child to be a resident of the District will not violate any other law or rule of the State Board of Education.

Utah Admin. Rules R277-621-3(1) (September 24, 2021)

Utah Code § 53G-6-302(2)(b)(iii), (iv) (2024)

b. For alternative district requests, the District designates the District Superintendent as its review official.

c. Upon receipt of an alternative district request, the review official shall review the request in light of the requirements set forth above and within 10 business days make a recommendation to the Board of Education (or its designee) on whether the student should be treated as a resident of the District.

Utah Admin. Rules R277-621-3(2) (September 24, 2021)

d. The Board of Education (or its designee) shall review the request and the recommendation and determine, based on the criteria set forth above, whether to grant or deny the request. The decision shall be in writing and shall set for the reasons for approval or denial in accordance with the criteria.

Utah Admin. Rules R277-621-3(5) (September 24, 2021)

e. If the request is denied by the Board of Education, the student or parent may appeal the denial to the State Superintendent within 10 business days. The State Superintendent will rule on the appeal within 10 business days.

Utah Admin. Rules R277-621-3(6) (September 24, 2021)

2. Requirements

a. Pending a decision on the request, the district of residence of the student's custodial parent or legal guardian is responsible for the student's education services. If the request is approved, the District shall immediately enroll the student and assume responsibility for providing educational services to the student.

Utah Admin. Rules R277-621-3(3), (4) (September 24, 2021)

b. If the request is approved and the student qualifies for services under IDEA, the District shall conduct an IEP meeting with representation from the District and from the student's prior district (the district of residence of the student's custodial parent or legal guardian).

Utah Admin. Rules R277-621-3(7) (September 24, 2021)

c. The District is not responsible for a student's required transportation between a health care facility or a human services program facility and the District's facility.

Utah Admin. Rules R277-621-4(3) (September 24, 2021)

d. The Board of Education or its designee may periodically re-evaluate the student's eligibility for educational services from the District.

D. Students Attending a Private Human Services Program

1. When the District is established as the alternative district of residence of a student while the student is attending a private human services program, the student is entitled to educational services from the District at District facilities, as determined by the District. The District is not required to provide educational services on site at the private human services program facility unless the District's IEP team determines that on-site services are required to meet the needs of the student under federal law.

Utah Admin. Rules R277-621-4(1), (2) (September 24, 2021)

E. Student Residency (Parent or Guardian Does Not Reside in Utah)

1. A minor child whose parent or legal guardian does not reside within Utah may be considered a resident of the District in which the child lives if it is established to the satisfaction of the local Board that:

a. The child is either married or has been determined to be an emancipated minor by a court of law or authorized state administrative agency;

b. The child was placed and is being supervised by a child placing agency which is authorized by the State of Utah to provide residential or child placement services and the agency is paying the child's tuition and fees to the extent required by Utah Code § 26B-2-131;

c. The child is in custody or under the care of a Utah state agency;

Utah Code § 26B-2-131 (2023)

d. The child lives with a resident of the District who is a responsible adult and whom the District agrees to designate as the child's legal guardian as provided for below; or

e. The District, in its sole discretion may accept a non-emancipated student as a resident of the District if each of the following are demonstrated to the Board's satisfaction:

1) The child's physical, mental, moral, or emotional health would best be served by considering the child to be a resident for school purposes; and

2) The child is prepared to abide by the rules and policies of the District; and

3) The person with whom the child resides in the District has been given authority in a durable power of attorney, as specified below, which the District agreed in its sole discretion to accept; and

4) One of the following two sets of circumstances exists:

a) The child lives with a responsible adult who resides in the District and is the student's non-custodial parent, grandparent, brother, sister, uncle or aunt and the child's presence in the District is not for the primary purpose of attending the public schools; or

b) The child's parent has moved from the state, and the child resides with a responsible adult who resides in the District, and the child's attendance in the school will not be detrimental to the school or to the District.

Utah Code § 53G-6-302(3) (2024)

NOTE: A document issued by other than a court of law that purports to award guardianship to a person who is not a resident of the jurisdiction in which guardianship is awarded is not valid until reviewed by a court of law.

F. Durable Power of Attorney

1. In certain circumstances identified above, a durable power of attorney must be obtained before a child can be admitted to attend school within the District. This durable power of attorney does not confer legal guardianship. In order to be sufficient, this durable power of attorney must be issued by the person who has legal custody of the child and must grant the custodian full authority to take any appropriate action in the interests of the child, including delegating powers regarding care, custody, and property, including authority over schooling.

2. In addition, the person with legal custody of the child (the grantor of the power of attorney) and the person who the child is to reside with (the person empowered by the power of attorney) must both agree to:

    a. Assume responsibility for any fees (as defined in Policy 5230 School Fees) related to the child's education in the District, and

    b. Provide the District with all requested financial information needed to determine eligibility for fee waivers, if those are claimed.

    Utah Code § 53G-6-302(4) (2024)
    Utah Code § 75-5-103 (2018)

3. Forms for this power of attorney and for acceptance of custodianship are provided below.

G. Guardianship for Residency Purposes

1. Subject to the District's acceptance and approval, a responsible adult resident residing in the District may obtain guardianship of a child whose custodial parent does not reside in the District for the limited purpose of establishing school district residency of a minor child by submitting to the Superintendent a signed affidavit by the child's parent which states that:

    a. The child's presence in the district is not for the primary purpose of attending the public schools;

    b. The child's physical, mental, moral or emotional health would be best served by transfer of guardianship to a Utah resident;

    c. The affiant is aware that designation of a guardian is equivalent to a Court established guardianship and will suspend or terminate any existing parental or guardianship rights in the same manner as a court-established guardianship;

    d. The affiant consents and submits to suspension or termination of parental or guardianship rights;

    e. The affiant submits to jurisdiction of Utah State courts in which the District is located for any action related to guardianship or custody of the student;

    f. The affiant designates the responsible adult resident as agent to accept service of process and notice; and

g. It is the affiant's intent that the student become a permanent resident of the District under the supervision of the responsible adult

2. The responsible adult must also submit a signed affidavit stating that:

   a. The affiant is a resident of the school district and desires to become the guardian of the student;

   b. The affiant consents and submits to the jurisdiction of the state district court in which the school district is located in any action relating to the guardianship or custody of the child in question;

   c. The affiant will accept responsibilities of guardianship to provide adequate supervision, discipline, food, shelter, educational and emotional support, medical care and pay all school fees; and

   d. The affiant accepts the parent or prior guardian's appointment of agency.

3. Forms for the affidavits of the parent and the responsible adult are provided below. If the child's custodial parent cannot be found in order to execute the statement required under subsection (6), then the responsible adult resident must submit a signed affidavit to that effect to the District. A form for this affidavit is provided below. The District shall also submit a copy of the affidavit to the Criminal Investigations and Technical Services Division of the Department of Public Safety.

4. The student who lives with the responsible adult must submit a signed affidavit stating that:

   a. The student desires to become a permanent resident of the State of Utah and reside in the District with and be responsible to the named responsible adult; and

   b. The child will abide by rules and policies of the district and schools.

5. A form for this affidavit is provided below. The District may require the responsible adult to also submit any other relevant documents that it reasonably believes to be necessary to substantiate any claim made in connection with the application.

6. Upon receipt of the required information and documentation, and a determination by the board that the information is accurate, that the requirements have been met, and that the interests of the child would best be served by granting the guardianship, the

Board or its authorized representative may designate the applicant as guardian of the child by issuing a designation of guardianship letter to the applicant.

7. The District shall deliver the original documents filed with the District, together with a copy of the designation of guardianship issued by the District, in person or by any form of mail requiring a signed receipt, to the clerk of the state district court in which the District is located.

8. Intentional submission to the District of fraudulent or misleading information under this policy is punishable under Utah Code § 76-8-504.

9. If the District has reason to believe that a party has intentionally submitted false or misleading information under this part, it may, after notice and opportunity for the party to respond to the allegation:

   a. void any guardianship, authorization, or action which was based upon the false or misleading information; and

   b. recover, from the party submitting the information, the full cost of any benefits received by the child on the basis of the false or misleading information, including tuition, fees (as defined in Policy 5230), and other unpaid school charges, together with any related costs of recovery.

   Utah Code § 53G-6-303 (2024)

H. Appeal of Guardianship Denial

1. If the Board denies the application for a guardianship designation, the applicant may either appeal the denial to the Utah district court where the District is located or may file an original petition for guardianship with the court.

   Utah Code § 53G-6-303 (2024)

I. Termination of Guardianship

1. A guardianship designation issued by the District may be terminated, and the authority and responsibility of the prior custodial parent may be restored, upon submission to the District of:

   a. a signed affidavit by the person who consented to the guardianship which requests termination of the guardianship, or

b. a signed written request by the designated guardian requesting termination of the guardianship.

2. If the District determines that it would not be in the best interests of the child to terminate the guardianship, the District may refer the request for termination to the Utah district court where the original guardianship documents were submitted.

3. If the District determines, after giving notice and an opportunity to respond, that an individual has intentionally submitted false or misleading information to the District in connection with a guardianship designation, the District may

   a. void any guardianship, authorization, or action which was based on the false or misleading information, and

   b. recover from the person submitting the false or misleading information the full cost of any benefits received by the child based on the false or misleading information, including tuition, fees (as defined in Policy 5230), and other unpaid school charges, along with any related costs of recovery.

4. A student whose guardianship or enrollment has been terminated may, upon payment of all applicable tuition and fees, continue in enrollment until the end of the school year unless excluded from attendance for cause.

   Utah Code § 53G-6-303 (2024)

J. Tuition

1. The Board shall charge the nonresident child tuition at least equal to the per capita cost of the school program in which the child enrolls unless the board, in open meeting, determines to waive the charge for that child in whole or in part. The official minutes of the meeting shall reflect the determination.

   Utah Code § 53G-6-306(3) (2025)

K. Tuition for Education Outside of the District

1. If the Board so determines, it shall pay tuition to any accredited district outside the state with which it has a written agreement to educate students attending school in the out-of-state district. The agreement shall be approved by both districts and filed with the State Board of Education. The District is not required to pay tuition to any district with which it has not contracted.

Utah Code § 53G-6-305 (2019)

L. Eligibility and Admissions Requirements

1. All documents submitted for proof of guardianship shall be kept by the District until the student has reached 18 years old unless the District receives a valid court order to do otherwise.

   Utah Code § 53G-6-303(9) (2024)

2. The District may require evidence that a child is eligible to attend the public free schools of the District at the time it considers an application for admission of the child. The District may withdraw any student who ceases to be a resident; however, a student who guardianship or enrollment has been terminated under this policy may, upon payment of all applicable tuition and fees, continue in enrollment until the end of the school year unless excluded from attendance for cause.

   Plyler v. Doe, 102 S. Ct. 2382 (1982)
   Daniels v. Morris, 746 F.2d 271 (5th Cir. 1984)

M. "Open Enrollment" for Utah Resident Students

1. The Board is responsible for providing educational services consistent with Utah state law and rules of the State Board of Education for each student within the District and—to the extent reasonably feasible and in accordance with the limitations and provisions herein—for any student who resides in another district in the state and desires to attend a school in the District.

2. For purposes of "open enrollment," the following definitions apply:

   a. "Early enrollment" means:

      1) application between November 15 and the first Friday in February for admission for the next school year to a school that is not a student's school of residence; or

   b. "Early enrollment for grade reconfiguration" means

      1) application between August 1 through November 1 for admission for the next school year to a school that is not a student's school of residence if:

a) the school district is doing a district wide grade reconfiguration of its elementary, middle, and high schools; and

b) that grade reconfiguration will be implemented in the next school year.

c. “Late enrollment” means application:

1) after the first Friday in February for admission for the next school year to a school that is not the student's school of residence; or

2) for admission for the current year to a school that is not the student’s school of residence.

d. “Nonresident student” means a student who lives outside the boundaries of the school attendance area.

e. “Open enrollment threshold” means the school enrollment levels (for early enrollment or late enrollment) determined under Utah Code § 53G-6-401 and regulations established by the Utah State Board of Education.

f. “School of residence” means the school that a student is assigned to attend based on the student’s place of residence.

g. “School attendance area” means an area established by the Board of Education from which students are assigned to attend a certain school.

Utah Code § 53G-6-401 (2019)
Utah Code § 53G-6-402(4)(b) (2025)

3. If a school’s average daily membership falls below the open enrollment threshold, the Board shall allow nonresident students to enroll in the school. If a school’s average daily membership is above the open enrollment threshold, the Board may, in its discretion, allow enrollment of nonresident students in the school upon satisfactory completion of the application process set forth herein.

4. The Board shall provide written notification to the parents of each student that resides within the school district and other interested parties of the revised early enrollment period beginning August 1 and ending November 1 if the school district is doing a district wide grade reconfiguration of its elementary, middle, and high schools; and the grade reconfiguration will be implemented in the next school year.

5. The Board shall make information about the District, its schools, programs, policies and procedures available to all students who are residents of the State and express an interest in transferring into the District or in transferring to another school within the District.

6. In order for a Utah student to attend a District school other than the student's school of residence, the nonresident student's parent must submit an application to the District on a form provided by the State Board of Education.

7. To be considered as an "early enrollment" application, the student's parent must submit the application from August 1 to November 1 if there is a district wide grade reconfiguration the following school year or from December 1 through the third Friday in February prior to the school year of application for initial enrollment to begin the following school year in the District. Applications which are submitted for the current school year or after the third Friday in February for the following school year will be considered as "late enrollment" applications.

   Utah Code § 53G-6-401 (2019)

8. The District shall charge applicants a one-time $5.00 processing fee to be paid at the time of application.

   Utah Code § 53G-6-402(5) (2025)

N. Open Enrollment Applications Following Boundary Changes

1. Notwithstanding the early and late open enrollment application deadlines, a student who is affected by a school boundary change may submit an open enrollment application within 30 days after the day on which the boundary change takes effect.

   Utah Code § 53G-6-402(4)(b)(v) (2025)
   Utah Code § 53G-4-402(24)(f)(ii) (2026)

O. Notice of Acceptance or Rejection of Application

1. For an early enrollment application, the District shall provide written notice of acceptance or rejection of that application within six weeks after receipt of the application by the District or by March 31 whichever is later. For a late enrollment application for the following school year, written notice of acceptance or rejection shall be provided within two weeks of the District's receipt of the application or by the Friday before the new school year begins, whichever is later. For a late enrollment application for the current school year, written notice of acceptance or rejection shall

be provided within two weeks of the District's receipt of the application. Written notice of acceptance of an application for enrollment shall also be sent to the nonresident student's school of residence (for intradistrict transfers) or district of residence (for intradistrict transfers).

Utah Code § 53G-6-402(4)(b)(v), (vi) (2025)

P. Denial of Enrollment Appeal

1. Denial of initial or continuing enrollment of a nonresident student may be appealed to the Board through the Director of Student Services. Written notice of the request for appeal to the Board must be submitted to the Board within fifteen (15) days of the date of the Board's denial of the application. The decision of the Board shall be upheld in any subsequent proceedings unless the Board's decision is found, by clear and convincing evidence, to be in violation of applicable law or regulation, or to be arbitrary and capricious.

   Utah Code § 53G-6-404 (2019)

Q. Standards for Application

1. Acceptance or rejection of an application shall be determined on an individual basis. Standards applied to each application include at least the following:

2. No nonresident student shall be allowed to voluntarily enroll in programs within the District unless, on a case by case basis, the District determines that there is capacity for additional students in the program for which the nonresident student applies, and that there is adequate space, facilities, and teacher availability in the class, grade level and school building for which the student applied. For secondary schools, the District may also consider the capacity of a comprehensive program in determining to accept or reject an application.

3. The District shall give priority, listed in order,

   a. Box Elder School District students;

   b. to a student who is a child of a military service member or a child of a DOD civilian (as defined in Utah Code § 53H-11-202);

   c. parent is an employee in the school of desired attendance;

d. sibling/step-sibling enrolled in school of desired attendance. However, applications are considered and granted on an individual basis with no stated or implied guarantee to siblings;

e. date of completed application.

4. The District shall maintain heterogeneous student populations if necessary to avoid violation of constitutional or statutory rights of students.

5. The District shall not be required to provide any program that it has not previously provided to its own students. If the District does not offer a program that the student requires, that fact shall be considered in reviewing the student's application.

6. The District shall consider the willingness of prospective students to comply with District policies.

7. The District may consider whether the requested transfer is needed for the student's health or safety.

8. The District may reject an application for transfer for the current school year when the student has already transferred to another school for the current school year under open enrollment (whether that was effective at the beginning of the school year or during the school year).

9. Standards may not include previous academic achievement, athletic or other extra-curricular ability, any matter relating to race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, veteran status of the student, disability, the fact that the student requires special education services for which space is available, previous disciplinary proceedings, except that the District may deny applications from students who have committed serious infractions of the law or school rules, including rules of the District which may not have been rules of the student's prior district where the conduct occurred. The District may deny applications from students who have been guilty of chronic misbehavior which would, if continued, endanger persons or property, cause serious disruptions in the school, or place unreasonable burdens on school staff. The District may reject an application from a student who has any school safety incidents or safe-school violations.

10. The Board may, in its discretion, allow provisional enrollment of students with prior behavior problems. In such cases the Board will, on a case-by-case basis, establish conditions under which enrollment of the nonresident student would be permitted. The Board may also impose such conditions on a nonresident student previously

enrolled in the District, under which the nonresident student's enrollment would be continued.

Utah Code § 53G-6-402(1) (2025)
Utah Code § 53G-6-403 (2026)

R. Posting of School Enrollment Information

1. For each school, the District shall post the following information on the District website:

   a. The school's maximum capacity;

   b. The school's adjusted capacity;

   c. The school's projected enrollment used in calculating the open enrollment threshold;

   d. The school's actual enrollment on October 1, January 2, and April 1;

   e. The number of nonresident student enrollment applications for the school;

   f. The number of nonresident student enrollment applications accepted; and

   g. The number of resident students transferring to another school.

   Utah Code § 53G-6-403(5) (2026)

S. Participation in Interscholastic Competition

1. The participation by nonresident students in interscholastic competition shall be governed under rules established by the State Board of Education, in consultation with the Utah High School Activities Association. Final determinations as to extent of participation shall be made by the Board of Education or coaches delegated such authority.

T. Termination of Enrollment

1. Once a nonresident student is enrolled within a school in the District, the student may remain enrolled in that school subject to compliance with all rules and standards established for students in the District, and is not required to submit annual or periodic applications unless one of the following occurs:

a. the student graduates;

b. the student is no longer a Utah resident;

c. the student is suspended or expelled from school; or

d. the District determines that enrollment within the school in question will exceed the open enrollment threshold during the coming school year.

2. However, even when the open enrollment threshold will be exceeded, a student may remain enrolled in the following circumstances. When a military service member or DOD civilian (as defined in Utah Code § 53H-11-202) moves from temporary to permanent housing outside of the relevant boundaries following a permanent change of station, a child of the service member or DOD civilian in kindergarten through grade 10 may remain enrolled until the student completes the current school year and a child of the service member or DOD civilian in grade 11 or 12 may remain enrolled until the student graduates. Where a nonresident student is enrolled in a nonresident school for safety reasons because bus service is not provided between the student's neighborhood and their school of residence, that student may remain at that school through the highest grade offered and may thereafter attend the middle school, or high school into which the nonresident school feeds, until graduation.

   Utah Code § 53G-6-402(6), (11) (2025)

3. Otherwise, where the open enrollment threshold will be exceeded, determination of which nonresident students will be excluded from continued enrollment in the school during a subsequent year is based upon time in the school, with those most recently enrolled being excluded first and the use of a lottery system when multiple nonresident students have the same number of school days at the school. Nonresident students who will not be permitted to continue their enrollment in the District shall be notified on or before March 15 of the school year prior to the school year during which enrollment will be denied.

   Utah Code § 53G-6-402(7) (2025)

U. Transportation

1. The parent of the nonresident student must arrange for the student's own transportation to and from schools. The District shall provide transportation for a nonresident student on the basis of available space on an approved route within the

District to the school of attendance if District students would be eligible for transportation to the same school from that point on the bus route and the student's presence does not increase the cost of the bus route.

Utah Code § 53G-6-407 (2019)

V. Withdrawal of Enrollment

1. Except as set forth below for charter school students, the parent of a nonresident student may withdraw the student from the nonresident school by doing one of the following on or before March 15:

   a. Submitting notice of intent to enroll the student in the student's school of residence for the subsequent year.

   b. Submitting notice of intent to enroll the student in another nonresident school for the subsequent school year.

2. Unless provisions have previously been made for enrollment in another school, if the District releases a nonresident student from enrollment in the District, the District school shall immediately notify the student's district of residence.

3. If the District receives notice from another district that a student residing in the District, but who has been enrolled in the other district, is released from enrollment with that district, the District shall enroll the student in the appropriate District school and take such additional steps as may be necessary to ensure compliance with laws governing school attendance.

   Utah Code § 53G-6-402(8), (9) (2025)

4. The Board may allow a student residing outside the state to attend school within the District but shall charge the nonresident child tuition at least equal to the per capita cost of the school program in which the child enrolls, unless the Board, in open meeting, determines to waive all or part of the charge for that child. In determining what nonresident students to enroll, the Board may give priority to a child of a member of the uniformed services or a DOD civilian (as those are defined by Utah Code § 53H-11-202). Such action shall be recorded in the minutes of the meeting.

   Utah Code § 53G-6-306(2), (3) (2025)

W. Returning Charter School Students

1. A charter school student who resides in the District and who submits required enrollment information for the upcoming school year before June 30 shall be enrolled in the student's boundary school for the upcoming school year. However, if the student is leaving the charter school because it has been closed, the student shall be enrolled in the student's boundary school regardless of when the enrollment information is submitted. Otherwise, if the enrollment application is submitted after June 30 for the following year or is submitted for the current year, the student may enroll in a District school, grade level, program or course which is below capacity or has space available "Below capacity" means that the grade level or program is less than 100% of the District, school, or grade level average (as applicable). The capacity and averages are determined as provided for in Utah Administrative Rules R277-472-2, R277-472-3, and R277-472-4. However, below capacity standards for individual schools, grade levels, courses or programs do not apply if the school has documentation that the school community council in a public meeting has designated more than ½ of the school's LAND trust annual allotment to reduce class size in a specific school, grade level, program, or course.

   Utah Code § 53G-6-503(7) (2019)
   Utah Admin. Rules R277-472-2 (May 8, 2024)
   Utah Admin. Rules R277-472-3 (May 8, 2024)
   Utah Admin. Rules R277-472-4 (May 8, 2024)
   Utah Admin. Rules R277-472-5(2) (May 8, 2024)
   Utah Admin. Rules R277-472-7 (May 8, 2024)

2. To facilitate transfer of charter school students, the District shall post the following information on District and school websites:

   a. Elementary schools within the District that are below capacity and available for charter transfer students;

   b. Grade levels and special programs within elementary schools that are below capacity and available for charter transfer students;

   c. Secondary schools that are below capacity and available for charter transfer students based on calculated capacity of language arts, science and mathematics; and

   d. Special programs within secondary schools that are below capacity and available for charter transfer students.

      Utah Admin. Rules R277-472-5(1) (May 8, 2024)

3. Notwithstanding these limitations, a student may be enrolled at any time if the District determines that is necessary to protect the health or safety of the student.

   Utah Code § 53G-6-503(8) (2019)

X. Exception to Open Enrollment Requirements for DCFS Cases

1. Regardless of the student's place of residency or the open enrollment requirements set forth above, the District shall allow enrollment of a student in a District school where such enrollment is determined by the Utah Division of Child and Family Services to be necessary to comply with the provisions of 42 U.S.C. § 675.

   Utah Code § 53G-6-402(12) (2025)

Y. Transfer from a Persistently Dangerous School

1. The State Superintendent may designate a school as "persistently dangerous" when at least 3% of students for three consecutive school years have been suspended or expelled for either a gun free school violation or for a reported violent criminal offense that took place either on school property or at a school-sponsored activity.

   20 U.S.C. § 7912
   20 U.S.C. § 7961
   Utah Code § 53G-8-205(2) (2026)
   Utah Admin. Rules R277-714-2 (May 8, 2025)
   Utah Admin. Rules R277-714-3(1) (May 8, 2025)

2. If a District school is designated by the State Superintendent as persistently dangerous, then the District shall, within 15 days of receiving notice of the designation, notify the parents of the school's students:

   a. That the school has been designated as persistently dangerous and the criteria that caused the designation;

   b. That a parent may transfer the parent's student to a safer school within the District if the parent chooses; and

   c. That the parent may request the transfer within 30 days after the parent received notice of the designation.

      Utah Admin. Rules R277-714-3(3) (May 8, 2025)

3. Upon receipt of a timely transfer request, the student shall be promptly transferred to a safe school within the District notwithstanding other limitations on transfers or enrollment changes contained in this policy.

4. In the event of a persistently unsafe school designation, the District shall also provide the State Superintendent with the information and materials required under Utah Administrative Rules R277-714-3 and R277-714-4.

   Utah Admin. Rules R277-714-3 (May 8, 2025)
   Utah Admin. Rules R277-714-4 (May 8, 2025)

Z. Required Identification

1. An "enroller" is an individual who enrolls a student in a public school. Upon enrollment of a student for the first time in a particular school in the District, that school shall notify the enroller in writing that within 30 days the enroller shall provide the school with either

   a. a certified copy of the student's birth certificate, or

   b. other reliable proof of the student's identity, biological age, and relationship to the student's legally responsible individual, together with an affidavit explaining the enroller's inability to produce a copy of the student's birth certificate.

