

Meeting Agenda

DRAFT - FOR DISCUSSION PURPOSES ONLY

I. 7:00 pm - Administration	
1. Call to Order	
2. Pledge of Allegiance	
3. Reverence	
4. Recognition	
5. Approval of Minutes	3
II. 7:10 Financial Review	
1. Accounts Payable	11
2. Financial Review	53
III. 7:15 Citizen Comments (2 minutes max per individual, 10 minutes total for all comments)	
IV. 7:25 Information Items	
1. Superintendent's Report (10 min)	
a. Superintendent Calendar	119
b. Upcoming Events	
I. Legislative Meeting – Juab Innovation Center - November 18 - 5:00	
II. USBA Conference - Little America - January 9-11, 2020	
c. SHARP Survey	120
d. Testing Data	246
e. District Computing Initiative	249
f. Tax Restructuring Policy Proposal	262
2. Board Meeting Agenda Training	269
V. 8:00 Business Items	
1. Board Travel	361
2. Sports	
a. Winter Sports Schedule	363
b. Request to add Golf to Sports Program	
3. Policies (10 min)	
a. First reading	366
b. Second Reading	461
c. Third Reading	499
4. Approve New Employees (5 min)	547

5. Employee separations (5 min)

548

VI. **9:30** Closed Session as permitted by Utah Code Annotated Section 52-4-205(1)(a).

VII. **10:30** Adjournment

MINUTES OF THE MEETING OF THE BOARD OF EDUCATION FOR WAYNE SCHOOL DISTRICT HELD AT WAYNE HIGH SCHOOL ON WEDNESDAY OCTOBER 9, 2019 AT 7:00 PM.

THOSE PRESENT:

Curtis Whipple – President
Cory Anderson – Vice President
April Torgerson –Member
Jeffery Chappell – Member
Shawn Davis – Member
John Fahey – Superintendent
Tyler Newton – Business Administrator

Conducting: Curtis Whipple

ADMINISTRATION

Curtis Whipple called the meeting to order. He welcomed everyone and the meeting began with the Pledge of Allegiance followed by a reverence by Jeff Chappell.

APPROVAL OF THE MINUTES:

April moves to approve minutes, Cory seconds.

FINANCIAL REVIEW

Tyler gives a review of enrollment and budget. Numbers are flat except for two requests today for homeschool students. We did receive a premium holiday totaling about 32,000.

April motions to pay the bills. Shawn seconds the motion. All in favor.

CITIZEN COMMENTS

Chylene Whipple thanks the board for the improvement that has happened in Hanksville.

INFORMATION ITEMS

These items were covered in the work meeting.

Mary Bray to discuss golf at the High School. She is interested in bringing golf team in the spring.

Six to eight tournaments per year plus region and state. Prices are \$3 to 15 per person. Each school hosts one tournament, provides food for 50 golfers. Teams of 6 boys and 6 girls with scores coming from top 4. Students practice at home and go to Richfield once per week. They

charge \$250/season to come over and that includes using range balls. They have equipment that could be donated. Description of necessary equipment. First practice is Feb 2, first contest is in March.

Jeff asks how it will impact other sports. There may be some impact on other sports.

Cost that we would charge is \$100 and they would have to come up with uniform. Cost to district is transportation. They would have to take a bus to Richfield weekly. Games are Wednesday or Thursday. Jeff asks how much school the kids would miss. The matches begin at 10:00 am, so they would miss a whole day. Cory worries that the program could come and then disappear in a couple years. There is not really any capital outlay for facilities.

Tyler asks about total cost with regards to coaches and transportation. Discussion continues on total costs. There is no reimbursement for activities on travel.

Jeff suggests that we examine the cost and what is available. He likes the idea that it is involving a new group of kids. Tyler asks if missing school is a problem. Mary asks how many days of school the rodeo kids are missing. She comments that sports actually help kids on the academic side.

Jeffrey Chappell is dismissed for an ambulance call.

Mary states that we are the only region 20 team that does not have golf.

Cory mentions that there was a compliment regarding Cherie's work in Hanksville.

BUSINESS ITEMS

Cory motions to table Energy Audit until next meeting. Shawn seconds. All in favor. Superintendent reviews first readings of policies of ECA Curriculum Required Instruction , ECBB Curriculum Elective Instruction Drivers Ed, ECC Curriculum Reading Achievement for K-3, ECE Curriculum College Course Work, ECH Curriculum Human Sexuality, EDB Special Programs Dropout Prevention and Recovery, EDG Special Programs Higher Education Savings Options, EEB Instructional Resources Internet Policy, EFB Grading Testing Procedures and Standards.

Cory makes motion to approve all first readings as outlined. April seconds the motion. Curtis brings to discussion. Shawn asks Mary about 9th and 10th graders to be involved in college courses. Mary states that it is highly discouraged here because of the other requirements on kids of that age.

Curtis asks about change on human sexuality policy ECH. There may be some concerns from parents. Curtis calls to vote. All in favor. Motion carries

Cory makes motion to approve second reading of policies DGA Classified Employee Evaluation, DHA Orderly School Termination of Employees, DHC Redress of Grievances, WSD Classified Evaluation, DKC Family Medical Leave, DLA Employee Bullying or Hazing, DMA Employee Acceptable Use of Personally Owned Electronic Devices, DMB Employee Acceptable Use of District Electronic Devices, DMC Use of District Email for Political Purposes, New - GI Title I Parent and Family Engagement Policy, as listed in agenda. Shawn seconds. Curtis calls to vote. All in favor.

Shawn makes motion to approve all third readings policies DAA Employment Objectives Nondiscrimination, DAB Employment Licensure, DAF Ethics Policy Regarding Private but Public Education-Related Activities, DAI Code of Conduct, DBB Contracts Classified Employees, DBF Substitutes, DDAA Child Sexual Abuse and Human Trafficking Prevention Education for Employees, DG Employee Evaluation, DG Policy Exhibit 1. Cory seconds. All in favor.

Cory makes motion to approve cell phone allowance for Liz McCoy. April seconds. All in favor.

April makes motion to approve new hires. Shawn seconds. All in favor.

Curtis asks about how assistant coaches are hired. Mary explains that it is the coaches who decide on assistants. Cory states that we should have it in procedures that assistant coaches don't need to be approved every year.

Curtis calls for board member items.

BOARD MEMBER ITEMS

Cory asks about administration being at games. Heidi responds that the state requires that a faculty member be at all sponsored events. There is an issue where a fan or coach gets kicked out of the game and is banned from participating in a certain number of games. How do other schools know when this has happened? This is currently left at the discretion of the administrator to decide how it is handled.

Cory asks about flu shots. They are included in our insurance.

Shawn thanks the administrators for coming to the board meeting. Reiterates that bullying is linked to suicide and we need to be aware. It would be nice to have a way for administrators to pay for something. Checks are used for sports tournaments. Tyler will look into how this could work.

Cory asks about dirt for baseball and softball field. Tyler responds that it is being worked out with Mary. Brown Brothers Construction is working in southern Utah and offered to transport dirt for free when they are coming back.

April thanks Mary for the visit to the school. It has a good feeling here at the school. She thanks Cherie for letting her come to Loa elementary.

Curtis has no items.

Loa elementary will have community council in next few weeks. The middle school will hold community council next week.

Cory comments that P.I.E. night was very good. He asks administrators how they feel about the school year. Cherie comments that they are having a good year. She mentions that having men in the school has helped. She goes over some of the good assemblies they've had and good parent volunteers. They have a new reading program. Teachers were sent to Sevier for some extra training on how to read acadence tests.

Lance comments that they have really good kids. He has seen great benefit from the new aides at the school. The staff that has contributed highly to the school. Liz McCoy has been at the high school on A days and middle school on B days. Discussion on her expertise in the area of suicide and the benefit she brings to the school district.

Cherie commented that things at Hanksville are improving. She has had help from Jamie in regard to special ed. Staff changes have been good. The paraprofessionals and aides have really helped at the elementary.

Curtis adjourned the meeting at 8:35 pm.

MINUTES OF THE WORK MEETING OF THE BOARD OF EDUCATION FOR WAYNE SCHOOL DISTRICT HELD AT WAYNE HIGH SCHOOL ON WEDNESDAY OCTOBER 9TH, 2019 AT 4:00 PM.

THOSE PRESENT:

Curtis Whipple – Board President
Cory Anderson – Vice President
April Torgerson – Board Member
Shawn Davis – Board Member
John Fahey – Superintendent
Tyler Newton – Business Administrator

ABSENT:

Jeffrey Chappell – Board Member

Conducting: Curtis Whipple

ADMINISTRATION

Curtis called the meeting to order.

Shawn Davis makes a motion to go to closed session per Utah Code Annotated Section 52-4-205(1)(a) at 4:15 pm. Cory seconded the motion.

Shawn Davis – Yes
Cory Anderson – Yes
Curtis Whipple – Yes
April Torgerson – Yes

Curtis declares the meeting back in open session 4:34 pm.

Curtis states that we are not going to discuss the closed/open campus. The board does not determine the procedures, only the policy. This is not a board decision. Board policy is that we have closed campuses. Administration determines the procedures. If there is an issue, the Superintendent will be tasked to fix the issue. Cory asks if that has been done. Curtis states that it has been resolved. This procedure that has been written at the Middle School is fairly straightforward. Superintendent comments that if there is a place to resolve issues, it is in the School Community Council. Curtis states that our desire is to support our administration and the board should not overreach. He states that it comes to superintendent and the administrators. April states that policy and procedures are for superintendent and board. Curtis clarifies that policy is a board responsibility, procedure is a staff responsibility. The community council is a sounding board for administrators. Cory states that we should treat every procedure the same way. April states that it is good to write procedures down. Curtis states that when procedures are written, there is clarity.

INFORMATION ITEMS

Superintendent reviews fall meeting schedule. Fall meeting is in Richfield on October 30. Legislative meeting is November 18 in Nephi. Winter meetings are in January. Discussion on type of beds and what part of hotel the room is in.

January board meeting is on the 15th.

National school board conference is April 4,5,6 in Chicago. Cory thinks it was one of the best things for the board. Board members pay for own spouses. Curtis asks if it is more appropriate for district to pay and book it and have board members reimburse or vice versa. Curtis asks what is most appropriate. Cory says he thinks that board members should book it and district reimburse them. Or if the district books it, board members should reimburse promptly. There are points on credit card available to district for spending. April states that the board should take the BA this time and alternate years. Tyler states that he is not interested in attending. They discuss how it was used as a time for the board to bond.

Shawn doesn't like to keep receipts and submit them. Would it be easier to give out a per diem for reimbursements? Superintendent comments that many districts do not do receipts after travel, they just give per diem. The question is how much more will it cost the district? Tyler comments that most employees do not spend up to the per diem and it would increase costs for the district. Tyler states that when someone uses a district card, they reimburse the district for anything above the per diem. Cory argues that it is different when they are using a district card. Tyler replies that there is no difference so long as the district is paying for the expense. Cory disagrees with the policy that we have and suggests we revisit it. Cory challenges the idea that they will spend more if we pay out per diem. He suggests that we would know exactly what it would cost if we gave the per diem. Tyler comments that as is, we will always know the upper limit of spending but most employees do not hit the limit. Meals are often far below the per diem, which is a significant saving to the district. Cory states that it wastes a lot of time. Tyler responds that it is minimal amount of time. Cory would like to look at the amount of money the district is saving. Tyler comments that the time savings is a wash because it would require time and effort to pay out the per diem as well. Discussion on whether policy is for everyone for specific for board. Curtis states that board travel is a separate policy. The Superintendent comments that public perception should be regarded whether it appears that board members are making money when they travel. Curtis reads from policy BBG that expenses should be itemized and submitted to board for approval and should be at rates determined by state division of finance. These rates are set by statute.

Discussion on reimbursements for school board. Cory suggests that it could be up to the board member to submit receipts or get per diem. Superintendent asks it is better to be consistent. April asks if board members outside our district are getting more compensation for extra meetings. Curtis has done research on it recently and states that some districts are giving flat reimbursements to board members. Utah code states that in order to increase reimbursement

rates, the board has to have a public hearing. Curtis reiterates that our policy states we have to submit for reimbursement at the rate the state sets. Cory asks when the policy was updated. It was approved in 2019 as a citation change only. The state code was amended in May of 2019.

April motions to take a break for dinner, Shawn seconds the motion.

Jeffrey Chappell arrives during dinner break.

Back in session at 5:45 pm.

Superintendent brings up that one-to-one iPads/computers were approved many years ago, but we haven't examined if it is effective or not. April thinks that they are more effective from 10th grade on. Superintendent has talked to Cherie Blackburn regarding where it is effective and wants to see data regarding if this is a good use of our funds. Curtis mentions that most of the students were on devices in their respective classes. Shawn mentions that they bought keyboards for the iPads with some of the trust lands money. This has been very useful for the students. It is worth getting quality keyboards.

Curtis proposes that he meets with Superintendent to create draft on Superintendent/Board/Business Administrator duties and then bring that to the next meeting.

Superintendent brought "The art of School Boarding" book, which was mentioned in the ethics discussion at the USBA leadership conference, and shared with members of the board. Curtis and April took a copy.

Superintendent Fahey mentions that we should get year-end testing results soon as well as the Sharp survey.

Curtis brings up that the board was taught to ask "what can we do for you?" to legislators. In his communication with Senator Okerlund, his response was that we need to be involved, communicate early and often. If we have a position or thoughts on legislation, that needs to be communicated to him.

Introduction to McKinstry

Present – DJ Hubler (Project Director), Eric Allen (Account Executive), Landon Johnson

Eric Allen discusses 75% update meeting. Guaranteed Energy Performance Contract – explains that the purpose is to find ways to save money and use that money to finance improvements and then realize continued improvements in the future. Curtis questions where savings have come in in comparison to what was projected. Eric states that they tend to be a bit conservative with regards to guarantees. Eric reviews how we arrived at this point. The market is busy right now and we are a rural area, so it is harder to find sub-contractors willing to take on the project. Overview of goals of the project and priorities.

Proposed changes:

- comprehensive LED lamp replacement for WHS, LES, HES
- Networked controls
- HVAC improvement measures

Shane Bradbury asks questions about existing systems and whether it would modify existing system.

DJ continues presentation on design. There are six roof-top units that need to be replaced. They asked for base price plus unit by unit cost after that when asking for bids from contractors.

When looking for bids for rooftop units, the new ones are integrated heating/cooling. They have struggled to find a product that is heating only and not as heavy. Curtis and DJ discuss efficiency measures for roof-top units.

Final GMAX numbers will be presented at next board meeting.

Eric discussed Tax-Exempt Lease Purchase, which is a method to finance the project while preserving ability to bond in future. No need to do a public notice for this. Interest rates are coming in around 2.5%, depending on project size and terms.

Shawn brings up the concern that some of the roof-top units could continue on for 10 years or more. He is concerned about the waste that this creates and the cost for the sake of uniformity.

Curtis thanks McKInstry for taking time to come and present to us.

Curtis says seeing that we have completed all items on the agenda, the meeting is now closed 7:00 pm. No objections.

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00011222	940.79	10/03/19	94347 BICKNELL TOWN	C
01	00011223	6.36	10/03/19	98140 BLACKBURN'S AUTO BODY	C
01	00011224	507.20	10/03/19	107708 BRIAN FARM SERVICE CENTER	C
01	00011225	272.64	10/03/19	113177 BRYSONS SALES AND SERVICE	C
01	00011226	448.98	10/03/19	134372 CENTRAL ELECTRIC SUPPLY	C
01	00011227	113.52	10/03/19	160800 CRYSTAL INN Winchester	C
01	00011228	50.50	10/03/19	8346 Chemi Ito	C
01	00011229	225.00	10/03/19	234299 ELLETT TAUNEE	C
01	00011230	5,274.48	10/03/19	303548 GARKANE ENERGY	C
01	00011231	1,123.25	10/03/19	487770 KENWORTH SALES COMPANY	C
01	00011232	50.50	10/03/19	8303 Kris Ramsey	C
01	00011233	687.56	10/03/19	8010 L'Attitude Marketing	C
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01	00011235	976.80	10/03/19	565150 MEADOW GOLD DAIRIES	C
01	00011236	475.17	10/03/19	696744 PEAK ALARM COMPANY INC	C
01	00011237	50.50	10/03/19	8320 Patricia Rees	C
01	00011238	182.84	10/03/19	774566 SCHOOL SPECIALTY SUPPLY	C
01	00011239	50.50	10/03/19	8338 Tammy Barton	C
01	00011240	150.00	10/03/19	891115 UTAH HIGH SCHOOL ACT ASSO	C
01	00011241	2,738.96	10/03/19	926201 WAXIE SANITARY SUPPLY	C
01	00011242	435.00	10/11/19	720040 ALLEN PROWS	C
01	00011243	202.70	10/11/19	55225 AT&T MOBILITY	C
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01	00011245	145.00	10/11/19	107726 BYU INVITATIONAL	C
01	00011246	105.40	10/11/19	8761 Cheralyn Thatcher	C
01	00011247	195.00	10/11/19	232926 ELLETT SERVICE & DISTRIBU	C
01	00011248	95.00	10/11/19	343257 Emery Telcom	C
01	00011249	2,585.58	10/11/19	307271 GCR Tires & Service	C
01	00011250	255.00	10/11/19	329155 GRUNDY TRUCKING	C
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01	00011252	1,365.35	10/11/19	6050 Jay Langford, DPT	C
01	00011253	330.48	10/11/19	8788 Jim Ogden	C
01	00011254	775.00	10/11/19	349965 KEVIN HATCH	C
01	00011255	789.70	10/11/19	561574 M & D AUTO PARTS & REPAIR	C
01	00011256	488.52	10/11/19	585866 MOUNTAIN STATE SCHOOLBOOK	C
01	00011257	6,810.96	10/11/19	605175 NICHOLAS & COMPANY	C
01	00011258	17.75	10/11/19	7005 Presence Learning, Inc.	C
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01	00011263	1,225.00	10/11/19	3417 Square One Cheer	C
01	00011264	661.46	10/11/19	891109 Utah Retirement Systems	C
01	00011265	1,100.00	10/11/19	926255 WAYNE COMM HEALTH CENTER	C
01	00011266	75.00	10/11/19	926213 WAYNE COUNTY	C
01	00011270	1,641.04	10/16/19	36757 AMERICAN FAMILY LIFE INS	C
01	00011271	41,401.99	10/16/19	4618 AxisPlus Benefits	C
01	00011272	68,210.45	10/16/19	423930 INTERNAL REVENUE SERVICE	C
01	00011273	98.97	10/16/19	717658 LEGAL SHIELD	C
01	00011274	709.39	10/16/19	787 LIBERTY NATIONAL LIFE INSURANCE COMPANY	C
01	00011275	1,800.00	10/16/19	524900 LIFE INS CO OF THE SOUTHWEST	C
01	00011276	1,673.05	10/16/19	341980 THE HARTFORD	C
01	00011277	79,496.99	10/16/19	891117 UTAH SCHOOL BOARDS ASSN	C
01	00011278	106.95	10/16/19	890950 UTAH SCHOOL EMPLOYEES ASN	C
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A/P Summary Check Register

FPREG01A

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01	00011283	2,000.00	10/18/19	7137 Aspire EDU, Inc.	C
01	00011284	266.77	10/18/19	115500 BULL MOUNTAIN MARKET	C
01	00011285	105.00	10/18/19	107726 BYU INVITATIONAL	C
01	00011286	33.26	10/18/19	729729 CENTURYLINK	C
01	00011287	1,036.82	10/18/19	2020 Clarks Home Fire Safety	C
01	00011288	51.50	10/18/19	343259 HANKSVILLE TOWN	C
01	00011289	492.00	10/18/19	292730 NATIONAL FFA ORGANIZATION	C
01	00011290	51.07	10/18/19	8800 Nycole Durfey	C
01	00011291	17.46	10/18/19	774368 SCHOLASTIC MAGAZINES	C
01	00011292	433.00	10/18/19	190800 UTAH BUREAU OF CRIMINAL IDENTIF	C
01	00011293	320.00	10/18/19	891111 UTAH HOSA	C
01	00011294	779.83	10/18/19	891185 UTAH STATE TAX COMM	C
01	00011295	1,526.16	10/18/19	418 Varsity Cheerleader	C
01	00011296	1,523.00	10/18/19	926218 WAYNE COUNTY LANDFILL	C
01	00011297	20,120.94	10/30/19	4626 Bank of America Credit Card	C
01	00011298	4,652.90	10/30/19	304058 GASCARD/STATE OF UTAH	C
01	00011299	9,985.00	10/30/19	527880 LITTLE CAESAR'S PIZZA	C
01	00011300	54.85	10/30/19	529797 LOA TOWN	C
01	00011301	125.00	10/30/19	6041 The Bicknell Theatre	C
01	00011302	375.49	10/30/19	964596 XEROX CORPORATION	C
01	00011303	1,936.66	10/31/19	36500 Amazon	C
01	00011304	5,760.16	10/31/19	303548 GARKANE ENERGY	C
01	00011305	11,933.88	10/31/19	7170 HUGHES GENERAL CONTRACTORS INC	C
01	00011306	1,421.60	10/31/19	6050 Jay Langford, DPT	C
01	00011307	662.44	10/31/19	6262 Logomaniax, Inc.	C
01	00011308	608.58	10/31/19	376648 MICHAEL T. HUDSON O.T.R./L	C
01	00011309	6,112.31	10/31/19	7005 Presence Learning, Inc.	C
01	00011310	1,622.43	10/31/19	774368 SCHOLASTIC MAGAZINES	C
01	00011311	391.54	10/31/19	782469 SIGN CENTRAL	C
01	00011312	1,100.00	10/31/19	6955 Special Education Consulting Services	C
01	00011313	87.54	10/31/19	784727 THE SHIRT STOP	C
01	00011314	20.00	10/31/19	2461 Utah High School Track Coaches Associati	C
01	00011315	300.00	10/31/19	895600 VALLEY HIGH SCHOOL	C
01	00011316	370.98	10/31/19	926201 WAXIE SANITARY SUPPPPLY	C
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11	00000160	50.50	10/28/19	3808 Deborah James	A
11	00000161	55.22	10/28/19	4839 Dwight Ellett	A
11	00000162	82.74	10/28/19	8702 Elizabeth McCoy	A
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11	00000166	50.50	10/28/19	4871 Jared Jackson	A
11	00000167	17.59	10/28/19	1597 Joan Brinkerhoff	A
11	00000168	189.57	10/28/19	104495 MARY BRAY	A
11	00000169	12.15	10/28/19	942585 MICHELLE BROWN	A
11	00000170	20.56	10/28/19	846150 NED H. TAYLOR	A
11	00000171	90.42	10/28/19	98244 Nicole Shields	A

A/P Summary Check Register

FPREG01A

<u>Bank</u>	<u>Check No</u>	<u>Amount</u>	<u>Date</u>	<u>Vendor</u>	<u>Type</u>
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11	00000173	52.08	10/28/19	8737 Tyler Newton	A
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Total Manual Checks	.00
Total Computer Checks	389,705.28
Total ACH Checks	1,119.13
Total Other Checks	.00
Total Electronic Checks	.00
Total Computer Voids	.00
Total Manual Voids	.00
Total ACH Voids	.00
Total Other Voids	.00
Total Electronic Voids	.00

Grand Total	390,824.41
Number of Checks	110

Batch Yr	Batch No	Amount
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20	000198	1,438.56
20	000208	14,665.74
20	000219	20,239.63
20	000228	40,608.27
20	000232	9,037.48
20	000240	1,119.13
20	000243	35,314.18
20	000251	33,278.12

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
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Account No / Description					
Bank No 01					
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10-034-0-2785-2600-410	UTILITIES-DO		27.54	C	Computer
00043378	WSDWTR9-19	BicknellWtrSept.2019	25.13		
10-302-0-2785-2600-410	UTILITIES-WMS		25.13	C	Computer
00043378	WSDWTR9-19	BicknellWtrSept.2019	25.03		
10-034-0-2785-2600-410	UTILITIES-DO		25.03	C	Computer
00043378	WSDWTR9-19	BicknellWtrSept.2019	46.78		
10-302-0-2785-2600-410	UTILITIES-WMS		46.78	C	Computer
00043378	WSDWTR9-19	BicknellWtrSept.2019	40.03		
10-302-0-2785-2600-410	UTILITIES-WMS		40.03	C	Computer
00043378	WSDWTR9-19	BicknellWtrSept.2019	58.25		
10-034-0-2785-2600-410	UTILITIES-DO		58.25	C	Computer
00043378	WSDWTR9-19	BicknellWtrSept.2019	718.03		
10-704-0-2785-2600-410	UTILITIES-WHS		718.03	C	Computer
Total Check:			940.79		
0100011223	10/03/19	98140 BLACKBURN'S AUTO BODY			
00043379	240277	Quart Oil for Car 65	6.36		
10-034-0-2785-2650-680	FLEET VEHICLE MAINT AND SUPPLIES		6.36	C	Computer
Total Check:			6.36		
0100011224	10/03/19	107708 BRIAN FARM SERVICE CENTER			
00043380	A54538	20000188	507.20		
10-555-0-5315-2700-681	OIL & GREASE - TRANSPORTATION		507.20	C	Computer
Total Check:			507.20		
0100011225	10/03/19	113177 BRYSONS SALES AND SERVICE			
00043381	166612	20000105	193.88		
10-555-0-5315-2700-683	REPAIRS FOR BUSES		193.88	C	Computer
00043382	166371	20000105	78.76		
10-555-0-5315-2700-683	REPAIRS FOR BUSES		78.76	C	Computer
Total Check:			272.64		
0100011226	10/03/19	134372 CENTRAL ELECTRIC SUPPLY			
00043384	233017	20000033	171.00		
10-302-0-2785-2620-680	BUILDING MAINT AND SUPPLIES-WMS		171.00	C	Computer
00043383	233018	20000058	277.98		
10-108-0-2785-2620-680	BUILDING MAINT AND SUPPLIES-HES		277.98	C	Computer
Total Check:			448.98		
0100011227	10/03/19	160800 CRYSTAL INN Winchester			
00043385	F260226	Peggy C Motel Rm. 9-26-19	113.52		
10-704-0-1609-2200-580	TRAVEL - ADULT ED-DO		113.52	C	Computer
Total Check:			113.52		
0100011228	10/03/19	8346 Chemi Ito			
00043386	10032019_29	20000278 Reimbursement for ACT Test	50.50		
10-704-0-5420-1000-612	SUPPLIES - TRUST LANDS-WHS		50.50	C	Computer
Total Check:			50.50		
0100011229	10/03/19	234299 ELLETT TAUNEE			
00043387	10032019_33	20000285 First Aid & CPR Training at Hansks	225.00		

Wayne School District
 A/P Detail Check Register

Check Key	Date Paid	Vendor No / Vendor Name		Amount Paid	Status	Status Description
Claim No	Invoice No	PO No	Description	Acct Amt.		
Account No / Description						
Bank No 01						
0100011229	10/03/19	234299	ELLETT TAUNEE			
00043387	10032019_33	20000285	First Aid & CPR Training at Hanksks	225.00		
10-108-0-1205-1000-340			PROFESSIONAL SERVICES - SPECIAL ED-HES	225.00	C	Computer
Total Check:				225.00		
0100011230	10/03/19	303548	GARKANE ENERGY			
00043388	Sept. 2019 Bil		D.O Office Bldg.	43.53		
10-034-0-2785-2600-622			ELECTRICITY-DO	43.53	C	Computer
00043388	Sept. 2019 Bil		Hanksville Elem.	791.06		
10-108-0-2785-2600-622			ELECTRICITY-HES	791.06	C	Computer
00043388	Sept. 2019 Bil		Loa Elementary	941.59		
10-112-0-2785-2600-622			ELECTRICITY-LES	941.59	C	Computer
00043388	Sept. 2019 Bil		Wayne High School	1,929.65		
10-704-0-2785-2600-622			ELECTRICITY-WHS	1,929.65	C	Computer
00043388	Sept. 2019 Bil		Rental House	35.00		
10-034-0-2785-2600-622			ELECTRICITY-DO	35.00	C	Computer
00043388	Sept. 2019 Bil		Hanksville Water Pump	42.76		
10-108-0-2785-2600-622			ELECTRICITY-HES	42.76	C	Computer
00043388	Sept. 2019 Bil		W.H.S. Shop	259.11		
10-704-0-2785-2600-622			ELECTRICITY-WHS	259.11	C	Computer
00043388	Sept. 2019 Bil		Old Thurber	231.12		
10-034-0-2785-2600-622			ELECTRICITY-DO	231.12	C	Computer
00043388	Sept. 2019 Bil		Middle School Gym	1,000.66		
10-302-0-2785-2600-622			ELECTRICITY-WMS	1,000.66	C	Computer
Total Check:				5,274.48		
0100011231	10/03/19	487770	KENWORTH SALES COMPANY			
00043392	SALIN3498520	20000059		200.10		
10-555-0-5315-2700-683			REPAIRS FOR BUSES	200.10	C	Computer
00043391	SALIN3498520-2	20000059		92.52		
10-555-0-5315-2700-683			REPAIRS FOR BUSES	92.52	C	Computer
00043390	SALIN3515560	20000059		96.12		
10-555-0-5315-2700-683			REPAIRS FOR BUSES	96.12	C	Computer
00043389	SALRO3501847	20000059		734.51		
10-555-0-5315-2700-683			REPAIRS FOR BUSES	734.51	C	Computer
Total Check:				1,123.25		
0100011232	10/03/19	8303	Kris Ramsey			
00043393	10032019_31	20000276	Reimbursement for ACT Test	50.50		
10-704-0-5420-1000-612			SUPPLIES - TRUST LANDS-WHS	50.50	C	Computer
Total Check:				50.50		
0100011233	10/03/19	8010	L'Attitude Marketing			
00043394	3039251	20000226		687.56		
21-704-0-0242-1000-890			WHS Volleyball	687.56	C	Computer
Total Check:				687.56		
0100011234	10/03/19	529782	LOA BUILDERS SUPPLY			
00043396	1909-024736	20000048		136.56		
10-034-0-2785-2620-680			BUILDING MAINT AND SUPPLIES-DO	136.56	C	Computer
00043401	1909-026209	20000048		35.98		

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Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011234	10/03/19	529782 LOA BUILDERS SUPPLY			
00043401	1909-026209	20000048	35.98		
10-034-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-DO	35.98	C	Computer
00043395	1909-030101	20000048	27.48		
10-034-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-DO	27.48	C	Computer
00043402	1909-030636	20000048	9.99		
10-034-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-DO	9.99	C	Computer
00043403	1909-025928	20000030	42.96		
10-704-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-WHS	42.96	C	Computer
00043400	1909-029122	20000028	9.49		
10-112-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-LES	9.49	C	Computer
00043399	1909-030761	20000028	27.42		
10-112-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-LES	27.42	C	Computer
00043398	1909-030816	20000028	18.48		
10-112-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-LES	18.48	C	Computer
00043397	1909-029535	20000050	31.83		
10-034-0-2785-2630-680		GROUNDS MAINT AND SUPPLIES-DO	31.83	C	Computer
		Total Check:	340.19		
0100011235	10/03/19	565150 MEADOW GOLD DAIRIES			
00043404	23335777	W.S.D. Milk Sept. 2019	48.00		
51-302-0-8001-3100-630		FOOD PURCHASES - WMS	48.00	C	Computer
00043405	23335857	W.S.D. Milk Sept. 2019	62.50		
51-302-0-8001-3100-630		FOOD PURCHASES - WMS	62.50	C	Computer
00043406	23335934	W.S.D. Milk Sept. 2019	48.00		
51-302-0-8001-3100-630		FOOD PURCHASES - WMS	48.00	C	Computer
00043407	23336012	W.S.D. Milk Sept. 2019	48.00		
51-302-0-8001-3100-630		FOOD PURCHASES - WMS	48.00	C	Computer
00043408	23335778	W.S.D. Milk Sept. 2019	61.74		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	61.74	C	Computer
00043409	23335858	W.S.D. Milk Sept. 2019	82.46		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	82.46	C	Computer
00043410	23335935	W.S.D. Milk Sept. 2019	61.00		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	61.00	C	Computer
00043411	23336013	W.S.D. Milk Sept. 2019	91.10		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	91.10	C	Computer
00043412	23335776	W.S.D. Milk Sept. 2019	126.50		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	126.50	C	Computer
00043413	23335856	W.S.D. Milk Sept. 2019	126.50		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	126.50	C	Computer
00043414	23335933	W.S.D. Milk Sept. 2019	94.50		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	94.50	C	Computer
00043415	23336011	W.S.D. Milk Sept. 2019	126.50		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	126.50	C	Computer
		Total Check:	976.80		
0100011236	10/03/19	696744 PEAK ALARM COMPANY INC			