2. If the documentation inaccurately describes the student's biological age, the enroller shall also provide an affidavit explaining the reason for this inaccuracy and supporting documentation that establishes the student's biological age.

   Utah Code § 53G-6-603 (2026)

3. Supporting documentation to establish a student's biological age may include:

   a. A religious, hospital, or physician certificate showing the student's date of birth;

   b. An entry in a family religious text;

   c. An adoption record;

   d. Previously verified school records;

   e. Previously verified immunization records;

f. Documentation from a social service provider (as defined by Utah Code § 53E-3-524); or

g. Other legal documentation, including from a consulate, that reflects the student's biological age.

Utah Code § 53G-6-603(3)(b) (2026)

4. If supporting documentation to establish the student's biological age is not available, the school shall assign a review team to determine the student's biological age for the District to use in enrolling and placing the student. The review team shall consist of at least three members, with at least one of the members having completed the child sexual abuse and human trafficking prevention training described in Policy 5090 Child Abuse, Sexual Abuse and Human Trafficking Prevention Training and Reporting within the prior two years. Review team members may include any of the following: an appropriate district administrator, the student's teacher or teachers, the school principal, a school counselor, a school social worker, a school psychologist, a culturally competent and trauma-informed community representative, a school nurse or other school health specialist, an interpreter (if necessary), or a relevant educational equity administrator.

Utah Code § 53G-6-603(4)(a), (b) (2026)

5. In addition to meeting the mandatory reporting requirements regarding suspected physical or sexual abuse, the school shall also report to local law enforcement and to the Division of Child and Family Services any sign of child trafficking that the review team identifies in performing its duties.

Utah Code § 53G-6-603(4)(c) (2026)
Utah Code § 53E-6-701 (2022)
Utah Code § 80-2-602 (2022)

AA. Distribution of Kits for Missing Child Identification Program

1. The Missing Child Identification Program administered by the Utah Attorney General provides for distribution of fingerprint and DNA identification kits that parents may use to collect and store fingerprint and DNA information for potential use by law enforcement in the event that the child is missing. Each elementary school in the District which receives a supply of such kits through the program shall offer a kit to a parent or guardian of each student entering kindergarten at the school.

Utah Code § 67-5-38(3) (2022)

BB. Missing Child

1. If a school within the District receives notification from the Bureau of Criminal Identification that a child that is currently or was previously enrolled is missing, the school shall flag that child's records sufficiently to alert school officers that the record is that of a missing child. If the school receives notification from the Bureau of Criminal Investigation that the child is no longer missing, it shall remove the flag from the record.

   Utah Code § 53G-6-602 (2018)

CC. Transfer Students

1. ~~Within fourteen (14) days after~~ When enrolling a transfer student (and simultaneously with enrollment if the student is a military child), a school shall request, directly from the student's previous school, a certified copy of his record and shall exercise due diligence in obtaining the record. A student may not be enrolled unless the student record from the previous school has been received or the school administrator or designee has reviewed the data gateway for any safe-school violation, reintegration, or threat assessment regarding the student.

   Utah Code § 53G-6-604 (2026)
   Utah Code § 53E-3-905(2) (2018)

2. If a school within the District is requested to forward a copy of a transferring student's record to the student's new school, it shall comply within ~~thirty (30)~~ five school days ~~(10 days if the student is a military child)~~ unless the record has been flagged as being that of a missing child, in which case the copy shall not be forwarded and the school shall notify the Bureau of Criminal Identification of the request. Any knowledge as to the whereabouts of a missing child shall be reported immediately to the Bureau of Criminal Identification. The forwarded record shall include the student's discipline file, including any safe-school violation, reintegration, or threat assessment.

   Utah Code § 53G-6-602 (2018)
   Utah Code § 53G-6-604 (2026)
   Utah Code § 53E-3-905(2) (2018)

DD. Health Examinations

1. The Board shall implement policies as prescribed by the Department of Health and Human Services for vision, dental, abnormal curvature of spine, and hearing examinations of students attending the District's schools.

2. Qualified health professionals shall provide instruction, equipment and material for conducting the examinations.

3. Upon written request from any parent of a student who contends that an examination provided by this policy would violate the personal beliefs of the person making the request and of the student, the student shall be exempt from submitting to the examination.

4. The school shall give notice in writing to a student's parent of any impairment disclosed by the examination.

   Utah Code § 53G-9-402 (2023)

EE. Credits and Records Transfer

1. The District shall accept credits from accredited secondary schools and accredited special purpose schools.

   Utah Code § 53G-7-206 (2019)

FF. Graduation

1. The District shall award a diploma to a nonresident student attending school within the District during the trimester immediately preceding graduation if the student meets graduation requirements generally applicable to students in the school.

   Utah Code § 53G-6-406 (2019)

GG. Placement of Transfers

1. Records and transcripts of students from Utah nonpublic schools or from out of state shall be evaluated, and students shall be placed promptly in appropriate classes.

HH. Expelled Within Twelve Months

1. A student who has been expelled from a public school within the prior 12 months who is otherwise eligible to enroll may be denied enrollment in a District school for that reason. A student who has been expelled within the past 12 months may be

allowed to enroll upon approval by the superintendent or designee, subject to such conditions and requirements as are determined to be appropriate.

Utah Code § 53G-8-205(3) (2026)

II. Student Identification Number

1. The District may not use a nine-digit number as a student's identification number with the District.

Utah Code § 63G-15-201 (2012)

FORM

SCHOOL DISTRICT DURABLE POWER OF ATTORNEY
(Under Utah Code § 53G-6-302)

The undersigned Grantor(s) is (are) the custodial parent(s) or legal guardian(s) of _____, a minor child (herein "Student"). Pursuant to Utah Code § 53G-6-302, Grantor(s) hereby designate(s) _____, who by relationship is (are) the Student's_____, and who reside(s) at _____ as the Custodian(s) of Student and grant(s) to Custodian(s) a Durable Power of Attorney with full authority to take any appropriate action, including authorization for educational or medical services, in the interests of the Student. Such action shall have the same force and effect and shall bind the undersigned Grantor(s), the Grantor(s)' heirs and assigns, to the same degree as would have been the case had the action been taken by the Grantor(s).

Grantor(s) agree(s) to assume full responsibility for payment of any fees or other charges relating to the Student's education in _____ School District. If eligibility for fee waivers is claimed under Utah Code § 53G-7-504, or application is made under other programs requiring financial information (such as for free or reduced school lunch) Grantor(s) also agree(s) to provide all financial information requested by the school district in determining eligibility.

This Durable Power of Attorney shall not be affected by the disability of the Grantor(s) and shall remain in effect until the earliest of the following:

a. The Student reaches the age of 18, marries, or becomes emancipated;
b. The following expiration date: _____; or
c. This Durable Power of Attorney is revoked or rendered inoperative by the Grantor(s), the Custodian(s), or by order of a court of competent jurisdiction.

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

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

Signature_____

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

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

Printed Name_____

Signature_____

THIS POWER OF ATTORNEY DOES NOT CONFER LEGAL GUARDIANSHIP
FORM

ACCEPTANCE OF DESIGNATION AS CUSTODIAN

The undersigned accept(s) the designation as Custodian(s) of the Student and agree(s) to take appropriate action, including authorization for educational or medical services, in the interests of the Student. The undersigned also agree(s) to assume responsibility for payment of any fees or other charges relating to the Student's education in _____ School District. If eligibility for fee waivers is claimed under Utah Code § 53G-7-504, or application is made under other programs requiring financial information (such as for free or reduced school lunch) the undersigned also agree(s) to provide all financial information requested by the school district in determining eligibility.

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

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

Printed Name_____

Signature_____

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

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

Printed Name_____

Signature_____

FORM

Affidavit Granting Guardianship

I, _____, the_____
(Print Name) (legal relationship)
of _____ give guardianship of
(Name of Student)
him/her to _____
(Name of Responsible Adult who will act as Guardian)
while the said student lives as a permanent resident of _____ School District attending schools in the District.

I affirm the following:

a) I verify that the child's presence in the district is not for the primary purpose of attending the public schools;
b) I have determined that the child's physical, mental, moral or emotional health would be best served by transfer of guardianship;
c) I am aware that designation of a guardian is equivalent to a Court established guardianship and will suspend or terminate any existing parental or guardianship rights in the same manner as a court-established guardianship;
d) I consent and submit to suspension or termination of parental or guardianship rights;
e) I submit to jurisdiction of Utah State courts in which the District is located for any action related to guardianship or custody of the student;
f) I designate _____ as my agent to accept service of process and notice regarding custody and guardianship matters; and
g) I verify that it is my intent that the student become a permanent resident of the District under the supervision of the responsible adult.

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

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

Printed Name_____

Signature_____

FORM

Affidavit For Guardianship Where Parent Cannot Be Found

I certify that no parent or previous legal guardian can be found to grant guardianship of

_____
(Name of student)

to me,_____
(Name of Responsible Adult)

because _____

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

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

Printed Name_____

Signature_____

FORM

Affidavit Accepting Guardianship

I, _____,
(Name of Responsible Adult who will act as Guardian)
affirm the following:

a) I am a resident of _____ School District and desire to become the guardian of _____;
b) I consent and submit to the jurisdiction of the Utah district court with jurisdiction of _____ School District in any action relating to the guardianship or custody of this child in question;
c) I accept the responsibilities of guardianship of this child, which include the responsibilities to provide adequate supervision, discipline, food, shelter, educational and emotional support, medical care and to pay all school fees; and
d) I accept appointment by _____ as his or her agent for accepting service of process for any matter involving custody or guardianship of this child.

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

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

Printed Name_____

Signature_____

FORM

Student Guardianship Affidavit

I, _____,
(Name of Student)
affirm the following:

a) I desire to become a permanent resident of the State of Utah;
b) I desire to reside within the boundaries of the _____ School District;
c) I agree to be responsible to _____; and
d) I will abide by the rules and policies of _____ School District and its schools.

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

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

Printed Name_____

Signature_____

New Policy 5085
First Reading
September 9, 2026
Second Reading
October 14, 2026

POLICY 5085

Services for Students Experiencing Homelessness

A. Definitions

1. "Child/youth experiencing homelessness" means a child who:

   a. lacks a fixed, regular, and adequate nighttime residence;

   b. has primary nighttime residence in a homeless shelter, welfare hotel, motel, congregate shelter, domestic violence shelter, car, abandoned building, bus or train station, trailer park, or camping ground;

   c. sleeps in a public or private place not ordinarily used as a regular sleeping accommodation for human beings;

   d. is, due to loss of housing or economic hardship, or a similar reason, living with relatives or friends usually on a temporary or emergency basis due to lack of housing; or

   e. is a runaway, a child or youth denied housing by his family, or school-age unwed mother living in a home for unwed mothers, who has no other housing available.

2. "Domicile" means the place which a person considers to be the permanent home, even though temporarily residing elsewhere.

3. "Emancipated minor" means:

   a. a child under the age of 18 who has become emancipated through marriage or by order of a court consistent with Utah Code Title 80 Chapter 7; or

   b. a child recommended for school enrollment as an emancipated or independent or homeless child/youth by an authorized representative of the Utah State Department of Social Services.

4. "Enrolled" for purposes of this rule means a student has the opportunity to attend classes and participate fully in school and extracurricular activities based on academic and citizenship requirements of all students.

5. "School district of residence for a child/youth experiencing homelessness" means the school district in which the student or the student's legal guardian or both

currently resides or the charter school that the student is attending for the period that the student or student's family satisfies the homeless criteria.

Utah Admin. Rules R277-616-2 (October 8, 2025)

B. Identification and Determination of Homelessness Status

1. When a student or the student's parent, guardian, or other authorized adult indicates during registration or enrollment that the student is experiencing homelessness, school personnel shall promptly notify the district's McKinney-Vento homeless education liaison or other designated personnel.

2. Designated personnel shall make reasonable and discreet efforts to confirm the student's living arrangement and determine eligibility under applicable federal and state law. If confirmation cannot be obtained, personnel shall document the efforts made to communicate with the parent, guardian, or other appropriate adult, including the date, method, and outcome of the communication.

3. Confirmation of homelessness status shall not delay or prevent a student's immediate enrollment, attendance, participation in school, or receipt of rights and protections under the McKinney-Vento Homeless Assistance Act. If eligibility is uncertain, the student shall be admitted to school while the determination is being made.

4. Eligibility shall be determined on a case-by-case basis and shall not be denied solely because a parent or guardian cannot be reached or does not provide confirmation. Documentation regarding homelessness status shall be maintained in accordance with applicable privacy requirements.

C. Criteria for Determining Where an Emancipated Student or a Student Experiencing Homelessness Shall Attend School

1. Under the McKinney-Vento Homeless Assistance Act of 1987, Title VII, Subtitle B, as amended, 42 U.S.C. §§ 11431 through 11435 ("the Act"), students experiencing homeless are entitled to immediate enrollment and full participation even if they unable to produce records which may include medical records, birth certificates, school records, or proof of residency normally required for enrollment.

2. A student experiencing homelessness shall:

a. be immediately enrolled even if the student does not have documentation required under Utah Code sections 53G-9-402, 302, 303, 304 and Utah Code sections 53G-6-301 through 306;

b. be allowed to continue to attend their school of origin, to the extent feasible, unless it is against the parent/guardian's wishes; be permitted to remain in the student's school of origin during the homelessness and until the end of any academic year in which the student moves into permanent housing; or

c. transfer to the school district of residence for a homeless child or youth or charter school if space is available; and

d. have all fees waived as described in Utah Admin. Rules R277-407-9 and in accordance with the Act.

3. Determination of residence or domicile may include consideration of the following criteria:

a. the place, however temporary, where the child sleeps;

b. the place where an emancipated minor or an unaccompanied child/youth or accompanied child's/youth's family keeps its belongings;

c. the place which an emancipated minor or an unaccompanied child/youth or accompanied child's/youth's parent considers to be home; or

d. such recommendations concerning a child's domicile as made by the State Department of Health and Human Services. Determination of residence or domicile may not be based upon:

1) rent or lease receipts for an apartment or home;

2) the existence or absence of a permanent address; or

3) a required length of residence in a given location.

4. If there is a dispute as to residence or the status of an emancipated minor or an unaccompanied child/youth, the issue may be referred to the State Superintendent for resolution.

5. The purpose of federal homeless education legislation is to ensure that a child's education is not needlessly disrupted because of homelessness. If a child's residence or eligibility is in question, the child shall be admitted to school until the issue is resolved.

Utah Admin. Rules R277-616-3 (October 8, 2025)

D. Transfer of Guardianship

1. If guardianship of a minor child is awarded to a resident of a school district by action of a court or through appointment by a school district under Utah Code § 53G6-303, the child becomes a resident of the school district in which the guardian resides.

2. If a child's residence has been established by transfer of legal guardianship, no tuition may be charged by the new school district of residence.

   Utah Admin. Rules R277-616-4 (October 8, 2025)

Policy 5270
Amended
October 8, 2025
First Reading
September 9, 2026
Second Reading
October 14, 2026

Policy 5270

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

A. Purpose and Philosophy

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

B. Definitions

1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act may not constitute abusive conduct.

   Utah Code § 53G-9-601(1) (2025)

2. "Accountability practice" means any evidence-based practice that increases academic outcomes and decreases behavior that disrupts the learning environment and holds students accountable for their actions by requiring them to take responsibility to repair harm and provide restitution when appropriate.

   a. Some practices include adapting instruction to increase behavior engagement plans, and restorative practices.

3. "Action Plan" means a process to address an incident ~~of bullying, cyberbullying, hazing, or retaliation that is prohibited~~.

Utah Code § 53G-9-601(2) (2025)
Utah Admin. Rules R277-613-2(2) (October 8, 2025)

4. "Allegation" means a claim or assertion that someone has engaged in disruptive student behavior that has not been verified by ~~confirmed through~~ a formal process.

5. "Bullying" means student bullying or staff bullying (see definitions for student bullying and staff bullying).

   Utah Code § 53G-9-601(3) (2025)

6. "Civil rights violation" means bullying, cyber-bullying, hazing, retaliation, or abusive conduct that is targeted at a student or employee upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:

   a. Title VI of the Civil Rights Act of 1964~~, including discrimination based on race, color, or national origin~~;

   b. Title IX of the Education Amendments of 1972~~, including discrimination based on sex~~; ~~or~~

   c. Section 504 of the Rehabilitation Act of 1973; ~~and~~ or

   d. Title II of the Americans with Disabilities Act of 1990~~, including discrimination based on disability~~.

7. "Communication" means the conveyance of a message, whether verbal, written, or electronic.

   Utah Code § 53G-9-601(4) (2025)

8. "Cyberbullying" means:

   a. Using the internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

b. In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyberbullying.

Utah Code § 53G-9-601(5) (2025)

9. "Hazing" means a student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

   a. Endangers the mental or physical health or safety of a school employee or student;

   b. Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;

   c. Involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or

   d. Involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either

      1) Is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event; or

      2) Is directed toward a school employee or student whom the actor ~~student~~ knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

   e. The conduct described above constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesce in, the conduct.

Utah Code § 76-5-107.5 (2022)
Utah Code § 53G-9-601(1) to (5) (2025)

10. "Incident" means an ~~verified~~ incident of bullying, cyberbullying, hazing or retaliation which has been substantiated through a formal investigative process as described in this policy ~~that is prohibited~~. An incident occurs at the same time and in the same place and may involve one or more students to whom the incident is directed, one or more students who instigate the incident, or a student as both a target and a cause of the incident.

    Utah Code § 53G-9-601(7) (2025)
    Utah Admin. Rules R277-613-2(8), (19) (October 8, 2025)

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

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

13. "Restorative justice practice" means a discipline practice that brings together students, school personnel, families and community members to resolve conflicts, address disruptive behavior, promote positive relationships and healing ~~designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school~~.

14. "Retaliat~~eion~~" means an act or communication intended:

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

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

    Utah Code § 53G-9-601(11) (2025)

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

16. "School Board" means:

    a. A local school board; or

    b. A charter school governing board.

17. "School designee" means a school administrator or designee assigned to receive and investigate allegations at that school, notify parents and/or persons involved, and oversee action plans.

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

    a. A school teacher;

    b. A school staff member;

    c. An administrator; or

    d. An individual who is employed or authorized as volunteers, directly or indirectly, by a school, school board, or a school district who works on a school campus.

       Utah Code § 53G-9-601(13) (2025)

    e. "School grounds" means a school building; property on which a school building or facility is located; property that is owned, leased, or used by a school for a school-sponsored activity, function, program, instruction, or training; school-related transportation vehicles.

19. "School-sponsored activity" means an activity, fundraising event, club, camp, clinic, or other event or activity that is authorized by a specific local education agency or public school, according to LEA governing board policy, and satisfies at least one of the following conditions:

    a. the activity is managed or supervised by a local education agency or public school, or local education agency or public school employee;

    b. the activity uses the local education agency's or public school's facilities, equipment, or other school resources;

    c. the activity is supported or subsidized, more than inconsequentially, by public funds, including the public school's activity funds or Minimum School Program dollars; or

    d. ~~This~~ the activity includes preparation for and involvement in a public performance, contest, athletic competition, demonstration, display, or club activity.

20. “Staff bullying” means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

    a. creates an environment that a reasonable person would find hostile, threatening, or humiliating; and

    b. substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.

    c. "Staff bullying" does not mean instances of:

        1) ordinary teasing, horseplay, argument, or peer conflict;

        2) reasonable correction of behavior by a school employee; or

        3) reasonable coaching strategies and techniques by a school employee who is a coach.

    Utah Code § 53G-9-601(14) (2025)
    Utah Admin. Rules R277-613-2(17) (October 8, 2025)

21. “Student bullying” means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

    a. creates an environment that a reasonable person would find hostile; and

    b. interferes with a student's educational performance, opportunities, or benefits.

    c. "Student bullying" does not mean instances of:

        1) ordinary teasing, horseplay, argument, or peer conflict;

        2) reasonable correction of behavior by a school employee; or

        3) reasonable coaching strategies and techniques by a school employee who is a coach.

    Utah Code § 53G-9-601(15) (2025)

Utah Admin. Rules R277-613-2(18) (October 8, 2025)

22. "Verification" means that an alleged incident has been found to be substantiated through a formal investigation process.

23. "Volunteer" means a non-employee with significant unsupervised access to students in connection with a school assignment ~~person working under the direct supervision of a licensed educator~~.

Utah Admin. Rules R277-613-2 (20) (October 8, 2025)

C. Bullying and Abusive Conduct Prohibited

1. ~~No~~ A student ~~may~~ shall not engage in bullying of a school employee or student

   a. on school property,

   b. at a school related or sponsored event,

   c. on a school bus,

   d. at a school bus stop, or

   e. while the student is traveling to or from a school location or school related or sponsored event. ~~No student may engage in abusive conduct.~~

2. Students who engage in bullying or abusive conduct are in violation of this policy and an incident of bullying shall result in disciplinary action up to and including expulsion, consistent with ~~the District's~~ Policy 5005 Safe Schools - Student Disicpline/Behavior.

3. Anonymous reports of bullying or abusive conduct alone cannot constitute the basis for formal disciplinary action.

4. The school or District may also report an incident of bullying to law enforcement if that is permitted by Utah Code § 53G-8-211.

Utah Code § 53G-9-602(1) (2024)
Utah Code § 53G-9-605(3)(b) (2019)
Utah Admin. Rules R277-613-4(1)(a) (October 8, 2025)

D. Hazing and Cyberbullying Prohibited

1. ~~No~~ A student ~~may~~ shall not engage in hazing or cyberbullying of a student or of a school employee at any time or at any location.

2. Students who engage in hazing or cyberbullying are in violation of this policy and an incident of hazing or cyberbullying shall result in disciplinary action up to and including expulsion as well as suspension or removal from a school-sponsored team or activity, including school sponsored transportation, consistent with the District's Safe Schools Policy 5005.

3. The school may also determine to break up or dissolve a team, organization, or other school sponsored group for hazing violations by its members.

4. Anonymous reports of hazing or cyberbullying alone cannot constitute the basis for formal disciplinary action.

5. The school or District may also report an incident of hazing or cyberbullying to law enforcement if that is permitted by Utah Code § 53G-8-211.

   Utah Code § 53G-9-602(2) (2024)
   Utah Code § 53G-9-605(3)(b) (2024)
   Utah Admin. Rules R277-613-4(1)(a) (October 8, 2025)

E. Retaliation Prohibited

1. ~~No~~ A student ~~may~~ shall not engage in retaliation against

   a. a school employee;

   b. a student;

   c. or an investigator for, or witness of, an alleged occurrence of bullying, cyberbullying, hazing, ~~or~~ retaliation, or abusive conduct.

2. Students who engage in retaliation are in violation of this policy and for an incident of retaliation are subject to disciplinary action up to and including expulsion, consistent with the District's Policy 5005 Safe Schools – Student Discipline/Behavior.

3. Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.

4. The school shall inform students who have reported being subject to bullying, cyberbullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new occurrences.

   Utah Code § 53G-9-603(1) (2024)
   Utah Code § 53G-9-605 (2019)
   Utah Admin. Rules R277-613-4(1)(a) (October 8, 2025)

F. Making a False Report Prohibited

1. ~~No~~ A school employee or student ~~may~~ shall not make a false allegation of bullying, cyberbullying, hazing, or retaliation against a school employee or student.

2. Students who engage in making such false allegations are in violation of this policy and verified instances of false allegations shall result in disciplinary action up to and including expulsion, consistent with the District's Policy 5005 Safe Schools – Student Discipline/Behavior.

   Utah Code § 53G-9-603(2) (2024)
   Utah Code § 53G-9-605(3)(d) (2019)
   Utah Admin. Rules R277-613-4(1)(a) (October 8, 2025)

G. Improper Sharing of Recording of Incident Prohibited

1. A student shall not share a recording of an incident or of abusive conduct in a way which would impact or encourage future incidents or abusive conduct or intending to impact or encourage future incidents or abusive conduct. Students who violate this prohibition are in violation of this policy and for verified infractions are subject to disciplinary action up to and including expulsion, consistent with Policy 5005 Safe Schools – Student Discipline/Behavior.

2. This restriction does not prevent a student from sharing a recording of an incident or of abusive conduct with a teacher or administrator as part of reporting the incident or abusive conduct or in response to a request from a teacher or administrator for the recording.

   Utah Code § 53G-9-605(3)(e) (2024)
   Utah Admin. Rules R277-613-4(1)(a)(viii) (October 8, 2025)

H. Creation or Distribution of Intimate Images Prohibited

1. A student shall not create or share (or otherwise distribute) a sexually explicit or nonconsensually intimate image of any student, employee, or other person associated with the school. Students who violate this prohibition are in violation of this policy (and may be in violation of other policies) and for verified infractions are subject to disciplinary action up to and including expulsion, consistent with Policy 5005 Safe Schools – Student Discipline/Behavior.

2. This restriction does not prevent an employee or student from sharing such an image with a teacher or administrator as part of reporting the image or in response to a request from a teacher or administrator for the image.

   Utah Admin. Rules R277-613-4(1)(a)(vii) (October 8, 2025)

I. Reporting and Investigation

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

2. The school or LEA designee shall report to the U.S. Department of Education, Office of Civil Rights (OCR) all acts of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that the individual reasonably determines may be violations of a student's or employee's civil rights.

3. Students, parents~~/guardians/families~~, and school staff are encouraged to submit written complaints to ensure the school administrator is adequately informed of all details relevant to the complaint.