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011236	10/03/19	696744 PEAK ALARM COMPANY INC			
00043416	977971	20000238	83.85		
10-108-0-2785-2600-490		PROPERTY SERVICES - MAINTENANCE-HES	83.85	C	Computer
00043416	977971	20000238	130.44		
10-112-0-2785-2600-490		PROPERTY SERVICES - MAINTENANCE-LES	130.44	C	Computer
00043416	977971	20000238	130.44		
10-302-0-2785-2600-490		PROPERTY SERVICES - MAINTENANCE-WMS	130.44	C	Computer
00043416	977971	20000238	130.44		
10-704-0-2785-2600-490		PROPERTY SERVICES - MAINTENANCE-WHS	130.44	C	Computer
		Total Check:	475.17		
0100011237	10/03/19	8320 Patricia Rees			
00043417	10032019_32	20000275 Reimbursement for ACT Test	50.50		
10-704-0-5420-1000-612		SUPPLIES - TRUST LANDS-WHS	50.50	C	Computer
		Total Check:	50.50		
0100011238	10/03/19	774566 SCHOOL SPECIALTY SUPPLY			
00043418	308103437129	20000162	174.86		
10-302-0-1205-1000-612		SUPPLIES - SPECIAL ED-WMS	174.86	C	Computer
00043419	208124007046	20000162	7.98		
10-302-0-1205-1000-612		SUPPLIES - SPECIAL ED-WMS	7.98	C	Computer
		Total Check:	182.84		
0100011239	10/03/19	8338 Tammy Barton			
00043420	10032019_30	20000277 Reimbursement for ACT Test	50.50		
10-704-0-5420-1000-612		SUPPLIES - TRUST LANDS-WHS	50.50	C	Computer
		Total Check:	50.50		
0100011240	10/03/19	891115 UTAH HIGH SCHOOL ACT ASSO			
00043421	5287-5291	20000284 Passes	150.00		
10-555-0-5315-2700-580		TRAVEL - BUS DRIVERS	150.00	C	Computer
		Total Check:	150.00		
0100011241	10/03/19	926201 WAXIE SANITARY SUPPLY			
00043424	78527326	20000180	192.19		
10-108-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-HES	192.19	C	Computer
00043424	78527326	20000180	122.92		
10-555-0-5315-2700-610		SUPPLIES - TRANSPORTATION	122.92	C	Computer
00043423	78566092	20000107	2,374.53		
10-302-0-2785-2600-730		EQUIPMENT - MAINTENANCE-WMS	2,374.53	C	Computer
00043422	78586243	20000268	49.32		
10-034-0-2785-2620-610		BUILDING CLEANING AND SUPPLIES-DO	49.32	C	Computer
		Total Check:	2,738.96		
0100011242	10/11/19	720040 ALLEN PROWS			
00043425	680801	20000297	90.00		
10-034-0-9999-2500-890		OTHER MISC. EXPENSE	90.00	C	Computer
00043425	680801	20000297	90.00		
21-302-0-0181-1000-890		WMS Band	90.00	C	Computer
00043425	680801	20000297	255.00		
21-704-0-0181-1000-890		WHS Band	255.00	C	Computer
		Total Check:	435.00		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011243	10/11/19	55225 AT&T MOBILITY			
00043426	X09282019	Cell Phones WSD	202.70		
10-034-0-2785-2600-530		TELEPHONE - DO	202.70	C	Computer
Total Check:			202.70		
0100011244	10/11/19	107706 BRIAN AUTO PARTS INC.			
00043427	205493	20000016	10.00		
10-555-0-5315-2700-683		REPAIRS FOR BUSES	10.00	C	Computer
00043430	205525	20000016	75.48		
10-555-0-5315-2700-683		REPAIRS FOR BUSES	75.48	C	Computer
00043429	205678	20000016	10.00		
10-555-0-5315-2700-683		REPAIRS FOR BUSES	10.00	C	Computer
00043428	205599	20000051	8.99		
10-112-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-LES	8.99	C	Computer
Total Check:			104.47		
0100011245	10/11/19	107726 BYU INVITATIONAL			
00043431	AT02184	20000302 Autum Clsc XCountry	145.00		
21-704-0-0243-1000-612		WHS Cross Country FEES	145.00	C	Computer
Total Check:			145.00		
0100011246	10/11/19	8761 Cheralyn Thatcher			
00043432	10112019_70	20000296 Mileage Reimb. Sept. 2019	105.40		
10-555-0-5315-2700-515		IN LIEU OF TRANSPORTATION	105.40	C	Computer
Total Check:			105.40		
0100011247	10/11/19	232926 ELLETT SERVICE & DISTRIBU			
00043433	09019	20000246 Exhuast Pipe Repair Bus 7	195.00		
10-555-0-5315-2700-683		REPAIRS FOR BUSES	195.00	C	Computer
Total Check:			195.00		
0100011248	10/11/19	343257 Emery Telcom			
00043434	10012019	Hanksville Elem Sept 19	95.00		
10-108-0-2785-2600-530		TELEPHONE - HES	95.00	C	Computer
Total Check:			95.00		
0100011249	10/11/19	307271 GCR Tires & Service			
00043435	703-65599	20000322	2,585.58		
10-555-0-5315-2700-682		TIRES & TUBES - TRANSPORTATION	2,585.58	C	Computer
Total Check:			2,585.58		
0100011250	10/11/19	329155 GRUNDY TRUCKING			
00043436	4163	Concrete at Rental House	255.00		
10-034-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-DO	255.00	C	Computer
Total Check:			255.00		
0100011251	10/11/19	8729 Intermountain Wood Products Inc.			
00043437	1910-241278	20000299	731.54		
21-704-0-6600-1000-890		WHS Trade	731.54	C	Computer
Total Check:			731.54		
0100011252	10/11/19	6050 Jay Langford, DPT			
00043438	Sept.2019	20000315	455.11		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	455.11	C	Computer
00043438	Sept.2019	20000315	455.12		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011252	10/11/19	6050 Jay Langford, DPT			
00043438	Sept.2019	20000315	455.12		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	455.12	C	Computer
00043438	Sept.2019	20000315	455.12		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	455.12	C	Computer
Total Check:			1,365.35		
0100011253	10/11/19	8788 Jim Ogden			
00043439	10112019_53	20000321 Mileage Reimb Sept. 2019	330.48		
10-555-0-5315-2700-515		IN LIEU OF TRANSPORTATION	330.48	C	Computer
Total Check:			330.48		
0100011254	10/11/19	349965 KEVIN HATCH			
00043440	10112019_65	20000304 Donation for Pink Game/Volleyball	775.00		
21-704-0-0242-1000-890		WHS Volleyball	775.00	C	Computer
Total Check:			775.00		
0100011255	10/11/19	561574 M & D AUTO PARTS & REPAIR			
00043448	44376	20000052	16.99		
10-034-0-2785-2650-680		FLEET VEHICLE MAINT AND SUPPLIES	16.99	C	Computer
00043447	44574	20000052	8.99		
10-034-0-2785-2650-680		FLEET VEHICLE MAINT AND SUPPLIES	8.99	C	Computer
00043446	44894	20000052	9.49		
10-034-0-2785-2650-680		FLEET VEHICLE MAINT AND SUPPLIES	9.49	C	Computer
00043445	44213	20000052	508.16		
10-034-0-2785-2650-680		FLEET VEHICLE MAINT AND SUPPLIES	508.16	C	Computer
00043451	45316	20000052	23.93		
10-034-0-2785-2650-680		FLEET VEHICLE MAINT AND SUPPLIES	23.93	C	Computer
00043444	44720	20000052	199.55		
10-034-0-2785-2650-680		FLEET VEHICLE MAINT AND SUPPLIES	199.55	C	Computer
00043443	44570	20000035	2.22		
10-034-0-2785-2630-680		GROUNDS MAINT AND SUPPLIES-DO	2.22	C	Computer
00043442	45058	20000053	4.29		
10-555-0-5315-2700-683		REPAIRS FOR BUSES	4.29	C	Computer
00043441	45228	20000053	5.99		
10-555-0-5315-2700-683		REPAIRS FOR BUSES	5.99	C	Computer
00043449	45094	20000017	9.49		
10-302-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-WMS	9.49	C	Computer
00043450	45267	20000055	.60		
10-108-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-HES	.60	C	Computer
Total Check:			789.70		
0100011256	10/11/19	585866 MOUNTAIN STATE SCHOOLBOOK			
00043452	514-215-620	20000271	324.64		
10-108-0-7802-1000-612		SUPPLIES - CSI-HES	324.64	C	Computer
00043453	514-215-578	20000244	163.88		
10-108-0-7802-1000-641		BOOKS AND PERIODICALS - CSI-HES	163.88	C	Computer
Total Check:			488.52		
0100011257	10/11/19	605175 NICHOLAS & COMPANY			
00043456	6956811	20000191	599.71		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011257	10/11/19	605175 NICHOLAS & COMPANY			
00043456	6956811	20000191	599.71		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	599.71	C	Computer
00043455	6956182	School Lunch	59.98		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	59.98	C	Computer
00043463	6974287	School Lunch	118.39		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	118.39	C	Computer
00043467	6983118	School Lunch	26.01		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	26.01	C	Computer
00043466	6956812	20000192	1,184.85		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	1,184.85	C	Computer
00043465	6965077	20000159	57.08		
51-108-0-8001-3100-630		FOOD PURCHASES - HES	57.08	C	Computer
00043454	6965613	20000221	17.46		
51-112-0-8001-3100-610		SUPPLIES - FOOD SERVICE-LES	17.46	C	Computer
00043464	6965613	20000221	521.61		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	521.61	C	Computer
00043462	6965614	20000222	82.99		
51-704-0-8001-3100-610		SUPPLIES - FOOD SERVICE-WHS	82.99	C	Computer
00043462	6965614	20000222	941.77		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	941.77	C	Computer
00043461	6969700	20000227	176.59		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	176.59	C	Computer
00043460	6974284	20000236	528.32		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	528.32	C	Computer
00043459	6974286	20000237	65.75		
51-704-0-8001-3100-610		SUPPLIES - FOOD SERVICE-WHS	65.75	C	Computer
00043459	6974286	20000237	880.60		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	880.60	C	Computer
00043458	6975396	20000159	27.08		
51-108-0-8001-3100-630		FOOD PURCHASES - HES	27.08	C	Computer
00043468	69831119	20000266	9.63		
51-112-0-8001-3100-610		SUPPLIES - FOOD SERVICE-LES	9.63	C	Computer
00043457	69831119	20000266	443.99		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	443.99	C	Computer
00043469	6983121	20000267	82.79		
51-704-0-8001-3100-610		SUPPLIES - FOOD SERVICE-WHS	82.79	C	Computer
00043469	6983121	20000267	986.36		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	986.36	C	Computer
Total Check:			6,810.96		
0100011258	10/11/19	7005 Presence Learning, Inc.			
00043470	INV29298	20000316	5.92		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.92	C	Computer
00043470	INV29298	20000316	5.92		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	5.92	C	Computer

Wayne School District
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Account No / Description					
Bank No 01					
0100011258	10/11/19	7005 Presence Learning, Inc.			
00043470	INV29298	20000316	5.91		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	5.91	C	Computer
Total Check:			17.75		
0100011259	10/11/19	760052 ROYALS FOOD TOWN			
00043487	04-899913	20000120	54.19		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	54.19	C	Computer
00043486	03-804163	20000120	17.12		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	17.12	C	Computer
00043485	04-904849	20000120	13.95		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	13.95	C	Computer
00043484	04-905583	20000120	22.10		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	22.10	C	Computer
00043483	04-910128	20000120	46.32		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	46.32	C	Computer
00043488	03-817555	20000120	43.46		
51-704-0-8001-3100-630		FOOD PURCHASES - WHS	43.46	C	Computer
00043482	04-899951	20000119	68.62		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	68.62	C	Computer
00043481	04-900609	20000119	11.96		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	11.96	C	Computer
00043480	04-904164	20000119	32.26		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	32.26	C	Computer
00043479	04-909568	20000119	38.98		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	38.98	C	Computer
00043478	04-910993	20000119	23.58		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	23.58	C	Computer
00043477	03-817647	20000119	62.22		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	62.22	C	Computer
00043476	04-915356	20000119	18.47		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	18.47	C	Computer
00043475	04-918671	20000119	29.45		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	29.45	C	Computer
00043474	04-919117	20000119	2.99		
51-112-0-8001-3100-630		FOOD PURCHASES - LES	2.99	C	Computer
00043473	02-595316	20000165	44.78		
21-302-0-2020-1000-890		WMS Activities	44.78	C	Computer
00043472	03-817894	20000165	58.39		
21-302-0-2020-1000-890		WMS Activities	58.39	C	Computer
00043471	04-915519	20000202	24.54		
10-112-0-1215-1000-612		SUPPLIES - PRESCHOOL-LES	24.54	C	Computer
Total Check:			613.38		
0100011260	10/11/19	1368 Robert I. Merrill Co.			
00043489	801233	Keys D.O.	164.00		
10-034-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-DO	164.00	C	Computer

Wayne School District
 A/P Detail Check Register

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011260	10/11/19	1368 Robert I. Merrill Co.			
		Total Check:	164.00		
0100011261	10/11/19	774566 SCHOOL SPECIALTY SUPPLY			
00043490	208123884617	20000251	69.36		
21-302-0-0020-1000-890		WMS Art Supplies	69.36	C	Computer
		Total Check:	69.36		
0100011262	10/11/19	804660 SOUTH CENTRAL COMMUNICATI			
00043491	Sept 2019	District Office	239.73		
10-034-0-2785-2600-530		TELEPHONE - DO	239.73	C	Computer
00043491	Sept 2019	Loa Elem.	179.79		
10-112-0-2785-2600-530		TELEPHONE - LES	179.79	C	Computer
00043491	Sept 2019	Middle School	239.73		
10-302-0-2785-2600-530		TELEPHONE - WMS	239.73	C	Computer
00043491	Sept 2019	Wayne High School	239.73		
10-704-0-2785-2600-530		TELEPHONE - WHS	239.73	C	Computer
		Total Check:	898.98		
0100011263	10/11/19	3417 Square One Cheer			
00043492	05-14-19	20000298	1,225.00		
21-704-0-0261-1000-612		WHS Cheerleaders FEES	1,225.00	C	Computer
		Total Check:	1,225.00		
0100011264	10/11/19	891109 Utah Retirement Systems			
00043493	10112019_71	20000307 Correct Paige Cook Retirement	661.46		
10-704-0-0050-1000-210		State Retirement	661.46	C	Computer
		Total Check:	661.46		
0100011265	10/11/19	926255 WAYNE COMM HEALTH CENTER			
00043494	043019	20000314	325.00		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	325.00	C	Computer
00043494	043019	20000314	775.00		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	775.00	C	Computer
		Total Check:	1,100.00		
0100011266	10/11/19	926213 WAYNE COUNTY			
00043495	91619SmmgPl	20000303 Swimming Pool Rental	75.00		
21-704-0-6150-1000-890		WHS FFA	75.00	C	Computer
		Total Check:	75.00		
0100011270	10/16/19	36757 AMERICAN FAMILY LIFE INS			
00043513	10-16-2019_2	B.S. new enrollees - no Sept Invoi	-395.10		
10-000-0-0000-9545-888		Payroll Liabilities	-395.10	C	Computer
00043499	27-SEP-19	Vendor Liabilities 09/30/19 Correc	2,029.72		
10-000-0-0000-9545-888		Payroll Liabilities	2,029.72	C	Computer
00043499	27-SEP-19	Vendor Liabilities 09/30/19 Correc	6.42		
51-000-0-0000-9545-888		Payroll Liabilities	6.42	C	Computer
		Total Check:	1,641.04		
0100011271	10/16/19	4618 AxisPlus Benefits			
00043514	10-16-2019_1	HSA Funding Upfront	39,528.00		
10-000-0-0000-9545-888		Payroll Liabilities	39,528.00	C	Computer
00043514	10-16-2019_1	August FSA & HSA Fees	66.00		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011271	10/16/19	4618 AxisPlus Benefits			
00043514	10-16-2019_1	August FSA & HSA Fees	66.00		
10-034-0-0005-2500-810		DUES AND FEES - BUSINESS ADMINISTRATOR	66.00	C	Computer
00043514	10-16-2019_1	Sept FSA & HSA Fees	73.00		
10-034-0-0005-2500-810		DUES AND FEES - BUSINESS ADMINISTRATOR	73.00	C	Computer
00043500	27-SEP-19	Vendor Liabilities 09/30/19 Correc	1,700.76		
10-000-0-0000-9545-888		Payroll Liabilities	1,700.76	C	Computer
00043500	27-SEP-19	Vendor Liabilities 09/30/19 Correc	34.23		
51-000-0-0000-9545-888		Payroll Liabilities	34.23	C	Computer
Total Check:			41,401.99		
0100011272	10/16/19	423930 INTERNAL REVENUE SERVICE			
00043510	30-SEP-19	Vendor Liabilities 09/30/19 Extra	20.11		
10-000-0-0000-9542-888		Payroll Liabilities	20.11	C	Computer
00043510	30-SEP-19	Vendor Liabilities 09/30/19 Extra	265.37		
10-000-0-0000-9531-888		Payroll Liabilities	265.37	C	Computer
00043510	30-SEP-19	Vendor Liabilities 09/30/19 Extra	265.37		
10-000-0-0000-9541-888		Payroll Liabilities	265.37	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	15,443.47		
10-000-0-0000-9542-888		Payroll Liabilities	15,443.47	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	223.90		
51-000-0-0000-9542-888		Payroll Liabilities	223.90	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	2,390.49		
10-000-0-0000-9542-888		Payroll Liabilities	2,390.49	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	217.50		
51-000-0-0000-9542-888		Payroll Liabilities	217.50	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	24,050.74		
10-000-0-0000-9531-888		Payroll Liabilities	24,050.74	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	641.38		
51-000-0-0000-9531-888		Payroll Liabilities	641.38	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	24,050.74		
10-000-0-0000-9541-888		Payroll Liabilities	24,050.74	C	Computer
00043501	27-SEP-19	Vendor Liabilities 09/30/19 Correc	641.38		
51-000-0-0000-9541-888		Payroll Liabilities	641.38	C	Computer
Total Check:			68,210.45		
0100011273	10/16/19	717658 LEGAL SHIELD			
00043502	27-SEP-19	Vendor Liabilities 09/30/19 Correc	83.97		
10-000-0-0000-9545-888		Payroll Liabilities	83.97	C	Computer
00043502	27-SEP-19	Vendor Liabilities 09/30/19 Correc	15.00		
51-000-0-0000-9545-888		Payroll Liabilities	15.00	C	Computer
Total Check:			98.97		
0100011274	10/16/19	787 LIBERTY NATIONAL LIFE INSURANCE COMPANY			
00043503	27-SEP-19	Vendor Liabilities 09/30/19 Correc	639.72		
10-000-0-0000-9545-888		Payroll Liabilities	639.72	C	Computer
00043503	27-SEP-19	Vendor Liabilities 09/30/19 Correc	21.79		
51-000-0-0000-9545-888		Payroll Liabilities	21.79	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011274	10/16/19	787 LIBERTY NATIONAL LIFE INSURANCE COMPANY			
00043503	27-SEP-19	Vendor Liabilities 09/30/19 Correc	47.88		
10-000-0-0000-9545-888		Payroll Liabilities	47.88	C	Computer
Total Check:			709.39		
0100011275	10/16/19	524900 LIFE INS CO OF THE SOUTHWEST			
00043504	27-SEP-19	Vendor Liabilities 09/30/19 Correc	1,800.00		
10-000-0-0000-9545-888		Payroll Liabilities	1,800.00	C	Computer
Total Check:			1,800.00		
0100011276	10/16/19	341980 THE HARTFORD			
00043515	10-16-2019_4	Sept Insurance	1,673.05		
10-034-0-0050-2200-240		Insurance Benefits	1,673.05	C	Computer
Total Check:			1,673.05		
0100011277	10/16/19	891117 UTAH SCHOOL BOARDS ASSN			
00043505	27-SEP-19	Vendor Liabilities 09/30/19 Correc	840.00		
10-000-0-0000-9545-888		Payroll Liabilities	840.00	C	Computer
00043505	27-SEP-19	Vendor Liabilities 09/30/19 Correc	277.00		
10-000-0-0000-9545-888		Payroll Liabilities	277.00	C	Computer
00043505	27-SEP-19	Vendor Liabilities 09/30/19 Correc	94.67		
51-000-0-0000-9545-888		Payroll Liabilities	94.67	C	Computer
00043505	27-SEP-19	Vendor Liabilities 09/30/19 Correc	78,312.83		
10-000-0-0000-9545-888		Payroll Liabilities	78,312.83	C	Computer
00043505	27-SEP-19	Vendor Liabilities 09/30/19 Correc	309.17		
51-000-0-0000-9545-888		Payroll Liabilities	309.17	C	Computer
00043516	10-16-2019_3	Sept Insur - HSA Prepayment Expens	-3,294.00		
10-000-0-0000-9545-888		Payroll Liabilities	-3,294.00	C	Computer
00043516	10-16-2019_3	Sept Insur - 9 mo Employees	-1,842.66		
10-000-0-0000-9545-888		Payroll Liabilities	-1,842.66	C	Computer
00043516	10-16-2019_3	Sept Insur - P. Peterson	71.00		
10-000-0-0000-8131-888		Receivables - Employee & Misc.	71.00	C	Computer
00043516	10-16-2019_3	Sept Insur - L Brown	1,533.00		
10-000-0-0000-8131-888		Receivables - Employee & Misc.	1,533.00	C	Computer
00043516	10-16-2019_3	Aug Insur - correct L Brown	1,494.00		
10-000-0-0000-8131-888		Receivables - Employee & Misc.	1,494.00	C	Computer
00043516	10-16-2019_3	Aug Insur - correct P Peterson	71.00		
10-000-0-0000-8131-888		Receivables - Employee & Misc.	71.00	C	Computer
00043516	10-16-2019_3	Aug Insur - correct L Brown	-1,494.00		
10-000-0-0000-9545-888		Payroll Liabilities	-1,494.00	C	Computer
00043516	10-16-2019_3	Aug Insur - correct P Peterson	-71.00		
10-000-0-0000-9545-888		Payroll Liabilities	-71.00	C	Computer
00043516	10-16-2019_3	Aug Insur - correct wrong account	1,521.00		
10-000-0-0000-9545-888		Payroll Liabilities	1,521.00	C	Computer
00043516	10-16-2019_3	Aug Insur - correct wrong account	-1,521.00		
10-034-0-0005-2230-240		Insurance Benefits	-1,521.00	C	Computer
00043516	10-16-2019_3	Sept Insur - T Newton Health	1,883.00		
10-000-0-0000-9545-888		Payroll Liabilities	1,883.00	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name				
Claim No	Invoice No	PO No	Description	Amount Paid		
Account No / Description				Acct Amt.	Status	Status Description
Bank No 01						
0100011277	10/16/19	891117	UTAH SCHOOL BOARDS ASSN			
00043516	10-16-2019_3		Sept Insur - T Newton Dental	112.00		
10-000-0-0000-9545-888		Payroll	Liabilities	112.00	C	Computer
00043516	10-16-2019_3		Sept Insur - Adj to Post	1,200.98		
10-000-0-0000-9545-888		Payroll	Liabilities	1,200.98	C	Computer
Total Check:				79,496.99		
0100011278	10/16/19	890950	UTAH SCHOOL EMPLOYEES ASN			
00043506	27-SEP-19		Vendor Liabilities 09/30/19 Correc	70.96		
10-000-0-0000-9545-888		Payroll	Liabilities	70.96	C	Computer
00043506	27-SEP-19		Vendor Liabilities 09/30/19 Correc	35.99		
51-000-0-0000-9545-888		Payroll	Liabilities	35.99	C	Computer
Total Check:				106.95		
0100011279	10/16/19	891185	UTAH STATE TAX COMM			
00043507	27-SEP-19		Vendor Liabilities 09/30/19 Correc	10,188.89		
10-000-0-0000-9543-888		Payroll	Liabilities	10,188.89	C	Computer
00043507	27-SEP-19		Vendor Liabilities 09/30/19 Correc	112.01		
51-000-0-0000-9543-888		Payroll	Liabilities	112.01	C	Computer
00043507	27-SEP-19		Vendor Liabilities 09/30/19 Correc	1,397.26		
10-000-0-0000-9543-888		Payroll	Liabilities	1,397.26	C	Computer
00043507	27-SEP-19		Vendor Liabilities 09/30/19 Correc	92.84		
51-000-0-0000-9543-888		Payroll	Liabilities	92.84	C	Computer
00043511	30-SEP-19		Vendor Liabilities 09/30/19 Extra	65.92		
10-000-0-0000-9543-888		Payroll	Liabilities	65.92	C	Computer
Total Check:				11,856.92		
0100011280	10/16/19	891109	Utah Retirement Systems			
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	7,160.00		
10-000-0-0000-9532-888		Payroll	Liabilities	7,160.00	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	4,234.82		
10-000-0-0000-9532-888		Payroll	Liabilities	4,234.82	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	9.47		
51-000-0-0000-9532-888		Payroll	Liabilities	9.47	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	1,393.47		
10-000-0-0000-9545-888		Payroll	Liabilities	1,393.47	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	2,226.59		
10-000-0-0000-9545-888		Payroll	Liabilities	2,226.59	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	45.63		
51-000-0-0000-9545-888		Payroll	Liabilities	45.63	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	40,246.52		
10-000-0-0000-9533-888		Payroll	Liabilities	40,246.52	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	957.51		
51-000-0-0000-9533-888		Payroll	Liabilities	957.51	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	909.74		
10-000-0-0000-9533-888		Payroll	Liabilities	909.74	C	Computer
00043508	27-SEP-19		Vendor Liabilities 09/30/19 Correc	11,377.10		
10-000-0-0000-9533-888		Payroll	Liabilities	11,377.10	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011280	10/16/19	891109 Utah Retirement Systems			
00043508	27-SEP-19	Vendor Liabilities 09/30/19 Correc	240.70		
51-000-0-0000-9533-888		Payroll Liabilities	240.70	C	Computer
00043508	27-SEP-19	Vendor Liabilities 09/30/19 Correc	110.44		
10-000-0-0000-9533-888		Payroll Liabilities	110.44	C	Computer
00043512	30-SEP-19	Vendor Liabilities 09/30/19 Extra	821.79		
10-000-0-0000-9533-888		Payroll Liabilities	821.79	C	Computer
		Total Check:	69,733.78		
0100011281	10/16/19	926220 WAYNE EDUCATION ASSN			
00043509	27-SEP-19	Vendor Liabilities 09/30/19 Correc	440.60		
10-000-0-0000-9545-888		Payroll Liabilities	440.60	C	Computer
		Total Check:	440.60		
0100011282	10/18/19	36500 Amazon			
00043517	14QT-NYY1-H7P4	20000206	26.04		
21-302-0-0020-1000-890		WMS Art Supplies	26.04	C	Computer
00043518	1H3G-FYHM-NG4	20000206	62.66		
21-302-0-2020-1000-890		WMS Activities	62.66	C	Computer
00043517	14QT-NYY1-H7P4	20000206	307.61		
21-302-0-2020-1000-890		WMS Activities	307.61	C	Computer
00043518	1H3G-FYHM-NG4	20000206	5.30		
21-302-0-0020-1000-890		WMS Art Supplies	5.30	C	Computer
		Total Check:	401.61		
0100011283	10/18/19	7137 Aspire EDU, Inc.			
00043519	wayned3	20000336	1,000.00		
10-302-0-5336-1000-670		SOFTWARE - AT RISK-WMS	1,000.00	C	Computer
00043519	wayned3	20000336	1,000.00		
10-704-0-5336-1000-670		SOFTWARE - AT RISK-WHS	1,000.00	C	Computer
		Total Check:	2,000.00		
0100011284	10/18/19	115500 BULL MOUNTAIN MARKET			
00043521	30433	20000280	245.25		
51-108-0-8001-3100-630		FOOD PURCHASES - HES	245.25	C	Computer
00043520	30438	20000281	21.52		
10-108-0-1215-1000-612		SUPPLIES - PRESCHOOL-HES	21.52	C	Computer
		Total Check:	266.77		
0100011285	10/18/19	107726 BYU INVITATIONAL			
00043522	AT02108	20000326	105.00		
21-704-0-0244-1000-612		WHS Track FEES	105.00	C	Computer
		Total Check:	105.00		
0100011286	10/18/19	729729 CENTURYLINK			
00043523	1478147878	CenturyLink Telephone Sept. 2019	4.23		
10-302-0-2785-2600-530		TELEPHONE - WMS	4.23	C	Computer
00043523	1478147878	CenturyLink Telephone Sept. 2019	7.07		
10-704-0-2785-2600-530		TELEPHONE - WHS	7.07	C	Computer
00043523	1478147878	CenturyLink Telephone Sept. 2019	14.51		
10-034-0-2785-2600-530		TELEPHONE - DO	14.51	C	Computer
00043523	1478147878	CenturyLink Telephone Sept. 2019	.87		