4. Complaints may also be submitted through the SafeUT application or the Public Education Hotline.

5. School employees must implement preventative measures to protect students from retaliation, including assisting students who are targeted by incidents and the student's parent(s) in reporting subsequent problems and new incidents. The school administration ~~Staff~~ will promptly investigate each complaint of bullying in a thorough and confidential manner, including, to the extent possible, anonymous reports, and

shall administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

6. At a minimum, an investigation shall include interviewing the alleged targeted individual ~~students subjected to the incident, the individual~~ and the alleged perpetrator to have engaged in a manner in violation of this policy ~~an incident~~. The principal or school designee may also interview other individuals who may provide additional information, including the parents of the alleged targeted individual ~~students subjected to the incident~~ and alleged perpetrator, any witnesses to the conduct, and school staff. The principal or school designee may also review physical evidence, including but not limited to video or audio recordings, notes, email, text messages, social media, and graffiti. The principal or school designee shall inform any person being interviewed that the principal or school designee is required to keep the details of the interview confidential to the extent allowed by law and that further reports of bullying will become part of the investigation. The principal or school designee shall keep a written record of the date and time they interviewed individuals, which individuals they interviewed, unless the individual requests to remain anonymous, physical evidence they had reviewed and the manner in which it was reviewed.

   Utah Admin Rules R277-613-5(2), (3), (4) (October 8, 2024)

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

   Utah Admin Rules R277-613-5(6) (October 8, 2025)

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

9. Box Elder School District shall establish and post on each school's webpage under the student tab:

   a. procedures allowing for anonymous or in-person reporting of bullying, cyber-bullying, hazing, retaliation, or abusive conduct; and

   b. the name and position of the school designee to receive reports.

10. Each reported complaint should include:

    a. name of the complaining party, unless anonymous;

    b. name of the alleged targeted individual;

    c. name of the alleged perpetrator ~~offender~~ if known;

    d. date and location of incident(s); and

    e. a statement describing the incident(s), including the names of any witnesses.

11. All information received in the complaint, including the name of the complainant ~~complaining party~~, shall be treated with the utmost confidence to the extent possible. Administrators shall notify the complaining party before revealing the complainant's ~~complaining party's~~ name.

12. It is Box Elder School District's policy**,** in compliance with state and federal law, that students have a limited expectation of privacy on Box Elder School District' 's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has engaged in prohibited conduct. Also, individual targeted searches under this policy will be conducted if there is reasonable suspicion that a user has violated this policy. Personal electronic devices of any student suspected of violating this policy may be confiscated for investigation and may be turned over to law enforcement.

    Policy 4177 Responsible Computer Use
    Policy 4178 Internet Use
    Utah Admin. Code R277-495
    Utah Code § 53G-7-1202
    Utah Code § 53G-10-103
    Utah Code § 53G-8-509.1 to 513
    The Children's Internet Protection Act 47 U.S.C. § 254

J. Parent Notification/Documentation

1. The school administrator (or their designee) must notify parents that their student was involved in an incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation, including incidents when ~~that result in~~ a student expresses~~ing~~ suicidal ideation.

2. Timeliness of notification may vary depending on the circumstances of an incident. If a school employee or agent believes that a situation exists which presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent without delay, before the end of the school day.

3. The school administrator (or designee) and a school employee will notify the student's parent by:

    a. ~~A phone call with~~ calling the parent and sending a follow-up email. This is the preferred method for delivering this notification;

    b. ~~however, if the administrator has left a voicemail message but has been~~ Calling the parent and leaving a voicemail if they are unable to connect telephonically with the parent, and send a follow-up ~~an~~ email ~~will be sufficient~~.

4. It is expected that the parent be informed of the threat or incident with two school people present, unless that is not possible.

5. The school administrator who notifies the parent~~s/guardians/families~~ under this section shall fill out the district's online incident report, ~~keep an incident report~~ which includes a record verifying that notification was provided to the parent~~s/guardians/families~~ of each student involved.

    a. ~~It is recommended that the parent be informed of the threat or incident with two school people present.~~

6. The administrator's record of notification must include the date and time of notification, manner of notification (phone call, in-person meeting, etc.), and an indication of the type of incident. The incident report may be disclosed to the parents/guardians and/or students involved, Director of Student Services and other District designees, but it may not be disclosed to any other person or entity except when required by a valid court order as provided in Utah Code § 53G-9-604.

7. The school will retain the record for at least as long as the student is enrolled at the school and will provide or expunge the record in accordance with Utah Code 53G-9-604.

8. In addition to notifying the parent or guardian as set forth above, the school designee will provide the parent or guardian with the following:

    a. Suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);

b. Information on ways to limit a student's access to fatal means, including firearms or medication; and

c. Information and resources on the healthy use of social media and online practices as provided in R277-613.

9. Following the investigation of an incident, ~~An LEA~~ the school administrator or designee shall follow up with the parents of all parties to:

   a. inform parents of the outcome when an investigation is concluded;

   b. provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g; and

   c. inform parents of appeal options~~, if available,~~ if the parents disagree with the resolution of the investigation.

10. If an incident is verified, the school will inform parents what safety measures will be in place for their child and regularly update the parents regarding the implementation of an action plan.

K. Box Elder School District Action Plan

1. Verified violations of the prohibitions noted previously may result in:

   a. use a discipline plan consistent with Utah Admin. Rule R277-609;

2. Use of restorative justice practices consistent with Utah Admin. Rule R277-613;

   a. A student to whom an incident is directed, is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in an incident. If the school designee would like a student to participate in a restorative justice practice, the school designee shall notify the student's parent of the restorative justice practice and obtain consent from the student's parent before including the student in the process.

3. Use of accountability practices;

4. The provision of supportive services designed to preserve the student's access to educational opportunities and a sense of safety.

5. Other actions against student or employee as appropriate; ~~and~~

6. Verified violations of prohibitions will result in the incident being documented in the file of the student who caused the incident.

7. Additionally, ~~an LEA~~ Box Elder School District shall create and implement an action plan for verified incidents:

    a. An action plan shall include:

        1) a communication plan designed to keep each parent updated on the implementation of the action plan;

        2) with respect to the student to whom the incident was directed and in direct coordination with the student's parent:

            a) a tailored response to the incident that addresses the student's needs

            b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident

            c) notification of the consequences and plan to address the behavior of the student who caused the incident;

            d) supportive measures designed to preserve the student's access to educational services and opportunities; and

            e) to the extent available, access to other resources the parent requests for the student; and

        3) with respect to the student who caused the incident and in direct coordination with the student’s parent:

            a) A range of tailored and appropriate consequences, making reasonable efforts to preserve the student's access to educational services and activities;

            b) a process to determine and provide any needed resources related to the underlying cause of the incident;

c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and

d) a process to remove the student from school in an emergency situation, including a description of what constitutes an emergency.

8. An action plan may not include a requirement that the student to whom the incident was directed change the student's:

   a. Educational schedule or placement; or

   b. Participation in a school sponsored sport, club, or activity.

9. The school principal or designee will produce and maintain a record that tracks implementation of the action plan addressing the incident, if applicable.

10. If, after the school attempts to involve a parent in the development and implementation of an action plan, the parent chooses not to participate in the process, the school may develop and implement an action plan without the parent's involvement.

11. Actions must also include, as appropriate:

    a. Prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;

    b. Procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and

    c. Procedures for providing due process in the investigation and findings through the investigation ~~rights~~ under Utah Code § 53G-11-501.

12. ~~In determining the appropriate response to students who have been found to have engaged in a verified incident, the following factors should be considered:~~

    a. ~~The development and maturity levels of the parties involved;~~

    b. ~~The level of harm;~~

    c. ~~The surrounding circumstances;~~

d. ~~Past incidents or past continuing patterns of behavior;~~

e. ~~The relationships between the parties involved;~~

f. ~~The level of disruption in or interference with the orderly operation of the school.~~

L. Training and Education

1. Each school will ensure that ~~shall establish procedures for training~~ school employees, coaches, volunteers and students receive training on bullying, cyberbullying, hazing, retaliation, and ~~or~~ abusive conduct. The principal or designee shall be the point person to assist, direct, and supervise training on these matters.

2. The training shall meet the standards established by the Utah State Board of Education's rules and include information on:

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

~~1) Include information on:~~

a) Bullying, cyberbullying, hazing, retaliation and abusive conduct;

b) Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

c) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;

d) How bullying, cyberbullying, hazing, retaliation, and abusive conduct are prohibited based on ~~the students' or employees' actual or perceived characteristics, including~~ race, color, national origin, sex, ~~disability,~~ religion, ~~gender identity, sexual orientation,~~ or ~~other physical or mental attributes, or conformance or failure to conform with stereotypes, and~~ disability;

e) The right of free speech and how it differs for students, employees, and parents; and

f) Safe digital citizenship as defined in Utah Code § 53G-7-1202(1)(a);

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

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

Utah Code § 53G-9-607(1), (2) (2024)
Utah Admin. Rules R277-613-4(6) (October 8, 2025)
Utah Admin. Rules R277-613-5(1)(c) (October 8, 2025)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

4) This training shall be provided to all ~~required of:~~ new employees, coaches, and volunteers within the first year of employment or service~~; and all employees, coaches, and volunteers~~ at least once every three years after the initial training.

5) All students (regardless of whether they are involved in athletics or extracurricular activities or clubs) annually.

Utah Admin. Rules R277-613-4(7) (October 8, 2025)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

b. In addition to training described ~~school employees and educating students mentioned~~ above, any student, employee, or volunteer coach ~~participating~~ involved in a school sponsored athletic program, both curricular and extracurricular, or ~~any~~ extra-curricular club or activity shall, prior to participating in the athletic program or activity:

1) ~~participate in~~ complete bullying, cyberbullying, harassment, retaliation, hazing, and abusive conduct prevention training;

c. ~~Repeat bullying, cyberbullying, harassment and hazing prevention training~~ This training shall be offered to new participants on an annual basis and to all participants at least once every three years.

d. Box Elder School District designee or athletic director will inform student athletes and extracurricular club members of the prohibited activities list provided ~~previously~~ in this policy and ~~under~~ R277-613 and the potential consequences for violation of the law and the rule.

e. The content of this activity training shall be developed in collaboration with the Utah High School Activities Association (UHSAA) and the training shall also be provided in collaboration with UHSAA. The school shall obtain and keep signature lists of the participants in the activity training.

Utah Admin. Rules R277-613-7 (October 8, 2025)
Utah Admin. Rules R277-605-6(4) (July 22, 2022)

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

Utah Code § 53G-9-605 (2024)

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

Utah Code § 53G-9-607(1)(b) (2024)

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

Utah Admin. Rules R277-613-5(1)(b) (October 8, 2025)

M. ~~Director of Student Services~~ District Coordinator

1. The Director of Student Services or Executive Director of Human Resources shall provide training to each school principal or designee responsible for school training and oversight. The Director of Student Services will ~~also~~ oversee implementation of action plans, monitor~~s~~ implementation of this policy regarding communication plans, act~~s~~ as the District's liaison to the State Board of Education regarding bullying, cyberbullying, hazing, abusive conduct, and retaliation, and assist~~s~~ with school case-specific needs.

Utah Admin. Rules R277-613-5(1)(c) (October 8, 2025)

N. Assessment

1. ~~Subject to the requirements of Utah Code § 53E-9-203 regarding parental consent for certain types of inquiries of students, e~~Each school shall regularly (and at least once per year) assess the prevalence of bullying, cyberbullying, and hazing in the

school, and specifically in locations where students may be unsafe and adult supervision may be required such as playgrounds, hallways, and lunch areas.

Utah Admin. Rules R277-613-4(4) (October 8, 2025)
Utah Code § 53E-9-203 (2022)

O. Publication and Acknowledgment

1. A copy of this policy and related procedures shall be included in student ~~conduct~~ handbooks, employee handbooks, and shall be provided to students, ~~the~~ parent(s), ~~of each student enrolled in the District~~ volunteers, administrators, teachers, and school staff, ~~and shall be available~~ on the District's ~~publicly accessible~~ website ~~for faculty, staff, administrators, volunteers, students, parent(s), and community to access~~.

2. Each student 8 years of age and older and a parent of each student enrolled in the District shall annually provide a signed statement stating that the student and parent has received a copy of this policy; however, such a statement is not a substitute for having met the training requirements of this policy.

Utah Code § 53G-9-605(3)(h), (4) (2019)
Utah Admin. Rules R277-613-4(1)(d), (2) (October 8, 2025)

P. Parental Notification of Incidents and Suicide Threats

1. The school shall promptly notify a student's parent when the student is involved in an incident (whether as a target or as a perpetrator) or when a student threatens suicide. When the student is involved in an incident, the parent shall also be notified of the action plan. In addition to giving notice of the incident or threat, the school shall also provide the parent with

   a. suicide prevention materials and information as recommended by the State Superintendent,

   b. information on ways to limit a student's access to fatal means (including firearms and medication), and

   c. information and resources on the healthy use of social media and online practices. (*See* Policy 5064 Medical Recommendations by School Personnel to Parents.)

2. The school shall produce and maintain a record that verifies that the parent was notified of the threats or incidents listed above and provided the required information. If applicable, the record shall also track implementation of the action plan. The record is a private record for purposes of the Government Records Access and Management Act.

3. The process for notifying a parent shall consist of:

   a. The school principal or designee shall attempt to make personal contact with a parent when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.

   b. Contact with the parent must be documented in a "Verification of Parent Contact Regarding Threat or Incident." When there is an action plan, the documentation shall be supplemented to track implementation of the action plan.

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

   Utah Code § 53G-9-604 (2024)
   Utah Admin. Rules R277-613-4(3) (October 8, 2025)

5. The record of parental notification shall be maintained in accordance with Policy 5100 Student Records, Policy 5140 Education and Family Privacy Rights, Title 53E, Chapter 9, Part 3, Student Data Protection, Title 53E, Chapter 9, Part 2, Student Privacy, and the Federal Family Educational Rights and Privacy Act ("FERPA"). A copy of the record of parental notification shall upon request be provided to the student to whom the record relates. After the student has graduated, the District shall expunge the record of parental notification upon request of the student.

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

Q. ~~Annual~~ Report~~ing~~ to State Superintendent

1. Box Elder School District is required by Utah Code § 53E-3-401(3) and Utah Admin. Rule R277-613 to report the following annually on or before June 30, to the State Superintendent in accordance with the Superintendent's submission requirements:

a. a copy of the District's bullying policy required in R277-613-4;

b. implementation of the signed statement requirement described in Utah Code § 53G-9-605(3)(g);

c. verification of required training of school employees regarding bullying, cyberbullying, hazing, retaliation, and abusive conduct described in Utah Code § 53G-9-607;

d. the number of verified incidents of student bullying, cyberbullying, hazing, and retaliation; and

e. the number and type of incidents that include a student who was allegedly bullied, cyberbullied, hazed, or retaliated against ~~due to or based on~~ because of the student's actual or perceived ~~characteristics, including~~ disability, race, national origin, religion, sex, gender identity, sexual orientation, or other characteristic, including the federal reporting requirements for civil rights violations.

Utah Admin. Rules R277-613-5(11) (October 8, 2025)

R. ~~Employee Grievance~~

1. ~~A school employee who has experienced abusive conduct must report the incident to the school or LEA District designee in writing. If the school employee is not satisfied with the school or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or) recommended disciplinary action against the perpetrator, the school employee may address/raise the issue in accordance with the school's grievance policies.~~

2. ~~A school employee found to have committed an act of bullying, cyberbullying, hazing, or retaliation will be disciplined in accordance with district policy.~~

3. ~~This policy applies to bullying that:~~

   a. ~~Takes place at school or on school grounds;, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.~~

b. ~~Takes place while students are being transported to or from schools or school-sponsored events;~~

c. ~~Takes place at any school-sponsored event, activity, function, program, instruction or training; or~~

d. ~~Takes place through the use of technology. School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to school operations, including violent altercations or a significant interference with a student's educational performance and involvement in school activities.~~

4. ~~This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute a bullying, cyber-bullying, or hazing incident creates a substantial disruption to the school environment, Box Elder School District may take disciplinary action against the student who initiated the speech.~~

VERIFICATION OF PARENT CONTACT REGARDING THREAT OR INCIDENT

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

[__] in person
[__] by telephone (number used: _____)
[__] by email (email address used: _____)
[__] by other method (specify): _____

Notice was given of:

[__] bullying incident
[__] cyberbullying incident
[__] abusive conduct incident
[__] hazing incident
[__] retaliation incident
[__] suicide threat

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

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

_____ _____ _____
Principal or Principal's Designee Title Date

_____ _____ _____
School Staff Member Title Date

Record of Parent Notification of Bullying Incident

This form is a record required to be maintained securely and confidentially by the school, consistent with Utah Code 53G-9-604 following parent notification of student:

- Suicide threat
- Bullying incident
- Cyber-bullying incident
- Hazing incident
- Retaliation incident

THIS FORM SHOULD NOT BE USED TO NOTIFY PARENT(S) OF THE INCIDENT.

Student Information:
Student's name:
Parent(s) name:
Date of incident:

Notification Details:
Parent was notified of the incident by:

(Designated School Employee's Name/Signature)

☐ Method of notification:
☐ Phone
☐ Email
☐ Mail
☐ In-person
☐ Other

Date/Time parent was notified:

Parent Contact Information:
Name:
Email:
Phone number:

Incident Type Parent was notified of:
☐ Suicide threat
☐ Bullying incident
☐ Cyber-bullying incident

☐ Hazing incident
☐ Retaliation incident

New Policy 6070
First Reading
September 9, 2026
Second Reading
October 14, 2026

Policy 6070

Electronic Submission of Information

A. Electronic Submission of Information

1. Beginning July 1, 2027, and with the exceptions set out below, when the District requires or requests a person to submit a form, a record, or information, the District will, instead of requiring the person to appear in person or otherwise provide a physical copy of the form, record, or information, provide an electronic means of submission. Electronic means may include:

   a. electronically completing and electronically signing the form;

   b. downloading the form, completing and physically or electronically signing the form, and submitting a copy of the completed and signed form electronically, by email or other electronic means;

   c. entering the information online;

   d. uploading the completed and signed form, the record, or the information; or

   e. sending the record or information by email or other electronic means.

2. This requirement does not apply if prohibited by an express provision of law or to the extent that the law requires the person to fill out the form in person or to submit the form, record, or information in person. It also does not apply if the person is incarcerated or if the person is required to submit a fingerprint with the form, record, or information for the purpose of conducting a criminal background check.

   Utah Code § 11-72-101(2)(a) (2026)
   Utah Code § 11-72-102 (2026)

TENTATIVE MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT

A work session was held at 5:30pm at the Independent Life Skills Center, 960 S. Main St., Brigham City, UT 84302. The Board heard an update from Keith Mecham, on the North Park Elementary water line break. Outhouses, hand washing stations, and water bottles were brought in for students and staff while the line was being fixed. AJ Gilmore and Ben Willey presented to the Board on the college and career readiness plan, along with the U Science program. The Board also heard from District leadership on parent communication strategies and improvement. Ben Willey also briefed the Board on the new agreement between Bridgerland and USU to allow the transfer of class credits earned at Bridgerland to USU towards the completion of an associate degree.

Tentative minutes of a Regular Meeting of the Board of Education, Box Elder County School District, held Wednesday evening September 9, 2026, at 6:30 p.m. at Independent Life Skills Center, 960 S. Main St., Brigham City, UT 84302.

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Karen Cronin, Julie Taylor, Wade Hyde, Stephanie DeFilippis, and Bryan Smith. Also, present were Superintendent Keith Mecham, Assistant Superintendent Heidi Jo West, Business Administrator Neil Stevens, District employees, representatives of the press, and interested citizens.

President Summers welcomed those in attendance and conducted the business of the meeting. After the reverence, which was offered by Danielle Wright, Wade Hyde led the audience in the pledge of allegiance.

Recognitions

Jamie Kent, Public Information Officer, presented the following recognitions.

Bear River High School Girls Lacrosse team. The team was recognized for winning their fifth consecutive 4A state championship in spring. Their season record was 21-0; last five seasons and finished undefeated. The team was the first girls' lacrosse team to win 100 sanctioned games since sanctioning. The team won six consecutive region titles.

Box Elder School District Teacher of the Year — Anthony Frenzel. He has taught sixth grade social studies since 2015; team leader for six years; he has prioritized strong PLC work aligning priority standards; supports school and District efforts. He is highly regarded by students and provides a welcoming environment. He has Initiated work completion celebrations expanding to math and ELA. Principal Lewis Whitaker praised his leadership and impact.

"Five Cs" Awards:
Connections: Robbie Gunter was recognized for building relationships, listening, and fostering a positive environment at Box Elder High School.

Communications: Kimberly McNeely was recognized for exceptional support to students, accountability, and positivity; administrative assistant at Sunrise High School.

Collaboration: Century Elementary Kindergarten PLC team (Whitley Ivy, Jenna Young, Karly Roberts) was recognized for data work, balanced classes, and student growth.

Contribution: Tremonton City Council was recognized for monthly "Good Citizen" student recognitions in McKinley, North Park, and Harris Intermediate areas; representatives listed: Brent Jex, Beau Lewis, Blair Westergard, Sharri Oyler; Kristie Bowcutt, Mayor Rohde (absent).

Career Readiness: Nicole Fry was recognized for extensive PCCRs, job shadows, and field trips to Bridgerland and Utah State University to guide students' postsecondary paths.

Jeremy Hunsaker from Walmart presented the annual Walmart grant awards totaling $14,000. He was accompanied by Cristina Cruz, Dawn Devoe, Seth Salmond, Trevor O'Toole, and Eliseo Lopez.

The following awards were announced:

School	Principal	Person Submitting	Grade	Project Name	Amount Requested	Amount Approved
ACHI	Jerry Jackman	Tracy Hendrickson	6-7	STEM Education	**$422.67**	**$425.00**
ACYI	Lewis Whitaker	Valerie Yates	6-7	Digital Microscopes	**$1,280.00**	**$1,280.00**
BEHS	AJ Gilmore	Mike Robinson	10-12	Latinos in Action	**$5,100.00**	**$1,500.00**
BEHS	AJ Gilmore	Andrew Larson	10-12	Patriotic Music for Choirs	**$1,224.00**	**$500.00**
BEMS	Jake Balls	Leslie Garbanati	8-9	A Thinking Classroom. A Learning Classroom.	**$1,474.11**	**$1,475.00**
BRHS	David Lee	Shengnan Hernandez	10-12	Writing Pads for Math Class Activities; KUTA	**$450.00**	**$450.00**
BRHS	David Lee	Tiffany Burnhope	10/12	Mental Health Interventions	**$327.03**	**$350.00**
BRHS	David Lee	Sarajan Marble	10/12	ELL Program Engaging Activities	**$300.00**	**$300.00**
BRMS	Chad Kirby	Angela Walker	8-9	The Bears Care Closet: Sports Gear and Apparel for All	**$557.00**	**$575.00**
Century	Dallin Gittins	Blythe Chournos	K-5	Classroom Emergency Preparedness Kits	**$5,700.00**	**$700.00**
Fielding	Ryan Greene	Rebecca Rhodes	K-5	Decodable Books	**$513.00**	**$520.00**
Garland	Vanica Crane	Nicole Nelson Jodi Pedersen	K-5	Non-fiction Decodable Take Home Library	**$1,094.98**	**$1,100.00**
Golden Spike	Shaylyn Ekins	Shaylyn Ekins	K-5	School-wide PBIS	**$750.00**	**$750.00**
ILSC-SpEd	Catherine Allen	Jeremy Hammond	Post	Building Employment Skills for Students with Disabilities	**$534.74**	**$540.00**
Lake View	Austin Storey	Wendy Dunham	K-5	A Generation of Geniuses!	**$975.00**	**$975.00**
McKinley	Kristi Capener	Ashley Anderson	K-5	Dramatic Play the Kindergarten Way	**$365.03**	**$370.00**
North Park	Heather Godfrey	Hollie Allen	3	Growing Readers and Growing Hearts in Third Grade	**$500.00**	**$500.00**
Park Valley	Melissa Morris	Amy Pugsley	K-10	Math in Motion: An Interactive Flexible Seating Math Center	**$534.93**	**$540.00**

Sunrise	Randy Rasmussen	Hayley Anderson	10-12	Cultivating a Classroom of Readers: Student Book Clubs	**$500.00**	**$500.00**
Three Mile Creek	Teryl Jeffs	Tammy Pedersen	3-5	Retro-Walking	**$199.99**	**$200.00**
Willard	Tawnie Bowcutt	Annalese Kunz	K-2	Growing Readers, One Book at a Time	**$450.00**	**$450.00**
				Total:	**$23,252.48**	**$14,000.00**

Approval of Agenda

Danielle Wright made the motion to approve the agenda. Bryan Smith seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Public Comment

No public comment was offered.

Action Items

Approval of Amendment to ACHI Land Trust Plan

AJ Gilmore, Assistant Superintendent of Secondary Teaching and Learning presented the changes to the ACHI School Land Trust Plan. The plan revision provides stipends for teachers to work additional periods to reduce class sizes.

Karen Cronin motioned to recommend that the BESD Board of Education approve the ACHI School Land Trust Amendment as presented. Wade Hyde seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis –Yes
Bryan Smith - Yes

Approval of Amendment to Willard Elementary, Fielding Elementary and Golden Spike Elementary TSSA Plans

Heidi Jo West, Assistant Superintendent of Elementary Teaching & Learning, presented the amendment to the TSSA plan for Willard Elementary, Fielding Elementary and Golden Spike

Elementary Schools. The amendment proposes shifting funds from salaries and supplies to professional development. The professional development funds will be used to focus on the Science of Reading professional development opportunities. Funds will also be used to purchase supplies for teacher resources such as IT supplies, student engagement tools, and book study requests.

Danielle Wright motioned to recommend the Box Elder School District Board of Education approve the revision to Willard Elementary, Fielding Elementary and Golden Spike Elementary Teacher and Student Success Plan as submitted. Julie Taylor seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis –Yes
Bryan Smith - Yes

Approval of Naming of School in West Tremonton

Keith Mecham, Superintendent, presented the names submitted by the public for the new elementary school in West Tremonton. The Board discussed naming the new elementary school in West Tremonton, having narrowed a community survey list to four options: Salt Creek Elementary, Harvest Hills Elementary, Harvest Ridge Elementary, and Jupiter Elementary.

Stephanie DeFilippis motioned that the BESD Board of Education name the new elementary school located in west Tremonton Salt Creek Elementary. Julie Taylor seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis –Yes
Bryan Smith - Yes

Information Items

AP and Acadience Results

Jeff Morris, Assessment Director presented the AP Test and Acadience Assessment results for the 2025-26 school year.

AP Results: The District's AP test pass rate remained stable at 69%. The number of students taking AP tests decreased from 555 to 421, believed to be due to students preferring concurrent enrollment. Several subjects showed improved pass rates, including U.S. History (96%) and Psychology (95%).

Acadience Reading Results:

The District has shown significant improvement over the past five years, outperforming the state average in grades K-3. Third-grade students reached an 81.1% proficiency rate, exceeding the state's 2030 goal of 80%.

Acadience Math Results: The District also exceeds state averages in Acadience Math for grades K-3. The third-grade math assessment will be discontinued.

District Ranking: Box Elder School District ranks fifth among state school districts for end-of-third grade reading scores.

The Board acknowledged that recent success requires collaboration among staff, parents, and students, noting increased parent support in elementary schools.

Construction and Improvements Update

Jerry Jackman, Facilities Director, presented an update on the many facilities projects and school construction projects across the District.

Capital Improvements and Summer Projects Update: Multiple roof replacements, gym floor refinishing, new bleachers, and parking lot asphalt projects were completed. Computer rooms at Three Mile Creek and Garland were reconfigured, and new kitchen dishwashers were added at several schools. Playground equipment installation is targeted for completion by the end of September 2026. Rigging and stage curtain work at Box Elder High is progressing slowly due to limited vendor availability. Significant progress was made across facilities, with some items constrained by long lead times.

Why Some Work Continues After School Starts: Projects continue into the school year due to the fiscal year (July 1-July 1) and long-lead material delays. A proposal was made to fund 10–15% of major projects in the prior fiscal year to enable earlier material ordering (January–February), avoiding summer delays.

Discovery Elementary Addition and Building Code Upgrades: The addition is well underway, with footings and wall pours progressing. Building-wide prep for fire sprinklers is being scheduled around non-instructional times to minimize disruption. The project is on track for a June 2027 completion.

Salt Creek Elementary New Build Status: Minimal site settlement allows work to begin faster, with an estimated completion around March 2028, well before the 2028–29 school year. Subcontractor bidding shows strong local participation.

General Materials, Lead Times, and Contractor Availability: Long-lead items like rebar and block are being managed through weekly construction meetings. Contractor and subcontractor availability is adequate.

Monthly Financial Report

Neil Stevens, Business Administrator, presented the monthly financial report. The annual audit is in progress. Revenue and expenditure trends are on target. For the current fiscal year, State revenue is estimated in May and trued-up in November. Federal funds are awarded after October 1. Local property taxes are received with a one-month delay after the November 30 deadline. A more precise financial update will be provided in November 2026 after the state true-up.

Board Committee Reports

The Foundation golf tournament is on September 17, 2026.

The Jubilee of Trees Gala and dinner has been moved to November 4–6, 2026, to avoid conflicting with Board Meetings.

Policy Review

First Reading

Policy 1071 Electronic Meetings
Policy 1072 Board Meetings: Notice Requirements
Policy 1074 Board Meetings: Closed Meetings
Policy 2031 Procurement of Construction: Construction Bonds and Security
Policy 2036 Procurement of Construction: Construction Management Methods
Policy 2181 District Emergency Response Plan
Policy 2182 School Safety
Policy 3007 Employment: Staff Code of Conduct
Policy 3010 Employee Bullying and Hazing
Policy 3038 High Needed Educator Salary Supplement
Policy 3047 Reemployment of Retirees
Policy 3070 Alcohol and Drug Abuse - Employees
Policy 3094 Reporting Student Drug Possession Offenses
Policy 4027 Special Programs: Dropout Prevention and Recovery
Policy 4028 Special Programs: Education of Youth in Care
Policy 4061 Curriculum: American Heritage
Policy 4066 Curriculum: Religious Neutrality
Policy 5005 Safe Schools: Student Discipline/Behavior
Policy 5010 Admissions and Attendance: Eligibility and Admissions Requirements
Policy 5085 Services for Students Experiencing Homelessness
Policy 5270 Student Rights and Responsibilities: Bullying, Cyberbullying, Hazing, and Abusive Conduct
Policy 6070 Electronic Submission of Information

Karen Cronin asked a clarifying question on Policy 2036 (Procurement of Construction Management Methods). Neil Stevens, Business Administrator, responded that these changes stemmed from a state law shifting oversight from USBE to DFCM for projects over $3 million. This shift requires DFCM authorization for the CM/GC method and increases oversight.

Karen Cronin requested copies of state-submitted reports for policies 3010, 4027, and 5270.

Karen Cronin motioned to approve policies on first reading. Bryan Smith seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes

Stephanie DeFilippis - Yes
Bryan Smith – Yes

Second Reading

Policy 1036 Board Member Conflict of Interest
Policy 1040 Board Member Elections and Redistricting
Policy 1070 Board Meeting Procedures
Policy 1210 School Closures and Boundary Changes
Policy 2010 Budget Planning/Development/Adoption
Policy 2032 Procurement of Construction: School Construction Requirements
Policy 2034 Procurement: Contracts and Contract Limitations
Policy 3006 Employee Conflict of Interest
Policy 3032 Employment: Student Support Scope of Practice
Policy 3035 Employee Criminal Background Checks and Personal Reporting of Arrests and Convictions
Policy 4060 High School Graduation Requirements
Policy 4062 Curriculum: College Course Work
Policy 4101 Grading: Credit Through Testing
Policy 4175 Student Data Protection
Policy 4178 Internet Use
Policy 4200 Term of Instruction: School Year & School Day
Policy 5035 Attendance Requirements and Procedures
Policy 6002 Government Data Privacy

Bryan Smith motioned to approve policies on second reading. Wade Hyde seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Consent Calendar
Karen Cronin noted that the minutes inaccurately reflected her comments in the prior Board Meeting. District staff will make corrections to the minutes.

Karen Cronin moved to accept the consent items. The motion was seconded by Bryan Smith. The motion passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – No
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

The Consent Calendar included the following items:

Approval of the minutes of the regular meeting of August 12 , 2026

Approval of claims numbered: 57240 – 57574, 2081126, 5081026, 7083126, 8073126, 9080326, 3092026, 9083116, 8063126A, 8073226A, 11690 – 101699, 1108361 – 1108409, 596 – 598, 1080070 – 10800672, 30403329 – 30403334, 30804008, 40403600 – 40403602, 40805025 – 40805036, 70416654 – 70416743, 70816733 – 70816783 school activity checks for the month of August 2026.

Personnel Items
As detailed in the agenda.

150 Mile Trip
As detailed in the agenda

Suggestions for Future Board Meetings

A construction update will be presented at every future board meeting.
The Student Board Member was absent due to other commitments, but will attend the October meeting and be sworn into office at the time.

Upcoming Events

BESD Foundation Golf Tournament - Thursday, September 17, 2026, at Eagle Mountain Golf Course.

USBA Fall Regional Meeting - September 29, 2026, at 6:00 at Maddox Ranch House.

District Wide Read-A-Thon - Friday, October 2, 2026, 9:30-10:30 am

USBA Conference - January 7-9, 2026

Closed Session to Discuss Pending or Reasonably Imminent Litigation

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

Julie Taylor motioned for the Board to move into closed session for the purposes of pending or reasonably imminent litigation and to discuss the character professional competence or physical or mental health of an individual. Wade Hyde seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Karen Cronin motioned to end the closed session and return to the regular meeting. Julie Taylor seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Adjournment
With the announcement that the next meeting will be held on Wednesday, October 14th, 2026 at 6:30 p.m. at the Independent Life Skills Center, President Tiffani Summers adjourned the meeting at 9:29 p.m.

APPROVED: _____

ATTESTED: _____ _____
School Business Administrator
Box Elder School District
President, Board of Education

TENTATIVE MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT

Tentative minutes of a Regular Meeting of the Board of Education, Box Elder County School District, held Wednesday evening September 23, 2026, at 6:35 p.m. at Independent Life Skills Center, 960 S. Main St., Brigham City, UT 84302.

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Karen Cronin, Julie Taylor, Wade Hyde, Stephanie DeFilippis, and Bryan Smith. Also, present were Superintendent Keith Mecham, Business Administrator Neil Stevens, District employees. Assistant Superintendents AJ Gilmore and Heidi Jo West joined virtually.

President Summers welcomed those in attendance and conducted the business of the meeting.

Approval of Agenda

Bryan Smith made the motion to approve the agenda. Wade Hyde seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Action Items

Approval of Wearable Solution

Tony Ferderber, District Security Specialist, reviewed the requirement for a wearable panic button for teachers and staff in schools. The State will provide funding for the first three years.

Karen Cronin motioned to approve Centegix as the wearable panic alert solution for Box Elder School District. Danielle Wright seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis –Yes
Bryan Smith - Yes

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

Danielle Wright motioned for the Board to move into closed session to discuss the character professional competence or physical or mental health of an individual. Julie Taylor seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Karen Cronin motioned to end the closed session and return to the regular meeting. Bryan Smith seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Adjournment
With the announcement that the next meeting will be held on Wednesday, October 14th, 2026 at 6:30 p.m. at the Independent Life Skills Center, President Tiffani Summers adjourned the meeting at 9:33 p.m.

APPROVED: _____

ATTESTED: _____ _____
School Business Administrator
Box Elder School District
President, Board of Education

TENTATIVE MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT

Tentative minutes of a Regular Meeting of the Board of Education, Box Elder County School District, held Wednesday evening October 6, 2026, at 7:00 p.m. held virtually.

Those in attendance at the meeting included Board President Tiffani Summers, Board Vice President Danielle Wright, Karen Cronin, Julie Taylor, Wade Hyde, Stephanie DeFilippis, and Bryan Smith. Also, present were Superintendent Keith Mecham, Business Administrator Neil Stevens, and Coerina Fife, Executive Director of Human Resources and Title IX.

President Summers welcomed those in attendance and conducted the business of the meeting.

Approval of Agenda

Bryan Smith made the motion to approve the agenda. Julie Taylor seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis – Yes
Bryan Smith - Yes

Action Items

Approval of LEA Specific Endorsements and LEA Specific Licenses

Coerina Fife, Executive Director of Human Resources and Title IX reviewed the two teachers who need an LEA Specific License and 16 who need an LEA Specific Endorsement, which is down significantly from last year.

Karen Cronin motioned to approve LEA Specific Endorsement and LEA Specific Licenses. Wade Hyde seconded the motion, which passed unanimously.

Tiffani Summers – Yes
Danielle Wright – Yes
Karen Cronin – Yes
Julie Taylor – Yes
Wade Hyde – Yes
Stephanie DeFilippis –Yes
Bryan Smith - Yes

Adjournment

With the announcement that the next meeting will be held on Wednesday, October 14th, 2026 at 6:30 p.m. at the Independent Life Skills Center, President Tiffani Summers adjourned the meeting at 7:10 p.m.

APPROVED: _____

ATTESTED: _____ _____

School Business Administrator
Box Elder School District

President, Board of Education

Batch Year: 27 Bank: All Date Range: 09/01/2026 - 09/30/2026

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00057257	CV	09/01/2026	60291	RENEGADE RENTALS LLC	-2,059.03
01	00057576	C	09/03/2026	1	TRISTIN EXCELL	52.00
01	00057577	C	09/03/2026	14010	AED EVERYWHERE	63.51
01	00057578	C	09/03/2026	38032	AMAZON CAPITAL SERVICES INC	7.99
01	00057579	C	09/03/2026	85556	BEAR RIVER HEALTH DEPARTMENT	6,755.00
01	00057580	C	09/03/2026	79685	BOWCUTT EXCAVATION	4,400.00
01	00057581	C	09/03/2026	111635	BRIDGERLAND BAND INSTRUMENT REPAIR	295.00
01	00057582	C	09/03/2026	73016	CANON U.S.A., INC	2,842.51
01	00057583	C	09/03/2026	890740	CENTURYLINK	447.50
01	00057584	C	09/03/2026	38091	DATAIO LLC	9,963.75
01	00057585	C	09/03/2026	186330	DISCOVERY SCHOOL	720.00
01	00057586	C	09/03/2026	50156	EDUCATORS HANDBOOK.COM	1,596.00
01	00057587	C	09/03/2026	27510	LINDSI FLORENCE	83.00
01	00057588	C	09/03/2026	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	799.96
01	00057589	C	09/03/2026	111125	IML SECURITY SUPPLY	7,242.82
01	00057590	C	09/03/2026	467700	JOHNSON ELECTRIC MOTORS	2,554.95
01	00057591	C	09/03/2026	29858	MOUNTAINLAND SUPPLY COMPANY	3,591.88
01	00057592	C	09/03/2026	66435	OBSERVERTAB, LLC	1,428.96
01	00057593	C	09/03/2026	79464	EMMALEE PARKIN	6,500.00
01	00057594	C	09/03/2026	700077	PERRY CITY	267.99
01	00057595	C	09/03/2026	892645	ROCKY MOUNTAIN POWER	18,895.60
01	00057596	C	09/03/2026	762360	RUPP WASTE CONTAINERS INC	486.00
01	00057597	C	09/03/2026	104233	STAKER PARSONS COMPANIES	689.93
01	00057598	C	09/03/2026	109177	STATE OF UTAH DEPARTMENT ADM	670,500.00
01	00057599	C	09/03/2026	79669	STRUCTURAL SOLUTIONS, INC	3,250.00
01	00057600	C	09/03/2026	70866	TIMESAVERS, LLC	422.84
01	00057601	C	09/03/2026	852617	TREMONTON CITY CORP	41,343.00
01	00057602	C	09/03/2026	75426	TREVIPAY-WALMART	2.80
01	00057603	C	09/03/2026	101369	UTAH SCHOOL BOARDS RISK MANAGEMENT	626,487.00
01	00057604	C	09/03/2026	24580	VERIZON WIRELESS	4,836.20
01	00057605	C	09/03/2026	110040	WALL 2 WALL	2,849.99
01	00057606	C	09/03/2026	38032	AMAZON CAPITAL SERVICES INC	24,667.67
01	00057607	C	09/03/2026	69477	AVANTIS EDUCATION INC	5,112.00
01	00057608	C	09/03/2026	47937	BOYLE APPLIANCE LLC	1,449.00
01	00057609	C	09/03/2026	31658	BSN SPORTS	3,575.50
01	00057610	C	09/03/2026	75590	CALEB HARDY	9,085.00
01	00057611	C	09/03/2026	861085	TVS PRO	4,200.00
01	00057612	C	09/03/2026	15890	COMMERCIAL KITCHEN SUPPLY	122,776.23
01	00057613	C	09/03/2026	62235	DEX IMAGING LLC	413.24
01	00057614	C	09/03/2026	79413	FIELDS EDUCATION, INC	1,500.00
01	00057615	C	09/03/2026	79383	FLOT-AIRE REFREGERATORS	5,300.00
01	00057616	C	09/03/2026	59463	FS.COM INC	334.35
01	00057617	C	09/03/2026	386370	HYKO SUPPLY CO	4,689.22
01	00057618	C	09/03/2026	901150	IMT COMPANIES LLC	18,034.54
01	00057619	C	09/03/2026	78662	INTERMOUNTAIN TESTING SERVICES, INC	693.20
01	00057620	C	09/03/2026	45560	LAKESHORE LEARNING MATERIALS	46,554.75
01	00057621	C	09/03/2026	78999	LS TREE SERVICES	2,500.00
01	00057622	C	09/03/2026	52833	MANEUVERING THE MIDDLE, LLC	900.00
01	00057623	C	09/03/2026	78441	MASTERCRAFT POOL & SPA	14.99
01	00057624	C	09/03/2026	586159	MOUNTAIN STATE TEXTBOOK DEP	231,009.59
01	00057625	C	09/03/2026	29858	MOUNTAINLAND SUPPLY COMPANY	9,711.54
01	00057626	C	09/03/2026	105708	NICKYS FOLDERS/ROCHESTER 100	587.28
01	00057627	C	09/03/2026	633340	OFFICE DEPOT	2,355.95
01	00057628	C	09/03/2026	43460	ONIX NETWORKING CORP	7,472.49
01	00057629	C	09/03/2026	157371	STAPLES	2,597.56
01	00057630	C	09/03/2026	824825	SWANSON BUILDING MATERIALS INC	454.66
01	00057631	C	09/03/2026	70874	TEACH THE WORLD TO READ LLC	6,000.00
01	00057632	C	09/03/2026	102470	THE BOOK TABLE	4,655.21
01	00057633	C	09/03/2026	75426	TREVIPAY-WALMART	844.89
01	00057634	C	09/03/2026	898860	VCBO ARCHITECTS	57,375.00
01	00057635	C	09/03/2026	43753	VISTA HIGHER LEARNING, INC.	1,653.57
01	00057636	C	09/03/2026	109355	VOYAGER SOPRIS LEARNING	3,866.50

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00057637	C	09/10/2026	36784	AMERICAN RED CROSS	588.00
01	00057638	C	09/10/2026	111203	ARNOLD MACH CO - MH 63 SLC	306.40
01	00057639	C	09/10/2026	85768	BEAR RIVER SEWER DEPT	255.50
01	00057640	C	09/10/2026	55220	BETTER QUESTIONS, LLC	2,693.60
01	00057641	C	09/10/2026	100913	BORDER STATES INDUSTRIES, INC	6,196.26
01	00057642	C	09/10/2026	104370	BOX ELDER NEWS JOURNAL	77.00
01	00057643	C	09/10/2026	108217	BRIGHAM CITY CORPORATION	102,415.71
01	00057644	C	09/10/2026	113116	BRYSON SALES & SERVICE	4,581.85
01	00057645	C	09/10/2026	78581	CLEAN SLATE SERVICES, LLC	14,734.13
01	00057646	C	09/10/2026	110789	CORE BUSINESS TECHNOLOGIES (SIP)	39.95
01	00057647	C	09/10/2026	162470	CRUS OIL INC	983.86
01	00057648	C	09/10/2026	50156	EDUCATORS HANDBOOK.COM	798.00
01	00057649	C	09/10/2026	304217	GARLAND CITY	19,328.74
01	00057650	C	09/10/2026	71048	GEORGE'S POINT S TIRE	1,293.26
01	00057651	C	09/10/2026	79456	MARIAH B GODFREY	6,500.00
01	00057652	C	09/10/2026	110559	HARMONY HOME HEALTH LLC	430.31
01	00057653	C	09/10/2026	489240	KENTS MARKET PL/TREMONTON	389.63
01	00057654	C	09/10/2026	110259	KONE INC	1,285.35
01	00057655	C	09/10/2026	61794	LIMINEX, INC	1,155.04
01	00057656	C	09/10/2026	75728	MAIN STREET SERVICES	1,507.22
01	00057657	C	09/10/2026	78883	MASKED BANDIT DUMPSTER	145.00
01	00057658	C	09/10/2026	67962	THERESA MORRIS	190.00
01	00057659	C	09/10/2026	111273	NUCO2 LLC	2,813.53
01	00057660	C	09/10/2026	49859	JACKSON GROUP PETERBILT, INC.	2,854.65
01	00057661	C	09/10/2026	55441	PANORAMA EDUCATION, INC	44,000.00
01	00057662	C	09/10/2026	104992	PRINT SHOP	13.00
01	00057663	C	09/10/2026	54640	PURCELL TIRE AND SERVICE CENTER	1,890.86
01	00057664	C	09/10/2026	732367	RAFT RIVER RURAL	1,100.71
01	00057665	C	09/10/2026	60291	RENEGADE RENTALS LLC	2,059.03
01	00057666	C	09/10/2026	51020	ROCKY MOUNTAIN LIFTS AND EQUIPMENT LLC	3,232.00
01	00057667	C	09/10/2026	892645	ROCKY MOUNTAIN POWER	783.96
01	00057668	C	09/10/2026	70831	S & D CARWASH MANAGEMENT LLC	215.91
01	00057669	C	09/10/2026	50369	S & P BRAKE SUPPLY, INC	850.50
01	00057670	C	09/10/2026	802087	SNOWVILLE WATERWORKS INC	877.75
01	00057671	C	09/10/2026	112080	SQUIRE & COMPANY	35,000.00
01	00057672	C	09/10/2026	110914	SUPERIOR WATER AND AIR INC	35.95
01	00057673	C	09/10/2026	19488	T SHIRT CHOP SHOP	6,997.50
01	00057674	C	09/10/2026	981	TARO COMMUNICATION SITES LLC	3,986.72
01	00057675	C	09/10/2026	111109	TOM RANDALL DIST	3,674.55
01	00057676	C	09/10/2026	875087	UKON WATER CO	4,125.00
01	00057677	C	09/10/2026	891162	USSA / UTAH SCHOOL SUPT ASSN	1,200.00
01	00057678	C	09/10/2026	102558	UTAH DEPARTMENT OF HEALTH	32,065.23
01	00057679	C	09/10/2026	892916	DGO FUEL NETWORK TEAM	14,051.60
01	00057680	C	09/10/2026	77011	WASATCH COMPRESSOR-PUMP & VALVE	289.00
01	00057681	C	09/10/2026	941217	WILLARD CITY CORP	232.00
01	00057682	C	09/10/2026	38032	AMAZON CAPITAL SERVICES INC	371.02
01	00057683	C	09/10/2026	110672	SAFE & CIVIL SCHOOLS	5,778.00
01	00057684	C	09/10/2026	85556	BEAR RIVER HEALTH DEPARTMENT	600.00
01	00057685	C	09/10/2026	108473	CENGAGE LEARNING	742.50
01	00057686	C	09/10/2026	61930	CONTINENTAL	840.00
01	00057687	C	09/10/2026	110220	GLOBAL EQUIPMENT CO	6,431.35
01	00057688	C	09/10/2026	102697	INTERCONNECT SERVICES INC	7,459.82
01	00057689	C	09/10/2026	45560	LAKESHORE LEARNING MATERIALS	1,234.05
01	00057690	C	09/10/2026	586159	MOUNTAIN STATE TEXTBOOK DEP	49,365.12
01	00057691	C	09/10/2026	75906	TIME CLOCK PLUS, LLC	14,491.00
01	00057692	C	09/10/2026	75426	TREVIPAY-WALMART	54.20
01	00057693	C	09/10/2026	41068	ZOHO CORPORATION	9,484.80
01	00057694	C	09/17/2026	1	STEFEN PETERSON	66.40
01	00057695	C	09/17/2026	1724	ACE HARDWARE TREMONTON	45.45
01	00057696	C	09/17/2026	6617	ACME WATER CO	498.41
01	00057697	C	09/17/2026	85738	BEAR RIVER HIGH SCHOOL	1,714.44
01	00057698	C	09/17/2026	79995	CACHE EXTERIORS, LLC	520.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00057699	C	09/17/2026	73016	CANON U.S.A., INC	2,538.15
01	00057700	C	09/17/2026	890740	CENTURYLINK LONG DISTANCE	1.10
01	00057701	C	09/17/2026	107994	CERTIFIED SHRED	141.00
01	00057702	C	09/17/2026	14958	CULLIGAN	40.00
01	00057703	C	09/17/2026	73350	DAR'S WELDING	12.29
01	00057704	C	09/17/2026	110446	EMPLOYER ADVOCATES LLC	4,795.50
01	00057704	CV	09/30/2026	110446	EMPLOYER ADVOCATES LLC	-4,795.50
01	00057705	C	09/17/2026	107136	ERS HEATING & COOLING	83,002.69
01	00057706	C	09/17/2026	49026	IVY LANE PEDATRICS	1,492.40
01	00057707	C	09/17/2026	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	13,953.68
01	00057708	C	09/17/2026	75132	LECTICON, INC	1,548.45
01	00057709	C	09/17/2026	102250	MELLEN GLASS LC	269.05
01	00057710	C	09/17/2026	4960	OLD GRIST MILL BREAD	5,024.85
01	00057711	C	09/17/2026	51020	ROCKY MOUNTAIN LIFTS AND EQUIPMENT LLC	744.32
01	00057712	C	09/17/2026	892645	ROCKY MOUNTAIN POWER	8,087.92
01	00057713	C	09/17/2026	60020	RON KELLER TIRE INC	3,250.42
01	00057714	C	09/17/2026	65374	SUMMIT FIRE & SECURITY LLC	375.00
01	00057715	C	09/17/2026	852617	TREMONTON CITY CORP	18,028.68
01	00057716	C	09/17/2026	44512	THE HERALD JOURNAL	60.80
01	00057717	C	09/17/2026	75426	TREVIPAY-WALMART	19.76
01	00057718	C	09/17/2026	891125	UAESP/UTAH ASSOCIATION ELEMENTARY PRIN	5,522.00
01	00057719	C	09/17/2026	34622	UTAH STATE BOARD OF EDUCATION / USBE	27.00
01	00057720	C	09/17/2026	38032	AMAZON CAPITAL SERVICES INC	11,272.03
01	00057721	C	09/17/2026	110672	SAFE & CIVIL SCHOOLS	224.70
01	00057722	C	09/17/2026	75310	CONSOLIDATED ELECTRICAL DISTRIBUTORS	2,600.96
01	00057723	C	09/17/2026	100293	DELL INC	1,320.00
01	00057724	C	09/17/2026	78107	DESIGN WEST ARCHITECTS	16,628.23
01	00057725	C	09/17/2026	62235	DEX IMAGING LLC	969.92
01	00057726	C	09/17/2026	78565	DYNAMOND BUILDING MAINTENANCE INC	1,860.00
01	00057727	C	09/17/2026	103155	EAI EDUCATION	499.75
01	00057728	C	09/17/2026	79472	ESRI	700.00
01	00057729	C	09/17/2026	79057	FROG STREET PRESS, LLC	2,000.00
01	00057730	C	09/17/2026	79359	GALLAGHER BENEFIT SERVICES, INC	11,247.50
01	00057731	C	09/17/2026	110220	GLOBAL EQUIPMENT CO	7,235.73
01	00057732	C	09/17/2026	367473	HOBART	2,670.14
01	00057733	C	09/17/2026	386370	HYKO SUPPLY CO	282.70
01	00057734	C	09/17/2026	100522	INTERMOUNTAIN FARMERS ASSOC / IFA	687.58
01	00057735	C	09/17/2026	102697	INTERCONNECT SERVICES INC	4,728.47
01	00057736	C	09/17/2026	78662	INTERMOUNTAIN TESTING SERVICES, INC	606.20
01	00057737	C	09/17/2026	1791	INTERSTATE ALL BATTERIES CENTER	145.00
01	00057738	C	09/17/2026	109248	J W PEPPER MUSIC	4,360.90
01	00057739	C	09/17/2026	45560	LAKESHORE LEARNING MATERIALS	11,201.45
01	00057740	C	09/17/2026	33430	LEADING EDGE LAMINATING	233.94
01	00057741	C	09/17/2026	78441	MASTERCRAFT POOL & SPA	1,566.00
01	00057742	C	09/17/2026	586159	MOUNTAIN STATE TEXTBOOK DEP	4,465.28
01	00057743	C	09/17/2026	57223	SCHOOL CHECK IN / NAVIGATE 360	422.07
01	00057744	C	09/17/2026	105708	NICKYS FOLDERS/ROCHESTER 100	315.00
01	00057745	C	09/17/2026	111637	OASIS STAGE WERKS	2,200.00
01	00057746	C	09/17/2026	633340	OFFICE DEPOT	25.96
01	00057747	C	09/17/2026	79006	PSI PROFESSIONAL SERVICE INDUSTRIES, INC	4,439.50
01	00057748	C	09/17/2026	103778	SCHOLASTIC BOOK CLUBS	11,263.73
01	00057749	C	09/17/2026	157371	STAPLES	1,096.00
01	00057750	C	09/17/2026	71595	STUKENT, INC	7,990.00
01	00057751	C	09/17/2026	37028	TIVITRI	104,415.85
01	00057752	C	09/17/2026	75426	TREVIPAY-WALMART	1,005.22
01	00057753	C	09/17/2026	111588	ULINE	3,160.73
01	00057754	C	09/17/2026	866716	UCI ACCOUNTS RECEIVABLE	364.50
01	00057755	C	09/17/2026	891133	UTAH/YAMAS CONTROLS INC	9,189.00
01	00057756	C	09/17/2026	109355	VOYAGER SOPRIS LEARNING	6,057.70
01	00057757	C	09/24/2026	72737	AMERITAS LIFE INSURANCE CORP	3,878.54
01	00057758	C	09/24/2026	999027	B E SCHOOL BOARD FUND	70.00
01	00057759	C	09/24/2026	999024	BOSTON MUTUAL LIFE INS CO - W	337.38