Wayne School District
 A/P Detail Check Register

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011286	10/18/19	729729 CENTURYLINK			
00043523	1478147878	CenturyLink Telephone Sept. 2019	.87		
10-108-0-2785-2600-530		TELEPHONE - HES	.87	C	Computer
00043523	1478147878	CenturyLink Telephone Sept. 2019	6.58		
10-112-0-2785-2600-530		TELEPHONE - LES	6.58	C	Computer
Total Check:			33.26		
0100011287	10/18/19	2020 Clarks Home Fire Safety			
00043524	3153	20000332	1,036.82		
10-108-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-HES	1,036.82	C	Computer
Total Check:			1,036.82		
0100011288	10/18/19	343259 HANKSVILLE TOWN			
00043525	SEPT 2019WTRHE	HanksElemWtr Sept2019	51.50		
10-108-0-2785-2600-410		UTILITIES-HES	51.50	C	Computer
Total Check:			51.50		
0100011289	10/18/19	292730 NATIONAL FFA ORGANIZATION			
00043526	MEM-201661	20000344	330.00		
21-704-0-6150-1000-518		WHS FFA FEES	330.00	C	Computer
00043526	MEM-201661	20000344	162.00		
21-704-0-6150-1000-890		WHS FFA	162.00	C	Computer
Total Check:			492.00		
0100011290	10/18/19	8800 Nycole Durfey			
00043527	10182019_14	20000341 Reimb. For Candy Bars	51.07		
21-704-0-0240-1000-890		WHS Softball	51.07	C	Computer
Total Check:			51.07		
0100011291	10/18/19	774368 SCHOLASTIC MAGAZINES			
00043528	M68700533	20000350	17.46		
10-704-0-1609-1000-612		SUPPLIES - ADULT ED	17.46	C	Computer
Total Check:			17.46		
0100011292	10/18/19	190800 UTAH BUREAU OF CRIMINAL IDENTIF			
00043530	201910E0081	Backgroune Checks	300.00		
10-034-0-0005-2500-340		PROF.SERV - HIRING AND STAFFING	300.00	C	Computer
00043529	201910B1425	Backgroune Checks	133.00		
10-034-0-0005-2500-340		PROF.SERV - HIRING AND STAFFING	133.00	C	Computer
Total Check:			433.00		
0100011293	10/18/19	891111 UTAH HOSA			
00043531	99431025	20000330 Fall Leadership Conf.	320.00		
21-704-0-6350-1000-518		WHS HOSA FEES	320.00	C	Computer
Total Check:			320.00		
0100011294	10/18/19	891185 UTAH STATE TAX COMM			
00043532	10182019_13	20000348	2.14		
21-704-0-0182-1000-890		WHS Choir	2.14	C	Computer
00043532	10182019_13	20000348	45.75		
21-704-0-0232-1000-890		WHS Baseball	45.75	C	Computer
00043532	10182019_13	20000348	180.48		
21-704-0-0240-1000-890		WHS Softball	180.48	C	Computer
00043532	10182019_13	20000348	57.95		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011294	10/18/19	891185 UTAH STATE TAX COMM			
00043532	10182019_13	20000348	57.95		
21-704-0-0242-1000-890		WHS Volleyball	57.95	C	Computer
00043532	10182019_13	20000348	119.56		
21-704-0-0250-1000-890		WHS Yearbook	119.56	C	Computer
00043532	10182019_13	20000348	58.94		
21-704-0-2006-1000-890		WHS Concessions	58.94	C	Computer
00043532	10182019_13	20000348	11.59		
21-704-0-3606-1000-890		WHS Student Government	11.59	C	Computer
00043532	10182019_13	20000348	131.52		
21-704-0-6150-1000-890		WHS FFA	131.52	C	Computer
00043532	10182019_13	20000348	15.78		
21-704-0-6350-1000-890		WHS HOSA	15.78	C	Computer
00043532	10182019_13	20000348	156.12		
21-704-0-6450-1000-890		WHS FCCLA	156.12	C	Computer
		Total Check:	779.83		
0100011295	10/18/19	418 Varsity Cheerleader			
00043533	12620812	20000147	1,526.16		
21-704-0-0261-1000-612		WHS Cheerleaders FEES	1,526.16	C	Computer
		Total Check:	1,526.16		
0100011296	10/18/19	926218 WAYNE COUNTY LANDFILL			
00043537	DumpFEE3Qtr201	20000334	90.79		
10-034-0-2785-2600-410		UTILITIES-DO	90.79	C	Computer
00043534	DumpFEE3Qtr201	20000334	177.64		
10-108-0-2785-2600-410		UTILITIES-HES	177.64	C	Computer
00043537	DumpFEE3Qtr201	20000334	341.95		
10-112-0-2785-2600-410		UTILITIES-LES	341.95	C	Computer
00043534	DumpFEE3Qtr201	20000334	341.95		
10-302-0-2785-2600-410		UTILITIES-WMS	341.95	C	Computer
00043537	DumpFEE3Qtr201	20000334	550.67		
10-704-0-2785-2600-410		UTILITIES-WHS	550.67	C	Computer
00043535	091119	20000334	.61		
10-034-0-2785-2600-410		UTILITIES-DO	.61	C	Computer
00043535	091119	20000334	1.18		
10-108-0-2785-2600-410		UTILITIES-HES	1.18	C	Computer
00043535	091119	20000334	2.28		
10-112-0-2785-2600-410		UTILITIES-LES	2.28	C	Computer
00043535	091119	20000334	2.28		
10-302-0-2785-2600-410		UTILITIES-WMS	2.28	C	Computer
00043535	091119	20000334	3.65		
10-704-0-2785-2600-410		UTILITIES-WHS	3.65	C	Computer
00043536	092819	20000334	.60		
10-034-0-2785-2600-410		UTILITIES-DO	.60	C	Computer
00043536	092819	20000334	1.18		
10-108-0-2785-2600-410		UTILITIES-HES	1.18	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011296	10/18/19	926218 WAYNE COUNTY LANDFILL			
00043536	092819	20000334	2.27		
10-112-0-2785-2600-410		UTILITIES-LES	2.27	C	Computer
00043536	092819	20000334	2.27		
10-302-0-2785-2600-410		UTILITIES-WMS	2.27	C	Computer
00043536	092819	20000334	3.68		
10-704-0-2785-2600-410		UTILITIES-WHS	3.68	C	Computer
		Total Check:	1,523.00		
0100011297	10/30/19	4626 Bank of America Credit Card			
00043555	JOHNF CC SEPT1	John F CC Sept 2019	15.50		
10-000-0-0000-8131-888		Receivables - Employee & Misc.	15.50	C	Computer
00043555	JOHNF CC SEPT1	John F CC Sept 2019	142.28		
10-034-0-0005-2320-580		TRAVEL - SUPERINTENDENT	142.28	C	Computer
00043555	JOHNF CC SEPT1	John F CC Sept 2019	.52		
10-000-0-0000-8131-888		Receivables - Employee & Misc.	.52	C	Computer
00043555	JOHNF CC SEPT1	John F CC Sept 2019	46.46		
10-034-0-0005-2310-890		MISCELLANEOUS - BOARD	46.46	C	Computer
00043555	JOHNF CC SEPT1	John F CC Sept 2019	224.25		
10-034-0-0005-2320-580		TRAVEL - SUPERINTENDENT	224.25	C	Computer
00043555	JOHNF CC SEPT1	John F CC Sept 2019	405.21		
10-034-0-0050-2200-641		BOOKS - DO	405.21	C	Computer
00043555	JOHNF CC SEPT1	John F CC Sept 2019	28.44		
10-034-0-0005-2320-610		SUPPLIES - SUPERINTENDENT	28.44	C	Computer
00043555	JOHNF CC SEPT1	John F CC Sept 2019	9.47		
10-034-0-0005-2320-580		TRAVEL - SUPERINTENDENT	9.47	C	Computer
00043556	MARYCCSEPT2019	Mary B CC Sept 2019 BusdrivrRM	120.00		
10-555-0-5315-2700-580		TRAVEL - BUS DRIVERS	120.00	C	Computer
00043557	MaryCC2019	20000337	1,387.85		
21-704-0-0232-1000-612		WHS Baseball FEES	1,387.85	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	127.31		
21-704-0-2020-1000-890		WHS Activities	127.31	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	118.83		
21-704-0-2006-1000-890		WHS Concessions	118.83	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	6.18		
21-704-0-0232-1000-612		WHS Baseball FEES	6.18	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	475.09		
10-704-0-5674-1000-612		SUPPLIES - SUICIDE PREVENTION-WHS	475.09	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	535.75		
21-704-0-0242-1000-890		WHS Volleyball	535.75	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	67.05		
21-704-0-2020-1000-890		WHS Activities	67.05	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	19.76		
21-704-0-2006-1000-890		WHS Concessions	19.76	C	Computer
00043558	MARYCCSEPT 201	Mary CC Sept 2019	75.00		
10-704-0-0050-2400-580		TRAVEL - PRINCIPAL-WHS	75.00	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011297	10/30/19	4626 Bank of America Credit Card			
00043558	MARYCCSEPT 201	Mary CC Sept 2019	105.40		
	21-704-0-0243-1000-612	WHS Cross Country FEES	105.40	C	Computer
00043559	KristinCCSept2	20000387	586.39		
	10-704-0-0050-1000-612	SUPPLIES - INSTRUCTION-WHS	586.39	C	Computer
00043559	KristinCCSept2	20000387	20.89		
	10-704-0-0050-2120-612	SUPPLIES - COUNSELING-WHS	20.89	C	Computer
00043559	KristinCCSept2	20000387	334.50		
	10-704-0-0050-2400-612	SUPPLIES - OFFICE-WHS	334.50	C	Computer
00043559	KristinCCSept2	20000387	149.60		
	10-704-0-1205-1000-612	SUPPLIES - SPECIAL ED-WHS	149.60	C	Computer
00043559	KristinCCSept2	20000387	372.86		
	10-704-0-5420-1000-612	SUPPLIES - TRUST LANDS-WHS	372.86	C	Computer
00043559	KristinCCSept2	20000387	33.75		
	21-704-0-2020-1000-890	WHS Activities	33.75	C	Computer
00043559	KristinCCSept2	20000387	52.01		
	21-704-0-3606-1000-890	WHS Student Government	52.01	C	Computer
00043559	KristinCCSept2	20000387	93.00		
	21-704-0-6100-1000-612	WHS Vo Ag FEES	93.00	C	Computer
00043559	KristinCCSept2	20000387	119.85		
	21-704-0-6100-1000-890	WHS Vo Ag	119.85	C	Computer
00043559	KristinCCSept2	20000387	224.55		
	21-704-0-6150-1000-890	WHS FFA	224.55	C	Computer
00043559	KristinCCSept2	20000387	66.78		
	21-704-0-6200-1000-890	WHS Commercial Art	66.78	C	Computer
00043559	KristinCCSept2	20000387	122.70		
	21-704-0-6350-1000-518	WHS HOSA FEES	122.70	C	Computer
00043559	KristinCCSept2	20000387	183.96		
	21-704-0-6600-1000-890	WHS Trade	183.96	C	Computer
00043560	JenniferCCSept	20000377	108.38		
	10-302-0-0050-1000-612	SUPPLIES - INSTRUCTION-WMS	108.38	C	Computer
00043560	JenniferCCSept	20000377	154.27		
	10-302-0-0050-2400-612	SUPPLIES - OFFICE-WMS	154.27	C	Computer
00043560	JenniferCCSept	20000377	15.99		
	21-302-0-2001-1000-890	WMS General	15.99	C	Computer
00043561	CherieCCSept20	20000364	171.32		
	10-112-0-0050-2400-580	TRAVEL - PRINCIPAL-LES	171.32	C	Computer
00043562	CREDITCARD CRED	Birthday Certificate Credit Sept.	-200.00		
	10-034-0-0005-2500-291	Other Employee Benefits - Misc.	-200.00	C	Computer
00043563	JESSICACCSEPT2	Jessica CC Sept. 2019	82.69		
	10-704-0-6600-1000-890	MISCELLANEOUS - TRADE-WHS	82.69	C	Computer
00043563	JESSICACCSEPT2	Jessica CC Sept. 2019	1,251.00		
	21-704-0-6150-1000-890	WHS FFA	1,251.00	C	Computer
00043564	JessicaCCSept2	20000329	5,064.06		
	21-704-0-6150-1000-890	WHS FFA	5,064.06	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011297	10/30/19	4626 Bank of America Credit Card			
00043565	JessicaCCSept2	20000257	1,328.10		
10-704-0-6100-2200-580		TRAVEL - CTE-WHS	1,328.10	C	Computer
00043566	TylerCCSept201	20000355	9.98		
10-034-0-0005-2500-580		TRAVEL - BUSINESS ADMIN	9.98	C	Computer
00043567	AndreaCCSept20	20000347	12.93		
10-034-0-0005-2230-580		TRAVEL - TECHNOLOGY-DO	12.93	C	Computer
00043567	AndreaCCSept20	20000347	21.17		
10-034-0-0005-2230-670		SOFTWARE - TECHNOLOGY-DO	21.17	C	Computer
00043567	AndreaCCSept20	20000347	54.73		
10-034-0-0005-2590-610		SUPPLIES - SUPPORT SERVICES	54.73	C	Computer
00043567	AndreaCCSept20	20000347	19.49		
10-704-0-0050-1000-650		TECHNOLOGY SUPPLIES - WHS	19.49	C	Computer
00043568	LanceCCSept201	20000378	118.44		
21-302-0-2001-1000-890		WMS General	118.44	C	Computer
00043568	LanceCCSept201	20000378	57.90		
21-302-0-6003-1000-612		WMS CCA/CTE Trade Supplies FEES	57.90	C	Computer
00043569	TaceyCCSept201	20000388	3,460.39		
10-108-0-7802-1000-612		SUPPLIES - CSI-HES	3,460.39	C	Computer
00043569	TaceyCCSept201	20000388	400.49		
10-112-0-0050-2220-644		LIBRARY BOOKS - LES	400.49	C	Computer
00043569	TaceyCCSept201	20000388	12.87		
10-112-0-1205-1000-612		SUPPLIES - SPECIAL ED-LES	12.87	C	Computer
00043569	TaceyCCSept201	20000388	37.57		
10-112-0-5420-1000-650		TECH. SUPPLIES - LAND TRUST-LES	37.57	C	Computer
00043569	TaceyCCSept201	20000388	57.98		
10-112-0-5868-1000-612		SUPPLIES - TEACHER LEGISLATIVE-LES	57.98	C	Computer
00043569	TaceyCCSept201	20000388	337.01		
21-112-0-2001-1000-890		LES General	337.01	C	Computer
00043570	HEIDICCSEPT201	HeidiCC Sept 2019	12.98		
21-704-0-0232-1000-890		WHS Baseball	12.98	C	Computer
00043571	JONICCSEPT2019	Joni CC Sept. 2019	12.99		
10-704-0-5868-1000-612		SUPPLIES - TEACHER LEGISLATIVE-WHS	12.99	C	Computer
00043571	JONICCSEPT2019	Joni CC Sept. 2019	250.21		
21-704-0-6400-1000-612		WHS FACS FEES	250.21	C	Computer
00043571	JONICCSEPT2019	Joni CC Sept. 2019	9.00		
21-704-0-0182-1000-890		WHS Choir	9.00	C	Computer
00043571	JONICCSEPT2019	Joni CC Sept. 2019	35.94		
21-704-0-6400-1000-612		WHS FACS FEES	35.94	C	Computer
00043571	JONICCSEPT2019	Joni CC Sept. 2019	17.99		
21-704-0-6400-1000-612		WHS FACS FEES	17.99	C	Computer
00043571	JONICCSEPT2019	Joni CC Sept. 2019	44.60		
21-704-0-6400-1000-612		WHS FACS FEES	44.60	C	Computer
00043571	JONICCSEPT2019	Joni CC Sept. 2019	24.40		
21-704-0-6450-1000-890		WHS FCCLA	24.40	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name				
Claim No	Invoice No	PO No	Description	Amount Paid		
Account No / Description				Acct Amt.	Status	Status Description
Bank No 01						
0100011297	10/30/19	4626	Bank of America Credit Card			
00043571	JONICCSEPT2019		Joni CC Sept. 2019	111.92		
21-704-0-6450-1000-890	WHS FCCLA			111.92	C	Computer
00043571	JONICCSEPT2019		Joni CC Sept. 2019	122.18		
10-704-0-0050-2200-580	TRAVEL - TEACHERS-WHS			122.18	C	Computer
00043571	JONICCSEPT2019		Joni CC Sept. 2019	450.44		
21-704-0-0182-1000-890	WHS Choir			450.44	C	Computer
00043571	JONICCSEPT2019		Joni CC Sept. 2019	111.70		
10-704-0-5868-1000-612	SUPPLIES - TEACHER LEGISLATIVE-WHS			111.70	C	Computer
00043572	NEDCCSEPT2019		NedCCSept2019	21.96		
10-555-0-5315-2700-580	TRAVEL - BUS DRIVERS			21.96	C	Computer
00043573	JAMIECCSEPT201		JamieCCSept2019	46.68		
10-034-0-1205-2400-580	TRAVEL - SPECIAL ED-DO			46.68	C	Computer
			Total Check:	20,120.94		
0100011298	10/30/19	304058	GASCARD/STATE OF UTAH			
00043574	NP57032703		Sept. 2019 Fuel	363.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			363.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	310.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			310.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	540.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			540.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	368.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			368.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	370.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			370.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	910.90		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			910.90	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	495.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			495.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	300.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			300.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	110.00		
10-555-0-5315-2700-626	MOTOR FUEL-SCHOOL BUSES			110.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	34.00		
10-704-0-0050-2700-510	TRAVEL - STUDENTS-WHS			34.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	29.00		
10-704-0-0050-2400-580	TRAVEL - PRINCIPAL-WHS			29.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	50.00		
10-034-0-0005-2230-580	TRAVEL - TECHNOLOGY-DO			50.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	20.00		
10-034-0-0005-2320-580	TRAVEL - SUPERINTENDENT			20.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	19.00		
10-112-0-0050-2400-580	TRAVEL - PRINCIPAL-LES			19.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	16.00		
10-108-0-0050-2400-580	TRAVEL - PRINCIPAL-HES			16.00	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name				
Claim No	Invoice No	PO No	Description	Amount Paid		
Account No / Description				Acct Amt.	Status	Status Description
Bank No 01						
0100011298	10/30/19	304058	GASCARD/STATE OF UTAH			
00043574	NP57032703		Sept. 2019 Fuel	58.00		
10-034-0-2785-2600-580			TRAVEL - MAINTENANCE-DO	58.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	70.00		
10-034-0-2785-2600-580			TRAVEL - MAINTENANCE-DO	70.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	126.00		
10-034-0-2785-2600-580			TRAVEL - MAINTENANCE-DO	126.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	44.00		
10-112-0-0050-2400-580			TRAVEL - PRINCIPAL-LES	44.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	84.00		
10-034-0-1205-2400-580			TRAVEL - SPECIAL ED-DO	84.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	43.00		
10-704-0-1609-2200-580			TRAVEL - ADULT ED-DO	43.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	31.00		
10-704-0-0050-2120-580			TRAVEL - COUSELOR-WHS	31.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	100.00		
10-034-0-1205-2400-580			TRAVEL - SPECIAL ED-DO	100.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	28.00		
10-704-0-5610-2600-626			FUEL - DRIVERS ED-WHS	28.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	64.00		
10-704-0-0050-2700-510			TRAVEL - STUDENTS-WHS	64.00	C	Computer
00043574	NP57032703		Sept. 2019 Fuel	70.00		
10-555-0-5315-2700-580			TRAVEL - BUS DRIVERS	70.00	C	Computer
			Total Check:	4,652.90		
0100011299	10/30/19	527880	LITTLE CAESAR'S PIZZA			
00043575	10302019_21	20000383	Pizza Fund Raiser for WMS	9,985.00		
21-302-0-2020-1000-890			WMS Activities	9,985.00	C	Computer
			Total Check:	9,985.00		
0100011300	10/30/19	529797	LOA TOWN			
00043576	SEPTWATERLOAEL		Loa Elem Water Sept. 2019	54.85		
10-112-0-2785-2600-410			UTILITIES-LES	54.85	C	Computer
			Total Check:	54.85		
0100011301	10/30/19	6041	The Bicknell Theatre			
00043577	10302019_22	20000363	Birthday Gift Cards Nov. 19	125.00		
10-034-0-0005-2500-291			Other Employee Benefits - Misc.	125.00	C	Computer
			Total Check:	125.00		
0100011302	10/30/19	964596	XEROX CORPORATION			
00043578	093193839	20000365		375.49		
10-112-0-0050-1000-550			PRINTING - INSTRUCTION-LES	375.49	C	Computer
			Total Check:	375.49		
0100011303	10/31/19	36500	Amazon			
00043602	783957539989	20000253		64.54		
10-302-0-0050-2400-612			SUPPLIES - OFFICE-WMS	64.54	C	Computer
00043597	783957539989	20000253		47.45		
21-302-0-2001-1000-890			WMS General	47.45	C	Computer
00043596	659887738635	20000253		243.53		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011303	10/31/19	36500 Amazon			
00043596	659887738635	20000253	243.53		
10-302-0-0050-2400-612		SUPPLIES - OFFICE-WMS	243.53	C	Computer
00043596	659887738635	20000253	179.00		
21-302-0-2001-1000-890		WMS General	179.00	C	Computer
00043595	887547954656	20000256	106.23		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	106.23	C	Computer
00043594	444766483664	20000256	8.39		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	8.39	C	Computer
00043593	784863957496	20000256	410.75		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	410.75	C	Computer
00043592	856338956847	20000256	21.44		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	21.44	C	Computer
00043591	444593949485	20000256	28.34		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	28.34	C	Computer
00043590	534697897596	20000256	13.51		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	13.51	C	Computer
00043589	698954546754	20000256	8.77		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	8.77	C	Computer
00043588	466657763453	20000256	30.24		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	30.24	C	Computer
00043587	455999639833	20000256	247.38		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	247.38	C	Computer
00043586	778887359449	20000256	9.98		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	9.98	C	Computer
00043585	455736774744	20000256	7.99		
10-704-0-0050-2220-644		LIBRARY BOOKS - WHS	7.99	C	Computer
00043584	643359557539	20000290	17.49		
10-302-0-1205-1000-612		SUPPLIES - SPECIAL ED-WMS	17.49	C	Computer
00043583	444954353395	20000290	116.28		
10-302-0-1205-1000-612		SUPPLIES - SPECIAL ED-WMS	116.28	C	Computer
00043582	468844385783	20000294	29.99		
10-112-0-1205-1000-612		SUPPLIES - SPECIAL ED-LES	29.99	C	Computer
00043582	468844385783	20000294	29.99		
10-704-0-1205-1000-612		SUPPLIES - SPECIAL ED-WMS	29.99	C	Computer
00043581	467669887973	20000313	23.98		
10-112-0-1215-1000-340		PROFESSIONAL SERV - SPED PRESCHOOL-LES	23.98	C	Computer
00043579	454463698944	20000201	7.50		
10-034-0-2785-2600-730		EQUIPMENT - MAINTENANCE-DO	7.50	C	Computer
00043580	538988779365	20000224	89.96		
10-704-0-1205-1000-612		SUPPLIES - SPECIAL ED-WMS	89.96	C	Computer
00043598	843488838889	20000225	19.58		
10-108-0-1205-1000-612		SUPPLIES - SPECIAL ED-HES	19.58	C	Computer
00043598	843488838889	20000225	19.58		
10-302-0-1205-1000-612		SUPPLIES - SPECIAL ED-WMS	19.58	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011303	10/31/19	36500 Amazon			
00043599	654676465854	20000255	14.76		
21-302-0-0181-1000-890		WMS Band	14.76	C	Computer
00043599	654676465854	20000255	8.09		
21-302-0-2020-1000-890		WMS Activities	8.09	C	Computer
00043600	857463756935	20000255	76.82		
21-302-0-0181-1000-890		WMS Band	76.82	C	Computer
00043600	857463756935	20000255	42.15		
21-302-0-2020-1000-890		WMS Activities	42.15	C	Computer
00043601	466799467356	20000253	7.46		
10-302-0-0050-2400-612		SUPPLIES - OFFICE-WMS	7.46	C	Computer
00043601	466799467356	20000253	5.49		
21-302-0-2001-1000-890		WMS General	5.49	C	Computer
			Total Check:		1,936.66
0100011304	10/31/19	303548 GARKANE ENERGY			
00043603	Oct. 2019 Bill	D.O Office Bldg.	56.14		
10-034-0-2785-2600-622		ELECTRICITY-DO	56.14	C	Computer
00043603	Oct. 2019 Bill	Hanksville Elem.	645.32		
10-108-0-2785-2600-622		ELECTRICITY-HES	645.32	C	Computer
00043603	Oct. 2019 Bill	Loa Elementary	1,320.99		
10-112-0-2785-2600-622		ELECTRICITY-LES	1,320.99	C	Computer
00043603	Oct. 2019 Bill	Wayne High School	1,963.58		
10-704-0-2785-2600-622		ELECTRICITY-WHS	1,963.58	C	Computer
00043603	Oct. 2019 Bill	Rental House	35.00		
10-034-0-2785-2600-622		ELECTRICITY-DO	35.00	C	Computer
00043603	Oct. 2019 Bill	Hanksville Water Pump	43.24		
10-108-0-2785-2600-622		ELECTRICITY-HES	43.24	C	Computer
00043603	Oct. 2019 Bill	W.H.S. Shop	391.04		
10-704-0-2785-2600-622		ELECTRICITY-WHS	391.04	C	Computer
00043603	Oct. 2019 Bill	Old Thurber	175.79		
10-034-0-2785-2600-622		ELECTRICITY-DO	175.79	C	Computer
00043603	Oct. 2019 Bill	Middle School Gym	1,129.06		
10-302-0-2785-2600-622		ELECTRICITY-WMS	1,129.06	C	Computer
			Total Check:		5,760.16
0100011305	10/31/19	7170 HUGHES GENERAL CONTRACTORS INC			
00043604	Invoice28-Oct-	20000203	11,933.88		
32-034-0-9999-4000-450		Site improvement - Construction Services	11,933.88	C	Computer
			Total Check:		11,933.88
0100011306	10/31/19	6050 Jay Langford, DPT			
00043605	Sept272019	20000361	355.40		
10-108-0-7524-1000-340		PROF.SERVICES - IDEA-HES	355.40	C	Computer
00043605	Sept272019	20000361	355.40		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	355.40	C	Computer
00043605	Sept272019	20000361	355.40		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	355.40	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011306	10/31/19	6050 Jay Langford, DPT			
00043605	Sept272019	20000361	355.40		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	355.40	C	Computer
Total Check:			1,421.60		
0100011307	10/31/19	6262 Logomaniax, Inc.			
00043607	3710	20000381 Baseball Shirts	244.44		
21-704-0-0232-1000-890		WHS Baseball	244.44	C	Computer
00043606	3734	20000382 Jackets for WHS Student Gov.	418.00		
21-704-0-3606-1000-890		WHS Student Government	418.00	C	Computer
Total Check:			662.44		
0100011308	10/31/19	376648 MICHAEL T. HUDSON O.T.R./L			
00043608	September2019	20000359	152.14		
10-108-0-7524-1000-340		PROF.SERVICES - IDEA-HES	152.14	C	Computer
00043608	September2019	20000359	152.14		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	152.14	C	Computer
00043608	September2019	20000359	152.14		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	152.14	C	Computer
00043608	September2019	20000359	152.16		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	152.16	C	Computer
Total Check:			608.58		
0100011309	10/31/19	7005 Presence Learning, Inc.			
00043609	INV30037	20000356	757.47		
10-108-0-7524-1000-340		PROF.SERVICES - IDEA-HES	757.47	C	Computer
00043609	INV30037	20000356	4,051.90		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	4,051.90	C	Computer
00043609	INV30037	20000356	702.48		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	702.48	C	Computer
00043609	INV30037	20000356	600.46		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	600.46	C	Computer
Total Check:			6,112.31		
0100011310	10/31/19	774368 SCHOLASTIC MAGAZINES			
00043610	M6738878 5	20000380	801.84		
10-302-0-0050-1000-641		BOOKS AND PERIODICALS - WMS	801.84	C	Computer
00043610	M6738878 5	20000380	820.59		
10-302-0-5420-1000-641		BOOKS - LAND TRUST-WMS	820.59	C	Computer
Total Check:			1,622.43		
0100011311	10/31/19	782469 SIGN CENTRAL			
00043611	3629	20000370	391.54		
21-704-0-0230-1000-890		WHS Student Sports Account	391.54	C	Computer
Total Check:			391.54		
0100011312	10/31/19	6955 Special Education Consulting Services			
00043612	1716	20000360	1,100.00		
10-034-0-7524-2400-340		PROF.ADMIN.SERVICES - IDEA-DO	1,100.00	C	Computer
Total Check:			1,100.00		
0100011313	10/31/19	784727 THE SHIRT STOP			
00043613	17716	20000372	87.54		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011313	10/31/19	784727 THE SHIRT STOP			
00043613	17716	20000372	87.54		
21-704-0-0261-1000-890		WHS Cheerleaders	87.54	C	Computer
Total Check:			87.54		
0100011314	10/31/19	2461 Utah High School Track Coaches Associati			
00043614	19-20	20000371	20.00		
21-704-0-0244-1000-612		WHS Track FEES	20.00	C	Computer
Total Check:			20.00		
0100011315	10/31/19	895600 VALLEY HIGH SCHOOL			
00043615	06082019001.	20000324 Baseball Trn.	300.00		
21-704-0-0232-1000-612		WHS Baseball FEES	300.00	C	Computer
Total Check:			300.00		
0100011316	10/31/19	926201 WAXIE SANITARY SUPPLY			
00043616	78646730	20000353 Kleenex for all Schools	123.66		
10-112-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-LES	123.66	C	Computer
00043616	78646730	20000353	123.66		
10-302-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-WMS	123.66	C	Computer
00043616	78646730	20000353	123.66		
10-704-0-2785-2620-680		BUILDING MAINT AND SUPPLIES-WHS	123.66	C	Computer
Total Check:			370.98		
0100011317	10/31/19	926255 WAYNE COMM HEALTH CENTER			
00043618	80681	20000385	5.07		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043618	80681	20000385	5.07		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043618	80681	20000385	24.51		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	24.51	C	Computer
00043618	80681	20000385	20.28		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043618	80681	20000385	5.07		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	5.07	C	Computer
00043619	80702	20000385	5.07		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043619	80702	20000385	5.07		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043619	80702	20000385	24.51		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	24.51	C	Computer
00043619	80702	20000385	20.28		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043619	80702	20000385	5.07		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	5.07	C	Computer
00043620	81268	20000385	5.07		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043620	81268	20000385	5.07		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	5.07	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011317	10/31/19	926255 WAYNE COMM HEALTH CENTER			
00043620	81268	20000385	24.51		
	10-302-0-7524-1000-340	PROF.SERVICES - IDEA-WMS	24.51	C	Computer
00043620	81268	20000385	20.28		
	10-704-0-0050-1000-340	PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043620	81268	20000385	5.07		
	10-704-0-7524-1000-340	PROF.SERVICES - IDEA-WHS	5.07	C	Computer
00043621	82256	20000385	5.07		
	10-112-0-7524-1000-340	PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043621	82256	20000385	5.07		
	10-302-0-0050-1000-340	PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043621	82256	20000385	24.51		
	10-302-0-7524-1000-340	PROF.SERVICES - IDEA-WMS	24.51	C	Computer
00043621	82256	20000385	20.28		
	10-704-0-0050-1000-340	PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043621	82256	20000385	5.07		
	10-704-0-7524-1000-340	PROF.SERVICES - IDEA-WHS	5.07	C	Computer
00043622	82301	20000385	5.07		
	10-112-0-7524-1000-340	PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043622	82301	20000385	5.07		
	10-302-0-0050-1000-340	PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043622	82301	20000385	24.51		
	10-302-0-7524-1000-340	PROF.SERVICES - IDEA-WMS	24.51	C	Computer
00043622	82301	20000385	20.28		
	10-704-0-0050-1000-340	PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043622	82301	20000385	5.07		
	10-704-0-7524-1000-340	PROF.SERVICES - IDEA-WHS	5.07	C	Computer
00043623	81214	20000385	5.07		
	10-112-0-7524-1000-340	PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043623	81214	20000385	5.07		
	10-302-0-0050-1000-340	PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043623	81214	20000385	24.50		
	10-302-0-7524-1000-340	PROF.SERVICES - IDEA-WMS	24.50	C	Computer
00043623	81214	20000385	20.28		
	10-704-0-0050-1000-340	PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043623	81214	20000385	5.08		
	10-704-0-7524-1000-340	PROF.SERVICES - IDEA-WHS	5.08	C	Computer
00043624	81183	20000385	9.30		
	10-112-0-7524-1000-340	PROF.SERVICES - IDEA-LES	9.30	C	Computer
00043624	81183	20000385	9.30		
	10-302-0-0050-1000-340	PROFESSIONAL SERVICES - WMS	9.30	C	Computer
00043624	81183	20000385	44.93		
	10-302-0-7524-1000-340	PROF.SERVICES - IDEA-WMS	44.93	C	Computer
00043624	81183	20000385	37.19		
	10-704-0-0050-1000-340	PROFESSIONAL SERVICES - WHS	37.19	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.	Status	Status Description
Account No / Description					
Bank No 01					
0100011317	10/31/19	926255 WAYNE COMM HEALTH CENTER			
00043624	81183	20000385	9.28		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	9.28	C	Computer
00043625	81381	20000385	5.07		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043625	81381	20000385	5.07		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043625	81381	20000385	24.51		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	24.51	C	Computer
00043625	81381	20000385	20.28		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043625	81381	20000385	5.07		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	5.07	C	Computer
00043626	81199	20000385	5.07		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043626	81199	20000385	5.07		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043626	81199	20000385	24.50		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	24.50	C	Computer
00043626	81199	20000385	20.28		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043626	81199	20000385	5.08		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	5.08	C	Computer
00043627	81292	20000385	5.07		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043627	81292	20000385	5.07		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043627	81292	20000385	24.51		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	24.51	C	Computer
00043627	81292	20000385	20.29		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	20.29	C	Computer
00043627	81292	20000385	5.06		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	5.06	C	Computer
00043628	81323	20000385	5.07		
10-112-0-7524-1000-340		PROF.SERVICES - IDEA-LES	5.07	C	Computer
00043628	81323	20000385	5.07		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	5.07	C	Computer
00043628	81323	20000385	24.50		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	24.50	C	Computer
00043628	81323	20000385	20.28		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	20.28	C	Computer
00043628	81323	20000385	5.08		
10-704-0-7524-1000-340		PROF.SERVICES - IDEA-WHS	5.08	C	Computer
00043629	80639	20000358	15.00		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	15.00	C	Computer