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
01	00057760	C	09/24/2026	999055	BOX ELDER FOUNDATION	98.00
01	00057761	C	09/24/2026	999023	BOX ELDER SCHOOL DISTRICT	100.00
01	00057762	C	09/24/2026	999033	BUREAU CHILD SUPPORT SERV	4,035.00
01	00057763	C	09/24/2026	78948	DESERT ROCK CAPITAL	369.55
01	00057764	C	09/24/2026	999021	ELEVATE CREDIT UNION	6,600.00
01	00057765	C	09/24/2026	999019	EMI HEALTH	381.89
01	00057766	C	09/24/2026	75531	EMI HEALTH	41,726.60
01	00057767	C	09/24/2026	999017	GLOBE LIFE INSURANCE CO	69.12
01	00057768	C	09/24/2026	999035	HORACE MANN INSURANCE COMPANY	30,019.63
01	00057769	C	09/24/2026	999113	JENSEN & SULLIVAN LLC	564.71
01	00057770	C	09/24/2026	5851	JOHNSON MARK ATTORNEYS LLC	824.43
01	00057771	C	09/24/2026	12270	MCKENZIE AND MCKENZIE	25.00
01	00057772	C	09/24/2026	999084	NATIONAL BENEFITS SERVICES LLC	29,200.10
01	00057773	C	09/24/2026	999081	NATIONAL BENEFITS SERVICES LLC	4,089.98
01	00057774	C	09/24/2026	999079	PEHP	2,070,065.37
01	00057775	C	09/24/2026	999032	PRE-PAID LEGAL SERVICES	1,037.80
01	00057776	C	09/24/2026	68560	PRIMUS LAW PC	38.49
01	00057777	C	09/24/2026	109177	STATE OF UTAH	171.24
01	00057778	C	09/24/2026	999018	THE HARTFORD	51,484.44
01	00057779	C	09/24/2026	48119	TITANIUM FUNDS	665.17
01	00057780	C	09/24/2026	999012	UESP	200.00
01	00057781	C	09/24/2026	999025	UTAH SCHOOL EMPLOYEES ASSOCIATION	5,072.33
01	00057782	C	09/24/2026	999003	UTAH STATE TAX COMMISSION	267,981.38
01	00057783	C	09/24/2026	71110	VOYA FINANCIAL	9,902.62
01	00057784	C	09/25/2026	1	CELIA CHANDLER	50.00
01	00057785	C	09/25/2026	1	SAVANNAH OLSEN	180.80
01	00057786	C	09/25/2026	69140	ATC AUTO GLASS LLC	2,268.98
01	00057787	C	09/25/2026	9270	LOLA BAKER	3,014.64
01	00057788	C	09/25/2026	4260	BCI / UTAH BUREAU OF CRIMINAL IDENTIF	3,024.00
01	00057789	C	09/25/2026	79880	BEEHIVE SPORTS MEDIA	700.00
01	00057790	C	09/25/2026	12033	BOB'S BODY SHOP	1,500.00
01	00057791	C	09/25/2026	73016	CANON U.S.A., INC	1,364.38
01	00057792	C	09/25/2026	890740	CENTURYLINK	446.90
01	00057793	C	09/25/2026	49158	COMMERCIAL TIRE INC	181.00
01	00057794	C	09/25/2026	361	INTERMOUNTAIN HEALTHCARE	7,500.00
01	00057795	C	09/25/2026	107389	INTERMOUNTAIN WORKMED-N OGDEN	675.00
01	00057796	C	09/25/2026	107940	IPACO	1,454.02
01	00057797	C	09/25/2026	100774	JEPPSEN DISTRIBUTING/JEFF JEPPSEN	13,725.29
01	00057798	C	09/25/2026	45934	LINDA KUNZLER	144.00
01	00057799	C	09/25/2026	75132	LECTICON, INC	949.05
01	00057800	C	09/25/2026	75060	LIVESCHOOL, INC	1,180.00
01	00057801	C	09/25/2026	543168	MADDOX RANCH HOUSE	11,547.50
01	00057802	C	09/25/2026	104436	POWER ENGINEERING INC	1,401.55
01	00057803	C	09/25/2026	892645	ROCKY MOUNTAIN POWER	31,807.98
01	00057804	C	09/25/2026	769715	SAM'S CLUB BUSINESS PAYMENTS	148.84
01	00057805	C	09/25/2026	110914	SUPERIOR WATER AND AIR INC	30.00
01	00057806	C	09/25/2026	75213	THE PARTRIDGE GROUP	375.00
01	00057807	C	09/25/2026	75426	TREVIPAY-WALMART	297.52
01	00057808	C	09/25/2026	1457	U S POSTMASTER	172.00
01	00057809	C	09/25/2026	863370	UASSP/UTAH ASSOCIATION OF	3,820.00
01	00057810	C	09/25/2026	55034	UTAH PARENT CENTER, INC	3,277.34
01	00057811	C	09/25/2026	891181	UTAH STATE UNIVERSITY	400.00
01	00057812	C	09/25/2026	891185	UTAH TAXPAYERS ASSOC	97.50
01	00057813	C	09/25/2026	24580	VERIZON WIRELESS	6,547.71
01	00057814	C	09/25/2026	13765	MINDY WHITE	92.97
01	00057815	C	09/25/2026	38032	AMAZON CAPITAL SERVICES INC	1,424.43
01	00057816	C	09/25/2026	59048	CHROMEBOOKPARTS.COM	112.68
01	00057817	C	09/25/2026	861085	TVS PRO	333.00
01	00057818	C	09/25/2026	100293	DELL INC	1,307.38
01	00057819	C	09/25/2026	64270	DIRECT MOP SALES, INC	327.90
01	00057820	C	09/25/2026	386370	HYKO SUPPLY CO	7,681.89
01	00057821	C	09/25/2026	102697	INTERCONNECT SERVICES INC	190.00

Bank	Check	Type	Date	Vendor	Vendor Name		Amount
01	00057822	C	09/25/2026	109248	J W PEPPER MUSIC		683.45
01	00057823	C	09/25/2026	586159	MOUNTAIN STATE TEXTBOOK DEP		6,149.33
01	00057824	C	09/25/2026	633340	OFFICE DEPOT		3,310.50
01	00057825	C	09/25/2026	49220	ROCKALINGUA INC		498.00
01	00057826	C	09/25/2026	107433	SCHOOL HEALTH		93.92
01	00057827	C	09/25/2026	157371	STAPLES		2,017.24
01	00057828	C	09/25/2026	108112	THE HON COMPANY		12,011.80
01	00057829	C	09/25/2026	79626	THE WHEATLEY GUYS, LLC		4,200.00
01	00057830	C	09/25/2026	75426	TREVIPAY-WALMART		587.42
01	05091026	M	09/10/2026	888540	US BANK		165,523.18
01	07093026	M	09/24/2026	999070	HEALTH EQUITY INC		158,942.26
01	08083126	M	09/25/2026	999005	UTAH STATE RETIREMENT FUND		1,695,907.71
01	09091826	M	09/24/2026	999140	BANK OF UTAH		141,628.67
01	09093026	M	09/24/2026	999140	BANK OF UTAH		1,494,850.14
01	8073126B	M	09/09/2026	999005	UTAH STATE RETIREMENT FUND		5,527.80
01	8093026A	M	09/25/2026	999005	UTAH STATE RETIREMENT FUND		55,000.00
01	8093026B	M	09/30/2026	999005	UTAH STATE RETIREMENT FUND		89.21
						Total Bank: 01	**$9,195,013.85**
02	00101700	C	09/03/2026	38032	AMAZON CAPITAL SERVICES INC		197.01
02	00101701	C	09/03/2026	85738	BEAR RIVER HIGH SCHOOL		1,000.00
02	00101702	C	09/03/2026	104338	BOX ELDER HIGH SCHOOL		1,000.00
02	00101703	C	09/10/2026	38032	AMAZON CAPITAL SERVICES INC		77.96
02	00101704	C	09/10/2026	104321	BOX ELDER SCHOOL DISTRICT		1,500.00
02	00101705	C	09/10/2026	109248	J W PEPPER MUSIC		434.99
02	00101706	C	09/10/2026	111588	ULINE		706.73
02	00101707	C	09/17/2026	38032	AMAZON CAPITAL SERVICES INC		2,522.41
02	00101708	C	09/17/2026	109248	J W PEPPER MUSIC		3,169.08
02	00101709	C	09/17/2026	804825	SUNRISE HIGH SCHOOL		1,000.00
02	00101710	C	09/18/2026	85738	BEAR RIVER HIGH SCHOOL		11,000.00
02	00101711	C	09/18/2026	74365	WASATCH PEAKS		1,281.54
02	00101712	C	09/25/2026	38032	AMAZON CAPITAL SERVICES INC		487.40
02	00101713	C	09/25/2026	104321	BOX ELDER SCHOOL DISTRICT		3,736.99
02	00101714	C	09/25/2026	109248	J W PEPPER MUSIC		65.00
02	00101715	C	09/25/2026	80055	PRONGHORN BICYCLES		1,319.00
02	00101716	C	09/25/2026	47686	TNT ENGRAVING		105.00
02	058286FM	M	09/30/2026	79596	FIRST COMMUNITY BANK		204.30
						Total Bank: 02	**$29,807.41**
11	01108410	A	09/03/2026	108695	AIRGAS USA LLC - CENTRAL DIVISION		68.49
11	01108411	A	09/03/2026	104132	BEAZER LOCK & KEY		10,965.28
11	01108412	A	09/03/2026	101520	BELL JANITORIAL		17,228.14
11	01108413	A	09/03/2026	95835	JASON V BINGHAM		300.00
11	01108414	A	09/03/2026	102177	BRADY INDUSTRIES OF UTAH, LLC		5,244.98
11	01108415	A	09/03/2026	105301	CACHE VALLEY ELECTRIC INC		12,487.94
11	01108416	A	09/03/2026	728870	ENBRIDGE GAS UTAH		84.22
11	01108417	A	09/03/2026	322776	GRAINGERS INC		8,266.18
11	01108418	A	09/03/2026	103410	CAROLINA REX		128.99
11	01108419	A	09/03/2026	47686	TNT ENGRAVING		6.00
11	01108420	A	09/04/2026	79448	GRIDBASE		10,900.00
11	01108421	A	09/04/2026	32816	KLEO, INC DBA CLASS WALLET		19,293.93
11	01108422	A	09/10/2026	54828	MCKENZIE ANDERSON		23.00
11	01108423	A	09/10/2026	29785	HENRY BAKER		92.00
11	01108424	A	09/10/2026	73369	MACLANE BALLARD		127.60
11	01108425	A	09/10/2026	48011	GAILE BINGHAM		34.00
11	01108426	A	09/10/2026	60933	MICHAEL BIRD		36.00
11	01108427	A	09/10/2026	79790	CALE BODILY		146.45
11	01108428	A	09/10/2026	107376	KAYLENE BOND		23.00
11	01108429	A	09/10/2026	6580	JEFF BRADSHAW		125.00
11	01108430	A	09/10/2026	102177	BRADY INDUSTRIES OF UTAH, LLC		1,992.32
11	01108431	A	09/10/2026	39616	JOHN BRYAN		47.00
11	01108432	A	09/10/2026	6319	MEGAN BUSHNELL		211.00
11	01108433	A	09/10/2026	109337	VAL CALL		190.00
11	01108434	A	09/10/2026	106437	CARSON ELEVATOR CO INC		970.05

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01108435	A	09/10/2026	108940	CERTIFIED INSPECTION SERVICES/ C MAEDGEN	120.00
11	01108436	A	09/10/2026	4090	MARY CLARK	11.00
11	01108437	A	09/10/2026	75698	MACKENZI CLAWSON	47.00
11	01108438	A	09/10/2026	103095	KISHA C COLLOM	23.00
11	01108439	A	09/10/2026	70440	JOSE CONTRERAS	190.00
11	01108440	A	09/10/2026	18643	MARIA CONTRERAS	190.00
11	01108441	A	09/10/2026	69868	ARCHER CRAWFORD	13.00
11	01108442	A	09/10/2026	79774	CHARLES DAVIS	109.70
11	01108443	A	09/10/2026	66265	CURTIS EGBERT	36.00
11	01108444	A	09/10/2026	728870	ENBRIDGE GAS UTAH	3,600.72
11	01108445	A	09/10/2026	13382	AGUSTIN ESCOBAR	190.00
11	01108446	A	09/10/2026	75272	ESS WEST, LLC	18,327.21
11	01108447	A	09/10/2026	106815	MAILEE FORREST	23.00
11	01108448	A	09/10/2026	60925	BRAXDON GARDNER	59.00
11	01108449	A	09/10/2026	68250	CATHY GONZALES	190.00
11	01108450	A	09/10/2026	322776	GRAINGERS INC	2,793.97
11	01108451	A	09/10/2026	36706	MONICA GROVER	24.00
11	01108452	A	09/10/2026	331790	TRENT D GUNN	183.50
11	01108453	A	09/10/2026	56480	ANDRIA HANSEN	47.00
11	01108454	A	09/10/2026	64866	JACOB HANSEN	23.00
11	01108455	A	09/10/2026	72850	KANONI HARRIS	34.00
11	01108456	A	09/10/2026	40320	JACINDA HEYDER	58.00
11	01108457	A	09/10/2026	110864	JEFF HUNT	23.00
11	01108458	A	09/10/2026	61530	INTELEPEER CLOUD COMMUNICATIONS, LLC	5,326.89
11	01108459	A	09/10/2026	77070	HANNAH JACOBSON	13.00
11	01108460	A	09/10/2026	37664	ASHLEY JENSEN	23.00
11	01108461	A	09/10/2026	72842	MONTANAELA LOFTISS	46.00
11	01108462	A	09/10/2026	72486	CORY LOPEZ	23.00
11	01108463	A	09/10/2026	106013	RACHEL E LOTT	154.00
11	01108464	A	09/10/2026	29777	JAMES O MAY	23.00
11	01108465	A	09/10/2026	67075	RACHEL MCCULLOUGH	47.00
11	01108466	A	09/10/2026	76198	ABIGAIL MERRILL	561.44
11	01108467	A	09/10/2026	74756	ADRIANA METARREF	211.00
11	01108468	A	09/10/2026	67938	ERIC MEUNIER	180.80
11	01108469	A	09/10/2026	10936	JONI MITCHELL	11.00
11	01108470	A	09/10/2026	58823	HUNTER MORGAN	194.87
11	01108471	A	09/10/2026	110469	MELISSA MORRIS	410.70
11	01108472	A	09/10/2026	56103	KARA MORRISS	13.00
11	01108473	A	09/10/2026	67032	GARY MORTENSEN	34.00
11	01108474	A	09/10/2026	79820	KRISITNE NEBEKER	25.25
11	01108475	A	09/10/2026	68217	TAYLOR NELSON	190.00
11	01108476	A	09/10/2026	68209	TAMARA OLSEN	190.00
11	01108477	A	09/10/2026	68195	PAUL QUILTER	176.47
11	01108478	A	09/10/2026	38024	STEVEN SIMPSON	190.00
11	01108479	A	09/10/2026	68187	CHRIS WEEMS	189.02
11	01108480	A	09/10/2026	40002	MAURY WHEATLEY	57.00
11	01108481	A	09/10/2026	76848	MARIAH WILKINS	36.00
11	01108482	A	09/10/2026	79782	KEITH WITT	190.00
11	01108483	A	09/10/2026	63940	LESLIE YOUNG	46.00
11	01108484	A	09/10/2026	76066	FLORENCIO ZARATE CONTRERAS	112.95
11	01108485	A	09/17/2026	101520	BELL JANITORIAL	793.95
11	01108486	A	09/17/2026	102177	BRADY INDUSTRIES OF UTAH, LLC	6,774.56
11	01108487	A	09/17/2026	5827	ERIKA BYWATER	109.00
11	01108488	A	09/17/2026	105301	CACHE VALLEY ELECTRIC INC	123,918.57
11	01108489	A	09/17/2026	31380	JOSE M CEDILLO	47.00
11	01108490	A	09/17/2026	53473	CHARLIE'S PRODUCE	7,297.98
11	01108491	A	09/17/2026	9717	GLORIA DABB	109.00
11	01108492	A	09/17/2026	107656	DWA CONSTRUCTION INC	155,630.53
11	01108493	A	09/17/2026	728870	ENBRIDGE GAS UTAH	3,475.52
11	01108494	A	09/17/2026	70882	DEBRA EVANS	324.00
11	01108495	A	09/17/2026	68268	JOSEFINA FERNANDEZ	175.00
11	01108496	A	09/17/2026	8400	COERINA FIFE	109.00

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
11	01108497	A	09/17/2026	8699	CLARK FUNK	109.00
11	01108498	A	09/17/2026	109665	A J GILMORE	109.00
11	01108499	A	09/17/2026	27707	GOENGINEER INC	4,250.00
11	01108500	A	09/17/2026	322776	GRAINGERS INC	334.86
11	01108501	A	09/17/2026	76511	ASHLEE HANCOCK	190.00
11	01108502	A	09/17/2026	7757	GERALD JACKMAN	109.00
11	01108503	A	09/17/2026	35653	KELBIE JACKSON	109.00
11	01108504	A	09/17/2026	111807	JAMIE KENT	109.00
11	01108505	A	09/17/2026	493150	JO ANN KIMBER	174.00
11	01108506	A	09/17/2026	39551	SHAWN MARBLE	185.18
11	01108507	A	09/17/2026	112083	JACE MCKEE	109.00
11	01108508	A	09/17/2026	111457	KEITH MECHAM	109.00
11	01108509	A	09/17/2026	109964	MIDGLEY HUBER INC	3,644.26
11	01108510	A	09/17/2026	31917	HEATHER MYERS	180.00
11	01108511	A	09/17/2026	700677	SCOTT PETERSEN	190.00
11	01108512	A	09/17/2026	71439	PILOT THOMAS LOGISTICS, LLC	32,090.93
11	01108513	A	09/17/2026	72117	DAVID J POLSON	183.06
11	01108514	A	09/17/2026	108310	RANDY RASMUSSEN	109.00
11	01108515	A	09/17/2026	11274	JONATHAN SMITH	190.00
11	01108516	A	09/17/2026	12688	SYSCO	124,787.20
11	01108517	A	09/17/2026	74144	TEKNOLOGIA, LLC	277,391.07
11	01108518	A	09/17/2026	68039	ESTELA VELASCO	190.00
11	01108519	A	09/17/2026	48178	HEIDI JO WEST	109.00
11	01108520	A	09/17/2026	48062	LEWIS WHITAKER	109.00
11	01108521	A	09/17/2026	43729	BENJAMIN WILEY	109.00
11	01108522	A	09/25/2026	102177	BRADY INDUSTRIES OF UTAH, LLC	4,224.25
11	01108523	A	09/25/2026	80004	BONNIE BUNN	47.00
11	01108524	A	09/25/2026	70939	CAMFIL USA, INC	1,244.88
11	01108525	A	09/25/2026	53473	CHARLIE'S PRODUCE	1,248.27
11	01108526	A	09/25/2026	110973	KIM CHRISTENSEN	40.44
11	01108527	A	09/25/2026	40363	CIO MEDICAL SERVICES	2,694.00
11	01108528	A	09/25/2026	72400	STEVEN CUTLER	128.89
11	01108529	A	09/25/2026	107656	DWA CONSTRUCTION INC	1,176,604.91
11	01108530	A	09/25/2026	75272	ESS WEST, LLC	22,304.21
11	01108531	A	09/25/2026	322776	GRAINGERS INC	2,438.12
11	01108532	A	09/25/2026	32280	BRUCE D HIRSCHI	190.00
11	01108533	A	09/25/2026	80047	BLAIR HOLMES	175.00
11	01108534	A	09/25/2026	19399	SHAWN MOYES	186.62
11	01108535	A	09/25/2026	22195	BRANDON NELSON	109.00
11	01108536	A	09/25/2026	64416	HADLIE NELSON	50.00
11	01108537	A	09/25/2026	67989	JERIANNE PARKINSON	190.00
11	01108538	A	09/25/2026	108310	RANDY RASMUSSEN	97.00
11	01108539	A	09/25/2026	80039	ALYSSA SANCHEZ	26.00
11	01108540	A	09/25/2026	47686	TNT ENGRAVING	6.00
					Total Bank: 11	**$2,079,931.32**

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Bank	Check	Type	Date	Vendor	Vendor Name	Amount
15	00000599	C	09/01/2026	79332	DEE'S ART	65.00
15	00000600	C	09/01/2026	43567	PENCIL WHOLESALE LLC	178.00
15	00000601	C	09/01/2026	38032	AMAZON CAPITAL SERVICES INC	584.02
15	00000602	C	09/08/2026	75566	DUSTIE BURNETT	300.08
15	00000603	C	09/08/2026	489240	KENTS MARKET PL/TREMONTON	44.77
15	00000604	C	09/08/2026	38032	AMAZON CAPITAL SERVICES INC	914.94
15	00000605	C	09/08/2026	75426	TREVIPAY-WALMART	406.18
15	00000606	C	09/15/2026	110914	SUPERIOR WATER AND AIR INC	314.55
15	00000607	C	09/15/2026	38032	AMAZON CAPITAL SERVICES INC	541.33
15	00000608	C	09/15/2026	45560	LAKESHORE LEARNING MATERIALS	28.49
15	00000609	C	09/15/2026	75426	TREVIPAY-WALMART	88.90
15	00000610	C	09/30/2026	13072	BELL-X 101 LLC	100.00
15	00000611	C	09/30/2026	45500	BOX ELDER SCHOOL DISTRICT	70.00
15	00000612	C	09/30/2026	14958	CULLIGAN	150.00
15	00000613	C	09/30/2026	489240	KENTS MARKET PL/TREMONTON	322.01
15	00000614	C	09/30/2026	45934	LINDA KUNZLER	288.00
15	00000615	C	09/30/2026	103604	SCHOLASTIC MAGAZINES	165.00
15	00000616	C	09/30/2026	891125	UAESP/UTAH ASSOCIATION ELEMENTARY PRIN	1,575.00
15	00000617	C	09/30/2026	38032	AMAZON CAPITAL SERVICES INC	1,931.18
15	00000618	C	09/30/2026	180241	DEMCO INC	50.94
15	00000619	C	09/30/2026	75426	TREVIPAY-WALMART	596.41
					Total Bank: 15	**$8,714.80**
29	16800674	C	09/15/2026	45934	LINDA KUNZLER	564.00
29	16800675	C	09/15/2026	38032	AMAZON CAPITAL SERVICES INC	41.08
29	16800676	C	09/22/2026	45560	LAKESHORE LEARNING MATERIALS	506.31
29	16800677	C	09/29/2026	38032	AMAZON CAPITAL SERVICES INC	106.21
					Total Bank: 29	**$1,217.60**
33	30403335	C	09/17/2026	1	JESSICA BAFFOE	50.00
33	30403336	C	09/17/2026	38032	AMAZON CAPITAL SERVICES INC	673.16
33	30403337	C	09/17/2026	819370	CLASSICAL STRINGS / G WILHELMSEN	4,080.08
33	30403338	C	09/17/2026	778870	GOPHER SPORT	456.01
33	30403339	C	09/17/2026	79901	HUNTER HARROW	50.00
33	30403340	C	09/17/2026	361	BEAR RIVER VALLEY HOSPITAL	675.50
33	30403341	C	09/17/2026	71285	NINGENIUS STUDIOS, LLC	119.99
33	30403342	C	09/17/2026	75302	JESSICA PRINCIPE	50.00
33	30403343	C	09/17/2026	79987	RAPID PRINTS	120.00
33	30403344	C	09/17/2026	79910	SCOTT TRAYHORN	50.00
33	30403345	C	09/17/2026	32824	YES PRINT COPY N MORE, LLC	1,353.00
33	30403346	C	09/22/2026	104321	BOX ELDER SCHOOL DISTRICT	1,949.01
33	30403347	C	09/29/2026	38032	AMAZON CAPITAL SERVICES INC	1,717.49
33	30403348	C	09/29/2026	104321	BOX ELDER SCHOOL DISTRICT	1,312.20
33	30403349	C	09/29/2026	489240	KENTS MARKET PL/TREMONTON	353.28
33	30403350	C	09/29/2026	66834	MOUNTAIN VALLEY PRINTING	66.00
33	30403351	C	09/29/2026	75426	TREVIPAY-WALMART	810.20
					Total Bank: 33	**$13,885.92**

Bank	Check	Type	Date	Vendor	Vendor Name		Amount
34	30804009	C	09/04/2026	1	The Print Shop		287.56
34	30804010	C	09/04/2026	38032	AMAZON CAPITAL SERVICES INC		1,288.58
34	30804011	C	09/04/2026	106895	BADGER SCREEN PRINTING CO		188.75
34	30804012	C	09/04/2026	66931	SENOR WOOLY		199.00
34	30804013	C	09/04/2026	75426	TREVIPAY-WALMART		63.25
34	30804014	C	09/24/2026	109248	J W PEPPER MUSIC		683.09
34	30804015	C	09/29/2026	38032	AMAZON CAPITAL SERVICES INC		3,065.88
34	30804016	C	09/29/2026	1	ASHLEE KUNZ		50.00
34	30804017	C	09/29/2026	1	KARI ALLEN		20.00
34	30804018	C	09/29/2026	1	LEWIS WHITAKER		25.00
34	30804019	C	09/29/2026	1	NICOLE TUCKER		25.00
34	30804020	C	09/29/2026	104321	BOX ELDER SCHOOL DISTRICT		1,430.64
34	30804021	C	09/29/2026	71242	IRON GATE CATERING		1,740.00
34	30804022	C	09/29/2026	633340	OFFICE DEPOT		377.97
34	30804023	C	09/29/2026	111790	SUNSTONE POTTERY		171.20
34	30804024	C	09/29/2026	75426	TREVIPAY-WALMART		42.33
						Total Bank: 34	**$9,658.25**
35	40403603	C	09/09/2026	38032	AMAZON CAPITAL SERVICES INC		2,206.36
35	40403604	C	09/09/2026	489240	KENTS MARKET PL/TREMONTON		50.39
35	40403605	C	09/09/2026	729276	QUILL CORPORATION		556.03
35	40403606	C	09/09/2026	39667	SIGN GYPSIES BOX ELDER		80.00
35	40403607	C	09/09/2026	110914	SUPERIOR WATER AND AIR INC		39.95
35	40403608	C	09/09/2026	327480	GREER'S HARDWARE		79.94
35	40403609	C	09/15/2026	104321	BOX ELDER SCHOOL DISTRICT		3,159.67
35	40403610	C	09/22/2026	109248	J W PEPPER MUSIC		410.99
35	40403611	C	09/22/2026	79545	LEWIS CABINET SPECIALITIES GROUP		1,077.08
35	40403612	C	09/22/2026	103604	SCHOLASTIC INC. MAGAZINES		697.67
						Total Bank: 35	**$8,358.08**
36	40805032	CV	09/08/2026	1	NATHAN MINERT		-20.00
36	40805037	C	09/03/2026	1	JOHNATHAN EDWARDS		20.00
36	40805038	C	09/03/2026	38032	AMAZON CAPITAL SERVICES INC		810.09
36	40805039	C	09/03/2026	85738	BEAR RIVER HIGH SCHOOL		18.17
36	40805040	C	09/03/2026	109248	J W PEPPER MUSIC		65.99
36	40805041	C	09/03/2026	103604	SCHOLASTIC INC. MAGAZINES		109.89
36	40805042	C	09/08/2026	75426	TREVIPAY-WALMART		90.90
36	40805043	C	09/10/2026	38032	AMAZON CAPITAL SERVICES INC		1,633.89
36	40805044	C	09/10/2026	111790	SUNSTONE POTTERY		839.50
36	40805045	C	09/10/2026	75426	TREVIPAY-WALMART		62.44
36	40805046	C	09/16/2026	109476	UTAH FCCLA		540.00
36	40805047	C	09/17/2026	104321	BOX ELDER SCHOOL DISTRICT		1,779.03
36	40805048	C	09/23/2026	1	EMILY BINGHAM		96.00
36	40805049	C	09/23/2026	38032	AMAZON CAPITAL SERVICES INC		1,944.96
36	40805050	C	09/23/2026	10731	SMITH'S CUSTOMER CHARGES		67.75
36	40805051	C	09/23/2026	75426	TREVIPAY-WALMART		35.09
36	40805052	C	09/23/2026	7609	UTAH FBLA-PBL		400.00
36	40805053	C	09/30/2026	1	SHERRI WAYMENT		16.64
36	40805054	C	09/30/2026	38032	AMAZON CAPITAL SERVICES INC		1,286.62
						Total Bank: 36	**$9,796.96**
37	70416744	C	09/01/2026	1	CRISTON RIGBY		15.00
37	70416745	C	09/01/2026	106055	BLICK ART MATERIALS		550.37
37	70416746	C	09/01/2026	31658	BSN SPORTS		428.00
37	70416747	C	09/01/2026	51055	BULK BOOKSTORE		2,604.55
37	70416748	C	09/01/2026	77275	GRIT LEADERSHIP		2,000.00
37	70416749	C	09/01/2026	4790	HOME DEPOT CREDIT SERVICE		180.58
37	70416750	C	09/01/2026	79146	JENSEN & SON'S IRONWORKS		12,016.00
37	70416751	C	09/01/2026	66834	MOUNTAIN VALLEY PRINTING		2,886.00
37	70416752	C	09/01/2026	79693	RAW AND RETRO, LLC		320.00
37	70416753	C	09/01/2026	36510	RIDGELINE HIGH SCHOOL		950.00
37	70416754	C	09/01/2026	24465	SODA SPRINGS HIGH SCHOOL		140.00
37	70416755	C	09/01/2026	75388	SUGAR & SIPS, LLC		55.00
37	70416756	C	09/01/2026	79634	TITENSOR POHOTOGRAPHY		255.00

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70416757	C	09/01/2026	72435	TWISTED SUGAR TREMONTON	5,522.42
37	70416758	C	09/01/2026	34185	UTAH DANCE & DRILL ASSOCIATION	130.00
37	70416759	C	09/01/2026	32824	YES PRINT COPY N MORE, LLC	204.72
37	70416760	C	09/03/2026	38032	AMAZON CAPITAL SERVICES INC	1,396.34
37	70416761	C	09/03/2026	106895	BADGER SCREEN PRINTING CO	11,149.10
37	70416762	C	09/03/2026	104321	BOX ELDER SCHOOL DISTRICT	1,111.77
37	70416763	C	09/03/2026	104321	BOX ELDER SCHOOL DISTRICT	6,014.00
37	70416764	C	09/03/2026	104321	BOX ELDER SCHOOL DISTRICT	30.06
37	70416765	C	09/03/2026	31658	BSN SPORTS	4,121.07
37	70416766	C	09/03/2026	12483	FIREWORKS WEST	1,500.00
37	70416767	C	09/03/2026	778870	GOPHER SPORT	2,275.94
37	70416768	C	09/03/2026	38644	GREEN CANYON HIGH SCHOOL	4,000.00
37	70416769	C	09/03/2026	66834	MOUNTAIN VALLEY PRINTING	935.00
37	70416770	C	09/03/2026	10804	MUSIC THEATRE INTERNATIONAL	3,095.00
37	70416771	C	09/03/2026	79707	ROCKET ALUMNI SLUTIONS	3,428.87
37	70416772	C	09/03/2026	769715	SAM'S CLUB MC/SYNCB	2,634.71
37	70416773	C	09/03/2026	75388	SUGAR & SIPS, LLC	45.00
37	70416774	C	09/03/2026	111790	SUNSTONE POTTERY	5,897.30
37	70416775	C	09/03/2026	7536	GAME ONE	18,460.00
37	70416776	C	09/03/2026	16535	VEX ROBOTICS	200.00
37	70416777	C	09/04/2026	1	MORGAN CAPENER	15.00
37	70416778	C	09/04/2026	38032	AMAZON CAPITAL SERVICES INC	309.45
37	70416779	C	09/04/2026	47635	EPIC PRODUCTIONS LLC	499.00
37	70416780	C	09/04/2026	327480	GREER'S HARDWARE	596.15
37	70416781	C	09/04/2026	489240	KENTS MARKET PL/TREMONTON	3,219.76
37	70416782	C	09/04/2026	79740	JAYCIE MARTINI	300.00
37	70416783	C	09/04/2026	5193	STEVE REGAN CO	762.91
37	70416784	C	09/04/2026	19631	UTAH FUNDRAISING	856.10
37	70416785	C	09/04/2026	16535	VEX ROBOTICS	350.00
37	70416786	C	09/10/2026	38032	AMAZON CAPITAL SERVICES INC	1,863.54
37	70416787	C	09/10/2026	106055	BLICK ART MATERIALS	30.54
37	70416788	C	09/10/2026	104321	BOX ELDER SCHOOL DISTRICT	19,996.00
37	70416789	C	09/10/2026	104321	BOX ELDER SCHOOL DISTRICT	651.70
37	70416790	C	09/10/2026	66834	MOUNTAIN VALLEY PRINTING	1,400.25
37	70416791	C	09/10/2026	4960	OLD GRIST MILL BREAD	469.95
37	70416792	C	09/10/2026	37818	QUALITY INN RICHFIELD	1,337.40
37	70416793	C	09/10/2026	75388	SUGAR & SIPS, LLC	87.50
37	70416794	C	09/10/2026	110914	SUPERIOR WATER AND AIR INC	40.00
37	70416795	C	09/10/2026	79723	SWEET SUNFLOWER SHOP	120.00
37	70416795	CV	09/25/2026	79723	SWEET SUNFLOWER SHOP	-120.00
37	70416796	C	09/10/2026	16535	VEX ROBOTICS	766.91
37	70416797	C	09/14/2026	1	LAURA WILKINSON	109.18
37	70416798	C	09/14/2026	38032	AMAZON CAPITAL SERVICES INC	1,017.76
37	70416799	C	09/14/2026	106895	BADGER SCREEN PRINTING CO	99.65
37	70416800	C	09/14/2026	31658	BSN SPORTS	2,974.10
37	70416801	C	09/14/2026	79863	CEDAR RIDGE DESIGN, LLC	232.00
37	70416802	C	09/14/2026	286060	FLINN SCIENTIFIC	186.42
37	70416803	C	09/14/2026	778870	GOPHER SPORT	352.24
37	70416804	C	09/14/2026	11924	MOUNTAIN CREST HIGH SCHOOL	250.00
37	70416805	C	09/14/2026	75426	TREVIPAY-WALMART	323.60
37	70416806	C	09/15/2026	286060	FLINN SCIENTIFIC	494.08
37	70416807	C	09/15/2026	79960	HJ KENNEDY, LLC	500.00
37	70416808	C	09/15/2026	79944	INDEPENDENT SCHOOL DISTRICT OF BOISE CIT	250.00
37	70416809	C	09/15/2026	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	7,199.00
37	70416810	C	09/17/2026	1	GABRIEL BAFFOE	15.00
37	70416811	C	09/17/2026	1	SALLY SHUMWAY	165.00
37	70416812	C	09/17/2026	38032	AMAZON CAPITAL SERVICES INC	1,019.10
37	70416813	C	09/17/2026	36784	AMERICAN RED CROSS	205.80
37	70416814	C	09/17/2026	45500	BOX ELDER SCHOOL DISTRICT	130.00
37	70416815	C	09/17/2026	106055	BLICK ART MATERIALS	122.18
37	70416816	C	09/17/2026	104321	BOX ELDER SCHOOL DISTRICT	24,248.27
37	70416817	C	09/17/2026	31658	BSN SPORTS	202.50

Batch Year: 27 Bank: All Date Range: 09/01/2026 - 09/30/2026

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
37	70416818	C	09/17/2026	76970	ELIZABETH CHRISTENSEN	450.00
37	70416819	C	09/17/2026	66834	MOUNTAIN VALLEY PRINTING	2,384.00
37	70416820	C	09/17/2026	67326	PIZZA PLUS OF TREMONTON	3,192.37
37	70416821	C	09/17/2026	79979	SPRINGHILL SUITES BOISE WEST/EAGLE	2,457.00
37	70416822	C	09/17/2026	75388	SUGAR & SIPS, LLC	1,017.50
37	70416823	C	09/17/2026	75426	TREVIPAY-WALMART	58.26
37	70416824	C	09/17/2026	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	105.00
37	70416825	C	09/17/2026	109476	UTAH FCCLA	360.00
37	70416826	C	09/17/2026	32824	YES PRINT COPY N MORE, LLC	114.42
37	70416827	C	09/22/2026	1	AVERY HAWS	15.00
37	70416828	C	09/22/2026	1	HADLEE NELSON	15.00
37	70416829	C	09/22/2026	1	LILLIE OLIVERSON	15.00
37	70416830	C	09/22/2026	1	MARGO TACKETT	20.49
37	70416831	C	09/22/2026	1	MAYA GARZA	15.00
37	70416832	C	09/22/2026	1	MCKINLEY COLE	15.00
37	70416833	C	09/22/2026	38032	AMAZON CAPITAL SERVICES INC	1,401.61
37	70416834	C	09/22/2026	470448	BURLEY HIGH SCHOOL	125.00
37	70416835	C	09/22/2026	38644	GREEN CANYON HIGH SCHOOL	550.00
37	70416836	C	09/22/2026	75930	JAKE GILES	643.00
37	70416837	C	09/22/2026	67717	MYHOUSE SPORTS GEAR	2,498.00
37	70416838	C	09/22/2026	4960	OLD GRIST MILL BREAD	296.46
37	70416839	C	09/22/2026	103945	SKYWAY GOLF COURSE	128.00
37	70416840	C	09/22/2026	75426	TREVIPAY-WALMART	125.48
37	70416841	C	09/24/2026	38032	AMAZON CAPITAL SERVICES INC	401.11
37	70416842	C	09/24/2026	80098	BACKROAD GRAPHX	200.00
37	70416843	C	09/24/2026	45500	BOX ELDER SCHOOL DISTRICT	390.00
37	70416844	C	09/24/2026	106055	BLICK ART MATERIALS	61.55
37	70416845	C	09/24/2026	28991	FAMILY CAREER AND COMMUNITY LEADERS OF	224.00
37	70416846	C	09/24/2026	7030	GOSSNER FOODS, INC	123.60
37	70416847	C	09/24/2026	103070	HEYWOOD ENGINEERING & CONSULT	2,812.50
37	70416848	C	09/24/2026	66834	MOUNTAIN VALLEY PRINTING	3,956.99
37	70416849	C	09/24/2026	5924	PITNEY BOWES BANK INC RESERVE ACCOUNT	143.91
37	70416850	C	09/24/2026	16535	VEX ROBOTICS	5,715.00
37	70416851	C	09/29/2026	38032	AMAZON CAPITAL SERVICES INC	1,512.47
37	70416852	C	09/29/2026	106895	BADGER SCREEN PRINTING CO	48.38
37	70416853	C	09/29/2026	31658	BSN SPORTS	1,586.83
37	70416854	C	09/29/2026	72664	EMBI TEC	560.00
37	70416855	C	09/29/2026	4790	HOME DEPOT CREDIT SERVICE	2,988.94
37	70416856	C	09/29/2026	109248	J W PEPPER MUSIC	3,057.49
37	70416857	C	09/29/2026	66834	MOUNTAIN VALLEY PRINTING	48.00
37	70416858	C	09/29/2026	5193	STEVE REGAN CO	388.93
37	70416859	C	09/29/2026	71595	STUKENT, INC	1,370.00
37	70416860	C	09/29/2026	75388	SUGAR & SIPS, LLC	342.00
37	70416861	C	09/29/2026	79723	JENNESSA WALLER	120.00
37	70416862	C	09/29/2026	35335	TECHNOLOGY STUDENT ASSOCIATION	258.00
37	70416863	C	09/29/2026	75426	TREVIPAY-WALMART	70.01
37	70416864	C	09/29/2026	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	600.00
37	70416865	C	09/29/2026	11843	UTAH SHAKESPEARE FESTIVAL	120.00
37	70416866	C	09/29/2026	11843	UTAH SHAKESPEARE FESTIVAL	3,300.00
37	70416867	C	09/30/2026	107994	CERTIFIED SHRED	112.00
37	70416868	C	09/30/2026	80136	JS DEVELOPMENT	243.00
37	70416869	C	09/30/2026	66834	MOUNTAIN VALLEY PRINTING	370.00
37	70416870	C	09/30/2026	110975	RIDDELL ALL AMERICAN SPORTS	1,369.95
37	70416871	C	09/30/2026	80144	SCREENGUYS, LLC	764.62
					Total Bank: 37	**$217,460.71**

Batch Year: 27 Bank: All Date Range: 09/01/2026 - 09/30/2026

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
38	70816771	CV	09/01/2026	51632	IMPACT APPLICATIONS, INC	-640.00
38	70816784	C	09/04/2026	1	IAN CAPENER	1,000.00
38	70816785	C	09/04/2026	38032	AMAZON CAPITAL SERVICES INC	2,867.24
38	70816786	C	09/04/2026	53457	BLACK STITCH LLC	16.20
38	70816786	CV	09/16/2026	53457	BLACK STITCH LLC	-16.20
38	70816787	C	09/04/2026	78778	BLANK SHIRTS INC TSHIRTS WHOLESALER	198.90
38	70816788	C	09/04/2026	106055	BLICK ART MATERIALS	1,957.57
38	70816789	C	09/04/2026	31658	BSN SPORTS	2,186.25
38	70816790	C	09/04/2026	64017	COPPER CANYON APPAREL	2,526.30
38	70816791	C	09/04/2026	37672	EWELL EDUCATIONAL SERVICES INC	104.00
38	70816792	C	09/04/2026	51632	IMPACT APPLICATIONS, INC	640.00
38	70816793	C	09/04/2026	79731	IRON DESERT ARTS, LLC	1,140.00
38	70816794	C	09/04/2026	109248	J W PEPPER MUSIC	372.50
38	70816795	C	09/04/2026	79650	STAR VALLEY HIGH SCHOOL	125.00
38	70816796	C	09/04/2026	25119	SIZZLING CAESARS, LLC	125.82
38	70816797	C	09/04/2026	74055	M&K GRAPHICS AND APPAREL	794.00
38	70816798	C	09/04/2026	62022	MATBOSS LLC	299.00
38	70816799	C	09/04/2026	4910	NATIONAL FFA ORGANIZATION	57.50
38	70816800	C	09/04/2026	37710	JESSICA AUTUMN ROBERTS	2,475.00
38	70816801	C	09/04/2026	111790	SUNSTONE POTTERY	1,200.00
38	70816802	C	09/04/2026	71811	SUPERIOR CHEER	304.80
38	70816803	C	09/04/2026	47686	TNT ENGRAVING	50.00
38	70816804	C	09/04/2026	75426	TREVIPAY-WALMART	1,888.22
38	70816805	C	09/04/2026	60127	TRINITY CURTIS	660.00
38	70816805	CV	09/17/2026	60127	TRINITY CURTIS	-660.00
38	70816806	C	09/04/2026	100686	UHSAA / UTAH HIGH SCHOOL ACT ASSOC	2,450.00
38	70816807	C	09/04/2026	71838	VARSITY SPIRIT FASHIONS	17,669.88
38	70816808	C	09/15/2026	1	BROOKE DALLIN	165.00
38	70816809	C	09/15/2026	112046	ACE HARDWARE - BRIGHAM	13.65
38	70816810	C	09/15/2026	38032	AMAZON CAPITAL SERVICES INC	3,606.87
38	70816811	C	09/15/2026	53457	BLACK STITCH LLC	27.00
38	70816812	C	09/15/2026	14176	BOUNTIFUL HIGH SCHOOL	608.00
38	70816813	C	09/15/2026	104370	BOX ELDER NEWS JOURNAL	40.00
38	70816814	C	09/15/2026	104321	BOX ELDER SCHOOL DISTRICT	1,328.54
38	70816815	C	09/15/2026	31658	BSN SPORTS	5,225.96
38	70816816	C	09/15/2026	29637	DESERT HILLS HIGH SCHOOL	850.00
38	70816817	C	09/15/2026	38644	GREEN CANYON HIGH SCHOOL	1,350.00
38	70816818	C	09/15/2026	51977	HONEYBUCKET	308.00
38	70816819	C	09/15/2026	103961	INTERMOUNTAIN WOOD PRODUCTS	1,901.81
38	70816820	C	09/15/2026	109248	J W PEPPER MUSIC	47.25
38	70816821	C	09/15/2026	102451	LAF GRAPHICS	1,650.00
38	70816822	C	09/15/2026	25119	SIZZLING CAESARS, LLC	157.30
38	70816823	C	09/15/2026	543168	MADDOX RANCH HOUSE	972.00
38	70816824	C	09/15/2026	58505	MAGOOSH INC.	1,750.00
38	70816825	C	09/15/2026	62022	MATBOSS LLC	699.00
38	70816826	C	09/15/2026	11924	MOUNTAIN CREST HIGH SCHOOL	250.00
38	70816827	C	09/15/2026	4960	OLD GRIST MILL BREAD	230.45
38	70816828	C	09/15/2026	698980	PEPSI-COLA OF OGDEN	785.60
38	70816829	C	09/15/2026	71757	REBEL ATHLETIC INC	10,338.34
38	70816830	C	09/15/2026	73997	SOTOS DRYWALL SOLUTIONS LLC	1,750.00
38	70816831	C	09/15/2026	79405	STRIVE CHEERLEADING, LLC	3,519.36
38	70816832	C	09/15/2026	19488	T SHIRT CHOP SHOP	812.00
38	70816833	C	09/15/2026	75426	TREVIPAY-WALMART	1,491.86
38	70816834	C	09/15/2026	18392	USA WRESTLING UTAH	1,350.00
38	70816835	C	09/15/2026	34185	UTAH DANCE & DRILL ASSOCIATION	160.00
38	70816836	C	09/15/2026	109476	UTAH FCCLA	480.00
38	70816837	C	09/15/2026	5355	WHIPPLE SOUND LLC	100.00
38	70816838	C	09/15/2026	79936	JED REEDER	140.00
38	70816839	C	09/24/2026	104321	BOX ELDER SCHOOL DISTRICT	22,729.41
38	70816840	C	09/25/2026	80080	CACHE VALLEY LIGHT AND SOUND	600.00
					Total Bank: 38	**$105,229.38**

Batch Year: 27 Bank: All Date Range: 09/01/2026 - 09/30/2026

Bank	Check	Type	Date	Vendor	Vendor Name	Amount
39	77800663	C	09/17/2026	104321	BOX ELDER SCHOOL DISTRICT	200.00
39	77800664	C	09/17/2026	75426	TREVIPAY	81.88
					Total Bank: 39	**$281.88**

Total Computer Checks:	**$5,890,062.30**
Total Manual Checks:	**$3,717,673.27**
Total ACH Checks:	**$2,079,931.32**
Total Other Checks:	**$0.00**
Total Electronic Checks:	**$0.00**
Total Computer Voids:	**-$8,310.73**
Total Manual Voids:	**$0.00**
Total ACH Voids:	**$0.00**
Total Other Voids:	**$0.00**
Total Electronic Voids:	**$0.00**
Grand Total:	**$11,679,356.16**
Number of Checks:	**692**