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 01					
0100011317	10/31/19	926255 WAYNE COMM HEALTH CENTER			
00043629	80639	20000358	30.00		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	30.00	C	Computer
00043629	80639	20000358	15.00		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	15.00	C	Computer
00043630	80674	20000358	15.00		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	15.00	C	Computer
00043630	80674	20000358	30.00		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	30.00	C	Computer
00043630	80674	20000358	15.00		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	15.00	C	Computer
00043631	80713	20000358	15.00		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	15.00	C	Computer
00043631	80713	20000358	30.00		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	30.00	C	Computer
00043631	80713	20000358	15.00		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	15.00	C	Computer
00043617	80729	20000358	15.00		
10-302-0-0050-1000-340		PROFESSIONAL SERVICES - WMS	15.00	C	Computer
00043617	80729	20000358	30.00		
10-302-0-7524-1000-340		PROF.SERVICES - IDEA-WMS	30.00	C	Computer
00043617	80729	20000358	15.00		
10-704-0-0050-1000-340		PROFESSIONAL SERVICES - WHS	15.00	C	Computer
		Total Check:	950.00		
		Total Bank:	389,705.28		
Bank No 11					
1100000157	10/28/19	39494 ANDERSON CORY			
00043538	10282019_15	20000286 Mileage Reimb. 9-10&12-19	278.40		
10-034-0-0005-2310-580		TRAVEL - BOARD	278.40	A	ACH
		Total Check:	278.40		
1100000158	10/28/19	750465 CORRI ROBINSON			
00043539	10282019_2	20000374 Reimb. for Prizes for Halloween Car	66.37		
21-302-0-2020-1000-890		WMS Activities	66.37	A	ACH
		Total Check:	66.37		
1100000159	10/28/19	4669 Colene Gardner			
00043540	10282019_14	20000273 Reimb for ACT Test	50.50		
10-704-0-5420-1000-612		SUPPLIES - TRUST LANDS-WHS	50.50	A	ACH
		Total Check:	50.50		
1100000160	10/28/19	3808 Deborah James			
00043541	10282019_13	20000279 Reimb. for ACT Test	50.50		
10-704-0-5420-1000-612		SUPPLIES - TRUST LANDS-WHS	50.50	A	ACH
		Total Check:	50.50		
1100000161	10/28/19	4839 Dwight Ellett			
00043542	10282019_7	20000351 Meal Reimb. Sept.&Oct. 2019	55.22		
10-555-0-5315-2700-580		TRAVEL - BUS DRIVERS	55.22	A	ACH
		Total Check:	55.22		

Wayne School District
 A/P Detail Check Register

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No Description	Acct Amt.		
Account No / Description					
Bank No 11					
1100000162	10/28/19	8702 Elizabeth McCoy			
00043543	10282019_8	20000352 Mileage 57.96 Meal 24.78 Reimb 10-	82.74		
10-112-0-0050-2110-580		TRAVEL - SOCIAL WORK-LES	82.74	A	ACH
		Total Check:	82.74		
1100000163	10/28/19	2828 Freedom Kezos			
00043544	10282019_10	20000317 Reimb. Card Stock & Cricket Maps	36.58		
10-302-0-5810-2220-644		LIBRARY BOOKS - LEGISLATIVE-WMS	36.58	A	ACH
		Total Check:	36.58		
1100000164	10/28/19	507 Jan O. Brown			
00043545	10282019_4	20000357 Meal Reimb. Hanksville 10-9-19	8.86		
10-112-0-1215-2200-580		TRAVEL - PRESCHOOL-LES	8.86	A	ACH
		Total Check:	8.86		
1100000165	10/28/19	4502 Jared Hallows			
00043546	10282019_11	20000301 Reimb for Girls Softball Concessio	41.10		
21-704-0-0240-1000-890		WHS Softball	41.10	A	ACH
		Total Check:	41.10		
1100000166	10/28/19	4871 Jared Jackson			
00043547	10282019_12	20000274 Reimb for ACT Test	50.50		
10-704-0-5420-1000-612		SUPPLIES - TRUST LANDS-WHS	50.50	A	ACH
		Total Check:	50.50		
1100000167	10/28/19	1597 Joan Brinkerhoff			
00043548	10282019_9	20000333 Meal Reimb. 10-2,4-19	17.59		
10-555-0-5315-2700-580		TRAVEL - BUS DRIVERS	17.59	A	ACH
		Total Check:	17.59		
1100000168	10/28/19	104495 MARY BRAY			
00043549	10282019_3	20000368 Mileage,Meal,Motel Reimb 10-23-19	189.57		
10-704-0-0050-2400-580		TRAVEL - PRINCIPAL-WHS	189.57	A	ACH
		Total Check:	189.57		
1100000169	10/28/19	942585 MICHELLE BROWN			
00043550	10282019_1	20000373 Meal Reimb for Meeting in Richfiel	12.15		
10-112-0-0050-2200-580		TRAVEL - TEACHERS-LES	12.15	A	ACH
		Total Check:	12.15		
1100000170	10/28/19	846150 NED H. TAYLOR			
00043551	10282019_6	20000367 Meal Reimb. 10-21-19	20.56		
10-555-0-5315-2700-580		TRAVEL - BUS DRIVERS	20.56	A	ACH
		Total Check:	20.56		
1100000171	10/28/19	98244 Nicole Shields			
00043552	10282019_16	20000175 Reimb. for Class Supplies	90.42		
10-112-0-5868-1000-612		SUPPLIES - TEACHER LEGISLATIVE-LES	90.42	A	ACH
		Total Check:	90.42		
1100000172	10/28/19	3794 Phyl Morrill			
00043553	10282019_5	20000369 Meal Reimb. 10-8-19	15.99		
10-555-0-5315-2700-580		TRAVEL - BUS DRIVERS	15.99	A	ACH
		Total Check:	15.99		
1100000173	10/28/19	8737 Tyler Newton			
00043554	10282019_17	20000269 Mileage Reimb. Sept. 12-14	52.08		

Check Key	Date Paid	Vendor No / Vendor Name	Amount Paid	Status	Status Description
Claim No	Invoice No	PO No	Description	Acct Amt.	Status Description
Account No / Description			Acct Amt.	Status	Status Description
Bank No 11					
1100000173	10/28/19	8737	Tyler Newton		
00043554	10282019_17	20000269	Mileage Reimb. Sept. 12-14	52.08	
10-034-0-0005-2500-580			TRAVEL - BUSINESS ADMIN	52.08	A ACH
			Total Check:	52.08	
			Total Bank:	1,119.13	
			Total Computer Checks (Including Voids)	389,705.28	
			Total Manual Checks (Including Voids)	.00	
			Total ACH Checks (Including Voids)	1,119.13	
			Total Other Checks (Including Voids)	.00	
			Total Electronic Checks (Including Voids)	.00	
			Total Computer Voids	.00	
			Total Manual Voids	.00	
			Total ACH Voids	.00	
			Total Other Voids	.00	
			Total Electronic Voids	.00	
			Grand Total:	390,824.41	
			Number of Checks:	110	

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² Claims may only be filed against posted and settled transactions subject to dollar limits and subsequent verification, including providing all requested information supporting fraudulent use claim. Refer to your Business Card Agreement for further details.

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Fund 51 - School Lunch

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Revenues							
State/Federal Funding	140,572	136,853	118,339	117,311	109,557	109,000	18,859
Local Revenue	47,786	42,415	41,191	45,167	41,408	41,000	8,253
Fund transfer	35,500	26,000	25,000	35,000	55,355	54,000	0
Total	223,858	205,268	184,530	197,478	206,320	204,000	27,112
Expenditures							
Salaries & Benefits	118,112	107,614	98,584	107,712	111,092	116,400	28,504
Food	79,147	82,746	79,715	73,817	74,644	74,500	15,295
Other	26,345	14,371	5,626	14,366	20,584	13,100	3,397
Total	223,604	204,731	183,925	195,895	206,320	204,000	47,196

Fund 32 - Capital Outlay

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Revenues							
State/Local Funding	242,025	504,204	561,516	553,647	581,411	573,800	56,708
Expenditures	259,933	109,384	165,941	61,229	11,366	1,350,000	95,714
Transfer (debt pmt)	265,980						
Total	(283,888)	394,820	395,575	492,418	570,045	(776,200)	(39,006)

Budget includes \$750k for WHS and WMS locker room remodel, \$500k for energy audit, and \$100k for carryover. Budgeted \$50k from general for carpet and summer projects (one-time purposes, normally budgeted from capital).

Fund 10 - Restricted Programs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Special Ed (State & Federal)							
Revenues - State	258,966	213,903	241,206	265,841	318,198	339,000	77,497
Revenues - Federal	145,343	105,766	105,676	137,199	133,731	91,000	0
Total	404,309	319,669	346,882	403,040	451,929	430,000	77,497
Expenditures - State	193,687	211,410	241,206	265,841	318,198	339,000	59,615
Expenditures - Federal	145,343	105,766	105,676	137,199	133,731	91,000	25,103
Total	339,030	317,176	346,882	403,040	451,929	430,000	84,718
Total	65,279	2,493	0	0	0	0	(7,221)

State carryover from FY18 \$153,865 & Federal unspent from FY18 \$42,027

We should be done with extra carryover funds this year (FY20) and will have to make some expected cuts for FY21 to get back to our normal

Fund 10 - Restricted Programs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Preschool (State, Federal, Upstart)							
Revenues - State	26,212	27,271	20,680	22,779	23,685	25,900	8,654
Revenues - Local	0	3,600	7,275	5,450	6,225	5,200	1,555
Revenues - Transfer from	8,000	2,200	0	0	10,138	23,800	0
Revenues - Federal	5,036	2,651	6,920	5,764	5,179	5,100	0
Revenues - Upstart	17,781	18,153	38,049	33,788	16,465	0	0
Total	57,029	53,875	72,924	67,781	61,692	60,000	10,209
Expenditures - State	38,034	32,993	27,955	28,229	40,048	54,900	8,050
Expenditures - Federal	5,353	2,651	6,920	5,764	5,179	5,100	2,051
Expenditures - Upstart	17,781	18,153	38,049	33,788	16,465	0	0
Total	61,168	53,797	72,924	67,781	61,692	60,000	10,101
Total	(4,139)	78	0	0	0	0	108

State carryover from FY18 \$18,695 & Federal unspent from FY18 \$0 & UPSTART unspent from FY18 \$16,465
 Upstart funding ended, requiring more local supplement for preschool, but basically just back to before we got Upstart funds.

Fund 10 - Misc. Restricted Programs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Transportation							
Revenues	510,267	331,387	485,779	312,644	367,637	436,030	65,404
Expenses	510,267	331,387	485,779	312,644	367,637	436,030	173,123
Total	0	0	0	0	0	0	(107,719)

bus we purchase in FY20 and pay the second half during FY21. The budget for FY20 is higher, but only due to the bus grant, it's no overall difference to the district (from our budgeted \$50k per year). This will put us 'ahead' one year though, so we won't need to purchase a new bus in FY21 but we could use those funds to help purchase a new suburban if we want.

CTE							
Revenues	446,488	386,758	459,888	476,156	496,418	476,650	111,914
Expenses	446,488	386,758	459,888	476,156	496,418	476,650	65,258
Total	0	0	0	0	0	0	46,656

Carryover of \$4,626 which is great considering the size of the program.
 No issues.

Adult Ed							
Revenues	20,621	22,003	28,103	26,719	16,836	38,800	10,608
Expenses	20,048	22,003	28,103	26,719	16,836	38,800	4,696
Total	573	0	0	0	0	0	5,912

Too much carryover \$7,175 and it grew after FY19 also due to no staff for the second half of the school year.
 Too much carryover. No options really to spend it though, so we could possibly lose it, we'll have to wait and see.

Fund 10 - Misc. Restricted Programs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Class Size Reduction							
Revenues			88,759	89,706	89,996	93,400	31,139
Expenses			88,759	89,706	89,996	93,400	15,666
Total			0	0	0	0	15,473

No Issues

Gifted/Talented

Revenues	2,143	0	0	1,623	0	13,000	0
Expenses		0	0	1,623	0	13,000	0
Total	2,143	0	0	0	0	0	0

We still have about 4 years of carryover (\$11,682), but spent some for the coding camp last summer.

Concurrent Enrollment

Revenues	24,169	12,439	29,497	36,649	27,410	25,100	8,398
Expenses	30,115	12,439	29,497	36,649	27,410	25,100	7,771
Total	(5,946)	0	0	0	0	0	627

No Issues.

At Risk

Revenues	78,453	84,034	118,751	75,679	103,265	129,100	43,095
Expenses	84,639	84,034	118,751	75,679	103,265	129,100	18,695
Total	(6,186)	0	0	0	0	0	24,400

More money for FY20, using it to pay for double blocking classes.

School Nurse

Revenues			17,383	17,383	17,383	17,384	1,236
Expenses			17,383	17,383	17,383	17,384	0
Total			0	0	0	0	1,236

No issues.

Drivers Education

Revenues	16,220	41,924	16,876	16,260	35,429	19,300	4,105
Expenses	16,220	41,924	16,876	16,260	35,429	19,300	2,016
Total	0	0	0	0	0	0	2,089

No issues, budget to use general monies, consistent with prior years.

Fund 10 - Misc. Restricted Programs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Early Intervention/Ext. Day Kindergarten							
Revenues	34,653	45,771	33,187	39,811	37,325	37,300	0
Expenses	42,552	45,771	33,187	39,811	37,325	37,300	6,245
Total	(7,899)	0	0	0	0	0	(6,245)
No issues							
Digital Teaching and Learning							
Revenues			28,776	22,867	44,961	65,000	0
Expenses			28,776	22,867	44,961	65,000	19,983
Total			0	0	0	0	(19,983)
Large funding increase for this year, budgeting to use it for incentives for teachers to increase use of technology.							
Suicide Prevention							
Revenues				2,025	3,500	0	0
Expenses				2,025	3,500	0	1,975
Total				0	0	0	(1,975)
No issues.							
Evaluation and Assessment/UPASS							
Revenues	11,810	11,145	17,732	0	0	0	0
Expenses	6,398	11,145	17,732	0	0	0	0
Total	5,412	0	0	0	0	0	0
No issues. Program ended.							
K-3 Reading							
Revenues	80,603	70,187	101,731	75,621	76,314	79,400	13,368
Expenses	81,425	70,187	101,731	75,621	76,314	79,400	14,217
Total	(822)	0	0	0	0	0	(849)
No issues							
Teacher Salary Supplement Program							
Revenues				4,876	7,280	5,500	0
Expenses				4,876	7,280	5,500	0
Total	0	0	0	0	0	0	0
No issues							
State Capitol Field Trips							
Revenues				2,182	1,420	1,400	0
Expenses				2,182	1,420	1,400	0
Total	0	0	0	0	0	0	0
No issues							
Legislative Library Books							
Revenues			1,076	1,339	1,219	1,284	429
Expenses			1,076	1,339	1,219	1,284	37
Total			0	0	0	0	392
No issues.							
Teacher Supplies							
Revenues	6,388	7,779	6,986	6,217	8,182	8,250	4,499
Expenses	5,415	7,779	6,986	6,217	8,182	8,250	861
Total	973	0	0	0	0	0	3,638
No issues.							

Fund 10 - Misc. Restricted Programs

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Educator Salary Adjustments							
Revenues	201,777	193,167	181,700	185,942	190,368	199,000	57,553
Expenses	201,777	193,167	181,700	185,942	190,368	199,000	31,952
Total	0	0	0	0	0	0	25,601

No issues.

USTAR							
Revenues				25,604	29,751	32,100	0
Expenses				25,604	29,751	32,100	7,073
Total				0	0	0	(7,073)

No issues.

FY20 is the last year of the 3 year grant. We plan to reapply though.

BTS Arts Program							
Revenues		16,331	4,610	8,527	15,801	36,900	0
Expenses		16,331	4,610	8,527	15,801	36,900	6,132
Total		0	0	0	0	0	(6,132)

Paying part of teachers salary from it this year (Libby).

STEM Action Grant							
Revenues				19,209	8,116	0	0
Expenses				19,209	8,116	0	0
Total				0	0	0	0

Not budgeted, depends on usage.

Title I							
Revenues	136,220	249,069	115,044	105,468	109,321	108,000	79,242
Expenses	136,220	254,840	115,044	105,468	109,321	108,000	17,561
Total	0	(5,771)	0	0	0	0	61,681

No issues.

Title II							
Revenues	39,984	9,777	12,806	35,296	17,694	32,000	0
Expenses	39,984	9,777	12,806	35,296	17,694	32,000	0
Total	0	0	0	0	0	0	0

No issues. Will use for tuition reimbursement and additional professional development.

Land Trust							
Revenues	114,678	126,487	128,334	180,815	210,960	234,048	227,673
Expenses	163,733	126,487	128,334	180,815	210,960	234,048	34,046
Total	(49,055)	0	0	0	0	0	193,627

No issues.

Fund 10 - General Funds

	2016-2017 Budget	2016-2017 Actual	2017-2018	2018-2019	2019-2020 Budget	2019-2020 Actual
Revenues	3,724,223	3,648,751	3,731,779	4,300,052	4,212,600	1,139,817
Expenditures	3,563,130	3,308,842	3,447,383	3,904,617	4,212,600	968,224
General Funds Difference	161,093	339,909	284,396	395,435	0	171,593

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Account No/ Description	Adjusted Budget	Encumbrance	Actual Period	Actual YTD	Available Balance	Percent
81 Revenues						
10-034-0-5310-3200-999 STATE MSP - FLEXIBLE ALLOCATION-WPU	10,245.88	.00	3,422.65	3,422.65	6,823.23	33.41
10-034-0-5455-3600-999 STATE MSP - VOTED LOCAL LEVY GUARANTEE	229,631.00	.00	76,561.17	76,561.17	153,069.83	33.34
10-034-0-5460-3600-999 STATE MSP - BOARD LOCAL LEVY GUARANTEE	41,381.00	.00	13,798.99	13,798.99	27,582.01	33.35
10-034-0-7380-4300-999 FEDERAL - ERATE	5,000.00	.00	.00	.00	5,000.00	.00
10-034-0-7699-4100-999 FEDERAL - RURAL SCHOOLS ACHIEVEMENT	28,836.00	.00	28,836.00	28,836.00	.00	100.00
10-030-0-9999-1110-999 PROPERTY TAX	-186,306.00	.00	.00	.00	-186,306.00	.00
10-030-0-9999-1114-999 PROPERTY TAX	-174,118.00	.00	.00	.00	-174,118.00	.00
10-034-0-9999-1110-999 PROPERTY TAX-BASIC	559,000.00	.00	558.50	558.50	558,441.50	.10
10-034-0-9999-1111-999 PROPERTY TAX REDEMPT-BASIC	15,000.00	.00	2,547.93	2,547.93	12,452.07	16.99
10-034-0-9999-1112-999 PROPERTY TAX-VOTED LEVY	464,000.00	.00	447.21	447.21	463,552.79	.10
10-034-0-9999-1113-999 PROPERTY TAX REDEMPT-VOTED LEVY	13,000.00	.00	2,040.19	2,040.19	10,959.81	15.69
10-034-0-9999-1114-999 PROPERTY TAX-BOARD LEVY	135,000.00	.00	134.50	134.50	134,865.50	.10
10-034-0-9999-1115-999 PROPERTY TAX REDEMPT-BOARD LEVY	4,000.00	.00	613.59	613.59	3,386.41	15.34
10-034-0-9999-1160-999 PROPERTY TAX-FILT-BASIC	74,000.00	.00	11,421.25	11,421.25	62,578.75	15.43
10-034-0-9999-1162-999 PROPERTY TAX-FILT-VOTED LEVY	61,000.00	.00	9,145.25	9,145.25	51,854.75	14.99
10-034-0-9999-1164-999 PROPERTY TAX-FILT-BOARD LEVY	18,000.00	.00	2,750.45	2,750.45	15,249.55	15.28
10-034-0-9999-1510-999 LOCAL - INTEREST	85,000.00	.00	23,081.67	23,081.67	61,918.33	27.15
10-034-0-9999-1980-999 OTHER MISC. REVENUE	61,556.00	.00	.00	.00	61,556.00	.00
10-034-0-9999-1990-999 LOCAL - MISC. REVENUES	35,000.00	.00	37,243.69	37,243.69	-2,243.69	106.41
10-034-0-9999-3010-999 STATE MSP - K-12	857,805.00	.00	613,126.15	613,126.15	244,678.85	71.48
10-034-0-9999-3013-999 State MSP Foreign Exchange	.00	.00	1,177.33	1,177.33	-1,177.33	.00
10-034-0-9999-3015-999 STATE MSP - NEC. EXISTENT SMALL SCHOOLS	1,271,621.00	.00	211,936.95	211,936.95	1,059,684.05	16.67
10-034-0-9999-3020-999 STATE MSP - PROFESSIONAL STAFF	270,300.00	.00	45,049.98	45,049.98	225,250.02	16.67
10-034-0-9999-3025-999 STATE MSP - ADMIN COSTS	335,540.00	.00	55,923.34	55,923.34	279,616.66	16.67
81 Revenues	4,214,491.88	.00	1,139,816.79	1,139,816.79	3,074,675.09	27.05
91 Expenditures						
10-034-0-0005-2230-184 Salaries - Technology	70,100.00	.00	23,677.92	23,677.92	46,422.08	33.78
10-034-0-0005-2230-210 State Retirement	12,100.00	.00	3,638.96	3,638.96	8,461.04	30.07
10-034-0-0005-2230-220 FICA Payroll Taxes	5,400.00	.00	1,789.95	1,789.95	3,610.05	33.15
10-034-0-0005-2230-240 Insurance Benefits	24,400.00	.00	7,884.00	7,884.00	16,516.00	32.31
10-034-0-0005-2230-270 Workers Compensation Insurance	500.00	.00	355.00	355.00	145.00	71.00

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91 Expenditures						
10-034-0-0005-2230-310 ADMIN.SERVICES - TECHNOLOGY-DO	8,000.00	.00	2,125.98	2,125.98	5,874.02	26.57
10-034-0-0005-2230-580 TRAVEL - TECHNOLOGY-DO	4,000.00	.00	844.85	844.85	3,155.15	21.12
10-034-0-0005-2230-610 SUPPLIES - TECHNOLOGY-DO	500.00	.00	9.29	9.29	490.71	1.86
10-034-0-0005-2230-650 TECH.SUPPLIES - TECHNOLOGY-DO	5,000.00	.00	1,513.20	1,513.20	3,486.80	30.26
10-034-0-0005-2230-670 SOFTWARE - TECHNOLOGY-DO	17,000.00	.00	11,350.46	11,350.46	5,649.54	66.77
10-034-0-0005-2230-730 EQUIPMENT - TECHNOLOGY-DO	1,000.00	.00	.00	.00	1,000.00	.00
10-034-0-0005-2310-111 Salaries - Board Members	27,500.00	.00	13,928.00	13,928.00	13,572.00	50.65
10-034-0-0005-2310-220 FICA Payroll Taxes	2,100.00	.00	1,057.28	1,057.28	1,042.72	50.35
10-034-0-0005-2310-240 Insurance Benefits	89,700.00	.00	29,454.00	29,454.00	60,246.00	32.84
10-034-0-0005-2310-270 Workers Compensation Insurance	200.00	.00	139.00	139.00	61.00	69.50
10-034-0-0005-2310-310 ADMIN.SERVICES - BOARD	500.00	.00	.00	.00	500.00	.00
10-034-0-0005-2310-580 TRAVEL - BOARD	33,000.00	.00	5,204.72	5,204.72	27,795.28	15.77
10-034-0-0005-2310-810 DUES AND FEES - BOARD	3,800.00	.00	3,789.00	3,789.00	11.00	99.71
10-034-0-0005-2310-890 MISCELLANEOUS - BOARD	2,000.00	.00	633.72	633.72	1,366.28	31.69
10-034-0-0005-2316-340 PROF.SERVICES - AUDIT	15,000.00	.00	14,900.00	14,900.00	100.00	99.33
10-034-0-0005-2320-112 Salaries - Superintendent	70,800.00	.00	24,378.00	24,378.00	46,422.00	34.43
10-034-0-0005-2320-210 State Retirement	15,700.00	.00	5,219.36	5,219.36	10,480.64	33.24
10-034-0-0005-2320-220 FICA Payroll Taxes	5,500.00	.00	1,864.90	1,864.90	3,635.10	33.91
10-034-0-0005-2320-240 Insurance Benefits	500.00	.00	.00	.00	500.00	.00

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91 Expenditures						
10-034-0-0005-2320-270 Workers Compensation Insurance	500.00	.00	358.00	358.00	142.00	71.60
10-034-0-0005-2320-310 PROF.SERVICES - EXECUTIVE ADMIN	500.00	.00	.00	.00	500.00	.00
10-034-0-0005-2320-540 ADVERTISING - PUBLIC NOTICES	5,000.00	82.20	1,350.80	1,350.80	3,567.00	28.66
10-034-0-0005-2320-580 TRAVEL - SUPERINTENDENT	8,000.00	.00	1,721.67	1,721.67	6,278.33	21.52
10-034-0-0005-2320-610 SUPPLIES - SUPERINTENDENT	2,000.00	.00	1,417.85	1,417.85	582.15	70.89
10-034-0-0005-2320-810 DUES AND FEES - SUPERINTENDENT	1,900.00	.00	1,933.00	1,933.00	-33.00	101.74
10-034-0-0005-2320-890 MISCELLANEOUS - EXECUTIVE ADMIN	2,000.00	.00	619.83	619.83	1,380.17	30.99
10-034-0-0005-2500-114 Salaries - Business Administrator	77,000.00	.00	33,274.60	33,274.60	43,725.40	43.21
10-034-0-0005-2500-210 State Retirement	15,500.00	.00	6,609.64	6,609.64	8,890.36	42.64
10-034-0-0005-2500-220 FICA Payroll Taxes	5,900.00	.00	1,983.53	1,983.53	3,916.47	33.62
10-034-0-0005-2500-240 Insurance Benefits	24,700.00	.00	7,836.00	7,836.00	16,864.00	31.72
10-034-0-0005-2500-270 Workers Compensation Insurance	450.00	.00	390.00	390.00	60.00	86.67
10-034-0-0005-2500-290 Other Employee Benefits - Wellness Init	3,692.00	.00	2,563.22	2,563.22	1,128.78	69.43
10-034-0-0005-2500-291 Other Employee Benefits - Misc.	.00	.00	125.00	125.00	-125.00	.00
10-034-0-0005-2500-340 PROF.SERV - HIRING AND STAFFING	3,500.00	.00	677.50	677.50	2,822.50	19.36
10-034-0-0005-2500-349 LEGAL SERVICES - SUPPORT SERVICES	6,000.00	.00	68.00	68.00	5,932.00	1.13
10-034-0-0005-2500-580 TRAVEL - BUSINESS ADMIN	3,000.00	.00	1,147.85	1,147.85	1,852.15	38.26
10-034-0-0005-2500-610 SUPPLIES - DO STAFF	3,000.00	.00	424.99	424.99	2,575.01	14.17
10-034-0-0005-2500-670 SOFTWARE - BUSINESS ADMIN	9,000.00	.00	2,000.00	2,000.00	7,000.00	22.22

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91 Expenditures						
10-034-0-0005-2500-810 DUES AND FEES - BUSINESS ADMINISTRATOR	1,000.00	.00	205.00	205.00	795.00	20.50
10-034-0-0005-2500-890 MISCELLANEOUS - BUSINESS ADMIN	100.00	.00	.00	.00	100.00	.00
10-034-0-0005-2590-152 Salaries - Clerical	57,000.00	.00	22,479.39	22,479.39	34,520.61	39.44
10-034-0-0005-2590-210 State Retirement	13,400.00	.00	5,069.14	5,069.14	8,330.86	37.83
10-034-0-0005-2590-220 FICA Payroll Taxes	4,700.00	.00	1,701.98	1,701.98	2,998.02	36.21
10-034-0-0005-2590-240 Insurance Benefits	19,600.00	.00	4,327.50	4,327.50	15,272.50	22.08
10-034-0-0005-2590-270 Workers Compensation Insurance	350.00	.00	289.00	289.00	61.00	82.57
10-034-0-0005-2590-550 PRINTING - DO	2,000.00	1,672.01	327.99	327.99	.00	100.00
10-034-0-0005-2590-580 TRAVEL - CLERICAL STAFF	500.00	.00	.00	.00	500.00	.00
10-034-0-0005-2590-610 SUPPLIES - SUPPORT SERVICES	500.00	.00	54.73	54.73	445.27	10.95
10-034-0-0005-2590-890 MISCELLANEOUS - SUPPORT SERVICES	500.00	.00	.00	.00	500.00	.00
10-108-0-0050-1000-131 Salaries - Teachers	60,819.00	.00	10,053.82	10,053.82	50,765.18	16.53
10-112-0-0050-1000-131 Salaries - Teachers	339,602.88	.00	66,752.36	66,752.36	272,850.52	19.66
10-302-0-0050-1000-131 Salaries - Teachers	339,468.00	.00	76,266.04	76,266.04	263,201.96	22.47
10-704-0-0050-1000-131 Salaries - Teachers	336,787.00	.00	47,603.09	47,603.09	289,183.91	14.13
10-108-0-0050-1000-132 Salaries - Substitute	1,000.00	.00	34.20	34.20	965.80	3.42
10-112-0-0050-1000-132 Salaries - Substitute	8,000.00	.00	1,314.36	1,314.36	6,685.64	16.43
10-302-0-0050-1000-132 Salaries - Substitute	8,000.00	.00	1,535.81	1,535.81	6,464.19	19.20
10-704-0-0050-1000-132 Salaries - Substitute	7,000.00	.00	543.42	543.42	6,456.58	7.76
10-108-0-0050-1000-161 Salaries - Aides	10,500.00	.00	1,399.13	1,399.13	9,100.87	13.33
10-108-0-0050-1000-210 State Retirement	13,538.00	.00	2,363.80	2,363.80	11,174.20	17.46
10-112-0-0050-1000-210 State Retirement	86,260.00	.00	15,254.98	15,254.98	71,005.02	17.68
10-302-0-0050-1000-210 State Retirement	72,063.00	.00	11,148.81	11,148.81	60,914.19	15.47
10-704-0-0050-1000-210 State Retirement	65,939.00	.00	9,376.40	9,376.40	56,562.60	14.22
10-108-0-0050-1000-220 FICA Payroll Taxes	5,510.00	.00	830.77	830.77	4,679.23	15.08