Batch Year	Batch	Amount
27	000050	-2,059.03
27	000093	11.89
27	000157	26,137.35
27	000161	229.67
27	000210	15,875.44
27	000317	8,066.70
27	000382	-20.00
27	000420	7,229.33
27	000426	-640.00
27	000480	1,367,743.99
27	000481	24,531.51
27	000482	28,077.88
27	000483	626,106.79
27	000484	63,180.20
27	000485	2,632.00
27	000486	243.00
27	000487	584.02
27	000559	28,257.64
27	000598	1,024.14
27	000600	66,294.16
27	000619	40,431.98
27	000620	30,193.93
27	000625	6,908.37
27	000626	2,027.14
27	000634	90.90
27	000640	2,932.73
27	000642	193,766.70
27	000643	128,595.09
27	000644	39,985.09
27	000645	23,975.80
27	000646	720.00
27	000647	2,284.69
27	000648	344.85
27	000649	1,284.16
27	000653	5,527.80
27	000656	79.94
27	000674	2,535.83
27	000676	26,643.79
27	000699	200.00
27	000700	5,544.95
27	000712	59,426.35
27	000713	154,877.73
27	000714	103,886.05

Batch Year: 27 Bank: All Date Range: 09/01/2026 - 09/30/2026

Batch Year	Batch	Amount
27	000715	603,736.46
27	000716	177,304.46
27	000717	18,973.03
27	000718	314.55
27	000719	466.01
27	000724	8,443.08
27	000727	42,107.99
27	000732	3,159.67
27	000733	564.00
27	000736	41.08
27	000740	540.00
27	000760	36,246.40
27	000767	1,779.03
27	000771	7,677.74
27	000773	81.88
27	000802	1,832,936.61
27	000803	38,802.59
27	000804	5,034.91
27	000805	44,626.41
27	000806	1,176,604.91
27	000807	5,713.39
27	000808	2,670.01
27	000809	2,578.53
27	000853	5,863.04
27	000858	2,185.74
27	000859	1,949.01
27	000867	506.31
27	000876	2,543.80
27	000884	14,028.66
27	000886	4,324,429.84
27	000897	22,729.41
27	000898	683.09
27	000930	600.00
27	000964	16,371.05
27	000967	4,259.17
27	000968	3,065.88
27	000969	106.21
27	000971	3,882.14
27	000993	204.30
27	000996	2,859.57
27	001000	1,303.26
27	001002	89.21
27	001006	165,523.18

Batch Year: 27 Bank: All Date Range: 09/01/2026 - 09/30/2026

FPREG01A (build 26.4.12.1)

Selection Criteria

Batch Year	27
Begin Date	09/01/2026
End Date	09/30/2026
Include Voids Voided After End Date	Yes
Bank	All
Begin Check	
End Check	
Begin Batch 1	All
End Batch 1	
Begin Batch 2	
End Batch 2	
Begin Batch 3	
End Batch 3	
Begin Batch 4	
End Batch 4	
Begin Batch 5	
End Batch 5	
Role ID	AP

For October 14, 2026 Board Meeting

Leaving the District

Site	*Employee*	*Position*	*Reason*
Golden Spike	Tawni Osterman	Functional Skills Para	Resigned
BEHS Nat	Breanne Jones	Office Staff	Resigned
Harris	Shaylee Pond	Instructional Para	Resigned
District Office	Sarah Turley	Prevention/Intervention Educator	Resigned
Century	Marlie Pali	Collaboration Para	Resigned
BRHS Nat	Brodie Rowley	Lifeguard	Resigned
BRHS Nat	Aiden Miller	Lifeguard	Resigned
BRHS Nat	Kaden Hill	Lifeguard	Resigned
Lake View	Maleia Anderson	Overcrowding Para	Resigned
McKinley	Ryan Ball	Asst. Custodian	Resigned
Transportation	Mackenzie King	Bus Driver	Resigned
North Park	Becky Atkin	Art Prep Para	Resigned
McKinley	Jordan Maxwell	Instructional Para	Resigned
Garland	Irene Fernandez Gonzalez	3rd Grade DLI	Resigned
District Office	Dalton Burdick	Computer Field Tech	Resigned
Young	Terry Nevarez	Attendance Secretary	Retirement

New Hires - None

Site	*Employee*	*Position*
Fielding	Courtney Shaffer	Instructional Para
Willard/Century	Madison Jones	Resource Para
Century	Kira Mecham	Literacy Para
McKinley	Bostyn Lish	Instructional Para
Fielding	McKenna Earl	Instructional Para
Golden Spike	Karen Sagez	Resource Para
BEMS	Robert "RJ"Spencer	Resource Para
BEHS	Jesse Larsen	ED Para
BEHS	Lisa Jenkins	Functional Skills Para
Young	Brice Millett	Literacy Para
Garland	Yaribel Robins	Instructional Para
Lake View	Afton Brady	Instructional Para
Fielding	Carrie Carter	Instructional Para
BEMS	Haley Manning	ED Para
TMC	Ellie Groll	Instructional Para
ILSC	Celia Chandler	Functional Skills Para
Lake View	Adyson Nessen	Instructional Para
Lake View	Vicki Hansen	Instructional Para
Century	Kindsay Vine	Instructional Para
North Park	Tracy Hurd	Instructional Para
Century	Brynlee Johnson	Instructional Para
Young	Jonathan Alexander	ED Para
BRMS	Reese Walsh	Functional Skills Para
Transportation	Jeannette Holley	Bus Para
Transportation	Tim Hansen	Bus Driver
Willard	Tami Vaughn	Instructional Para
North Park	Allee Schulze	DLI Instructional Para
Fielding	Elise Roskelley	Instructional Para

Young	Jaylee Hafen	Math/Lunch Duty Para
Willard	Christa Rudd	ELL Para
District Office	Carter Blake	Computer Field Tech
ILSC	Jenna Kunzler	Functional Skills Para
Golden Spike	Kaytlin Hoogs	Resource Para
BRHS	Alexander Titus	Temp Custodian
North Park	Mary St. Louis	Instructional Para
Golden Spike	Kathryn Zucco	Early Interention Para
Golden Spike	MadiLynn Snook	Functional Skills Para
TMC	Eleanor Craner	Functional Skills Para
District Office	Corbin Hill	Computer Field Tech
ILSC	Saryah Plumley	Functional Skills Para
Century	Gracie Huggins	Instructional Para
Garland	Sydney Cummins	DLI Instructional Para
ILSC	Emily Burbank	Functional Skills Para

Box Elder School District
Out of State Travel Request

School Bear River High

Organization/Team/Club/Etc. Girl's Wrestling

Purpose of Trip (Educational Value) A chance to compete with other teams from around the nation. Reno is a national tournament that will allow the girls to become All-Americans. There will be college coaches at the tournament looking to recruit prospective wrestlers. This tournament will allow these girls to get their names out there.

Destination Reno Nevada Miles to be traveled (one way) 530 Miles.

Number of Students Traveling 14-16

Freshmen _____
Sophomore _____
Junior _____
Senior _____

Number of Adults (Chaperones) Traveling 3 Coaches

Departure Date Dec 17 2026 Time 6:00 AM
Return Date Dec 20 2026 Time 8:00 AM
Means of Travel ____ Bus ____ Van __X__ Other (please list) Charter Bus/Train

Anticipated Actual Cost of the Trip per Individual Student $400

Anticipated Direct Cost to Each Student $100

THIS SECTION MUST BE COMPLETED AND SUBMITTED TO THE SUPERINTENDENT PRIOR TO ADVERTISING FOR THE TRIP OR CONDUCTING THE REQUIRED PARENT SURVEY.

We will be flying to Reno and parents are renting vans to get from the airport to the hotel.
A copy of the parent survey must be submitted for approval prior to sending the survey to parents.

How will the survey be distributed? Parent Meeting

How will surveys be collected? After the Parent Meeting

Who will tabulate survey results? Athletic Director

Does the trip involve some type of performance or competition? Yes

Did the students have to qualify for this performance/competition? Yes

How? Yes, I am only taking our varsity team, each athlete must earn their varsity position through a wrestle off, the winner of the wrestle off will be the varsity wrestler and get the chance to compete at this tournament.

Signatures:

Organization/Team Leader/Coach Jason Bingham Digitally signed by Jason Bingham Date: 2026.09.08 10:12:50 -06'00' Date _____

Principal _____ Date 9-22-26

May 2021

Superintendent Approval to Proceed with Parent Survey and Final Trip Plans

Keith Flesher

Date 9-22-26

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 Bear River **Sport** Theatre female ☒ male ☒

Date of contest	Number miles (one way)	Destination	Level of play (var., j.v., soph. fresh.)
Sept 30 - Oct 3	324	Cedar City	all



Kurt Hecker
Signature of Superintendent

9-22-24
Date

Please duplicate this form for use in each sport

Box Elder School District

Secondary Club Application

1. Recommended club name ~~Granny Crafts club~~ Fiber arts club ?

2. What is the club's purpose? To give students a place to create and learn skills that could be lost to yesteryear.

3. What are the club's goals? Help fellow crafter minded students have a safe place to share their love of granny crafts & help others learn & appreciate each others skills

4. What activities will be planned for the club? Crafting hours Find grannies who would be willing to teach about craft skills club members would like to learn. Even seeing if the senior center may help us.

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

___ Athletic

___ Business/Economic

___ Agriculture

X Art/Music/Performance

___ Science

___ Gaming

___ Religious

___ Community Service/Social Justice

___ Other (Please explain)

_____

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

7. Meeting information:

Preferred meeting time during the day (must be non-instructional time) after school or during lunch

Anticipated number of meetings per month 2-4

Preferred location for club meetings VHS

8. Proposed faculty advisor Samantha Elliott

9. Financial information:

Will the club have a budget? NO

What will the budget be? —

Where will the money come from? Donations of materials

How will the money be spent? Materials to be used to create projects

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

9-21-26 9-21-26 9/21/26

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

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

Club Advisor/Sponsor (curricular club) 9/21/26 Date

11. Club's application approval:

(Yes or No) Principal or Principal's Designee 9/29/26 Date

(Yes or No) Board President or Designee 10/2/26 Date

12. Club's name approval:

_____ (Yes or No) Principal or Principal's Designee Date

_____ (Yes or No) Board President or Designee Date

Box Elder School District
Memo for the Purchase of School Buses

Background: The District regularly replaces school buses as they become more costly to maintain due to age and mileage. Six regular, route buses will be purchased to replace aging buses, two long- distance buses, three smaller buses with a wheelchair lift for students with disabilities and one mid-size bus will be purchased to replace a bus services the Western Schools. In preparation for replacing twelve school buses in the 2026-27 school year, we need to place an order for these buses now. All buses will be purchased from vendors are already on the approved vendor list published by the Utah Department of Purchasing. These vendors have already been selected through a competitive procurement process.

Policy Implications: None

Financial Implications: Funds in the capital outlay fund will be used to purchase the buses. Total cost will be $2,163,188.

Staff Implications: None at this time.

Rush Truck Center, Salt Lake City
964 South 3800 West
Salt Lake City, UT 84104
801-972-5320

Customer Proposal Letter

Box Elder School District
960 South Main
Brigham City, UT 84302-3162

Thank you for trusting us with your business. Please review the proposal below, and if you approve, sign and return to us at your convenience. We look forward to working with you and will continue to do our best to earn your trust now and in the future.

VEHICLE INFORMATION

Year 2028 Make IC Bus Model CESB Stock # TBD Serial # TBD

Additional Vehicle Details: Box Elder SD 47 passenger mid bus full specification NXCE, 2028MY. Cummins 6.7, Allison 2500, drum brakes, tilt and tele steering, VGT brake, Intelipark electronic park brake, Full interior and exterior LED lights, one-piece floor, back-up camera, fully integrated driver A/C and heat, premium heated driver seat, Motorola 2-way with additional speaker-installed, Samsara cameras installed, multiple bus discount included. State Contract Number MA4699

		Total
Quantity		
Truck Price per Unit	$ 158,982.00	$ 158,982.00
F.E.T. (Factory & Dealer Paid)	$ 0.00	
Net Sales Price	$ 158,982.00	$ 158,982.00
Optional Extended Warranty(ies)		
State Sales Tax		
Documentary Fee	$ 0.00	$ 0.00
Tire Recycling Program	$ 6.00	$ 6.00
RushCare Service Subscription[1][2] 0 months	$ 0.00	$ 0.00
Total Sales Price	$ 158,988.00	$ 158,988.00
Trade Allowance (see DISCLAIMER Below)		
Deposit / Down Payment		
Unpaid Balance Due on Delivery	$ 158,988.00	$ 158,988.00

Sales Representative _____ Signature Patrick Johnson Printed Name Date

Purchaser _____ Signature _____ Printed Name / Title Date

Accepted by Sales Manager or General Manager _____ Signature _____ Printed Name Date

Quote good until 11/20/2026 **Note: The above Customer Proposal is a quotation only. Sale terms subject to approval of Sales Manager of Dealer.**

DISCLAIMER: Any order based on this Proposal is subject to Customer executing Dealer's standard form Retail Sales Order and other required documents incorporating the above terms. Any documentary fees, FET, state tax, title, registration and license fees subject to adjustment and change. This Proposal is based upon Dealer's current and expected inventory, which is subject to change. Dealer is not obligated to retain any specific vehicles in stock, nor maintain any specific inventory levels. Dealer shall not be obligated to fulfill Proposal in event quoted vehicle(s) is not in stock or available within requested delivery schedule. **Manufacturer has reserved the right to change the price to Dealer of any vehicle not currently in Dealer's stock, without notice to Dealer. If a vehicle identified in this Proposal is not currently in Rush's stock at the time an order is placed by the Customer, Dealer reserves the right to change the vehicle price at any time to reflect any price increases imposed by the Manufacturer.** Dealer shall not be liable for any delay in providing or inability to provide Quoted Vehicle(s). Above listed Trade Value based upon current appraisal of Trade Vehicle(s). Dealer may adjust Trade Value of Trade Vehicle(s) to reflect changes in condition and/or mileage of Trade Vehicle(s) between date of current appraisal and acceptance of the Trade Vehicle by Customer.

[1] Includes subscription period for # of specified months. [2] Customer's use of RushCare Service is governed by the RushCare User Agreement located at https://www.rushtruckcenters.com/rushcare-user-agreement. [3] Customer's use of Telematics Services is governed by separate 3rd party license terms and Rush is not liable for the Telematic Service. (4) Gap Coverage is provided and administered by an independent 3rd party provider under a separate contract directly between Customer and the 3rd party provider.

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964 South 3800 West
Salt Lake City, UT 84104
801-972-5320

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960 South Main
Brigham City, UT 84302-3162

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VEHICLE INFORMATION

Year 2028 Make IC Bus Model CESB Stock # TBD Serial # TBD

Additional Vehicle Details: IC NXCE 2028MY, Box Elder SD 36+2v sped full spec. Cummins 6.7, Allison 2500 transmission, drum brakes, tilt and tele, VGT brake, Intelipark electronic park brake, full interior and exterior LED lights, one piece floor, back up camera, fully integrated driver A/C and heat, premium heated driver seat, Braun w/c lift, three w/c position, two open, one under track seats, three sets of q straints, Integrated child seats on first four rows, lap belts, IC Air Mult bus discount. State contract MA4699

		Total
Quantity		
Truck Price per Unit	$ 181,548.00	$ 181,548.00
F.E.T. (Factory & Dealer Paid)	$ 0.00	
Net Sales Price	$ 181,548.00	$ 181,548.00
Optional Extended Warranty(ies)		
State Sales Tax		
Documentary Fee	$ 0.00	$ 0.00
Tire Recycling Program	$ 6.00	$ 6.00
RushCare Service Subscription[1][2] 0 months	$ 0.00	$ 0.00
Total Sales Price	$ 181,554.00	$ 181,554.00
Trade Allowance (see DISCLAIMER Below)		
Deposit / Down Payment		
Unpaid Balance Due on Delivery	$ 181,554.00	$ 181,554.00

Sales Representative _____ Signature Patrick Johnson Printed Name Date

Purchaser _____ Signature _____ Printed Name / Title Date

Accepted by Sales Manager or General Manager _____ Signature _____ Printed Name Date

Quote good until 10/30/2026 **Note: The above Customer Proposal is a quotation only. Sale terms subject to approval of Sales Manager of Dealer.**

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VEHICLE INFORMATION

Year 2028 Make IC Bus Model CESB Stock # TBD Serial # TBD

Additional Vehicle Details: 2028 IC NXCE 77 passenger. Cummins B6.7 260HP, Allison 2500 transmission, drum brakes, tilt and tele, VGT brake, Intelipark electronic park brake, Full interior and exterior LED lights, one-piece floor, backup camera, fully integrated driver A/C and heat, premium heated driver seat, Motorola 2-way with additional speaker-installed, Samsara cameras installed, one row of benches removed for optimal spacing. Multiple bus discount included in price. State Contract MA4699

		Total
Quantity		
Truck Price per Unit	$ 168,778.00	$ 168,778.00
F.E.T. (Factory & Dealer Paid)	$ 0.00	
Net Sales Price	$ 168,778.00	$ 168,778.00
Optional Extended Warranty(ies)		
State Sales Tax		
Documentary Fee	$ 0.00	$ 0.00
Tire Recycling Program	$ 6.00	$ 6.00
RushCare Service Subscription[1][2] 0 months	$ 0.00	$ 0.00
Total Sales Price	$ 168,784.00	$ 168,784.00
Trade Allowance (see DISCLAIMER Below)		
Deposit / Down Payment		
Unpaid Balance Due on Delivery	$ 168,784.00	$ 168,784.00

Sales Representative _____ Signature Patrick Johnson Printed Name Date

Purchaser _____ Signature _____ Printed Name / Title Date

Accepted by Sales Manager or General Manager _____ Signature _____ Printed Name Date

Quote good until 11/20/2026 **Note: The above Customer Proposal is a quotation only. Sale terms subject to approval of Sales Manager of Dealer.**

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BRYSON

Quote #
RE26026CP
Contract MA4697

BOX ELDER SCHOOL DISTRICT
960 SOUTH MAIN STREET
BRIGHAM CITY, UTAH 84302

Bryson Sales & Service Inc.
1285 S 1650 W
WOODS CROSS, UT 84087
Phone 801-295-1875 FAX 801-298-4750

"WE SERVICE WHAT WE SELL"
Since 1969



Quote Date:	*Expected Delivery Date:*	***T3 REAR ENGINE***
09/24/2026	***150-180 Days ARO***	

2025-2026 UTAH STATE QUOTE PRICE

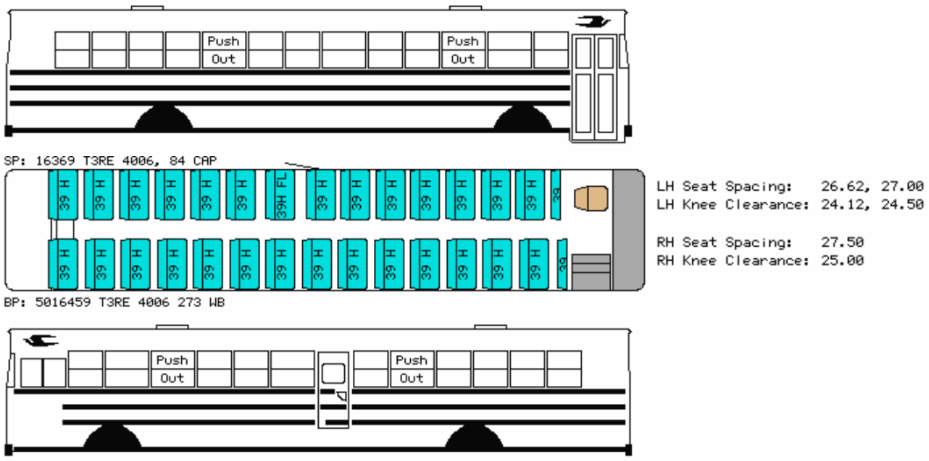
QTY		CATEGORY	MAKE / MODEL / WHEELBASE / CAPACITY	PRICE	EXTENDED
			REQUIRED AND AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)		
1	INCL	T3RE 4006	Body W/ 273 Inch Wheelbase Seated For 84	$ 206,081	$ 206,081
			BODY SPECIFICATIONS		
1	**OPTION**	**0018007**	**PASS THRU LUGGAGE COMPT 122 CU FT**	**$ 5,807**	**$ 5,807**
1	INCL	0019802	KEY LOCK BATTERY DOOR	$ -	$ -
1	INCL	0021704	VANDAL LOCK - REAR EMERGENCY WINDOW	$ -	$ -
1	INCL	0021802	VANDAL LOCK - PLUG TYPE SIDE EMERGENCY DOOR	$ -	$ -
1	INCL	0025200	STEPWELL PROTECTION	$ -	$ -
1	INCL	0037402	RETAINER SIDE EMERG DOOR LH	$ -	$ -
1	INCL	0042900	EMERGENCY DOOR LH 28IN	$ -	$ -
1	INCL	0043600	3 POINT BAR LOCK SIDE	$ -	$ -
1	INCL	0050507	FUEL TANK DOOR SPRING LOADED LATCHING	$ -	$ -
1	INCL		DEF ACCESS PANEL 15" X 11"W	$ -	$ -
1	INCL	0058200	FLAPS FRONT FULL LENGTH	$ -	$ -
1	INCL	0058600	FLAPS REAR WITH BB LOGO	$ -	$ -
1	INCL	0060000	FENDERS REAR RUBBER	$ -	$ -
1	INCL	0060500	FENDERS FRONT RUBBER	$ -	$ -
1	INCL	0066101	FIRE EXTINGUISHER 5 LB DRY W/HOSE (DRIVERS CPT)	$ -	$ -
1	INCL	0075401	TRIANGULAR WARN DEVICE FLR, W/ STRAP	$ -	$ -
1	INCL	0098400	PLYWOOD FLOOR SCREWED DOWN	$ -	$ -
1	INCL	0098909	PLYWOOD FLOOR 5/8IN BB MARINE GRADE, 4006	$ -	$ -
1	**OPTION**	**0101400**	**STEEL FLOOR TRIM (COVE MOLDING)**	**$ 127**	**$ 127**
1	INCL	0150200	INSULATED DRIVERS AREA	$ -	$ -
1	INCL	0150500	I-1 CAPACITY (NO) PASSENGERS	$ -	$ -
1	INCL	0150702	ACOUSTIC HEADLINING FULL LENGTH	$ -	$ -
1	INCL	0156100	EMERGENCY DOOR ARROWS	$ -	$ -
1	INCL	0192202	DAYTIME RUNNING LIGHTS	$ -	$ -
1	INCL	0202001	LAMPS, HAZARD, 2 AMBER 4", ENG CMPT	$ -	$ -
1	INCL	0223000	DOOR SWITCH STEPWELL LIGHT	$ -	$ -
1	INCL	0232400	EXTERIOR SOLID NSBY	$ -	$ -
1	INCL	0232518	LOGO, BIRD ONLY, VINYL, BLACK	$ -	$ -
1	INCL	0233003	PAINT DESIGN, BRIGHT WHITE ROOF, 12.5"	$ -	$ -
1	INCL	0244914	GALVALUME I/S PANELS, FULL HEM TEXTURIZED, 4006	$ -	$ -
			PARCEL RACKS		
1	**OPTION**	**0261514**	**PARCEL RACKS 3904 OR 4006**	**$ 2,172**	**$ 2,172**
2	INCL	0274815	SEAT, DAVENPORT, 39	$ -	$ -
25	INCL	0278304	SEAT 39 NON S/BELT HBK	$ -	$ -
1	INCL	0283614	SEAT BELT, DRIVER'S, 3 PT, SINGLE RETRACT, BLACK	$ -	$ -
1	INCL	0311000	GRIP HANDLES ABOVE WINDSHIELD	$ -	$ -
1	INCL	0318301	VISOR, ACRYLIC, LEFT SIDE, ADJUSTABLE	$ -	$ -
1	INCL	0318311	EDGE TRIM, PADDED, BLACK FINYL, VISOR	$ -	$ -
1	INCL	0331501	2 PC CURVED TINTED WINDSHIELD	$ -	$ -
1	INCL	0347314	77" HEADROOM 4006	$ -	$ -
1	INCL	STANDARD	ELEC INTERMITTENT W/S WIPERS SGL SW	$ -	$ -
1	INCL	0444900	AIR HORN MOUNTED UNDER FLOOR W/ FLOOR MOUNT SWITCH	$ -	$ -
1	**OPTION**	**0626600**	**UNDERCOAT BOTTOM & SIDES PASS THROUGH**	**$ 76**	**$ 76**
1	INCL	0626601	UNDERCOAT, MODIFIED WAX, PREMIUM	$ -	$ -
25	**OPTION**	**0695701**	**TILT UP SEAT CUSHION W/ 1/2IN BOARD (PER SEAT)**	**$ 14**	**$ 350**