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91 Expenditures						
10-112-0-0050-1000-220 FICA Payroll Taxes	30,180.00	.00	5,070.68	5,070.68	25,109.32	16.80
10-302-0-0050-1000-220 FICA Payroll Taxes	26,125.00	.00	5,883.27	5,883.27	20,241.73	22.52
10-704-0-0050-1000-220 FICA Payroll Taxes	23,418.00	.00	3,641.04	3,641.04	19,776.96	15.55
10-108-0-0050-1000-240 Insurance Benefits	23,311.00	.00	3,910.22	3,910.22	19,400.78	16.77
10-112-0-0050-1000-240 Insurance Benefits	148,384.00	.00	24,953.56	24,953.56	123,430.44	16.82
10-302-0-0050-1000-240 Insurance Benefits	83,214.00	.00	12,244.35	12,244.35	70,969.65	14.71
10-704-0-0050-1000-240 Insurance Benefits	94,274.00	.00	15,770.05	15,770.05	78,503.95	16.73
10-108-0-0050-1000-270 Workers Compensation Insurance	650.00	.00	457.00	457.00	193.00	70.31
10-112-0-0050-1000-270 Workers Compensation Insurance	4,300.00	.00	4,021.00	4,021.00	279.00	93.51
10-302-0-0050-1000-270 Workers Compensation Insurance	2,800.00	.00	2,617.00	2,617.00	183.00	93.46
10-704-0-0050-1000-270 Workers Compensation Insurance	4,400.00	.00	3,929.00	3,929.00	471.00	89.30
10-108-0-0050-1000-340 PROFESSIONAL SERVICES - HES	500.00	.00	.00	.00	500.00	.00
10-112-0-0050-1000-340 PROFESSIONAL SERVICES - LES	500.00	.00	.00	.00	500.00	.00
10-302-0-0050-1000-340 PROFESSIONAL SERVICES - WMS	1,000.00	.00	120.00	120.00	880.00	12.00
10-704-0-0050-1000-340 PROFESSIONAL SERVICES - WHS	2,000.00	.00	300.00	300.00	1,700.00	15.00
10-108-0-0050-1000-550 PRINTING - INSTRUCTION-HES	2,000.00	1,625.16	374.84	374.84	.00	100.00
10-112-0-0050-1000-550 PRINTING - INSTRUCTION-LES	5,000.00	4,744.43	631.06	631.06	-375.49	107.51
10-302-0-0050-1000-550 PRINTING - INSTRUCTION-WMS	4,000.00	2,909.55	1,090.45	1,090.45	.00	100.00
10-704-0-0050-1000-550 PRINTING - INSTRUCTION-WHS	6,000.00	3,789.26	2,210.74	2,210.74	.00	100.00
10-108-0-0050-1000-612 SUPPLIES - INSTRUCTION-HES	1,480.40	.00	190.91	190.91	1,289.49	12.90
10-112-0-0050-1000-612 SUPPLIES - INSTRUCTION-LES	-6,672.27	27.60	241.46	241.46	-6,941.33	-4.03
10-302-0-0050-1000-612 SUPPLIES - INSTRUCTION-WMS	4,191.23	.00	981.10	981.10	3,210.13	23.41
10-704-0-0050-1000-612 SUPPLIES - INSTRUCTION-WHS	5,060.03	.00	1,186.47	1,186.47	3,873.56	23.45
10-108-0-0050-1000-641 BOOKS AND PERIODICALS - HES	846.64	.00	15.90	15.90	830.74	1.88
10-112-0-0050-1000-641 BOOKS AND PERIODICALS - LES	23,475.85	.00	308.04	308.04	23,167.81	1.31
10-302-0-0050-1000-641 BOOKS AND PERIODICALS - WMS	1,050.53	248.69	801.84	801.84	.00	100.00
10-704-0-0050-1000-641 BOOKS AND PERIODICALS - WHS	1,942.67	.00	.00	.00	1,942.67	.00
10-108-0-0050-1000-650 TECHNOLOGY SUPPLIES - HES	3,635.59	.00	2,588.24	2,588.24	1,047.35	71.19
10-112-0-0050-1000-650 TECHNOLOGY SUPPLIES - LES	6,252.42	.00	3,524.91	3,524.91	2,727.51	56.38
10-302-0-0050-1000-650 TECHNOLOGY SUPPLIES - WMS	2,117.69	.00	888.69	888.69	1,229.00	41.97
10-704-0-0050-1000-650 TECHNOLOGY SUPPLIES - WHS	5,833.59	.00	4,142.15	4,142.15	1,691.44	71.01
10-108-0-0050-1000-730 EQUIPMENT - INSTRUCTION-HES	1.00	.00	.00	.00	1.00	.00
10-112-0-0050-1000-730 EQUIPMENT - INSTRUCTION-LES	1.00	.00	.00	.00	1.00	.00
10-302-0-0050-1000-730 EQUIPMENT - INSTRUCTION-WMS	1.00	.00	.00	.00	1.00	.00
10-704-0-0050-1000-730 EQUIPMENT - INSTRUCTION-WHS	1.00	.00	.00	.00	1.00	.00

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91 Expenditures						
10-704-0-0050-1000-870 Indirect Costs	-47,600.00	.00	.00	.00	-47,600.00	.00
10-108-0-0050-1000-890 MISCELLANEOUS - INSTRUCTION-HES	1.00	.00	.00	.00	1.00	.00
10-112-0-0050-1000-890 MISCELLANEOUS - INSTRUCTION-LES	1.00	.00	.00	.00	1.00	.00
10-302-0-0050-1000-890 MISCELLANEOUS - INSTRUCTION-WMS	1.00	.00	.00	.00	1.00	.00
10-704-0-0050-1000-890 MISCELLANEOUS - INSTRUCTION-WHS	1.00	.00	.00	.00	1.00	.00
10-112-0-0050-2110-141 Salaries - Social Worker	23,900.00	.00	8,811.66	8,811.66	15,088.34	36.87
10-302-0-0050-2110-141 Salaries - Social Worker	23,900.00	.00	4,249.16	4,249.16	19,650.84	17.78
10-704-0-0050-2110-141 Salaries - Social Worker	9,437.00	.00	.00	.00	9,437.00	.00
10-112-0-0050-2110-210 State Retirement	5,300.00	.00	1,934.84	1,934.84	3,365.16	36.51
10-302-0-0050-2110-210 State Retirement	5,300.00	.00	832.66	832.66	4,467.34	15.71
10-704-0-0050-2110-210 State Retirement	2,435.00	.00	.00	.00	2,435.00	.00
10-112-0-0050-2110-220 FICA Payroll Taxes	1,900.00	.00	659.12	659.12	1,240.88	34.69
10-302-0-0050-2110-220 FICA Payroll Taxes	1,900.00	.00	318.16	318.16	1,581.84	16.75
10-704-0-0050-2110-220 FICA Payroll Taxes	902.00	.00	.00	.00	902.00	.00
10-112-0-0050-2110-240 Insurance Benefits	12,300.00	.00	3,990.00	3,990.00	8,310.00	32.44
10-302-0-0050-2110-240 Insurance Benefits	12,200.00	.00	1,995.00	1,995.00	10,205.00	16.35
10-704-0-0050-2110-240 Insurance Benefits	4,013.00	.00	.00	.00	4,013.00	.00
10-112-0-0050-2110-340 PROF.SERVICES - SOCIAL WORK-LES	1,000.00	.00	.00	.00	1,000.00	.00
10-112-0-0050-2110-580 TRAVEL - SOCIAL WORK-LES	1,000.00	.00	153.98	153.98	846.02	15.40
10-112-0-0050-2110-612 SUPPLIES - SOCIAL WORK-LES	250.00	.00	.00	.00	250.00	.00
10-302-0-0050-2110-612 SUPPLIES - SOCIAL WORK-WMS	250.00	.00	.00	.00	250.00	.00
10-704-0-0050-2120-142 Salaries - Guidance Personnel	38,300.00	.00	6,541.64	6,541.64	31,758.36	17.08
10-704-0-0050-2120-161 Salaries - Aides - Guidance	9,700.00	.00	1,875.60	1,875.60	7,824.40	19.34
10-704-0-0050-2120-210 State Retirement	10,700.00	.00	1,994.04	1,994.04	8,705.96	18.64
10-704-0-0050-2120-220 FICA Payroll Taxes	3,700.00	.00	643.92	643.92	3,056.08	17.40
10-704-0-0050-2120-240 Insurance Benefits	14,500.00	.00	2,476.79	2,476.79	12,023.21	17.08
10-704-0-0050-2120-580 TRAVEL - COUSELOR-WHS	500.00	.00	184.04	184.04	315.96	36.81

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91 Expenditures						
10-704-0-0050-2120-612 SUPPLIES - COUNSELING-WHS	500.00	.00	20.89	20.89	479.11	4.18
10-034-0-0050-2200-240 Insurance Benefits	18,000.00	.00	4,781.26	4,781.26	13,218.74	26.56
10-034-0-0050-2200-340 PROFESSIONAL SERVICES - DO	.00	.00	425.00	425.00	-425.00	.00
10-108-0-0050-2200-580 TRAVEL - TEACHERS-HES	500.00	.00	55.60	55.60	444.40	11.12
10-112-0-0050-2200-580 TRAVEL - TEACHERS-LES	3,500.00	.00	12.15	12.15	3,487.85	.35
10-302-0-0050-2200-580 TRAVEL - TEACHERS-WMS	2,500.00	.00	.00	.00	2,500.00	.00
10-704-0-0050-2200-580 TRAVEL - TEACHERS-WHS	3,500.00	.00	263.18	263.18	3,236.82	7.52
10-034-0-0050-2200-612 SUPPLIES - Instruction - DO	1,000.00	.00	2,210.33	2,210.33	-1,210.33	221.03
10-034-0-0050-2200-641 BOOKS - DO	20,000.00	907.56	405.21	405.21	18,687.23	6.56
10-034-0-0050-2200-670 SOFTWARE - INSTRUCTION-DO	2,800.00	.00	.00	.00	2,800.00	.00
10-034-0-0050-2200-730 EQUIPMENT - INSTRUCTION-DO	19,730.94	.00	.00	.00	19,730.94	.00
10-034-0-0050-2210-115 Salaries - Curriculum Supervisor	16,400.00	.00	5,084.32	5,084.32	11,315.68	31.00
10-034-0-0050-2210-210 State Retirement	3,650.00	.00	1,204.50	1,204.50	2,445.50	33.00
10-034-0-0050-2210-220 FICA Payroll Taxes	1,250.00	.00	388.95	388.95	861.05	31.12
10-034-0-0050-2210-240 Insurance Benefits	100.00	.00	.00	.00	100.00	.00
10-108-0-0050-2220-162 Salaries - Media	3,400.00	.00	1,551.84	1,551.84	1,848.16	45.64
10-112-0-0050-2220-162 Salaries - Media	6,500.00	.00	849.49	849.49	5,650.51	13.07
10-302-0-0050-2220-162 Salaries - Media	4,600.00	.00	398.56	398.56	4,201.44	8.66
10-704-0-0050-2220-162 Salaries - Media	6,900.00	.00	1,208.84	1,208.84	5,691.16	17.52
10-108-0-0050-2220-210 State Retirement	800.00	.00	154.88	154.88	645.12	19.36
10-704-0-0050-2220-210 State Retirement	.00	.00	286.37	286.37	-286.37	.00
10-108-0-0050-2220-220 FICA Payroll Taxes	300.00	.00	118.69	118.69	181.31	39.56
10-112-0-0050-2220-220 FICA Payroll Taxes	500.00	.00	64.99	64.99	435.01	13.00
10-302-0-0050-2220-220 FICA Payroll Taxes	400.00	.00	30.49	30.49	369.51	7.62
10-704-0-0050-2220-220 FICA Payroll Taxes	500.00	.00	92.48	92.48	407.52	18.50

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91 Expenditures						
10-034-0-0050-2220-310 ADMIN.SERVICES - MEDIA-DO	650.00	.00	.00	.00	650.00	.00
10-108-0-0050-2220-644 LIBRARY BOOKS - HES	379.09	.00	.00	.00	379.09	.00
10-112-0-0050-2220-644 LIBRARY BOOKS - LES	1,987.75	.00	476.55	476.55	1,511.20	23.97
10-302-0-0050-2220-644 LIBRARY BOOKS - WMS	1,683.93	117.16	11.70	11.70	1,555.07	7.65
10-704-0-0050-2220-644 LIBRARY BOOKS - WHS	3,073.80	27.86	893.02	893.02	2,152.92	29.96
10-108-0-0050-2400-121 Salaries - Principal	16,400.00	.00	5,084.32	5,084.32	11,315.68	31.00
10-112-0-0050-2400-121 Salaries - Principal	49,300.00	.00	8,296.00	8,296.00	41,004.00	16.83
10-302-0-0050-2400-121 Salaries - Principal	44,300.00	.00	7,380.82	7,380.82	36,919.18	16.66
10-704-0-0050-2400-121 Salaries - Principal	49,600.00	.00	8,346.16	8,346.16	41,253.84	16.83
10-108-0-0050-2400-152 Salaries - Secretary	19,400.00	.00	8,662.29	8,662.29	10,737.71	44.65
10-112-0-0050-2400-152 Salaries - Secretary	23,200.00	.00	5,530.78	5,530.78	17,669.22	23.84
10-302-0-0050-2400-152 Salaries - Secretary	27,500.00	.00	6,925.38	6,925.38	20,574.62	25.18
10-704-0-0050-2400-152 Salaries - Secretary	34,300.00	.00	10,661.91	10,661.91	23,638.09	31.08
10-108-0-0050-2400-210 State Retirement	8,000.00	.00	2,175.38	2,175.38	5,824.62	27.19
10-112-0-0050-2400-210 State Retirement	16,100.00	.00	2,999.19	2,999.19	13,100.81	18.63
10-302-0-0050-2400-210 State Retirement	16,000.00	.00	3,118.99	3,118.99	12,881.01	19.49
10-704-0-0050-2400-210 State Retirement	17,800.00	.00	3,599.94	3,599.94	14,200.06	20.22
10-108-0-0050-2400-220 FICA Payroll Taxes	2,800.00	.00	1,045.51	1,045.51	1,754.49	37.34
10-112-0-0050-2400-220 FICA Payroll Taxes	5,600.00	.00	1,001.03	1,001.03	4,598.97	17.88
10-302-0-0050-2400-220 FICA Payroll Taxes	5,500.00	.00	1,073.83	1,073.83	4,426.17	19.52
10-704-0-0050-2400-220 FICA Payroll Taxes	6,500.00	.00	1,432.28	1,432.28	5,067.72	22.04
10-108-0-0050-2400-240 Insurance Benefits	300.00	.00	.00	.00	300.00	.00
10-112-0-0050-2400-240 Insurance Benefits	33,700.00	.00	6,406.30	6,406.30	27,293.70	19.01
10-302-0-0050-2400-240 Insurance Benefits	40,600.00	.00	7,940.18	7,940.18	32,659.82	19.56
10-704-0-0050-2400-240 Insurance Benefits	34,400.00	.00	6,946.00	6,946.00	27,454.00	20.19
10-034-0-0050-2400-270 Workers Compensation Insurance	100.00	.00	164.00	164.00	-64.00	164.00
10-108-0-0050-2400-270 Workers Compensation Insurance	250.00	.00	198.00	198.00	52.00	79.20
10-112-0-0050-2400-270 Workers Compensation Insurance	550.00	.00	531.00	531.00	19.00	96.55
10-302-0-0050-2400-270 Workers Compensation Insurance	650.00	.00	508.00	508.00	142.00	78.15
10-704-0-0050-2400-270 Workers Compensation Insurance	900.00	.00	956.00	956.00	-56.00	106.22
10-108-0-0050-2400-580 TRAVEL - PRINCIPAL-HES	1,000.00	.00	249.90	249.90	750.10	24.99
10-112-0-0050-2400-580 TRAVEL - PRINCIPAL-LES	2,500.00	.00	332.51	332.51	2,167.49	13.30
10-302-0-0050-2400-580 TRAVEL - PRINCIPAL-WMS	2,500.00	.00	58.80	58.80	2,441.20	2.35
10-704-0-0050-2400-580 TRAVEL - PRINCIPAL-WHS	2,500.00	.00	509.07	509.07	1,990.93	20.36

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10-108-0-0050-2400-612 SUPPLIES - OFFICE-HES	609.62	35.55	.00	.00	574.07	5.83
10-112-0-0050-2400-612 SUPPLIES - OFFICE-LES	3,418.25	.00	189.30	189.30	3,228.95	5.54
10-302-0-0050-2400-612 SUPPLIES - OFFICE-WMS	1,240.25	7.46	559.32	559.32	673.47	45.70
10-704-0-0050-2400-612 SUPPLIES - OFFICE-WHS	2,623.68	.00	1,193.56	1,193.56	1,430.12	45.49
10-704-0-0050-2400-810 DUES AND FEES - OFFICE-WHS	41,000.00	.00	979.00	979.00	40,021.00	2.39
10-112-0-0050-2400-890 MISCELLANEOUS - SUPPORT SERVICES-LES	.00	.00	15.87	15.87	-15.87	.00
10-704-0-0050-2700-510 TRAVEL - STUDENTS-WHS	6,000.00	.00	98.00	98.00	5,902.00	1.63
10-302-0-0230-1000-195 Salaries - Coaching/Activity Stipend	1,000.00	.00	.00	.00	1,000.00	.00
10-704-0-0230-1000-195 Salaries - Coaching/Activity Stipends	41,000.00	.00	13,050.00	13,050.00	27,950.00	31.83
10-704-0-0230-1000-210 State Retirement	2,100.00	.00	992.64	992.64	1,107.36	47.27
67 10-302-0-0230-1000-220 FICA Payroll Taxes	100.00	.00	.00	.00	100.00	.00
10-704-0-0230-1000-220 FICA Payroll Taxes	3,200.00	.00	995.39	995.39	2,204.61	31.11
10-704-0-0230-1000-890 MISCELLANEOUS - COACHES & ACTIVITIES	500.00	.00	.00	.00	500.00	.00
10-704-0-0231-2400-198 Salaries - Ticket Taker	1,500.00	.00	231.84	231.84	1,268.16	15.46
10-704-0-0231-2400-210 State Retirement	100.00	.00	28.86	28.86	71.14	28.86
10-704-0-0231-2400-220 FICA Payroll Taxes	200.00	.00	17.74	17.74	182.26	8.87
10-034-0-2785-2600-182 Salaries - Maintenance and Custodial	101,000.00	.00	28,318.89	28,318.89	72,681.11	28.04
10-108-0-2785-2600-182 Salaries - Maintenance and Custodial	10,700.00	.00	3,230.08	3,230.08	7,469.92	30.19
10-112-0-2785-2600-182 Salaries - Maintenance and Custodial	22,400.00	.00	6,107.90	6,107.90	16,292.10	27.27
10-302-0-2785-2600-182 Salaries - Maintenance and Custodial	23,300.00	.00	6,635.46	6,635.46	16,664.54	28.48
10-704-0-2785-2600-182 Salaries - Maintenance and Custodial	63,500.00	.00	20,903.68	20,903.68	42,596.32	32.92
10-034-0-2785-2600-210 State Retirement	18,600.00	.00	5,973.89	5,973.89	12,626.11	32.12
10-108-0-2785-2600-210 State Retirement	2,300.00	.00	765.22	765.22	1,534.78	33.27
10-302-0-2785-2600-210 State Retirement	5,200.00	.00	.00	.00	5,200.00	.00
10-704-0-2785-2600-210 State Retirement	10,200.00	.00	2,947.44	2,947.44	7,252.56	28.90
10-034-0-2785-2600-220 FICA Payroll Taxes	7,800.00	.00	2,152.82	2,152.82	5,647.18	27.60
10-108-0-2785-2600-220 FICA Payroll Taxes	850.00	.00	244.85	244.85	605.15	28.81
10-112-0-2785-2600-220 FICA Payroll Taxes	1,700.00	.00	467.27	467.27	1,232.73	27.49

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10-302-0-2785-2600-220 FICA Payroll Taxes	1,800.00	.00	507.62	507.62	1,292.38	28.20
10-704-0-2785-2600-220 FICA Payroll Taxes	4,900.00	.00	1,590.70	1,590.70	3,309.30	32.46
10-034-0-2785-2600-240 Insurance Benefits	46,700.00	.00	15,525.73	15,525.73	31,174.27	33.25
10-704-0-2785-2600-240 Insurance Benefits	1,200.00	.00	284.00	284.00	916.00	23.67
10-034-0-2785-2600-270 Workers Compensation Insurance	1,100.00	.00	1,118.00	1,118.00	-18.00	101.64
10-034-0-2785-2600-410 UTILITIES-DO	2,500.00	.00	1,027.77	1,027.77	1,472.23	41.11
10-108-0-2785-2600-410 UTILITIES-HES	1,500.00	.00	334.50	334.50	1,165.50	22.30
10-112-0-2785-2600-410 UTILITIES-LES	2,000.00	.00	481.35	481.35	1,518.65	24.07
10-302-0-2785-2600-410 UTILITIES-WMS	2,500.00	.00	663.96	663.96	1,836.04	26.56
10-704-0-2785-2600-410 UTILITIES-WHS	6,000.00	.00	1,348.98	1,348.98	4,651.02	22.48
10-034-0-2785-2600-490 PROPERTY SERVICES - MAINTENANCE-DO	2,000.00	.00	.00	.00	2,000.00	.00
10-108-0-2785-2600-490 PROPERTY SERVICES - MAINTENANCE-HES	2,000.00	.00	167.70	167.70	1,832.30	8.39
10-112-0-2785-2600-490 PROPERTY SERVICES - MAINTENANCE-LES	1,500.00	.00	258.03	258.03	1,241.97	17.20
10-302-0-2785-2600-490 PROPERTY SERVICES - MAINTENANCE-WMS	2,000.00	.00	258.03	258.03	1,741.97	12.90
10-704-0-2785-2600-490 PROPERTY SERVICES - MAINTENANCE-WHS	3,500.00	.00	258.03	258.03	3,241.97	7.37
10-034-0-2785-2600-530 TELEPHONE - DO	8,000.00	.00	1,618.25	1,618.25	6,381.75	20.23
10-108-0-2785-2600-530 TELEPHONE - HES	1,500.00	.00	287.72	287.72	1,212.28	19.18
10-112-0-2785-2600-530 TELEPHONE - LES	3,000.00	.00	550.38	550.38	2,449.62	18.35
10-302-0-2785-2600-530 TELEPHONE - WMS	2,500.00	.00	728.06	728.06	1,771.94	29.12
10-704-0-2785-2600-530 TELEPHONE - WHS	4,000.00	.00	734.29	734.29	3,265.71	18.36
10-034-0-2785-2600-580 TRAVEL - MAINTENANCE-DO	500.00	.00	358.79	358.79	141.21	71.76
10-034-0-2785-2600-622 ELECTRICITY-DO	3,500.00	.00	1,186.10	1,186.10	2,313.90	33.89
10-108-0-2785-2600-622 ELECTRICITY-HES	9,000.00	.00	2,776.80	2,776.80	6,223.20	30.85
10-112-0-2785-2600-622 ELECTRICITY-LES	18,000.00	.00	3,519.94	3,519.94	14,480.06	19.56
10-302-0-2785-2600-622 ELECTRICITY-WMS	13,000.00	.00	3,461.72	3,461.72	9,538.28	26.63
10-704-0-2785-2600-622 ELECTRICITY-WHS	35,000.00	.00	7,536.72	7,536.72	27,463.28	21.53
10-108-0-2785-2600-623 PROPANE - HES	10,000.00	.00	.00	.00	10,000.00	.00
10-704-0-2785-2600-623 PROPANE - WHS	50,000.00	.00	-4,893.24	-4,893.24	54,893.24	-9.79
10-034-0-2785-2600-625 COAL HEAT - DO	-14,205.68	.00	.00	.00	-14,205.68	.00
10-112-0-2785-2600-625 COAL HEAT - LES	8,000.00	.00	.00	.00	8,000.00	.00
10-302-0-2785-2600-625 COAL HEAT - WMS	8,000.00	.00	.00	.00	8,000.00	.00
10-034-0-2785-2600-626 MOTOR FUEL - MAINTENANCE-DO	5,000.00	.00	1,411.21	1,411.21	3,588.79	28.22

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Account No/ Description	Adjusted Budget	Encumbrance	Actual Period	Actual YTD	Available Balance	Percent
91 Expenditures						
10-034-0-2785-2600-730 EQUIPMENT - MAINTENANCE-DO	52,625.00	.00	7.50	7.50	52,617.50	.01
10-302-0-2785-2600-730 EQUIPMENT - MAINTENANCE-WMS	2,375.00	.00	2,374.53	2,374.53	.47	99.98
10-034-0-2785-2600-890 MISCELLANEOUS - MAINTENANCE-DO	100.00	.00	179.99	179.99	-79.99	179.99
10-034-0-2785-2620-610 BUILDING CLEANING AND SUPPLIES-DO	500.00	.00	49.32	49.32	450.68	9.86
10-108-0-2785-2620-610 BUILDING CLEANING AND SUPPLIES-HES	1,000.00	.00	5.28	5.28	994.72	.53
10-112-0-2785-2620-610 BUILDING CLEANING AND SUPPLIES-LES	5,000.00	.00	3,786.92	3,786.92	1,213.08	75.74
10-302-0-2785-2620-610 BUILDING CLEANING AND SUPPLIES-WMS	3,000.00	.00	3,103.37	3,103.37	-103.37	103.45
10-704-0-2785-2620-610 BUILDING CLEANING AND SUPPLIES-WHS	6,000.00	.00	5,222.67	5,222.67	777.33	87.04
10-034-0-2785-2620-680 BUILDING MAINT AND SUPPLIES-DO	7,500.00	5,214.13	4,679.36	4,679.36	-2,393.49	131.91
10-108-0-2785-2620-680 BUILDING MAINT AND SUPPLIES-HES	3,000.00	1,171.42	3,782.11	3,782.11	-1,953.53	165.12
10-112-0-2785-2620-680 BUILDING MAINT AND SUPPLIES-LES	8,000.00	3,009.59	700.81	700.81	4,289.60	46.38
10-302-0-2785-2620-680 BUILDING MAINT AND SUPPLIES-WMS	5,000.00	2,077.02	1,598.89	1,598.89	1,324.09	73.52
10-704-0-2785-2620-680 BUILDING MAINT AND SUPPLIES-WHS	12,000.00	2,878.20	2,395.24	2,395.24	6,726.56	43.95
10-034-0-2785-2630-680 GROUNDS MAINT AND SUPPLIES-DO	1,500.00	1,106.16	239.82	239.82	154.02	89.73
10-108-0-2785-2630-680 GROUNDS MAINT AND SUPPLIES-HES	500.00	442.09	157.91	157.91	-100.00	120.00
10-112-0-2785-2630-680 GROUNDS MAINT AND SUPPLIES-LES	500.00	863.34	19.99	19.99	-383.33	176.67
10-302-0-2785-2630-680 GROUNDS MAINT AND SUPPLIES-WMS	500.00	883.33	.00	.00	-383.33	176.67
10-704-0-2785-2630-680 GROUNDS MAINT AND SUPPLIES-WHS	2,000.00	1,366.19	475.14	475.14	158.67	92.07
10-034-0-2785-2650-680 FLEET VEHICLE MAINT AND SUPPLIES	5,000.00	1,823.30	2,363.84	2,363.84	812.86	83.74
10-112-0-9001-2600-198 Salaries - Crossing Guard	2,000.00	.00	380.00	380.00	1,620.00	19.00
10-112-0-9001-2600-220 FICA Payroll Taxes	200.00	.00	29.08	29.08	170.92	14.54
10-034-0-9999-2200-131 Salaries - General	50,000.00	.00	.00	.00	50,000.00	.00
10-034-0-9999-2310-280 Unemployment Insurance	3,000.00	.00	.00	.00	3,000.00	.00
10-034-0-9999-2310-522 INSURANCE - LIABILITY	9,000.00	.00	12,021.00	12,021.00	-3,021.00	133.57
10-034-0-9999-2500-890 OTHER MISC. EXPENSE	61,556.00	.00	90.00	90.00	61,466.00	.15
10-034-0-9999-2600-521 INSURANCE - PROPERTY	26,000.00	.00	26,292.82	26,292.82	-292.82	101.13
10-034-0-9999-5210-890 Transfer to School Lunch Fund 51	54,000.00	.00	.00	.00	54,000.00	.00
91 Expenditures	4,214,491.88	37,029.26	968,223.98	968,223.98	3,209,238.64	23.85

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81 Revenues						
10-030-0-6000-3100-999 STATE MSP - CTE ADD ON	-255,219.00	.00	.00	.00	-255,219.00	.00
10-034-0-6000-3100-999 STATE MSP - CTE ADD ON	255,219.00	.00	85,255.33	85,255.33	169,963.67	33.40
10-030-0-6100-1110-999 PROPERTY TAX	13,687.00	.00	.00	.00	13,687.00	.00
10-030-0-6100-3100-999 STATE MSP - CTE ADD ON	85,953.00	.00	.00	.00	85,953.00	.00
10-034-0-6100-1990-999 LOCAL - SNOW COLLEGE OUTREACH	17,500.00	.00	.00	.00	17,500.00	.00
10-034-0-6100-3100-999 STATE MSP - CTE SUMMER AG	17,660.00	.00	5,886.68	5,886.68	11,773.32	33.33
10-030-0-6200-1110-999 PROPERTY TAX	2,300.00	.00	.00	.00	2,300.00	.00
10-030-0-6200-3100-999 STATE MSP - CTE ADD ON	20,300.00	.00	.00	.00	20,300.00	.00
10-030-0-6300-1110-999 PROPERTY TAX	15,500.00	.00	.00	.00	15,500.00	.00
10-030-0-6300-3100-999 STATE MSP - CTE ADD ON	11,100.00	.00	.00	.00	11,100.00	.00
10-030-0-6400-1110-999 PROPERTY TAX	28,400.00	.00	.00	.00	28,400.00	.00
10-030-0-6400-3100-999 STATE MSP - CTE ADD ON	59,200.00	.00	.00	.00	59,200.00	.00
10-030-0-6500-1110-999 PROPERTY TAX	24,100.00	.00	.00	.00	24,100.00	.00
10-030-0-6500-3100-999 STATE MSP - CTE ADD ON	24,000.00	.00	.00	.00	24,000.00	.00
10-030-0-6600-1110-999 PROPERTY TAX	22,900.00	.00	.00	.00	22,900.00	.00
10-030-0-6600-3100-999 STATE MSP - CTE ADD ON	36,100.00	.00	.00	.00	36,100.00	.00
10-034-0-6600-1990-999 LOCAL - SNOW COLLEGE OUTREACH	17,500.00	.00	.00	.00	17,500.00	.00
10-030-0-6900-1110-999 PROPERTY TAX	601.00	.00	.00	.00	601.00	.00
10-030-0-6900-3100-999 STATE MSP - CTE ADD ON	18,566.00	.00	.00	.00	18,566.00	.00
10-034-0-6900-3100-999 STATE MSP - TECH ORG AND SKILL CERT	9,833.00	.00	3,712.68	3,712.68	6,120.32	37.76
10-034-0-6901-3100-999 STATE MSP - CCA SUPPLIES	4,550.00	.00	1,487.27	1,487.27	3,062.73	32.69
10-030-0-6902-1110-999 PROPERTY TAX	179.00	.00	.00	.00	179.00	.00
10-034-0-6902-3100-999 STATE MSP - WORKBASED LEARNING	6,721.00	.00	2,238.97	2,238.97	4,482.03	33.31
10-034-0-6903-3100-999 STATE MSP - COMP GUIDANCE	40,000.00	.00	13,333.33	13,333.33	26,666.67	33.33
81 Revenues	476,650.00	.00	111,914.26	111,914.26	364,735.74	23.48
91 Expenditures						
10-302-0-6001-1000-612 SUPPLIES - CCA BUSINESS-WMS	2,386.07	.00	.00	.00	2,386.07	.00
10-302-0-6003-1000-612 SUPPLIES - CCA TRADE-WMS	2,303.25	1,032.10	.00	.00	1,271.15	44.81