1	INCL	1270105	SEAT 39 FLIP NON S/BELT HBK	$	-	$	-
1	INCL	3000100	ACCESSORY POWER SOCKET	$	-	$	-
1	**OPTION**	**3000807**	**PACKAGE,COMPRESSOR PREP,A/C,L9,L9N,ISC**	**$**	**1,480**	**$**	**1,480**
1	INCL	3002601	FAN AUXILIARY UPPER RIGHT 6"	$	-	$	-
1	INCL	3002603	FAN AUXILIARY UPPER CENTER 6"	$	-	$	-
2	INCL	3002901	WIRING VENT ROOF HATCH BUZZER	$	-	$	-
2	INCL	3003029	VENT, ADVANTAGE STANDARD	$	-	$	-
1	INCL	3005601	HOSE HEATER SILICONE W/ CONSTANT TORQUE CLAMPS	$	-	$	-
1	**OPTION**	**3005803**	**PUMP HEATER HEAVY DUTY**	**$**	**368**	**$**	**368**
1	INCL	STANDARD	FRONT HEATER/DEFROSTER 90,000 BTU	$	-	$	-
1	INCL	3006001	HEATER 12K, DRIVERS	$	-	$	-
1	INCL	3006023	HEATER,80K,LH,FRONT,FLOOR MOUNTED, DUAL	$	-	$	-
1	**OPTION**	**3006027**	**HEATER 80K RH REAR F/M**	**$**	**1,035**	**$**	**1,035**
1	INCL	3010215	CLEARANCE/MARKER, LED, 2 AMBER FRONT 2 RED REAR	$	-	$	-
1	INCL	3010310	ID GROMMET MOUNT, LED, 3 AMBER FRONT CAP 3 RED REAR CAP	$	-	$	-
1	INCL	3010510	INTERMEDIATE MARKER LED, 2 AMBER ROOF MTD. EACH SIDE AT/NEAR MIDPOINT	$	-	$	-
1	INCL	3011605	LIGHTS DIRECTIONAL REAR 7" AMBER LED	$	-	$	-
1	INCL	3011721	LIGHTS DIR SIDE OVAL FORWARD AMBER LED OVER WHEEL	$	-	$	-
1	**OPTION**	**3011723**	**LIGHTS DIR SIDE OVAL REARWARD AMBER LED OVER WHEEL**	**$**	**118**	**$**	**118**
1	INCL	3012003	LIGHTS DIRECTIONAL FRONT 7" AMBER LED	$	-	$	-
1	INCL	3012103	WIRING DIR SIDE FRONT BELTLINE	$	-	$	-
1	INCL	3012105	WIRING DIR SIDE REAR BELTLINE	$	-	$	-
1	INCL	3012302	HEADLAMPS, LED	$	-	$	-
1	INCL	3015101	LIGHTS DOME 15 CANDLEPOWER	$	-	$	-
1	INCL	3015502	LIGHT 2 DOME DRIVERS SEPARATE SW	$	-	$	-
1	INCL	3015703	DOME LIGHT SWITCH REAR 2 LIGHTS/2 ROWS	$	-	$	-
1	INCL	3015803	DOME 2 ROW/2 SWITCHES F & R CONFIG	$	-	$	-
1	INCL	3017306	LIGHTS 4" LED, STOP/TAIL, VANDAL RESIST	$	-	$	-
1	INCL	3017503	LIGHTS 7" STOP/TAIL LED	$	-	$	-
1	INCL	3017607	LIGHTS 4" BACKUP LED, VANDAL RESIST	$	-	$	-
1	**OPTION**	**3018401**	**ARM CONDITION (SCC) NOT ACC MAINTAINED**	**$**	**-**	**$**	**-**
1	**OPTION**	**3018502**	**SLEEPING CHILD CHECK SCC DORAN**	**$**	**164**	**$**	**164**
1	**OPTION**	**3018601**	**ARMING SCC WARNING LIGHTS**	**$**	**-**	**$**	**-**
1	**OPTION**	**3018701**	**ALARM CONDITION SCC ENTRANCE DOOR**	**$**	**-**	**$**	**-**
1	**OPTION**	**3018801**	**ALARM INDICATION SCC HEADLIGHTS & HORN**	**$**	**-**	**$**	**-**
1	INCL	3019605	HOODS, WARNING LIGHTS, INDIVIDUAL	$	-	$	-
1	INCL	3019902	SYSTEM WARNING 8-LGT NON-SEQ	$	-	$	-
1	INCL	3020019	LIGHTS WARNING 8-LGT AMB/RED LED	$	-	$	-
1	INCL	3020102	SEQUENCE W/L SYSTEM, NON SEQUENTIAL	$	-	$	-
1	INCL	3021002	SWITCH W/L MASTER LOC RH	$	-	$	-
1	INCL	3021004	SWITCH W/L START LOC RH	$	-	$	-
1	INCL	3021008	SWITCH W/L EM OVERRIDE LOC RH	$	-	$	-
1	INCL	3021010	LIGHTS PILOT W/L SYSTEM LOC RH	$	-	$	-
1	INCL	3021018	SWITCH DOOR CONTROL LOC RH	$	-	$	-
1	INCL	3021104	CONTROLS CONFIG W/L OPT #4 8-LGT RH	$	-	$	-
1	INCL	3021802	SWITCH W/L MASTER WITH GREEN PILOT	$	-	$	-
1	INCL	3022204	SWITCH EMERGENCY OVERRIDE	$	-	$	-
1	INCL	3022501	SWITCH W/L START MANUAL	$	-	$	-
1	INCL	3022802	INDICATOR W/L SYSTEM AMBER/RED	$	-	$	-
1	INCL	3024204	LIGHT BOARDING ENTRANCE DOOR LED	$	-	$	-
1	INCL	3026027	RADIO AM FM USB AUX BT WITH PA	$	-	$	-
1	INCL	3026906	SPEAKER DLX 8 SPKR SYS W/WIRING	$	-	$	-
1	INCL	3029507	STOP ARM LOCATION DUAL	$	-	$	-
1	INCL	3029615	STOP ARM AIR H/I REFL LED CLUSTER DUAL	$	-	$	-
1	INCL	3029710	WIRING STOP ARM AIR W/LED LIGHTS	$	-	$	-
1	INCL	3031002	HORN BACKING SAFETY 112 DB	$	-	$	-
1	INCL	3031601	WIRING W/L SYSTEM 14 GA	$	-	$	-
1	**OPTION**	**3032504**	**POWER BAT CONTROL DOME LIGHTS**	**$**	**-**	**$**	**-**
1	INCL	3033102	CIRCIUT BREAKER MANUAL RESET BODY	$	-	$	-
1	INCL	3033707	INSULATION BODY POLYESTER/FIBER	$	-	$	-
5	INCL	3036501	LETTERING, EMERGENCY EXIT	$	-	$	-
1	INCL	3036502	LETTERING, EMERGENCY DOOR	$	-	$	-
6	INCL	3036601	LETTERING, EMERGENCY INTERIOR	$	-	$	-
6	INCL	3036602	LETTERING, EMERGENCY EXTERIOR	$	-	$	-
1	INCL	3038505	PAINT, RUBRAILS, FULL WIDTH BLACK	$	-	$	-
1	INCL	3039502	ABS PLASTIC BACKGROUND, WARNING LIGHTS, 3" BLACK	$	-	$	-
1	INCL	3040001	PAINT INTERIOR ASTRO WHITE	$	-	$	-

1	INCL	3043003	VINYL REFL RR EMER WDW YELLOW 3M	$	-	$	-
4	INCL	3043004	VINYL, RDFL, P/O WINDOW YELLOW, 3M	$	-	$	-
1	INCL	3043007	VINYL REFL 2IN SIDE YELLOW 3M	$	-	$	-
1	INCL	3043008	VINYL REFL 1.75 IN RR YELLOW 3M	$	-	$	-
1	INCL	3043011	VINYL REFL SD EMER DR YELLOW 3M	$	-	$	-
1	INCL	3043062	VINYL REFL "SCHOOL BUS" SIGN FRONT/REAR YELLOW	$	-	$	-
1	**OPTION**	**3044501**	**DECAL, EMERGENCY EXIT**	**$**	**12**	**$**	**12**
1	INCL	3045001	DECAL,CLEAN IDLE,EPA ONLY	$	-	$	-
1	**OPTION**	**3045604**	**MIRROR REARVIEW INT 10 X 30**	**$**	**31**	**$**	**31**
1	INCL	3048101	MIRROR EXTERIOR REARVIEW W/ REMOTE CONTROL	$	-	$	-
1	INCL	3048206	MIRROR EXTERIOR HEATED W/15 MIN TIMER	$	-	$	-
1	**OPTION**	**3048319**	**MIRROR EXTERIOR *OPEN VIEW ES* SPLIT SYSTEM, ROSCO**	**$**	**51**	**$**	**51**
1	INCL	3048415	MIRROR CROSSVIEW ROSCO EYE MAX LP	$	-	$	-
1	INCL	3052902	REFLECTOR, STANDARD, 3M DIA GRADE MOUNTED FRONT, INTERMEDIATE, REAR, AND BACK OF VEHICL	$	-	$	-
1	INCL	3060003	FAK MULTI STATE METAL	$	-	$	-
1	INCL	3064604	BODY FLUID KIT, NATIONAL STANDARD, METAL	$	-	$	-
1	INCL	3075601	HOLDER CERTIFICATE 7-5/8 X 9-1/4	$	-	$	-
1	INCL	3075710	PACKAGE, STATE, UTAH	$	-	$	-
1	INCL	3075801	CERTIFICATION 4-WHEEL ALIGNMENT	$	-	$	-
1	INCL	3078409	PANEL MODESTY BARRIER ENTRANCE DOOR	$	-	$	-
1	INCL	3078443	PANEL, MODESTY, BARRIER, DRIVER, LH	$	-	$	-
1	**OPTION**	**3079607**	**DRIVER SEAT, NATIONAL AIR DUAL SHOCK MORD CHOCO FABRIC**	**$**	**206**	**$**	**206**
1	INCL	3079701	ARMREST RH DRIVER SEAT NATIONAL	$	-	$	-
1	INCL	3081502	CUTTER SEAT BELT TIE-TECH	$	-	$	-
2	INCL	3082009	BARRIER 39 INCH HIGH BACK	$	-	$	-
28	INCL	3083405	PAD CUSHION SEAT REBOND	$	-	$	-
28	**OPTION**	**3085745**	**UPH FIRE BLOCK BROWN PASS**	**$**	**37**	**$**	**1,036**
2	**OPTION**	**3085752**	**UPH FIRE BLOCK BROWN BARRIER**	**$**	**25**	**$**	**50**
1	INCL	3090505	CONSOLE MOUNT ARM REST	$	-	$	-
1	INCL	3092102	LATCH, LOCKABLE, ELEC PANEL	$	-	$	-
1	INCL	3092103	LATCH NON-LOCKING ACCESS DOOR	$	-	$	-
1	INCL	3094514	BODY CONSTRUCTION FM/CMVSS 221, 4006	$	-	$	-
1	INCL	3095903	PANELS SIDE 16 GA 19 3/4 SKIRT	$	-	$	-
1	INCL	3096005	STEPWELL STAIN STEEL SEVERE DUTY	$	-	$	-
1	INCL	3097717	DOOR ENTRANCE OUTWARD OPENING W/ ELEC ACTUATOR	$	-	$	-
1	INCL	3097809	DOOR CONTROL ELECTRIC SMI ACTUATOR	$	-	$	-
1	INCL	3098103	ENTRANCE DOOR KEY LOCK WITH HANDLE	$	-	$	-
1	INCL	3100902	DOOR ENGINE CMPT PERF	$	-	$	-
1	INCL	3100904	SPRING GAS NON LOCKING	$	-	$	-
1	INCL	3101504	WINDOW REAR EMERGENCY	$	-	$	-
1	**OPTION**	**3102107**	**COVERING FLOOR RUBBER TAN**	**$**	**-**	**$**	**-**
1	INCL	3102402	TRIM AISLE ALUMINUM	$	-	$	-
1	**OPTION**	**3102813**	**COVERING FLOOR RUBBER, 3904 & 4006**	**$**	**475**	**$**	**475**
1	INCL	3104901	HANDRAIL ENTRANCE DOOR BARRIER 3.25 - 5.25	$	-	$	-
1	INCL	3104909	HANDRAIL ENTRANCE DOOR FWD 20"	$	-	$	-
1	INCL	3111401	END CAP, RUB RAIL, STAMPED STEEL	$	-	$	-
1	INCL	3111607	RUB RAILS SIDE EMERGENCY DOOR	$	-	$	-
1	**OPTION**	**3115606**	**LIGHT, STEPWELL, LED**	**$**	**-**	**$**	**-**
1	INCL	3102602	STEPTREAD, VINYL, RIBBED	$	-	$	-
1	**OPTION**	**3102703**	**STEPTREAD, VINYL, TAN**	**$**	**33**	**$**	**33**
1	INCL	STANDARD	STEPTREAD, VINYL, WHITE NOSING	$	-	$	-
1	INCL	3116601	MARKER LIGHT CONTROL STEPWELL	$	-	$	-
1	INCL	3118302	REAR EMERGENCY WINDOW DARK TINT TEMPERED	$	-	$	-
1	INCL	3118801	ENTRANCE DOOR LOWER GLASS CLEAR TEMPERED	$	-	$	-
1	INCL	3118901	ENTRANCE DOOR UPPER GLASS CLEAR TEMPERED	$	-	$	-
4	INCL	3119327	WINDOW S/S, P/O, 12", TEMP, TINT	$	-	$	-
1	INCL	3119802	SIDE EMERGENCY DOOR GLASS DARK TINT TEMPERED	$	-	$	-
1	INCL	3120047	DRIVER SIDE WINDOW CLEAR TEMPERED	$	-	$	-
1	INCL	3120104	BUZZER REAR EMERGENCY WINDOW	$	-	$	-
1	INCL	3120105	BUZZER L/H SIDE EMERGENCY DOOR	$	-	$	-
1	INCL	3120109	BUZZER MID SECTION, PUSH OUT WINDOW	$	-	$	-
4	INCL	3120110	WIRING PUSH OUT WINDOW, DRIVERS ONLY	$	-	$	-
21	INCL	3120229	WINDOW SPLIT SASH 12" TEMPERED TINT	$	-	$	-

			LETTERING				
1	INCL	LETTERING	**BOX ELDER SCHOOL DISTRICT**	$	-	$	-
1	INCL	LETTERING	BUS NUMBER(S):	$	-	$	-
			CHASSIS SPECIFICATIONS				
1	INCL	3810531	CAMERA, SYSTEM, BACK UP VIEW	$	-	$	-
1	INCL	4000014	AXLE STEER HENDRICKSON 14 600 LBS	$	-	$	-
1	INCL	4000413	SUSPENSION SPRG FRONT SOFTEK 14600	$	-	$	-
1	INCL	4000523	SUSPENSION SPRG REAR 1-STAGE 23000	$	-	$	-
1	INCL	4001101	SPACER BLOCK FRONT SPRING	$	-	$	-
1	INCL	4001856	AXLE REAR MERITOR 23000 LB 5.29	$	-	$	-
1	**OPTION**	**4004804**	**LUBRICANT OIL SYNTHETIC SAE 80W/140**	**$**	**309**	**$**	**309**
1	INCL	4004905	COVER PARKING BRAKE E-Z GRIP	$	-	$	-
1	**OPTION**	**4005003**	**BRAKE EXHAUST VGT**	**$**	**459**	**$**	**459**
1	INCL	4005203	ADJ SLK AUTO MERITOR	$	-	$	-
1	INCL	4005303	CHAMBERS, BRAKE, AIR	$	-	$	-
1	**OPTION**	**4007008**	**BRAKES AIR MERITOR 6"FRONT/8.62"REAR**	**$**	**422**	**$**	**422**
1	INCL	4007601	BRAKES ANTI-LOCK(ABS) AIR	$	-	$	-
1	**OPTION**	**4008101**	**DRYER AIR BENDIX AD-9 (ILO AD-IP)**	**$**	**375**	**$**	**375**
1	INCL	4008501	LIFTING REINFORCEMENT BUMPER	$	-	$	-
1	INCL	4008604	BUMPER REAR STEEL	$	-	$	-
1	INCL	4008801	BUMPER FRONT STEEL 12IN	$	-	$	-
1	INCL	STANDARD	COLUMN STEERING TILT/TELESCOPING	$	-	$	-
1	INCL	4009703	SWITCH IGNITION KEYED ALIKE	$	-	$	-
1	INCL	4009801	CRUISE CONTROL	$	-	$	-
1	INCL	4010801	HOSE, COOLING, SILICONE W/CONSTANT TORQUE CLAMP	$	-	$	-
1	INCL	4010901	FILTER COOLANT WATER	$	-	$	-
1	INCL	4011102	FLUID TRANSMISSION SYNTHETIC	$	-	$	-
1	INCL	4011111	ANTIFREEZE FLEETCOOL ES CUMNS BLUE	$	-	$	-
1	INCL	4013412	ALTERANTOR LEECE-NEVILLE, BRUSHLESS 350 AMP	$	-	$	-
1	INCL	4014104	BATTERY COMPARTMENT, ROLLER TRAY,CHASSIS MTD.	$	-	$	-
1	INCL	4014201	SWITCH BATTERY DISCONNECT	$	-	$	-
1	**OPTION**	**4014204**	**BATTERIES TWO 8D**	**$**	**299**	**$**	**299**
1	INCL	4016802	HEATER ENGINE BLOCK INTERNAL 1000W, ISL	$	-	$	-
1	INCL	4017001	AIR CLEANER MULTI STAGE	$	-	$	-
1	**OPTION**	**4017108**	**GOVERNOR ROAD SPEED 70 MPH**	**$**	**-**	**$**	**-**
1			**L9**				
1	**OPTION**	**4018447**	**ENGINE, CUMMINS, L9, DSL 300HP @ 860 LB. FT., EPA**	**$**	**4,433**	**$**	**4,433**
1	INCL	4021312	ENGINE EMISSION CONTROL, EPA 2026	$	-	$	-
1	INCL	4021518	EXHAUST, PRIMARY, SING CAN A/T, CUMMINS	$	-	$	-
1	INCL	4021611	HIGH TEMPERATURE EXHAUST COOLING, *ISC ONLY*	$	-	$	-
1	INCL	4021701	REGEN SETTING 0-MPH, *ISL ONLY*	$	-	$	-
1	INCL	4023324	FILTER, FUEL, FRAME MOUNTED	$	-	$	-
1	INCL	4024102	FUEL SYSTEM DSL 100 GAL BFR RH FILL	$	-	$	-
1	INCL	STANDARD	GAUGE TEMPERATURE ALLISON TRANS IN LCD DISPLAY	$	-	$	-
1	INCL	STANDARD	CLOCK	$	-	$	-
1	INCL	4028004	GAUGE SPEEDOMETER MILES	$	-	$	-
1	INCL	STANDARD	SWITCH PANEL REAR ENGINE COMPARTMENT	$	-	$	-
1	INCL	4029162	TIRES MICHELIN 11R22.5H XDN2 RR & XZE (traction)	$	-	$	-
1	INCL	4039014	BALANCE FRONT WHEELS	$	-	$	-
1	INCL	4041101	TOW HOOKS FRONT	$	-	$	-
1	INCL	4041102	TOW HOOKS REAR	$	-	$	-
1	INCL	4043212	TRANSMISSION ALLISON GEN 4 3000PTS *6 SPD*	$	-	$	-
1	INCL	4044023	WHEELS, STEEL, 8.25 X 22.5, BLACK, 5HH			$	-
1	INCL	4045302	ELECTRONIC STABILITY CONTROL (ESC) INCLUDES AUTOMATIC TRACTION CONTROL (ATC)	$	-	$	-
1	INCL	4049316	PROGRAM, TCM, PERF, ATI, ALL TRANS	$	-	$	-
1	INCL	STANDARD	OPERATION MANUALS REPAIR MANUALS CD VERSION	$	-	$	-

			Warranty				
1	**OPTION**	**3130025**	**WARRANTY S3 IN LIEU OF SB WARRANTY 2 YEAR UNLIMITED MILES**	**$**	**663**	**$**	**663**
1	INCL	STANDARD	WARRANTY EXTENDED ALLISON TRANSMISSION	$	-	$	-
1	LOCAL	STANDARD	WARRANTY, CUMMINS, 5 YEAR 100,000 MILES	$	-	$	-
			ADDITIONAL ITEMS				
1	INCL	PDI	PDI	$	-	$	-
1	**OPTION**	**9020301**	**2 WAY RADIO INSTALLED**	**$**	**2,158**	**$**	**2,158**
1	INCL	9000010	INSTALL USB PORT	$	-	$	-
1	**OPTION**	**9180101BR**	**5 POCKET BARRIER COVER, BROWN, HI-BACK V/L 39" PROFORM II**	**$**	**105**	**$**	**105**
			AIR CONDITIONING				
1	**OPTION**	**LOCAL**	**AIR CONDITIONING - FREEBLOW - IN-WALL EVAP FRT & RR, DASH A/C, (2) CR410 ROOF TOP CONDENSERS**	**$**	**13,980**	**$**	**13,980**
1	**OPTION**	**LOCAL**	**USB CHARGING PORTS ON SIDE WALL**	**$**	**3,192**	**$**	**3,192**
1	INCL		LICENSE PLATE AND REGISTRATION	$	-	$	-
			SEAT PLAN				



GOVERNMENT TARIFF		
GOVERNMENT TARIFF SURCHARGE	$ -	$ -

SUMMARY

"We Service What We Sell"

Since 1969

Eric Martinez - (425) 299-8087 eric@brysonsales.com

BRYSON

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Quote #
RE26026CP

Quote Valid for 30 Days and is subject to manufacturer acceptance at time of District order.

BASE BID PRICE	$ 206,081.00
DISTRICT OPTION	$ 39,986.00
PER BUS TOTAL, ONE BUS	$ 246,067.00
PURCHASE QUANTITY	1
EQUIPMENT TOTAL	$ 246,067.00
OPTIONS DISCOUNT	$ (27,150.00)
DELIVERY	$ 4,500.00
TOTAL PURCHASE PRICE	$ 223,417.00
MULTIPLE UNIT TOTAL	$ 223,417.00

The following signature authorizes the order of this bus including items listed above:

Authorized Signature: _____ *Date:*

BOX ELDER SCHOOL DISTRICT

Suggestions for Future Board Meetings

Work Session	Board Meeting	Assigned
November 11, 2026 ***(tentative)***		
Complete MBA	RISE and Utah Aspire Plus Data	Jeff Morris
Boundary Planning	Policy Review	
December 9, 2026 ***(tentative)***		
Meeting with Legislators	Approval of New Courses	AJ Gilmore
	Approval of 2027-28 District Calendar	Coerina Fife
	Audit Report	Neil Stevens
	Monthly Newsletter	Jamie Kent
	RISE and Utah Aspire Plus Data	Jeff Morris
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
January 13, 2027 ***(tentative)***		
Supt and BA Reivews	First Public Comment on School Fees	AJ Gilmore
Demographer	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	Matt Nelson
	AAPPL Data	Jeff Morris
	Literacy Goals Report	AshLee Nelson, Jeff Morris
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
	Elect New Board President and Vice President	Board President
	Policy 1080 Board Committees - Committee Assignments	Board President
	Building and Ground Rental and Supervision Policies	Neil Stevens
	USBA Conference Report	Board Members
February 9, 2027 ***(tentative)***		
	Second Public Comment on School Fees	AJ Gilmore
	Approval of School Fees	AJ Gilmore
	FY2026 Capital Improvement Plan	Jerry Jackman
	Legislative Update	Keith Mecham
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
March 10, 2027 ***(tentative)***		
	Negotiations Team Approval	Coerina Fife
	Legislative Update	Keith Mecham
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
	Board Graduation Assignments	Board President
April 14, 2027 ***(tentative)***		
	ESP Recognitions	Coerina Fife
	Approval of Indian Education Formula Grant	Megan Bushnell
	Approval of College and Career Readiness Counseling Program (CCRCP)	Ben Wiley
	Child Nutrition Report	Neil Stevens
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
	TSSA & SLT Previous Year Review	AJ Gilmore & Heidi Jo West
	Upcoming Events - graduations, including ILSC graduation	
May 12, 2027 ***(tentative)***		
	Retirement Recognitions	Coerina Fife
	Certificated Employee and Volunteer Recognitions	BEAA
	Approval of 2026-2027 Board Meeting Calendar	Keith Mecham,
	Approval of School Land Trust Plans	AJ Gilmore & Heidi Jo West
	Review of Positive Behavior Plans	Megan Bushnell
	ACT Data	Jeff Morris
	School Fees Summary	AJ Gilmore
	Construction and Improvements Update	Jerry Jackman
	Policy Review	

June 9, 2027 ***(tentative)***		
	Budget Hearing	Neil Stevens
	Approval of Budget	Neil Stevens
	Approval of 2026-27 Tax Rates	Neil Stevens
	Approval of Internal and Independent Auditors	Neil Stevens
	Public Comment on K-5 Math Curriculum Adoption	Jamie Kent
	Approval of K-5 Math Curriculum Adoption	Jamie Kent
	Pick-up Contributions for Members of Contributory Retirement System	Neil Stevens
	Tentative Ratification of Negotiated Agreement with BEAA	Coerina Fife
	Tentative Ratification of Negotiated Agreement with BEEA	Coerina Fife
	Tentative Ratification of Negotiated Agreement with BEESPA	Coerina Fife
	Declaration of Open Enrollment Schools	Megan Bushnell
	Approval of TSSA Plans	AJ Gilmore & Heidi Jo West
	Literacy Goals Report	AshLee Nelson, Jeff Morris
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
July 14, 2027 ***(tentative)***		
	Approval of Sex Education Committee	Ben Wiley
	Bullying Report	Megan Bushnell
	Construction and Improvements Update	Jerry Jackman
August 11, 2026 ***(tentative)***		
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
September 9, 2026 ***(tentative)***		
	Walmart Grants Presentation	Walmart
	Nucor Grants Presentation	Nucor
	Swearing in of Student Board Member	Neil Stevens
	AP and Acadience Results	Jeff Morris
	Construction and Improvements Update	Jerry Jackman
	Policy Review	
October 14, 2026 ***(tentative)***		
	Approval of Comprehensive Prevention Plans (was PBS)	Megan Bushnell
	Approval of LEA Specific Licenses and LEA Specific Endorsements	Coerina Fife
	October 1 Enrollment Report	Coerina Fife
	Exemption from Compulsory Attendance (Home School)	Keith Mecham
	Literacy Goals Report	AshLee Nelson, Jeff Morris
	Construction and Improvements Update	Jerry Jackman
	Policy Review	