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91 Expenditures						
10-034-0-6043-2200-612 SUPPLIES - CTE	4,668.05	.00	.00	.00	4,668.05	.00
10-704-0-6100-1000-131 Salaries - Teachers - Voc Ag	63,600.00	.00	10,923.32	10,923.32	52,676.68	17.18
10-704-0-6100-1000-132 Salaries - Substitute - Vo Ag	1,500.00	.00	284.04	284.04	1,215.96	18.94
10-704-0-6100-1000-210 State Retirement	14,100.00	.00	2,587.74	2,587.74	11,512.26	18.35
10-704-0-6100-1000-220 FICA Payroll Taxes	4,800.00	.00	857.39	857.39	3,942.61	17.86
10-704-0-6100-1000-240 Insurance Benefits	24,600.00	.00	3,990.00	3,990.00	20,610.00	16.22
10-704-0-6100-1000-612 SUPPLIES - VOC AG-WHS	5,835.43	149.00	.00	.00	5,686.43	2.55
10-704-0-6100-1000-860 Indirect Costs	14,500.00	.00	.00	.00	14,500.00	.00
10-704-0-6100-2200-580 TRAVEL - CTE-WHS	4,000.00	.00	1,345.10	1,345.10	2,654.90	33.63
10-704-0-6200-1000-131 Salaries - Teachers - Commercial Art	13,500.00	.00	4,034.32	4,034.32	9,465.68	29.88
10-704-0-6200-1000-132 Salaries - Substitute - Commercial Art	200.00	.00	.00	.00	200.00	.00
10-704-0-6200-1000-210 State Retirement	3,000.00	.00	533.56	533.56	2,466.44	17.79
10-704-0-6200-1000-220 FICA Payroll Taxes	1,000.00	.00	304.04	304.04	695.96	30.40
10-704-0-6200-1000-240 Insurance Benefits	500.00	.00	55.99	55.99	444.01	11.20
10-704-0-6200-1000-612 SUPPLIES - COMMERCIAL ART-WHS	1,660.36	.00	.00	.00	1,660.36	.00
10-704-0-6200-1000-860 Indirect Costs	2,400.00	.00	.00	.00	2,400.00	.00
10-704-0-6200-2200-580 TRAVEL - CTE - COMMERCIAL ART	200.00	.00	.00	.00	200.00	.00
10-704-0-6300-1000-612 SUPPLIES - APPLIED SCIENCE-WHS	400.00	.00	.00	.00	400.00	.00
10-704-0-6300-1000-860 Indirect Costs	2,900.00	.00	.00	.00	2,900.00	.00

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91 Expenditures						
10-704-0-6300-2200-580 TRAVEL - HOSA-WHS	200.00	.00	.00	.00	200.00	.00
10-704-0-6305-1000-131 Salaries - Teachers - Hlth/Sci Overview	7,100.00	.00	1,182.50	1,182.50	5,917.50	16.65
10-704-0-6305-1000-132 Salaries - Substitute	200.00	.00	3.30	3.30	196.70	1.65
10-704-0-6305-1000-210 State Retirement	1,600.00	.00	280.14	280.14	1,319.86	17.51
10-704-0-6305-1000-220 FICA Payroll Taxes	600.00	.00	90.71	90.71	509.29	15.12
10-704-0-6305-1000-240 Insurance Benefits	2,100.00	.00	338.74	338.74	1,761.26	16.13
10-704-0-6305-1000-612 SUPPLIES - HLTH SCI OVRVW-WHS	1,398.00	.00	.00	.00	1,398.00	.00
10-704-0-6310-1000-131 Salaries - Teachers - EMT	8,900.00	.00	.00	.00	8,900.00	.00
10-704-0-6310-1000-132 Salaries - Substitute	200.00	.00	.00	.00	200.00	.00
10-704-0-6310-1000-220 FICA Payroll Taxes	600.00	.00	.00	.00	600.00	.00
10-704-0-6310-1000-612 SUPPLIES - EMT-WHS	520.00	.00	.00	.00	520.00	.00
10-704-0-6400-1000-131 Salaries - Teachers - Home Ec	43,600.00	.00	7,383.00	7,383.00	36,217.00	16.93
10-704-0-6400-1000-132 Salaries - Substitute	1,500.00	.00	.00	.00	1,500.00	.00
10-704-0-6400-1000-210 State Retirement	9,700.00	.00	1,749.04	1,749.04	7,950.96	18.03
10-704-0-6400-1000-220 FICA Payroll Taxes	3,400.00	.00	564.78	564.78	2,835.22	16.61
10-704-0-6400-1000-240 Insurance Benefits	12,600.00	.00	2,032.50	2,032.50	10,567.50	16.13
10-704-0-6400-1000-612 SUPPLIES - HOME EC-WHS	2,841.34	.00	1,009.49	1,009.49	1,831.85	35.53
10-704-0-6400-1000-860 Indirect Costs	9,400.00	.00	.00	.00	9,400.00	.00
10-704-0-6400-2200-580 TRAVEL - FACS-WHS	2,400.00	.00	.00	.00	2,400.00	.00

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91 Expenditures						
10-704-0-6500-1000-131 Salaries - Teachers - Business	22,000.00	.00	3,655.50	3,655.50	18,344.50	16.62
10-704-0-6500-1000-132 Salaries - Substitute	200.00	.00	.00	.00	200.00	.00
10-704-0-6500-1000-210 State Retirement	7,900.00	.00	866.00	866.00	7,034.00	10.96
10-704-0-6500-1000-220 FICA Payroll Taxes	1,700.00	.00	267.56	267.56	1,432.44	15.74
10-704-0-6500-1000-240 Insurance Benefits	9,200.00	.00	1,496.25	1,496.25	7,703.75	16.26
10-704-0-6500-1000-612 SUPPLIES - BUSINESS-WHS	1,660.00	.00	76.06	76.06	1,583.94	4.58
10-704-0-6500-1000-860 Indirect Costs	5,200.00	.00	.00	.00	5,200.00	.00
10-704-0-6500-2200-580 TRAVEL - CTE-WHS	200.00	.00	.00	.00	200.00	.00
10-704-0-6600-1000-131 Salaries - Teachers - Trade	38,200.00	.00	6,930.68	6,930.68	31,269.32	18.14
10-704-0-6600-1000-132 Salaries - Substitute	500.00	.00	204.60	204.60	295.40	40.92
10-704-0-6600-1000-210 State Retirement	7,700.00	.00	1,387.53	1,387.53	6,312.47	18.02
10-704-0-6600-1000-220 FICA Payroll Taxes	3,000.00	.00	523.04	523.04	2,476.96	17.43
10-704-0-6600-1000-240 Insurance Benefits	17,500.00	.00	2,849.98	2,849.98	14,650.02	16.29
10-704-0-6600-1000-612 SUPPLIES - TRADE-WHS	1,177.50	.00	80.76	80.76	1,096.74	6.86
10-704-0-6600-1000-860 Indirect Costs	8,200.00	.00	.00	.00	8,200.00	.00
10-704-0-6600-1000-890 MISCELLANEOUS - TRADE-WHS	.00	.00	82.69	82.69	-82.69	.00
10-704-0-6600-2200-580 TRAVEL - TRADE-WHS	500.00	.00	525.75	525.75	-25.75	105.15
10-704-0-6902-1000-131 Salaries - Teachers - Work Based Learnin	3,600.00	.00	584.82	584.82	3,015.18	16.25
10-704-0-6902-1000-210 State Retirement	800.00	.00	138.56	138.56	661.44	17.32

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91 Expenditures						
10-704-0-6902-1000-220 FICA Payroll Taxes	300.00	.00	44.74	44.74	255.26	14.91
10-704-0-6902-1000-240 Insurance Benefits	1,500.00	.00	221.44	221.44	1,278.56	14.76
10-704-0-6902-1000-860 Indirect Costs	700.00	.00	.00	.00	700.00	.00
10-704-0-6903-1000-860 Indirect Costs	4,300.00	.00	.00	.00	4,300.00	.00
10-704-0-6903-2120-142 Salaries - Guidance Personnel	20,600.00	.00	3,411.82	3,411.82	17,188.18	16.56
10-704-0-6903-2120-210 State Retirement	4,700.00	.00	808.24	808.24	3,891.76	17.20
10-704-0-6903-2120-220 FICA Payroll Taxes	1,700.00	.00	261.01	261.01	1,438.99	15.35
10-704-0-6903-2120-240 Insurance Benefits	8,700.00	.00	1,291.77	1,291.77	7,408.23	14.85
10-034-0-6913-2400-310 ADMIN.SERVICES - CTE-DO	28,000.00	.00	.00	.00	28,000.00	.00
91 Expenditures	476,650.00	1,181.10	65,258.50	65,258.50	410,210.40	13.94

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SPED PRESCHOOL - STATE, IDEA, UPSTART

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81 Revenues						
10-030-0-1215-1110-999 PROPERTY TAX	23,800.00	.00	.00	.00	23,800.00	.00
10-034-0-1215-3100-999 STATE MSP - PRESCHOOL	25,900.00	.00	8,653.70	8,653.70	17,246.30	33.41
10-108-0-1215-1990-999 LOCAL - PRESCHOOL TUITION HES	200.00	.00	.00	.00	200.00	.00
10-112-0-1215-1990-999 LOCAL - PRESCHOOL TUITION LES	5,000.00	.00	1,555.10	1,555.10	3,444.90	31.10
10-034-0-7522-4522-999 FEDERAL - PRESCHOOL/IDEA	5,100.00	.00	.00	.00	5,100.00	.00
81 Revenues	60,000.00	.00	10,208.80	10,208.80	49,791.20	17.01
91 Expenditures						
10-112-0-1215-1000-131 Salaries - Teachers - Preschool	36,400.00	.00	5,861.21	5,861.21	30,538.79	16.10
10-112-0-1215-1000-132 Salaries - Substitute - Preschool	500.00	.00	194.18	194.18	305.82	38.84
10-112-0-1215-1000-161 Salaries - Aides - Preschool	4,000.00	.00	.00	.00	4,000.00	.00
10-112-0-1215-1000-210 State Retirement	8,000.00	.00	1,388.52	1,388.52	6,611.48	17.36
10-112-0-1215-1000-220 FICA Payroll Taxes	3,000.00	.00	458.81	458.81	2,541.19	15.29
10-108-0-1215-1000-340 PROFESSIONAL SERV - SPED PRESCHOOL-HES	500.00	.00	.00	.00	500.00	.00
10-112-0-1215-1000-340 PROFESSIONAL SERV - SPED PRESCHOOL-LES	1,000.00	.00	23.98	23.98	976.02	2.40
10-108-0-1215-1000-612 SUPPLIES - PRESCHOOL-HES	500.00	40.00	89.71	89.71	370.29	25.94
10-112-0-1215-1000-612 SUPPLIES - PRESCHOOL-LES	1,000.00	50.00	24.54	24.54	925.46	7.45
10-112-0-1215-2200-580 TRAVEL - PRESCHOOL-LES	.00	.00	8.86	8.86	-8.86	.00
10-108-0-7522-1000-161 Salaries - Aides - IDEA Preschool	2,000.00	.00	772.83	772.83	1,227.17	38.64
10-112-0-7522-1000-161 Salaries - Aides - IDEA Preschool	2,700.00	.00	1,133.26	1,133.26	1,566.74	41.97
10-108-0-7522-1000-220 FICA Payroll Taxes	200.00	.00	58.87	58.87	141.13	29.44
10-112-0-7522-1000-220 FICA Payroll Taxes	200.00	.00	86.71	86.71	113.29	43.36
91 Expenditures	60,000.00	90.00	10,101.48	10,101.48	49,808.52	16.99
10-108-0-7522-1000-210 STATE RETIREMENT	.00	.00	45.81	45.81	-45.81	.00
	.00	.00	45.81	45.81	-45.81	.00

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1609 ADULT HIGH SCHOOL						
81 Revenues						
10-034-0-1609-3300-999 STATE MSP - ADULT EDUCATION	38,800.00	.00	10,608.33	10,608.33	28,191.67	27.34
81 Revenues	38,800.00	.00	10,608.33	10,608.33	28,191.67	27.34
91 Expenditures						
10-704-0-1609-1000-161 Salaries - Aides - Adult Ed	18,000.00	.00	2,744.71	2,744.71	15,255.29	15.25
10-704-0-1609-1000-210 State Retirement	2,800.00	.00	593.38	593.38	2,206.62	21.19
10-704-0-1609-1000-220 FICA Payroll Taxes	1,350.00	.00	209.96	209.96	1,140.04	15.55
10-704-0-1609-1000-340 PROFESSIONAL FEES - ADULT ED-DO	1,100.00	.00	.00	.00	1,100.00	.00
10-704-0-1609-1000-612 SUPPLIES - ADULT ED	1,572.00	.00	498.20	498.20	1,073.80	31.69
10-704-0-1609-1000-670 SOFTWARE - ADULT ED	2,700.00	.00	350.00	350.00	2,350.00	12.96
10-704-0-1609-1000-730 EQUIPMENT - ADULT ED	5,600.00	.00	.00	.00	5,600.00	.00
10-704-0-1609-1000-870 INDIRECT COSTS	3,428.00	.00	.00	.00	3,428.00	.00
10-704-0-1609-2200-580 TRAVEL - ADULT ED-DO	2,000.00	.00	299.68	299.68	1,700.32	14.98
10-704-0-1609-2300-540 ADVERTISING - ADULT ED-DO	250.00	.00	.00	.00	250.00	.00
91 Expenditures	38,800.00	.00	4,695.93	4,695.93	34,104.07	12.10

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5201 Class Size Reduction B K-8						
81 Revenues						
10-034-0-5201-3100-999 STATE MSP - CLASS SIZE REDUCTION K-8	93,400.00	.00	31,138.56	31,138.56	62,261.44	33.34
81 Revenues	93,400.00	.00	31,138.56	31,138.56	62,261.44	33.34
91 Expenditures						
10-112-0-5201-1000-131 Salaries - Teachers - Class Size Reduc	59,500.00	.00	9,877.26	9,877.26	49,622.74	16.60
10-112-0-5201-1000-132 Salaries - Substitute	.00	.00	83.40	83.40	-83.40	.00
10-112-0-5201-1000-210 State Retirement	13,100.00	.00	2,339.93	2,339.93	10,760.07	17.86
10-112-0-5201-1000-220 FICA Payroll Taxes	4,500.00	.00	740.03	740.03	3,759.97	16.45
10-112-0-5201-1000-240 Insurance Benefits	16,300.00	.00	2,625.00	2,625.00	13,675.00	16.10
91 Expenditures	93,400.00	.00	15,665.62	15,665.62	77,734.38	16.77

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5331 GIFTED/TALENTED						
81 Revenues						
10-034-0-5331-3300-999 STATE MSP - GIFTED/TALENTED	13,000.00	.00	.00	.00	13,000.00	.00
81 Revenues	13,000.00	.00	.00	.00	13,000.00	.00
91 Expenditures						
10-704-0-5331-2200-580 TRAVEL - GIFTED AND TALENTED-DO	13,000.00	.00	.00	.00	13,000.00	.00
91 Expenditures	13,000.00	.00	.00	.00	13,000.00	.00

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5333 Concurrent Enrollment						
81 Revenues						
10-034-0-5333-3300-999 STATE MSP - CONCURRENT ENROLLMENT	25,100.00	.00	8,398.03	8,398.03	16,701.97	33.46
81 Revenues	25,100.00	.00	8,398.03	8,398.03	16,701.97	33.46
91 Expenditures						
10-704-0-5333-1000-131 Salaries - Teachers - Conc. Enroll	5,400.00	.00	3,454.32	3,454.32	1,945.68	63.97
10-704-0-5333-1000-161 Salaries - Aides - Conc. Enroll	13,700.00	.00	1,356.72	1,356.72	12,343.28	9.90
10-704-0-5333-1000-210 State Retirement	1,500.00	.00	597.07	597.07	902.93	39.80
10-704-0-5333-1000-220 FICA Payroll Taxes	1,500.00	.00	368.03	368.03	1,131.97	24.54
10-704-0-5333-1000-240 Insurance Benefits	3,000.00	.00	1,995.01	1,995.01	1,004.99	66.50
91 Expenditures	25,100.00	.00	7,771.15	7,771.15	17,328.85	30.96

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5336 Enhancements for Students At Risk						
81 Revenues						
10-034-0-5336-3300-999 STATE MSP - AT RISK STUDENTS	129,100.00	.00	43,094.99	43,094.99	86,005.01	33.38
81 Revenues	129,100.00	.00	43,094.99	43,094.99	86,005.01	33.38
91 Expenditures						
10-112-0-5336-1000-131 Salaries - Teachers - At Risk	2,000.00	.00	.00	.00	2,000.00	.00
10-302-0-5336-1000-131 Salaries - Teachers - At Risk	43,500.00	.00	6,426.82	6,426.82	37,073.18	14.77
10-704-0-5336-1000-131 Salaries - Teachers - At Risk	35,500.00	.00	2,477.66	2,477.66	33,022.34	6.98
10-704-0-5336-1000-132 Salaries - Substitute - At Risk	.00	.00	8.04	8.04	-8.04	.00
10-112-0-5336-1000-210 State Retirement	500.00	.00	.00	.00	500.00	.00
10-302-0-5336-1000-210 State Retirement	9,700.00	.00	1,519.68	1,519.68	8,180.32	15.67
10-704-0-5336-1000-210 State Retirement	7,900.00	.00	586.96	586.96	7,313.04	7.43
10-112-0-5336-1000-220 FICA Payroll Taxes	200.00	.00	.00	.00	200.00	.00
10-302-0-5336-1000-220 FICA Payroll Taxes	3,400.00	.00	491.65	491.65	2,908.35	14.46
10-704-0-5336-1000-220 FICA Payroll Taxes	2,800.00	.00	190.16	190.16	2,609.84	6.79
10-302-0-5336-1000-240 Insurance Benefits	4,400.00	.00	696.98	696.98	3,703.02	15.84
10-704-0-5336-1000-240 Insurance Benefits	15,500.00	.00	997.52	997.52	14,502.48	6.44
10-302-0-5336-1000-612 SUPPLIES - AT RISK-WMS	.00	.00	1,650.00	1,650.00	-1,650.00	.00
10-704-0-5336-1000-612 SUPPLIES - AT RISK-WMS	.00	.00	1,650.00	1,650.00	-1,650.00	.00
10-302-0-5336-1000-670 SOFTWARE - AT RISK-WMS	1,000.00	.00	1,000.00	1,000.00	.00	100.00
10-704-0-5336-1000-670 SOFTWARE - AT RISK-WMS	1,000.00	.00	1,000.00	1,000.00	.00	100.00
10-034-0-5336-2200-730 EQUIPMENT - AT RISK-DO	1,700.00	.00	.00	.00	1,700.00	.00
91 Expenditures	129,100.00	.00	18,695.47	18,695.47	110,404.53	14.48

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5368 SCHOOL NURSE PROGRAM						
81 Revenues						
10-030-0-5368-1110-999 PROPERTY TAX	13,539.00	.00	.00	.00	13,539.00	.00
10-034-0-5368-3500-999 STATE MSP - SCHOOL NURSES	3,845.00	.00	1,236.30	1,236.30	2,608.70	32.15
81 Revenues	17,384.00	.00	1,236.30	1,236.30	16,147.70	7.11
91 Expenditures						
10-034-0-5368-2134-340 PROF.SERVICES - SCHOOL NURSE	17,384.00	.00	.00	.00	17,384.00	.00
91 Expenditures	17,384.00	.00	.00	.00	17,384.00	.00

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5610 DRIVER EDUCATION - BEHIND THE						
81 Revenues						
10-030-0-5610-1110-999 PROPERTY TAX	14,800.00	.00	.00	.00	14,800.00	.00
10-034-0-5610-1740-999 LOCAL - DRIVERS ED FEE	1,500.00	.00	1,215.00	1,215.00	285.00	81.00
10-034-0-5610-1990-999 LOCAL - DRIVER ED REVENUE	.00	.00	100.00	100.00	-100.00	.00
10-034-0-5610-3800-999 STATE - DRIVER TRAINING	3,000.00	.00	2,790.00	2,790.00	210.00	93.00
81 Revenues	19,300.00	.00	4,105.00	4,105.00	15,195.00	21.27
91 Expenditures						
10-704-0-5610-1000-131 Salaries - Teachers - Drivers Ed	7,100.00	.00	1,182.50	1,182.50	5,917.50	16.65
10-704-0-5610-1000-132 Salaries - Substitute - Drivers Ed	500.00	.00	12.80	12.80	487.20	2.56
10-704-0-5610-1000-210 State Retirement	1,600.00	.00	280.14	280.14	1,319.86	17.51
10-704-0-5610-1000-220 FICA Payroll Taxes	600.00	.00	91.45	91.45	508.55	15.24
10-704-0-5610-1000-240 Insurance Benefits	2,100.00	.00	338.74	338.74	1,761.26	16.13
10-704-0-5610-1000-612 SUPPLIES - DRIVERS ED-WHS	100.00	.00	.00	.00	100.00	.00
10-704-0-5610-2200-580 TRAVEL - DRIVERS ED-WHS	100.00	.00	.00	.00	100.00	.00
10-704-0-5610-2600-626 FUEL - DRIVERS ED-WHS	600.00	.00	110.00	110.00	490.00	18.33
91 Expenditures	12,700.00	.00	2,015.63	2,015.63	10,684.37	15.87

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5611 SHIFT IN FOCUS						
91 Expenditures						
10-704-0-5611-1000-131 Salaries - Teachers - Behind the Wheel	5,100.00	.00	.00	.00	5,100.00	.00
10-704-0-5611-1000-210 State Retirement	1,100.00	.00	.00	.00	1,100.00	.00
10-704-0-5611-1000-220 FICA Payroll Taxes	400.00	.00	.00	.00	400.00	.00
91 Expenditures	6,600.00	.00	.00	.00	6,600.00	.00

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5640 Extended Day Kindergarten						
81 Revenues						
10-034-0-5640-3400-999 STATE MSP - EARLY INTERVENTION	37,300.00	.00	.00	.00	37,300.00	.00
81 Revenues	37,300.00	.00	.00	.00	37,300.00	.00
91 Expenditures						
10-112-0-5640-1000-131 Salaries - Teachers - Ext. Kindergarten	20,200.00	.00	3,454.16	3,454.16	16,745.84	17.10
10-112-0-5640-1000-210 State Retirement	4,500.00	.00	691.52	691.52	3,808.48	15.37
10-112-0-5640-1000-220 FICA Payroll Taxes	1,500.00	.00	264.24	264.24	1,235.76	17.62
10-112-0-5640-1000-240 Insurance Benefits	11,100.00	.00	1,835.42	1,835.42	9,264.58	16.54
91 Expenditures	37,300.00	.00	6,245.34	6,245.34	31,054.66	16.74

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5655 DIGITAL TEACHING AND LEARNING						
81 Revenues						
10-034-0-5655-3500-999 STATE MSP - DIGITAL LEARNING	65,000.00	.00	.00	.00	65,000.00	.00
81 Revenues	65,000.00	.00	.00	.00	65,000.00	.00
91 Expenditures						
10-112-0-5655-1000-131 Salaries - Teachers - Digital Learning	.00	.00	614.40	614.40	-614.40	.00
10-302-0-5655-1000-131 Salaries - Teachers - Digital Learning	.00	.00	265.36	265.36	-265.36	.00
10-704-0-5655-1000-131 Salaries - Teachers - Digital Learning	.00	.00	291.44	291.44	-291.44	.00
10-108-0-5655-1000-161 Salaries - Aides - Digital Learning	2,600.00	.00	370.12	370.12	2,229.88	14.24
10-112-0-5655-1000-161 Salaries - Aides - Digital Teaching	7,000.00	.00	5,024.31	5,024.31	1,975.69	71.78
10-302-0-5655-1000-161 Salaries - Aides - Digital Teaching	22,500.00	.00	5,950.67	5,950.67	16,549.33	26.45
10-704-0-5655-1000-161 Salaries - Aides - Digital Teaching	28,100.00	.00	5,800.92	5,800.92	22,299.08	20.64
10-112-0-5655-1000-210 State Retirement	.00	.00	145.54	145.54	-145.54	.00
10-302-0-5655-1000-210 State Retirement	.00	.00	53.12	53.12	-53.12	.00
10-704-0-5655-1000-210 State Retirement	.00	.00	69.05	69.05	-69.05	.00
10-108-0-5655-1000-220 FICA Payroll Taxes	200.00	.00	28.19	28.19	171.81	14.10
10-112-0-5655-1000-220 FICA Payroll Taxes	600.00	.00	428.10	428.10	171.90	71.35
10-302-0-5655-1000-220 FICA Payroll Taxes	1,800.00	.00	475.55	475.55	1,324.45	26.42
10-704-0-5655-1000-220 FICA Payroll Taxes	2,200.00	.00	466.10	466.10	1,733.90	21.19
91 Expenditures	65,000.00	.00	19,982.87	19,982.87	45,017.13	30.74

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5674 SUICIDE PREVENTION						
91 Expenditures						
10-112-0-5674-1000-340 PROF.SERVICES - SUICIDE PREVENTION	.00	.00	500.00	500.00	-500.00	.00
10-704-0-5674-1000-340 PROF.SERVICES - SUICIDE PREVENTION	.00	.00	500.00	500.00	-500.00	.00
10-302-0-5674-1000-612 SUPPLIES - SUICIDE PREVENTION	.00	.00	500.00	500.00	-500.00	.00
10-704-0-5674-1000-612 SUPPLIES - SUICIDE PREVENTION-WHS	.00	475.09	475.09	475.09	-950.18	.00
91 Expenditures	.00	475.09	1,975.09	1,975.09	-2,450.18	.00

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5678						
81 Revenues						
10-034-0-5678-3500-999 STATE MSP - TEACHER AND STUDENT SUCCESS	130,120.12	.00	43,373.37	43,373.37	86,746.75	33.33
81 Revenues	130,120.12	.00	43,373.37	43,373.37	86,746.75	33.33
91 Expenditures						
10-108-0-5678-1000-131 Salaries - Teachers - Teach Stud Success	1,181.00	.00	196.82	196.82	984.18	16.67
10-112-0-5678-1000-131 Salaries - Teachers - Teach Stud Success	69,797.12	.00	2,658.50	2,658.50	67,138.62	3.81
10-302-0-5678-1000-131 Salaries - Teachers - Teach Stud Success	12,932.00	.00	1,905.32	1,905.32	11,026.68	14.73
10-704-0-5678-1000-131 Salaries - Teachers - Teach Stud Success	12,926.00	.00	1,980.00	1,980.00	10,946.00	15.32
10-108-0-5678-1000-210 State Retirement	262.00	.00	46.64	46.64	215.36	17.80
10-112-0-5678-1000-210 State Retirement	3,540.00	.00	532.24	532.24	3,007.76	15.04
10-302-0-5678-1000-210 State Retirement	2,537.00	.00	451.37	451.37	2,085.63	17.79
10-704-0-5678-1000-210 State Retirement	2,461.00	.00	439.80	439.80	2,021.20	17.87
10-108-0-5678-1000-220 FICA Payroll Taxes	90.00	.00	14.26	14.26	75.74	15.84
10-112-0-5678-1000-220 FICA Payroll Taxes	1,220.00	.00	203.37	203.37	1,016.63	16.67
10-302-0-5678-1000-220 FICA Payroll Taxes	875.00	.00	140.05	140.05	734.95	16.01
10-704-0-5678-1000-220 FICA Payroll Taxes	882.00	.00	151.46	151.46	730.54	17.17
10-108-0-5678-1000-240 Insurance Benefits	489.00	.00	79.78	79.78	409.22	16.31
10-112-0-5678-1000-240 Insurance Benefits	10,916.00	.00	1,795.48	1,795.48	9,120.52	16.45
10-302-0-5678-1000-240 Insurance Benefits	4,886.00	.00	798.02	798.02	4,087.98	16.33
10-704-0-5678-1000-240 Insurance Benefits	5,126.00	.00	496.25	496.25	4,629.75	9.68
91 Expenditures	130,120.12	.00	11,889.36	11,889.36	118,230.76	9.14

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5679						
81 Revenues						
10-034-0-5679-3500-999 STATE MSP - STUDENT HLTH & COUNSELING SU	31,913.00	.00	7,978.36	7,978.36	23,934.64	25.00
81 Revenues	31,913.00	.00	7,978.36	7,978.36	23,934.64	25.00
91 Expenditures						
10-704-0-5679-2110-141 Salaries - Social Worker - Health&Couns	18,563.00	.00	.00	.00	18,563.00	.00
10-704-0-5679-2110-210 State Retirement	3,765.00	.00	.00	.00	3,765.00	.00
10-704-0-5679-2110-220 FICA Payroll Taxes	1,298.00	.00	.00	.00	1,298.00	.00
10-704-0-5679-2110-240 Insurance Benefits	8,287.00	.00	.00	.00	8,287.00	.00
91 Expenditures	31,913.00	.00	.00	.00	31,913.00	.00

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5805 Reading Achievement Program						
81 Revenues						
10-030-0-5805-1114-999 PROPERTY TAX-READING	39,300.00	.00	.00	.00	39,300.00	.00
10-034-0-5805-3400-999 STATE MSP - K-3 READING IMPROV	40,100.00	.00	13,368.33	13,368.33	26,731.67	33.34
81 Revenues	79,400.00	.00	13,368.33	13,368.33	66,031.67	16.84
91 Expenditures						
10-112-0-5805-1000-131 Salaries - Teachers - K-3 Reading	36,300.00	.00	6,045.48	6,045.48	30,254.52	16.65
10-112-0-5805-1000-132 Salaries - Substitute	200.00	.00	.00	.00	200.00	.00
10-112-0-5805-1000-161 Salaries - Aides - K-3 Reading	17,400.00	.00	3,852.46	3,852.46	13,547.54	22.14
10-112-0-5805-1000-210 State Retirement	8,100.00	.00	1,432.19	1,432.19	6,667.81	17.68
10-112-0-5805-1000-220 FICA Payroll Taxes	4,200.00	.00	741.68	741.68	3,458.32	17.66
10-112-0-5805-1000-240 Insurance Benefits	13,200.00	.00	2,145.54	2,145.54	11,054.46	16.25
91 Expenditures	79,400.00	.00	14,217.35	14,217.35	65,182.65	17.91

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5807 Teacher Salary Supplemental Program (TSS)						
81 Revenues						
10-034-0-5807-3400-999 STATE MSP - TSSP TEACHER SALARY SUPPLEME	5,500.00	.00	.00	.00	5,500.00	.00
81 Revenues	5,500.00	.00	.00	.00	5,500.00	.00
91 Expenditures						
10-704-0-5807-1000-131 Salaries - Teachers - TSSP	4,100.00	.00	.00	.00	4,100.00	.00
10-704-0-5807-1000-210 State Retirement	1,000.00	.00	.00	.00	1,000.00	.00
10-704-0-5807-1000-220 FICA Payroll Taxes	400.00	.00	.00	.00	400.00	.00
91 Expenditures	5,500.00	.00	.00	.00	5,500.00	.00

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5808 State Capitol Field Trips						
81 Revenues						
10-034-0-5808-3990-999 STATE - CAPITOL FIELD TRIPS	1,400.00	.00	.00	.00	1,400.00	.00
81 Revenues	1,400.00	.00	.00	.00	1,400.00	.00
91 Expenditures						
10-555-0-5808-2700-624 Fuel - State Capital Field Trips	1,400.00	.00	.00	.00	1,400.00	.00
91 Expenditures	1,400.00	.00	.00	.00	1,400.00	.00

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5810 5810 LIBRARY BOOKS						
81 Revenues						
10-034-0-5810-3500-999 STATE MSP - LIBRARY BOOKS AND SUPPLIES	1,284.00	.00	428.53	428.53	855.47	33.37
81 Revenues	1,284.00	.00	428.53	428.53	855.47	33.37
91 Expenditures						
10-108-0-5810-2220-644 LIBRARY BOOKS - LEGISLATIVE-HES	100.00	.00	.00	.00	100.00	.00
10-112-0-5810-2220-644 LIBRARY BOOKS - LEGISLATIVE-LES	484.00	.00	.00	.00	484.00	.00
10-302-0-5810-2220-644 LIBRARY BOOKS - LEGISLATIVE-WMS	300.00	263.42	36.58	36.58	.00	100.00
10-704-0-5810-2220-644 LIBRARY BOOKS - LEGISLATIVE-WHS	400.00	.00	.00	.00	400.00	.00
91 Expenditures	1,284.00	263.42	36.58	36.58	984.00	23.36

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5868 Teacher Materials & Supplies						
81 Revenues						
10-034-0-5868-3400-999 STATE MSP - TEACHER SUPPLIES	8,250.00	.00	4,499.37	4,499.37	3,750.63	54.54
81 Revenues	8,250.00	.00	4,499.37	4,499.37	3,750.63	54.54
91 Expenditures						
10-108-0-5868-1000-612 SUPPLIES - TEACHER LEGISLATIVE-HES	250.00	.00	32.22	32.22	217.78	12.89
10-112-0-5868-1000-612 SUPPLIES - TEACHER LEGISLATIVE-LES	3,000.00	.00	381.19	381.19	2,618.81	12.71
10-302-0-5868-1000-612 SUPPLIES - TEACHER LEGISLATIVE-WMS	2,000.00	.00	152.62	152.62	1,847.38	7.63
10-704-0-5868-1000-612 SUPPLIES - TEACHER LEGISLATIVE-WHS	3,000.00	.00	294.92	294.92	2,705.08	9.83
91 Expenditures	8,250.00	.00	860.95	860.95	7,389.05	10.44

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5876 HB 382 2007 Educator Salary Increases						
81 Revenues						
10-030-0-5876-1110-999 PROPERTY TAX	26,500.00	.00	.00	.00	26,500.00	.00
10-034-0-5876-3400-999 STATE MSP - EDUCATOR SALARY ADJ	172,500.00	.00	57,552.56	57,552.56	114,947.44	33.36
81 Revenues	199,000.00	.00	57,552.56	57,552.56	141,447.44	28.92
91 Expenditures						
10-108-0-5876-1000-131 Salaries - Teachers - Educ Sal Adjust	4,200.00	.00	700.00	700.00	3,500.00	16.67
10-112-0-5876-1000-131 Salaries - Teachers - Educ Sal Adjust	59,150.00	.00	9,633.32	9,633.32	49,516.68	16.29
10-302-0-5876-1000-131 Salaries - Teachers - Educ Sal Adjust	38,600.00	.00	6,019.48	6,019.48	32,580.52	15.59
10-704-0-5876-1000-131 Salaries - Teachers - Educ Sal Adjust	51,500.00	.00	8,325.82	8,325.82	43,174.18	16.17
10-108-0-5876-1000-210 State Retirement	950.00	.00	165.84	165.84	784.16	17.46
10-112-0-5876-1000-210 State Retirement	13,100.00	.00	2,217.82	2,217.82	10,882.18	16.93
10-302-0-5876-1000-210 State Retirement	8,600.00	.00	1,348.00	1,348.00	7,252.00	15.67
10-704-0-5876-1000-210 State Retirement	11,000.00	.00	1,685.74	1,685.74	9,314.26	15.32
10-108-0-5876-1000-220 FICA Payroll Taxes	350.00	.00	50.72	50.72	299.28	14.49
10-112-0-5876-1000-220 FICA Payroll Taxes	4,600.00	.00	720.51	720.51	3,879.49	15.66
10-302-0-5876-1000-220 FICA Payroll Taxes	3,000.00	.00	455.27	455.27	2,544.73	15.18
10-704-0-5876-1000-220 FICA Payroll Taxes	3,950.00	.00	630.02	630.02	3,319.98	15.95
91 Expenditures	199,000.00	.00	31,952.54	31,952.54	167,047.46	16.06

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5881 USTAR Program						
81 Revenues						
10-034-0-5881-3400-999 STATE MSP - USTAR	32,100.00	.00	.00	.00	32,100.00	.00
81 Revenues	32,100.00	.00	.00	.00	32,100.00	.00
91 Expenditures						
10-302-0-5881-1000-131 Salaries - Teachers - USTAR	13,500.00	.00	2,552.12	2,552.12	10,947.88	18.90
10-704-0-5881-1000-131 Salaries - Teachers - USTAR	11,000.00	.00	1,999.66	1,999.66	9,000.34	18.18
10-302-0-5881-1000-210 State Retirement	3,000.00	.00	510.93	510.93	2,489.07	17.03
10-704-0-5881-1000-210 State Retirement	2,400.00	.00	400.32	400.32	1,999.68	16.68
10-302-0-5881-1000-220 FICA Payroll Taxes	1,000.00	.00	195.24	195.24	804.76	19.52
10-704-0-5881-1000-220 FICA Payroll Taxes	700.00	.00	148.34	148.34	551.66	21.19
10-302-0-5881-1000-240 Insurance Benefits	500.00	.00	58.65	58.65	441.35	11.73
10-704-0-5881-1000-240 Insurance Benefits	.00	.00	1,207.45	1,207.45	-1,207.45	.00
91 Expenditures	32,100.00	.00	7,072.71	7,072.71	25,027.29	22.03

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5882 BTS Arts Program						
81 Revenues						
10-034-0-5882-3500-999 STATE MSP - BEVERLY TAYLOR SORENSON	36,900.00	.00	.00	.00	36,900.00	.00
81 Revenues	36,900.00	.00	.00	.00	36,900.00	.00
91 Expenditures						
10-112-0-5882-1000-131 Salaries - Teachers - Bev. Taylor Sorens	23,100.00	.00	3,846.00	3,846.00	19,254.00	16.65
10-112-0-5882-1000-210 State Retirement	5,200.00	.00	911.10	911.10	4,288.90	17.52
10-112-0-5882-1000-220 FICA Payroll Taxes	1,800.00	.00	291.12	291.12	1,508.88	16.17
10-112-0-5882-1000-240 Insurance Benefits	6,800.00	.00	1,083.98	1,083.98	5,716.02	15.94
91 Expenditures	36,900.00	.00	6,132.20	6,132.20	30,767.80	16.62

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7801 Fed NCLB Title I A - LEA Grants						
81 Revenues						
10-034-0-7801-4800-999 FEDERAL - TITLE I	108,000.00	.00	79,241.85	79,241.85	28,758.15	73.37
81 Revenues	108,000.00	.00	79,241.85	79,241.85	28,758.15	73.37
91 Expenditures						
10-112-0-7801-1000-131 Salaries - Teachers - Title I	23,300.00	.00	3,874.16	3,874.16	19,425.84	16.63
10-112-0-7801-1000-132 Salaries - Substitute - Title I	100.00	.00	.00	.00	100.00	.00
10-108-0-7801-1000-161 Salaries - Aides - Title I	6,700.00	.00	3,330.96	3,330.96	3,369.04	49.72
10-112-0-7801-1000-161 Salaries - Aides - Title I	30,900.00	.00	1,682.40	1,682.40	29,217.60	5.44
10-108-0-7801-1000-210 State Retirement	1,500.00	.00	354.79	354.79	1,145.21	23.65
10-112-0-7801-1000-210 State Retirement	5,200.00	.00	917.79	917.79	4,282.21	17.65
10-108-0-7801-1000-220 FICA Payroll Taxes	600.00	.00	254.80	254.80	345.20	42.47
10-112-0-7801-1000-220 FICA Payroll Taxes	4,200.00	.00	425.08	425.08	3,774.92	10.12
10-112-0-7801-1000-240 Insurance Benefits	9,800.00	.00	1,596.02	1,596.02	8,203.98	16.29
10-112-0-7801-1000-730 EQUIPMENT - TITLE I-LES	1,100.00	.00	.00	.00	1,100.00	.00
10-034-0-7801-2200-115 Salaries - Title I Director	16,000.00	.00	3,453.14	3,453.14	12,546.86	21.58
10-034-0-7801-2200-210 State Retirement	3,600.00	.00	818.04	818.04	2,781.96	22.72
10-034-0-7801-2200-220 FICA Payroll Taxes	1,300.00	.00	254.79	254.79	1,045.21	19.60
10-034-0-7801-2200-240 Insurance Benefits	3,700.00	.00	598.52	598.52	3,101.48	16.18
91 Expenditures	108,000.00	.00	17,560.49	17,560.49	90,439.51	16.26

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7860 Fed NCLB Title II A - Teacher Quality						
81 Revenues						
10-034-0-7860-4800-999 FEDERAL - TITLE II	32,000.00	.00	.00	.00	32,000.00	.00
81 Revenues	32,000.00	.00	.00	.00	32,000.00	.00
91 Expenditures						
10-112-0-7860-1000-131 Salaries - Teachers - Title IIA	6,000.00	.00	.00	.00	6,000.00	.00
10-302-0-7860-1000-131 Salaries - Teachers - Title IIA	6,000.00	.00	.00	.00	6,000.00	.00
10-704-0-7860-1000-131 Salaries - Teachers - Title IIA	6,000.00	.00	.00	.00	6,000.00	.00
10-112-0-7860-1000-210 State Retirement	1,500.00	.00	.00	.00	1,500.00	.00
10-302-0-7860-1000-210 State Retirement	1,500.00	.00	.00	.00	1,500.00	.00
10-704-0-7860-1000-210 State Retirement	1,500.00	.00	.00	.00	1,500.00	.00
10-112-0-7860-1000-220 FICA Payroll Taxes	500.00	.00	.00	.00	500.00	.00
10-302-0-7860-1000-220 FICA Payroll Taxes	500.00	.00	.00	.00	500.00	.00
10-704-0-7860-1000-220 FICA Payroll Taxes	500.00	.00	.00	.00	500.00	.00
10-034-0-7860-2200-290 TUITION REIMB. - TITLE IIA-DO	8,000.00	.00	.00	.00	8,000.00	.00
91 Expenditures	32,000.00	.00	.00	.00	32,000.00	.00

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81 Revenues						
10-034-0-1205-3100-999 STATE MSP - SPECIAL ED ADD ON WPU	324,453.00	.00	72,647.48	72,647.48	251,805.52	22.39
10-034-0-1210-3100-999 STATE MSP - SPECIAL ED SELF CONTAINED	7,064.00	.00	2,354.68	2,354.68	4,709.32	33.33
10-034-0-1220-3100-999 STATE MSP - SPECIAL ED EXT. YEAR	3,093.00	.00	1,031.21	1,031.21	2,061.79	33.34
10-034-0-1225-3100-999 STATE MSP - SPECIAL ED STATE PROG	4,390.00	.00	1,463.49	1,463.49	2,926.51	33.34
10-034-0-7524-4524-999 FEDERAL - SPECIAL ED/IDEA	91,000.00	.00	.00	.00	91,000.00	.00
81 Revenues	430,000.00	.00	77,496.86	77,496.86	352,503.14	18.02
91 Expenditures						
10-112-0-1205-1000-131 Salaries - Teachers - Special Ed	59,000.00	.00	9,528.15	9,528.15	49,471.85	16.15
10-302-0-1205-1000-131 Salaries - Teachers - Special Ed	40,000.00	.00	7,136.60	7,136.60	32,863.40	17.84
10-704-0-1205-1000-131 Salaries - Teachers - Special Ed	58,500.00	.00	9,748.00	9,748.00	48,752.00	16.66
10-112-0-1205-1000-132 Salaries - Substitute - Special Ed	500.00	.00	85.31	85.31	414.69	17.06
10-302-0-1205-1000-132 Salaries - Substitute - Special Ed	500.00	.00	35.00	35.00	465.00	7.00
10-704-0-1205-1000-132 Salaries - Substitute - Special Ed	500.00	.00	72.33	72.33	427.67	14.47
10-112-0-1205-1000-210 State Retirement	13,100.00	.00	2,257.22	2,257.22	10,842.78	17.23
10-302-0-1205-1000-210 State Retirement	8,800.00	.00	1,479.57	1,479.57	7,320.43	16.81
10-704-0-1205-1000-210 State Retirement	13,000.00	.00	1,951.56	1,951.56	11,048.44	15.01
10-112-0-1205-1000-220 FICA Payroll Taxes	4,500.00	.00	735.36	735.36	3,764.64	16.34
10-302-0-1205-1000-220 FICA Payroll Taxes	3,100.00	.00	548.61	548.61	2,551.39	17.70
10-704-0-1205-1000-220 FICA Payroll Taxes	4,500.00	.00	751.25	751.25	3,748.75	16.69
10-112-0-1205-1000-240 Insurance Benefits	16,800.00	.00	2,710.00	2,710.00	14,090.00	16.13
10-302-0-1205-1000-240 Insurance Benefits	1,400.00	.00	168.00	168.00	1,232.00	12.00
10-704-0-1205-1000-240 Insurance Benefits	24,500.00	.00	3,990.00	3,990.00	20,510.00	16.29
10-108-0-1205-1000-340 PROFESSIONAL SERVICES - SPECIAL ED-HES	2,500.00	.00	225.00	225.00	2,275.00	9.00
10-112-0-1205-1000-340 PROFESSIONAL SERVICES - SPECIAL ED-LES	5,000.00	.00	.00	.00	5,000.00	.00
10-302-0-1205-1000-340 PROFESSIONAL SERVICES - SPECIAL ED-WMS	2,500.00	.00	.00	.00	2,500.00	.00
10-704-0-1205-1000-340 PROFESSIONAL SERVICES - SPECIAL ED-WHS	2,500.00	.00	.00	.00	2,500.00	.00
10-108-0-1205-1000-612 SUPPLIES - SPECIAL ED-HES	200.00	.00	19.58	19.58	180.42	9.79
10-112-0-1205-1000-612 SUPPLIES - SPECIAL ED-LES	1,000.00	.00	87.65	87.65	912.35	8.77
10-302-0-1205-1000-612 SUPPLIES - SPECIAL ED-WMS	800.00	.00	355.82	355.82	444.18	44.48
10-704-0-1205-1000-612 SUPPLIES - SPECIAL ED-WHS	1,000.00	.00	529.69	529.69	470.31	52.97

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91 Expenditures						
10-034-0-1205-2200-115 Salaries - Special Ed Supervisor	33,000.00	.00	8,140.20	8,140.20	24,859.80	24.67
10-034-0-1205-2200-210 State Retirement	3,300.00	.00	1,907.07	1,907.07	1,392.93	57.79
10-034-0-1205-2200-220 FICA Payroll Taxes	2,500.00	.00	598.21	598.21	1,901.79	23.93
10-034-0-1205-2200-240 Insurance Benefits	12,300.00	.00	1,995.00	1,995.00	10,305.00	16.22
10-034-0-1205-2200-340 PROFESSIONAL SERVICES - SPECIAL ED-DO	.00	.00	18.16	18.16	-18.16	.00
10-112-0-1205-2200-580 TRAVEL - SPECIAL ED-LES	1,000.00	.00	8.86	8.86	991.14	.89
10-302-0-1205-2200-580 TRAVEL - SPECIAL ED-WMS	1,000.00	.00	.00	.00	1,000.00	.00
10-704-0-1205-2200-580 TRAVEL - SPECIAL ED-WHS	1,000.00	.00	.00	.00	1,000.00	.00
10-034-0-1205-2400-270 Workers Compensation Insurance	1,200.00	.00	972.00	972.00	228.00	81.00
10-034-0-1205-2400-340 PROFESSIONAL SERVICES - ADMIN CONSULTING	11,000.00	.00	1,100.00	1,100.00	9,900.00	10.00
10-034-0-1205-2400-580 TRAVEL - SPECIAL ED-DO	6,000.00	.00	488.33	488.33	5,511.67	8.14
10-034-0-1205-2400-612 SUPPLIES - SPECIAL ED-DO	2,000.00	.00	414.85	414.85	1,585.15	20.74
10-112-0-1220-1000-161 Salaries - Aides - Ext. Contract	450.00	.00	115.16	115.16	334.84	25.59
10-112-0-1220-1000-220 FICA Payroll Taxes	50.00	.00	8.81	8.81	41.19	17.62
10-108-0-7524-1000-161 Salaries - Aides - IDEA	4,900.00	.00	1,487.73	1,487.73	3,412.27	30.36
10-112-0-7524-1000-161 Salaries - Aides - IDEA	12,400.00	.00	4,166.47	4,166.47	8,233.53	33.60
10-302-0-7524-1000-161 Salaries - Aides - IDEA	12,000.00	.00	3,032.36	3,032.36	8,967.64	25.27
10-704-0-7524-1000-161 Salaries - Aides - IDEA	15,600.00	.00	1,887.11	1,887.11	13,712.89	12.10
10-108-0-7524-1000-220 FICA Payroll Taxes	400.00	.00	113.81	113.81	286.19	28.45
10-112-0-7524-1000-220 FICA Payroll Taxes	1,000.00	.00	317.81	317.81	682.19	31.78
10-302-0-7524-1000-220 FICA Payroll Taxes	1,000.00	.00	231.96	231.96	768.04	23.20
10-704-0-7524-1000-220 FICA Payroll Taxes	1,300.00	.00	144.36	144.36	1,155.64	11.10
10-704-0-7524-1000-270 Workers Compensation Insurance	400.00	.00	227.00	227.00	173.00	56.75
10-108-0-7524-1000-340 PROF.SERVICES - IDEA-HES	2,000.00	.00	1,317.08	1,317.08	682.92	65.85
10-112-0-7524-1000-340 PROF.SERVICES - IDEA-LES	20,000.00	.00	6,482.83	6,482.83	13,517.17	32.41

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91 Expenditures						
10-302-0-7524-1000-340 PROF.SERVICES - IDEA-WMS	10,000.00	.00	2,954.57	2,954.57	7,045.43	29.55
10-704-0-7524-1000-340 PROF.SERVICES - IDEA-WHS	10,000.00	.00	2,739.56	2,739.56	7,260.44	27.40
10-034-0-7524-2400-340 PROF.ADMIN.SERVICES - IDEA-DO	.00	.00	1,433.69	1,433.69	-1,433.69	.00
91 Expenditures	430,000.00	.00	84,717.69	84,717.69	345,282.31	19.70

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034 DISTRICT OFFICE						
81 Revenues						
10-034-0-5420-3500-999 STATE MSP - LAND TRUST	240,579.00	.00	227,673.00	227,673.00	12,906.00	94.64
81 Revenues	240,579.00	.00	227,673.00	227,673.00	12,906.00	94.64

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108 HANKSVILLE ELEMENTARY						
91 Expenditures						
10-108-0-5420-1000-161 Salaries - Aides - Trust Lands	1,300.00	.00	5.00	5.00	1,295.00	.38
10-108-0-5420-1000-220 FICA Payroll Taxes	140.00	.00	.38	.38	139.62	.27
10-108-0-5420-1000-612 SUPPLIES - TRUST LANDS-HES	.00	.00	46.40	46.40	-46.40	.00
10-108-0-5420-1000-650 TECH. SUPPLIES - LAND TRUST-HES	3,039.00	.00	.00	.00	3,039.00	.00
10-108-0-5420-1000-670 SOFTWARE - TRUST LANDS-HES	54.00	.00	.00	.00	54.00	.00
91 Expenditures	4,533.00	.00	51.78	51.78	4,481.22	1.14

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112 LOA ELEMENTARY						
91 Expenditures						
10-112-0-5420-1000-131 Salaries - Teachers - Trust Lands	14,500.00	.00	2,403.82	2,403.82	12,096.18	16.58
10-112-0-5420-1000-161 Salaries - Aides - Trust Lands	32,900.00	.00	6,425.11	6,425.11	26,474.89	19.53
10-112-0-5420-1000-210 State Retirement	3,200.00	.00	569.47	569.47	2,630.53	17.80
10-112-0-5420-1000-220 FICA Payroll Taxes	3,200.00	.00	673.48	673.48	2,526.52	21.05
10-112-0-5420-1000-240 Insurance Benefits	4,200.00	.00	677.52	677.52	3,522.48	16.13
10-112-0-5420-1000-340 PROF.SERVICES - LAND TRUST-LES	1,500.00	.00	500.00	500.00	1,000.00	33.33
10-112-0-5420-1000-612 SUPPLIES - TRUST LANDS-LES	3,500.00	.00	198.00	198.00	3,302.00	5.66
10-112-0-5420-1000-641 BOOKS - LAND TRUST-LES	13,500.00	.00	.00	.00	13,500.00	.00
10-112-0-5420-1000-650 TECH. SUPPLIES - LAND TRUST-LES	24,191.00	161.00	897.12	897.12	23,132.88	4.37
10-112-0-5420-1000-670 SOFTWARE - TRUSTLANDS-LES	5,000.00	.00	3,271.40	3,271.40	1,728.60	65.43
91 Expenditures	105,691.00	161.00	15,615.92	15,615.92	89,914.08	14.93

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302 WAYNE MIDDLE SCHOOL						
91 Expenditures						
10-302-0-5420-1000-131 Salaries - Teachers - Trust Lands	10,800.00	.00	1,340.16	1,340.16	9,459.84	12.41
10-302-0-5420-1000-161 Salaries - Aides - Trust Lands	20,400.00	.00	5,143.73	5,143.73	15,256.27	25.21
10-302-0-5420-1000-210 State Retirement	2,400.00	.00	317.48	317.48	2,082.52	13.23
10-302-0-5420-1000-220 FICA Payroll Taxes	2,600.00	.00	495.08	495.08	2,104.92	19.04
10-302-0-5420-1000-641 BOOKS - LAND TRUST-WMS	.00	.00	820.59	820.59	-820.59	.00
10-302-0-5420-1000-650 TECH. SUPPLIES - LAND TRUST-WMS	18,959.00	387.00	.00	.00	18,572.00	2.04
10-302-0-5420-1000-670 SOFTWARE - TRUST LANDS-WMS	2,612.00	.00	2,612.00	2,612.00	.00	100.00
91 Expenditures	57,771.00	387.00	10,729.04	10,729.04	46,654.96	19.24

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704 WAYNE HIGH SCHOOL						
91 Expenditures						
10-704-0-5420-1000-131 Salaries - Teachers - Trust Lands	7,400.00	.00	797.50	797.50	6,602.50	10.78
10-704-0-5420-1000-132 Salaries - Substitute - Trust Lands	12,100.00	.00	.00	.00	12,100.00	.00
10-704-0-5420-1000-210 State Retirement	1,700.00	.00	159.66	159.66	1,540.34	9.39
10-704-0-5420-1000-220 FICA Payroll Taxes	1,800.00	.00	61.00	61.00	1,739.00	3.39
10-704-0-5420-1000-240 Insurance Benefits	3,000.00	.00	157.50	157.50	2,842.50	5.25
10-704-0-5420-1000-340 PROFESSIONAL SERVICES - LAND TRUST-WHS	6,500.00	.00	500.00	500.00	6,000.00	7.69
10-704-0-5420-1000-612 SUPPLIES - TRUST LANDS-WHS	29,500.00	.00	5,823.49	5,823.49	23,676.51	19.74
10-704-0-5420-1000-650 TECH. SUPPLIES - LAND TRUST-WHS	10,584.00	278.00	.00	.00	10,306.00	2.63
10-704-0-5420-1000-670 SOFTWARE - TRUST LANDS-WHS	.00	.00	151.00	151.00	-151.00	.00
91 Expenditures	72,584.00	278.00	7,650.15	7,650.15	64,655.85	10.92

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81 Revenues						
21-302-0-0020-1740-999 WMS ART STUDENT FEES	.00	.00	200.00	200.00	-200.00	.00
21-302-0-0050-1740-999 WMS IPAD STUDENT FEES	.00	.00	710.00	710.00	-710.00	.00
21-302-0-0050-1990-999 WMS IPAD MISC REVENUE	.00	.00	50.00	50.00	-50.00	.00
21-704-0-0050-1740-999 WHS IPAD STUDENT FEES	.00	.00	1,370.00	1,370.00	-1,370.00	.00
21-302-0-0181-1740-999 WMS BAND STUDENT FEES	.00	.00	1,080.00	1,080.00	-1,080.00	.00
21-302-0-0181-1990-999 WMS BAND MISC REVENUE	.00	.00	72.00	72.00	-72.00	.00
21-704-0-0181-1740-999 WHS BAND STUDENT FEES	.00	.00	3.00	3.00	-3.00	.00
21-704-0-0181-1990-999 WHS BAND MISC REVENUES	.00	.00	150.00	150.00	-150.00	.00
21-704-0-0182-1740-999 WHS CHOIR STUDENT FEES	.00	.00	20.00	20.00	-20.00	.00
21-704-0-0182-1990-999 WHS CHOIR MISC REVENUE	.00	.00	125.00	125.00	-125.00	.00
21-302-0-0200-1740-999 WMS PE Uniform FEES	.00	.00	45.00	45.00	-45.00	.00
21-302-0-0205-1740-999 WMS Lifetime Activities FEES	.00	.00	70.00	70.00	-70.00	.00
21-704-0-0230-1990-999 WHS SPORTS ACCOUNT MISC REVENUE	.00	.00	12,400.00	12,400.00	-12,400.00	.00
21-704-0-0232-1740-999 WHS BASEBALL STUDENT FEES	.00	.00	1,370.00	1,370.00	-1,370.00	.00
21-704-0-0232-1990-999 WHS BASEBALL MISC REVENUE	.00	.00	2,017.00	2,017.00	-2,017.00	.00
21-704-0-0233-1740-999 WHS GIRLS BASKETBALL STUDENT FEES	.00	.00	100.00	100.00	-100.00	.00
21-704-0-0233-1990-999 WHS GIRLS BASKETBALL MISC REVENUE	.00	.00	933.00	933.00	-933.00	.00
21-704-0-0234-1740-999 WHS BOYS BASKETBALL STUDENT FEES	.00	.00	100.00	100.00	-100.00	.00
21-704-0-0240-1990-999 WHS SOFTBALL MISC REVENUE	.00	.00	4,028.20	4,028.20	-4,028.20	.00
21-704-0-0242-1740-999 WHS VOLLEYBALL STUDENT FEES	.00	.00	1,750.00	1,750.00	-1,750.00	.00
21-704-0-0242-1990-999 WHS VOLLEYBALL MISC REVENUE	.00	.00	8,496.68	8,496.68	-8,496.68	.00
21-704-0-0243-1740-999 WHS CROSS COUNTRY STUDENT FEES	.00	.00	320.00	320.00	-320.00	.00
21-704-0-0243-1990-999 WHS CROSS COUNTRY MISC REVENUE	.00	.00	1,314.00	1,314.00	-1,314.00	.00
21-704-0-0244-1740-999 WHS TRACK STUDENT FEES	.00	.00	140.00	140.00	-140.00	.00
21-704-0-0244-1990-999 WHS TRACK MISC REVENUE	.00	.00	426.00	426.00	-426.00	.00
21-704-0-0250-1990-999 WHS YEARBOOK MISC REVENUES	.00	.00	2,100.00	2,100.00	-2,100.00	.00

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81 Revenues						
21-704-0-0261-1740-999 WHS CHEERLEADER STUDENT FEES	.00	.00	1,772.65	1,772.65	-1,772.65	.00
21-704-0-0261-1990-999 WHS CHEERLEADER REVENUE	.00	.00	2,533.18	2,533.18	-2,533.18	.00
21-704-0-0505-1990-999 WHS SCHOLARSHIP BOWLER MISC REVENUE	.00	.00	4,000.00	4,000.00	-4,000.00	.00
21-112-0-2001-1990-999 LES GENERAL MISC REVENUE	.00	.00	596.13	596.13	-596.13	.00
21-302-0-2001-1990-999 WMS GENERAL MISC REVENUE	.00	.00	33.00	33.00	-33.00	.00
21-704-0-2001-1990-999 WHS GENERAL MISC REVENUES	.00	.00	10.00	10.00	-10.00	.00
21-112-0-2002-1990-999 LES TEACHER MISC REVENUE	.00	.00	75.00	75.00	-75.00	.00
21-704-0-2002-1990-999 WHS TEACHER MISC REVENUE	.00	.00	27.47	27.47	-27.47	.00
21-704-0-2006-1990-999 WHS CONCESSION MISC REVENUE	.00	.00	703.46	703.46	-703.46	.00
21-302-0-2020-1740-999 WMS ACTIVITIES STUDENT FEES	.00	.00	985.00	985.00	-985.00	.00
21-302-0-2020-1990-999 WMS ACTIVITIES MISC REVENUE	.00	.00	190.00	190.00	-190.00	.00
21-704-0-2020-1740-999 WHS ACTIVITIES STUDENT FEES	.00	.00	1,025.00	1,025.00	-1,025.00	.00
21-704-0-2020-1990-999 WHS ACTIVITIES MISC REVENUE	.00	.00	2.00	2.00	-2.00	.00
21-704-0-3602-1990-999 WHS SENIOR CLASS MISC REVENUE	.00	.00	100.00	100.00	-100.00	.00
21-704-0-3603-1990-999 WHS JUNIOR CLASS MISC REVENUE	.00	.00	1,396.25	1,396.25	-1,396.25	.00
21-704-0-3604-1990-999 WHS SOPHOMORE CLASS MISC REVENUE	.00	.00	520.00	520.00	-520.00	.00
21-704-0-3606-1990-999 WHS STUDENT GOVERNMENT MISC REVENUES	.00	.00	787.00	787.00	-787.00	.00
21-302-0-6001-1740-999 WMS CCA/CTE BUSINESS STUDENT FEES	80.00	.00	180.00	180.00	-100.00	225.00
21-302-0-6003-1740-999 WMS CCA/CTE TRADE STUDENT FEES	.00	.00	390.00	390.00	-390.00	.00
21-704-0-6100-1740-999 WHS VO AG STUDENT FEES	.00	.00	260.00	260.00	-260.00	.00
21-704-0-6150-1740-999 WHS FFA STUDENT FEES	.00	.00	330.00	330.00	-330.00	.00
21-704-0-6150-1990-999 WHS FFA MISC REVENUE	.00	.00	5,852.00	5,852.00	-5,852.00	.00
21-704-0-6310-1740-999 WHS EMT STUDENT FEES	.00	.00	60.00	60.00	-60.00	.00
21-704-0-6350-1740-999 WHS HOSA STUDENT FEES	.00	.00	40.00	40.00	-40.00	.00
21-704-0-6350-1990-999 WHS HOSA MISC REVENUE	.00	.00	530.74	530.74	-530.74	.00

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81 Revenues						
21-704-0-6450-1740-999 WHS FCCLA STUDENT FEES	.00	.00	610.00	610.00	-610.00	.00
21-704-0-6450-1990-999 WHS FCCLA MISC REVENUE	.00	.00	3,269.31	3,269.31	-3,269.31	.00
21-704-0-6600-1740-999 WHS TRADE STUDENT FEES	.00	.00	688.00	688.00	-688.00	.00
21-704-0-6600-1990-999 WHS TRADE MISC REVENUE	.00	.00	31.00	31.00	-31.00	.00
21-302-0-9999-1740-999 WMS STUDENT FEES BUDGET ONLY	10,000.00	.00	.00	.00	10,000.00	.00
21-302-0-9999-1990-999 WMS MISC REVENUES BUDGET ONLY	20,000.00	.00	.00	.00	20,000.00	.00
21-704-0-9999-1740-999 WHS STUDENT FEES BUDGET ONLY	30,000.00	.00	.00	.00	30,000.00	.00
21-704-0-9999-1990-999 WHS MISC REVENUES BUDGET ONLY	390,000.00	.00	.00	.00	390,000.00	.00
81 Revenues	450,080.00	.00	66,387.07	66,387.07	383,692.93	14.75
91 Expenditures						
21-302-0-0020-1000-612 WMS Art Supplies FEES	165.00	.00	.00	.00	165.00	.00
21-302-0-0020-1000-890 WMS Art Supplies	271.89	.00	136.59	136.59	135.30	50.24
60-704-0-0020-1000-890 WHS Art Poster Fundraiser	593.66	.00	.00	.00	593.66	.00
21-112-0-0050-1000-650 TECH SUPPLIES - IPAD ACCOUNT-LES	2,952.18	.00	.00	.00	2,952.18	.00
21-302-0-0050-1000-650 TECH SUPPLIES - IPAD ACCOUNT-WMS	13,763.39	.00	960.00	960.00	12,803.39	6.98
21-704-0-0050-1000-650 TECH SUPPLIES - IPAD ACCOUNT-WHS	18,318.97	.00	341.00	341.00	17,977.97	1.86
21-704-0-0057-1000-890 WHS Sterling Scholar	161.42	.00	.00	.00	161.42	.00
21-704-0-0058-1000-890 WHS National Honor Society	450.33	.00	.00	.00	450.33	.00
21-704-0-0113-1000-890 WHS Speech and Debate	2,101.05	.00	.00	.00	2,101.05	.00
21-704-0-0114-1000-890 WHS Drama	1,135.92	.00	.00	.00	1,135.92	.00
21-302-0-0181-1000-612 WMS Band FEES	990.00	.00	.00	.00	990.00	.00
21-704-0-0181-1000-612 WHS Band FEES	.00	.00	30.00	30.00	-30.00	.00
21-302-0-0181-1000-890 WMS Band	9,468.03	3.04	1,885.06	1,885.06	7,579.93	19.94
21-704-0-0181-1000-890 WHS Band	2,309.63	.00	255.61	255.61	2,054.02	11.07
21-704-0-0182-1000-612 WHS Choir FEES	10.00	.00	.00	.00	10.00	.00
21-704-0-0182-1000-890 WHS Choir	1,996.34	.00	2,087.39	2,087.39	-91.05	104.56

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91 Expenditures						
21-704-0-0185-1000-890 WHS School Musical	1,266.82	.00	.00	.00	1,266.82	.00
21-302-0-0200-1000-615 WMS PE Uniform Fees	45.00	.00	.00	.00	45.00	.00
21-704-0-0201-1000-890 WHS Dance Club	278.69	.00	.00	.00	278.69	.00
21-704-0-0202-1000-890 WHS Clay Target Club	459.84	.00	.00	.00	459.84	.00
21-302-0-0205-1000-612 WMS Lifetime Activities FEES	65.00	.00	.00	.00	65.00	.00
21-704-0-0230-1000-890 WHS Student Sports Account	18,722.80	.00	1,643.31	1,643.31	17,079.49	8.78
21-704-0-0232-1000-612 WHS Baseball FEES	1,220.00	.00	1,654.03	1,654.03	-434.03	135.58
21-704-0-0232-1000-890 WHS Baseball	986.09	800.00	1,199.43	1,199.43	-1,013.34	202.76
21-704-0-0233-1000-612 WHS Girls Basketball FEES	100.00	.00	60.00	60.00	40.00	60.00
21-704-0-0233-1000-890 WHS Girls Basketball	3,757.03	.00	.00	.00	3,757.03	.00
21-704-0-0234-1000-612 WHS Boys Basketball FEES	100.00	.00	30.00	30.00	70.00	30.00
21-704-0-0234-1000-890 WHS Boys Basketball	6,705.58	.00	1,049.97	1,049.97	5,655.61	15.66
21-704-0-0236-1000-890 WHS Football	10,824.71	.00	.00	.00	10,824.71	.00
21-704-0-0240-1000-890 WHS Softball	2,483.70	.00	362.92	362.92	2,120.78	14.61
21-704-0-0242-1000-612 WHS Volleyball FEES	2,856.00	1,985.25	1,358.16	1,358.16	-487.41	117.07
21-704-0-0242-1000-890 WHS Volleyball	9,864.13	.00	3,686.89	3,686.89	6,177.24	37.38
21-704-0-0243-1000-612 WHS Cross Country FEES	320.00	.00	280.40	280.40	39.60	87.63
21-704-0-0243-1000-890 WHS Cross Country	2,508.36	.00	209.72	209.72	2,298.64	8.36
21-704-0-0244-1000-612 WHS Track FEES	176.00	.00	155.00	155.00	21.00	88.07

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91 Expenditures						
21-704-0-0244-1000-890 WHS Track	-475.37	.00	43.37	43.37	-518.74	-9.12
21-704-0-0245-1000-612 WHS Wrestling FEES	.00	.00	90.00	90.00	-90.00	.00
21-704-0-0245-1000-890 WHS Wrestling	8,976.62	.00	.00	.00	8,976.62	.00
21-704-0-0249-1000-890 WHS Lettermen	150.11	.00	.00	.00	150.11	.00
21-704-0-0250-1000-890 WHS Yearbook	5,803.97	.00	153.72	153.72	5,650.25	2.65
21-704-0-0261-1000-612 WHS Cheerleaders FEES	2,807.83	.00	2,781.16	2,781.16	26.67	99.05
21-704-0-0261-1000-890 WHS Cheerleaders	3,529.37	.00	2,195.73	2,195.73	1,333.64	62.21
21-704-0-0500-1000-890 WHS Scholarships	7,647.35	.00	.00	.00	7,647.35	.00
21-704-0-0501-1000-890 WHS Scholarship-Peterson	6,860.18	.00	.00	.00	6,860.18	.00
21-704-0-0503-1000-890 WHS Scholarship-Brad Brian	900.00	.00	.00	.00	900.00	.00
21-704-0-0505-1000-890 WHS Scholarship-Dixe&Joe Bowler	4,000.00	.00	4,000.00	4,000.00	.00	100.00
21-108-0-2001-1000-890 HES General	224.37	.00	.00	.00	224.37	.00
21-112-0-2001-1000-890 LES General	4,714.38	239.24	3,584.33	3,584.33	890.81	81.10
21-302-0-2001-1000-890 WMS General	9,778.97	5.49	589.79	589.79	9,183.69	6.09
21-704-0-2001-1000-890 WHS General	12,947.20	.00	346.31	346.31	12,600.89	2.67
21-108-0-2002-1000-890 HES Teacher	190.53	.00	.00	.00	190.53	.00
21-112-0-2002-1000-890 LES Teacher	15.25	.00	.00	.00	15.25	.00
21-302-0-2002-1000-890 WMS Teacher	1,845.83	.00	127.65	127.65	1,718.18	6.92
21-704-0-2002-1000-890 WHS Teacher	265.59	.00	85.32	85.32	180.27	32.12
21-108-0-2003-1000-890 HES Gold Medal	284.31	.00	.00	.00	284.31	.00
21-112-0-2003-1000-890 LES Boxtops	245.91	.00	.00	.00	245.91	.00
21-112-0-2004-1000-890 LES Playground Supplies	955.28	.00	445.56	445.56	509.72	46.64
21-108-0-2005-1000-890 HES Literacy	1,274.73	.00	.00	.00	1,274.73	.00
21-108-0-2006-1000-890 HES Tobacco Grant	1.25	.00	.00	.00	1.25	.00

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91 Expenditures						
21-704-0-2006-1000-890 WHS Concessions	1,272.81	859.54	1,293.49	1,293.49	-880.22	169.16
21-112-0-2007-1000-890 LES Carnival	294.77	.00	.00	.00	294.77	.00
21-302-0-2008-1000-890 WMS Library	664.06	.00	.00	.00	664.06	.00
21-302-0-2020-1000-518 WMS Activities FEES	915.00	.00	.00	.00	915.00	.00
21-704-0-2020-1000-518 WHS Activities FEES	830.00	.00	.00	.00	830.00	.00
21-112-0-2020-1000-890 LES Activities	935.05	.00	.00	.00	935.05	.00
21-302-0-2020-1000-890 WMS Activities	7,348.91	198.50	11,983.25	11,983.25	-4,832.84	165.76
21-704-0-2020-1000-890 WHS Activities	2,144.24	.00	555.67	555.67	1,588.57	25.91
21-704-0-2025-1000-890 WHS YCC Youth Group	655.65	.00	.00	.00	655.65	.00
21-704-0-2026-1000-890 WHS Anti-bullying	15.35	.00	.00	.00	15.35	.00
21-704-0-3602-1000-890 WHS Senior Class	4,204.93	.00	76.17	76.17	4,128.76	1.81
21-704-0-3603-1000-890 WHS Junior Class	2,930.51	.00	.00	.00	2,930.51	.00
21-704-0-3604-1000-890 WHS Sophomore Class	670.00	.00	26.40	26.40	643.60	3.94
21-704-0-3606-1000-890 WHS Student Government	558.01	.00	526.60	526.60	31.41	94.37
21-302-0-6001-1000-612 WMS CCA/CTE Business Supplies FEES	1,912.00	.00	.00	.00	1,912.00	.00
21-302-0-6003-1000-612 WMS CCA/CTE Trade Supplies FEES	721.31	300.00	57.90	57.90	363.41	49.62
21-704-0-6100-1000-612 WHS Vo Ag FEES	240.00	.00	93.00	93.00	147.00	38.75
21-704-0-6100-1000-890 WHS Vo Ag	1,081.08	.00	214.28	214.28	866.80	19.82
21-704-0-6150-1000-518 WHS FFA FEES	330.00	.00	330.00	330.00	.00	100.00
21-704-0-6150-1000-890 WHS FFA	6,129.02	.00	7,096.84	7,096.84	-967.82	115.79
21-704-0-6200-1000-890 WHS Commercial Art	1,316.38	.00	343.25	343.25	973.13	26.08

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91 Expenditures						
21-704-0-6310-1000-612 WHS EMT FEES	60.00	.00	.00	.00	60.00	.00
21-704-0-6310-1000-890 WHS EMT	750.61	.00	.00	.00	750.61	.00
21-704-0-6350-1000-518 WHS HOSA FEES	40.00	.00	442.70	442.70	-402.70	1106.75
21-704-0-6350-1000-890 WHS HOSA	531.82	.00	355.78	355.78	176.04	66.90
21-704-0-6400-1000-612 WHS FACS FEES	.00	.00	348.74	348.74	-348.74	.00
21-704-0-6400-1000-890 WHS FACS	52.13	.00	48.78	48.78	3.35	93.57
21-704-0-6450-1000-518 WHS FCCLA FEES	510.00	.00	.00	.00	510.00	.00
21-704-0-6450-1000-890 WHS FCCLA	3,005.49	278.82	2,175.31	2,175.31	551.36	81.65
21-704-0-6500-1000-890 WHS Business	1,343.81	.00	286.58	286.58	1,057.23	21.33
21-704-0-6550-1000-890 WHS FBLA	373.62	.00	.00	.00	373.62	.00
21-704-0-6600-1000-612 WHS Trade FEES	680.00	.00	346.10	346.10	333.90	50.90
21-704-0-6600-1000-890 WHS Trade	2,403.97	300.00	1,004.50	1,004.50	1,099.47	54.26
21-704-0-9999-1000-890 BUDGET TRANSFER	214,618.25	.00	.00	.00	214,618.25	.00
91 Expenditures	449,910.00	4,969.88	59,433.76	59,433.76	385,506.36	14.31

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81 Revenues						
32-034-0-5550-3700-999 STATE - CAPITAL OUTLAY FOUNDATION	100,000.00	.00	33,333.35	33,333.35	66,666.65	33.33
32-034-0-9999-1124-999 Local Taxes - Capital Outlay Current	363,000.00	.00	363.15	363.15	362,636.85	.10
32-034-0-9999-1125-999 Local Taxes - Capital Outlay Redemp	10,000.00	.00	1,656.69	1,656.69	8,343.31	16.57
32-034-0-9999-1174-999 Local Taxes - Capital Outlay FILT	48,000.00	.00	7,426.22	7,426.22	40,573.78	15.47
32-034-0-9999-1510-999 LOCAL - INTEREST INCOME	48,000.00	.00	13,928.38	13,928.38	34,071.62	29.02
32-034-0-9999-1990-999 LOCAL - MISC. REVENUES	4,800.00	.00	.00	.00	4,800.00	.00
81 Revenues	573,800.00	.00	56,707.79	56,707.79	517,092.21	9.88
91 Expenditures						
32-034-0-9999-4000-450 Site improvement - Construction Services	1,250,000.00	16,901.22	92,361.34	92,361.34	1,140,737.44	8.74
32-034-0-9999-4000-610 Site improvement - Supplies	80,000.00	6,951.21	3,352.47	3,352.47	69,696.32	12.88
32-034-0-9999-4000-730 Site Improvement - Equipment	20,000.00	5,500.00	.00	.00	14,500.00	27.50
91 Expenditures	1,350,000.00	29,352.43	95,713.81	95,713.81	1,224,933.76	9.26

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81 Revenues						
8001 NATIONAL SCHOOL LUNCH PROGRAM						
51 Food Service Fund - Proprietary						
51-034-0-8001-4999-999 FEDERAL - USDA COMMODITY	10,000.00	.00	.00	.00	10,000.00	.00
51-034-0-8001-5200-999 FUND TRANSFER FROM M&O	54,000.00	.00	.00	.00	54,000.00	.00
51-108-0-8001-1610-999 LOCAL - STUDENT LUNCH HES	2,000.00	.00	28.00	28.00	1,972.00	1.40
51-108-0-8001-1620-999 LOCAL - ADULT LUNCH HES	.00	.00	242.80	242.80	-242.80	.00
51-112-0-8001-1610-999 LOCAL - STUDENT LUNCH LES	13,500.00	.00	3,689.38	3,689.38	9,810.62	27.33
51-112-0-8001-1620-999 LOCAL - ADULT LUNCH LES	.00	.00	107.55	107.55	-107.55	.00
51-302-0-8001-1610-999 LOCAL - STUDENT LUNCH WMS	13,500.00	.00	4,064.80	4,064.80	9,435.20	30.11
51-302-0-8001-1620-999 LOCAL - ADULT LUNCH WMS	.00	.00	120.50	120.50	-120.50	.00
51-704-0-8001-1610-999 LOCAL - STUDENT LUNCH WHS	12,000.00	.00	2,971.17	2,971.17	9,028.83	24.76
8070 STATE SCHOOL LUNCH PROGRAMS						
51 Food Service Fund - Proprietary						
51-034-0-8070-3800-999 STATE - LIQUOR CONTROL TAX	26,000.00	.00	3,360.00	3,360.00	22,640.00	12.92
8071 NATIONAL SCHOOL LUNCH PROGRAM						
51 Food Service Fund - Proprietary						
51-034-0-8071-4560-999 FEDERAL CNP - SCHOOL LUNCHES	13,000.00	.00	6,799.03	6,799.03	6,200.97	52.30
8072 NATIONAL SCHOOL LUNCH - FREE &						
51 Food Service Fund - Proprietary						
51-034-0-8072-4560-999 FEDERAL CNP - FREE AND REDUCED LUNCHES	57,000.00	.00	3,732.56	3,732.56	53,267.44	6.55
8074 SCHOOL BREAKFAST PROGRAM						
51 Food Service Fund - Proprietary						
51-034-0-8074-4560-999 FEDERAL CNP - SCHOOL BREAKFAST	3,000.00	.00	1,996.56	1,996.56	1,003.44	66.55
81 Revenues	204,000.00	.00	27,112.35	27,112.35	176,887.65	13.29
91 Expenditures						
8001 NATIONAL SCHOOL LUNCH PROGRAM						
51 Food Service Fund - Proprietary						
51-034-0-8001-3100-115 Salaries - School Lunch Supervisor	12,000.00	.00	3,556.40	3,556.40	8,443.60	29.64
51-108-0-8001-3100-191 Salaries - Food Services	12,800.00	.00	3,283.30	3,283.30	9,516.70	25.65
51-112-0-8001-3100-191 Salaries - Food Services	25,300.00	.00	9,555.24	9,555.24	15,744.76	37.77
51-704-0-8001-3100-191 Salaries - Food Services	39,500.00	.00	5,001.40	5,001.40	34,498.60	12.66
51-034-0-8001-3100-198 Salaries - Food Services Delivery	700.00	.00	148.01	148.01	551.99	21.14

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91 Expenditures						
8001 NATIONAL SCHOOL LUNCH PROGRAM						
51 Food Service Fund - Proprietary						
51-034-0-8001-3100-210 State Retirement	2,300.00	.00	1,016.32	1,016.32	1,283.68	44.19
51-108-0-8001-3100-210 State Retirement	2,900.00	.00	771.91	771.91	2,128.09	26.62
51-112-0-8001-3100-210 State Retirement	.00	.00	1,087.62	1,087.62	-1,087.62	.00
51-704-0-8001-3100-210 State Retirement	7,200.00	.00	527.02	527.02	6,672.98	7.32
51-034-0-8001-3100-220 FICA Payroll Taxes	800.00	.00	278.16	278.16	521.84	34.77
51-108-0-8001-3100-220 FICA Payroll Taxes	1,000.00	.00	247.62	247.62	752.38	24.76
51-112-0-8001-3100-220 FICA Payroll Taxes	2,000.00	.00	730.97	730.97	1,269.03	36.55
51-704-0-8001-3100-220 FICA Payroll Taxes	3,100.00	.00	382.61	382.61	2,717.39	12.34
51-034-0-8001-3100-240 Insurance Benefits	6,100.00	.00	1,250.50	1,250.50	4,849.50	20.50
51-034-0-8001-3100-270 Workers Compensation Insurance	700.00	.00	667.00	667.00	33.00	95.29
51-034-0-8001-3100-580 TRAVEL - SCHOOL LUNCH-DO	500.00	.00	20.00	20.00	480.00	4.00
51-034-0-8001-3100-610 SUPPLIES - FOOD SERVICE-DO	100.00	.00	.00	.00	100.00	.00
51-108-0-8001-3100-610 SUPPLIES - FOOD SERVICE-HES	1,000.00	.00	128.10	128.10	871.90	12.81
51-112-0-8001-3100-610 SUPPLIES - FOOD SERVICE-LES	2,000.00	18.07	692.94	692.94	1,288.99	35.55
51-302-0-8001-3100-610 SUPPLIES - FOOD SERVICE-WMS	100.00	.00	.00	.00	100.00	.00
51-704-0-8001-3100-610 SUPPLIES - FOOD SERVICE-WHS	2,000.00	390.56	604.48	604.48	1,004.96	49.75
51-034-0-8001-3100-626 MOTOR FUEL - SCHOOL LUNCH-DO	200.00	.00	30.00	30.00	170.00	15.00
51-108-0-8001-3100-630 FOOD PURCHASES - HES	7,500.00	200.00	2,483.19	2,483.19	4,816.81	35.78
51-112-0-8001-3100-630 FOOD PURCHASES - LES	28,000.00	3,929.75	5,196.85	5,196.85	18,873.40	32.60
51-302-0-8001-3100-630 FOOD PURCHASES - WMS	3,000.00	.00	379.50	379.50	2,620.50	12.65
51-704-0-8001-3100-630 FOOD PURCHASES - WHS	36,000.00	5,177.06	7,235.03	7,235.03	23,587.91	34.48
51-034-0-8001-3100-670 SOFTWARE - FOOD SERVICE-DO	500.00	.00	1,600.00	1,600.00	-1,100.00	320.00
51-034-0-8001-3100-730 EQUIPMENT - FOOD SERVICE-DO	4,000.00	.00	.00	.00	4,000.00	.00
51-034-0-8001-3100-890 MISCELLANEOUS - FOOD SERVICE-DO	1,500.00	.00	.00	.00	1,500.00	.00
51-108-0-8001-3100-890 MISCELLANEOUS - FOOD SERVICE-HES	100.00	.00	62.40	62.40	37.60	62.40
51-112-0-8001-3100-890 MISCELLANEOUS - FOOD SERVICE-LES	500.00	.00	259.69	259.69	240.31	51.94
51-302-0-8001-3100-890 MISCELLANEOUS - FOOD SERVICE-WMS	100.00	.00	.00	.00	100.00	.00
51-704-0-8001-3100-890 MISCELLANEOUS - FOOD SERVICE-WHS	500.00	.00	.00	.00	500.00	.00
91 Expenditures	204,000.00	9,715.44	47,196.26	47,196.26	147,088.30	27.90

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81 Revenues						
10-030-0-5315-1114-999 PROPERTY TAX-TRANSPORTATION	134,818.00	.00	.00	.00	134,818.00	.00
10-034-0-5315-5900-999 LOCAL - LOAN PROCEEDS	52,500.00	.00	.00	.00	52,500.00	.00
10-555-0-5315-3200-999 STATE MSP - PUPIL TRANSPORT	196,212.00	.00	65,403.93	65,403.93	130,808.07	33.33
10-034-0-5890-3800-999 Bus Grant	52,500.00	.00	.00	.00	52,500.00	.00
81 Revenues	436,030.00	.00	65,403.93	65,403.93	370,626.07	15.00
91 Expenditures						
10-555-0-5315-2700-115 Salaries - Transportation Supervisor	23,800.00	.00	10,813.48	10,813.48	12,986.52	45.43
10-555-0-5315-2700-172 Salaries - Transportation - Bus Drivers	88,000.00	.00	17,168.08	17,168.08	70,831.92	19.51
10-555-0-5315-2700-173 Salaries - Transportation - Bus. Maint	6,000.00	.00	1,033.70	1,033.70	4,966.30	17.23
10-555-0-5315-2700-174 Salaries - Transportation - Act.Trips	25,000.00	.00	8,102.98	8,102.98	16,897.02	32.41
10-555-0-5315-2700-210 State Retirement	17,500.00	.00	3,527.56	3,527.56	13,972.44	20.16
10-555-0-5315-2700-220 FICA Payroll Taxes	11,000.00	.00	2,829.31	2,829.31	8,170.69	25.72
10-555-0-5315-2700-240 Insurance Benefits	2,500.00	.00	804.77	804.77	1,695.23	32.19
10-555-0-5315-2700-270 Workers Compensation Insurance	900.00	.00	723.00	723.00	177.00	80.33
10-555-0-5315-2700-340 PROF.SERVICES - BUSES	2,000.00	.00	.00	.00	2,000.00	.00
10-555-0-5315-2700-515 IN LIEU OF TRANSPORTATION	10,000.00	.00	435.88	435.88	9,564.12	4.36
10-555-0-5315-2700-521 INSURANCE - BUSES	2,000.00	.00	2,000.00	2,000.00	.00	100.00
10-555-0-5315-2700-580 TRAVEL - BUS DRIVERS	3,500.00	.00	761.11	761.11	2,738.89	21.75
10-555-0-5315-2700-610 SUPPLIES - TRANSPORTATION	2,500.00	.00	185.87	185.87	2,314.13	7.43
10-555-0-5315-2700-626 MOTOR FUEL-SCHOOL BUSES	40,000.00	.00	6,192.49	6,192.49	33,807.51	15.48
10-555-0-5315-2700-681 OIL & GREASE - TRANSPORTATION	3,000.00	300.00	507.20	507.20	2,192.80	26.91
10-555-0-5315-2700-682 TIRES & TUBES - TRANSPORTATION	8,000.00	.00	5,171.16	5,171.16	2,828.84	64.64

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91 Expenditures						
10-555-0-5315-2700-683 REPAIRS FOR BUSES	30,000.00	13,745.62	7,226.73	7,226.73	9,027.65	69.91
10-555-0-5315-2700-730 EQUIPMENT - BUSES & TRANSPORTATION	500.00	.00	.00	.00	500.00	.00
10-555-0-5315-2700-732 SCHOOL BUSES	105,640.00	.00	105,640.00	105,640.00	.00	100.00
10-555-0-5315-2700-890 MISCELLANEOUS - BUSES/TRANSPORT	1,000.00	.00	.00	.00	1,000.00	.00
10-555-0-5315-5000-830 BUS NOTES PAYABLE INTEREST	1,845.00	.00	.00	.00	1,845.00	.00
10-555-0-5315-5000-840 BUS NOTES PAYABLE PRINCIPAL	51,345.00	.00	.00	.00	51,345.00	.00
91 Expenditures	436,030.00	14,045.62	173,123.32	173,123.32	248,861.06	42.93

2019

December

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
25	26	27	28	29	30	01
02 State Superintendent Meeting	03	04	05	06 CUES Board Meeting	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes:				

119

2019

Revised 10/13/2019

STUDENT **H**EALTH **A**ND **R**ISK **P**REVENTION

Prevention Needs Assessment Survey

Results for Wayne School District

State of Utah
Department of Human Services
Division of Substance Abuse and Mental Health

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ACKNOWLEDGMENTS

Coordination and administration of the Utah PNA Survey was a collaborative effort of the State of Utah, Department of Human Services, Division of Substance Abuse and Mental Health; State Board of Education; Department of Health; and Bach Harrison, LLC. For more information about the PNA or prevention services in Utah, please refer to Appendix D: Contacts for Prevention.

INTRODUCTION

2019 Wayne School District Prevention Needs Assessment Survey Report

This report summarizes the findings from the Utah 2019 Prevention Needs Assessment (PNA) Survey that was conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey was administered to students in grades 6, 8, 10 and 12 in 39 school districts and 17 charter schools across Utah. (One private school also chose to participate in the survey.)

Further, in keeping with the vision that prevention services are designed to have a positive impact on the lives of individuals, efforts have been made to ensure that the PNA survey also gathers data on issues such as mental

health and suicide, gang involvement, academic issues, health and fitness, and other prevention-related topics.

Because not all students answer all of the questions, the total number of survey respondents by gender and survey respondents by ethnicity may be less than the reported total students.

When using the information in this report, please pay attention to the number of students who participated from your community. If **60% or more** of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 60% participated, consult with your local prevention coordinator or a survey professional before generalizing the results to the entire community.

Characteristics of participants

	District 2015		District 2017		District 2019		State 2019	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
What grade are you in?								
6	33	45.2	31	40.8	24	33.3	27,657	32.0
8	34	46.6	36	47.4	16	22.2	25,581	29.6
10	5	6.8	6	7.9	24	33.3	20,376	23.6
12	1	1.4	3	3.9	8	11.1	12,732	14.7
All grades	73	100.0	76	100.0	72	100.0	86,346	100.0
Thinking about your gender, which of the following best describes you?*								
Male	34	47.2	37	48.7	27	37.5	40,776	47.5
Female	38	52.8	39	51.3	45	62.5	44,382	51.7
Which of the following best describe you?***								
Heterosexual (straight)	~	~	~	~	<10**	~	50,784	88.1
Gay or lesbian	~	~	~	~	<10**	~	892	1.5
Bisexual	~	~	~	~	<10**	~	3,136	5.4
Not sure/Other	~	~	~	~	<10**	~	2,846	4.9
What is your race? (Select one or more)†								
African American	0	0.0	0	0.0	0	0.0	1,263	1.5
American Indian	0	0.0	0	0.0	0	0.0	1,402	1.6
Asian	0	0.0	0	0.0	1	1.4	1,459	1.7
Hispanic or Latino	2	2.7	1	1.3	6	8.3	13,597	15.9
Pacific Islander	1	1.4	3	3.9	2	2.8	1,140	1.3
White	69	94.5	71	93.4	60	83.3	62,526	73.2
Multi-racial	1	1.4	1	1.3	3	4.2	4,047	4.7

* The 2019 survey instrument used by 8th, 10th, and 12th graders added "transgender" and "other" response options, although those data are not reported in this table. (6th grade surveys did not include these additional responses.)

** A question about sexual orientation was added to the 2019 survey instrument used by 8th, 10th, and 12th graders. (6th grade surveys omitted this question.) If any response category has fewer than 10 respondents, all question data are suppressed to protect student privacy.

† To accurately represent Hispanic/Latino participation in the SHARP survey, students indicating they are of Hispanic or Latino ethnicity and up to one race are reported as

UNDERSTANDING THE CHARTS

There are seven types of charts presented in this report:

1. Substance use
2. Antisocial behavior
3. Community and school climate and safety
4. Social and emotional health
5. Substance-related indicators
6. Physical health and safety
7. Risk factor profiles
8. Protective factor profiles

Data from the charts are presented in tables directly below them. Additional data useful for prevention planning are found in Appendices B and C. Note that data reported in the tables are rounded to one decimal place. (Rates of 0% to 0.049% are displayed as 0.0%.)

Understanding the Format of the Charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the 2019 SHARP survey.

The Bars found in most of the charts, for example, on substance use and antisocial behavior charts, represent the percentage of students in that grade who reported a given behavior. The bars on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection in that category.

Each set of differently colored bars represents one of the last three administrations of the PNA: 2015, 2017, and 2019. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

Dots, Diamonds, triangles, and Xs provide points of comparison to larger samples. The dots on the charts represent the percentage of all of the youth surveyed across Utah who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds and stars represent national data from the Monitoring the Future (MTF) Survey and the Bach Harrison Norm, respectively.

For the 2019 PNA Survey, there were 86,346 participants in grades 6, 8, 10, and 12, out of 133,350 sampled, a participation rate of 64.8%. The fact that over 85,000 students across the state participated in the PNA makes the state dot a good estimate of the rates of alcohol, tobacco and other drug (ATOD) use and levels of risk and protective factors of youth in Utah. The survey results provide considerable information for communities to use in planning prevention services.

A comparison to state-wide and national results provides additional information for your community in determining the relative importance of levels of ATOD use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior.

Note that while the national data are visually represented on the charts, they may be omitted from the tables due to limitations on available space in the new PNA report format.

The diamonds represent national data from the Monitoring the Future (MTF) survey, a long-term epidemiological study that surveys trends in drug and alcohol use among American adolescents. Funded by research grants from the National Institute on Drug Abuse, it features nationally representative samples of 8th-, 10th-, and 12th-grade students. (6th grade MTF data are not available and as such are not shown on the charts.)

The triangles represent national data from the Bach Harrison Norm (BH Norm). Bach Harrison Norm was developed by Bach Harrison LLC to provide states and communities with the ability to compare their results

on risk, protection, and antisocial measures with more national measures. Survey participants from 11 state-wide surveys were combined into a database of approximately 657,000 students in grades 6, 8, 10, and 12. The results were weighted to make the contribution of each state proportional to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as the BH Norm. In order to keep the Bach Harrison Norm relevant, it is updated approximately every 2 years as new data become available. The last BH Norm update was completed in 2018.

Scanning across the charts, it is important to observe the factors that differ the most from the Bach Harrison Norm. This is the first step in identifying the levels of risk and protection that are higher or lower than those in other communities. The risk factors that are higher than the Bach Harrison Norm and the protective factors that are lower than the Bach Harrison Norm are factors your community should consider addressing when planning prevention programs.

The Xs represent national mental health data gathered by the Youth Risk Behavior Survey (YRBS). National comparison points are available for grades 10 and 12 on the topic of suicide and depression.

Substance Use

There are two types of use measured on the drug use charts.

State identified priority substance use measures lifetime and 30-day use rates for alcohol, marijuana, tobacco (including e-cigarettes), prescription narcotics, and overall prescription drug abuse.

Other substance use measures lifetime and 30-day use rates for a variety of illicit drugs, including cocaine, heroin, and methamphetamine.

Risky substance use-related behavior is measured in several different ways: binge drinking (having five or more drinks in a row during the two weeks prior to the

survey), use of one-half a pack or more of cigarettes per day, and youth indicating drinking alcohol and driving or reporting riding with a driver who had been drinking alcohol during the past 30 days.

Substance use treatment needs are estimates of youth in need of alcohol treatment, drug treatment and an estimate of students that need either alcohol OR drug treatment.

The need for substance use treatment is defined as students who report using alcohol on 10 or more occasions in their lifetime or any drugs in their lifetime and marked at least three of the following items specific to their drug or alcohol use in the past year:

- *Spent more time using than intended;*
- *Neglected some of your usual responsibilities because of use*
- *Wanted to cut down on use*
- *Others objected to your use*
- *Frequently thought about using*
- *Used alcohol or drugs to relieve feelings such as sadness, anger, or boredom*

Students could mark whether these items related to their drug use and/or their alcohol use.

Antisocial Behavior

Antisocial behavior (ASB) profiles show the percentage of youth who reported antisocial behaviors during the past year, including suspension from school, selling illegal drugs, and attacking another person with the intention of doing them serious harm.

Community and School Climate and Safety

These charts present data related to perceived importance of school, positive school environment, student concerns about their school environment, perceived school safety, and bullying. The section also includes data for perceived reasons of bullying, with data being presented of students reporting being bullied in the past year (a subset of the total survey sample).

Social and Emotional Health

The social and emotional health data show the percentage of youth with depression and mental health treatment needs, student responses to questions about suicide and self-harm, student responses to questions about social isolation, and questions about student attitudes toward the acceptability of seeking mental health treatment and their willingness to do so.

Needs Mental Health Treatment was estimated using the K6 Scale that was developed with support from the National Center for Health Statistics for use in the National Health Interview Survey. The tool screens for psychological distress by asking students

During the past 30 days, how often did you:

- *feel nervous?*
- *feel hopeless?*
- *feel restless or fidgety?*
- *feel so depressed that nothing could cheer you up?*
- *feel that everything was an effort?*
- *feel worthless?*

Answers to each were scored based on responses: None of the time (0 points), A little of the time (1 point), Some of the time (2 points), Most of the time (3 points), All of the time (4 points). Students with a total score of 13 or more points were determined to have high mental health treatment needs. Table 6 also shows the percentage of students with moderate (scoring 7-12 points) and low (scoring 0-6 points) mental health treatment needs.

Depression-Related Indicators are divided into two sections. The first asks about depression in the past year:

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

A second part, the depressive symptoms scale, is also reported. This part is calculated from student responses to the following statements:

- *Sometimes I think that life is not worth it.*
- *At times I think I am no good at all.*
- *All in all, I am inclined to think that I am a failure.*
- *In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?*

These four depressive symptoms questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the High Depressive Symptoms group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked “YES!” to all four items or marked “yes” to one item and “YES!” to three. The second group was the No Depressive Symptoms group who marked “NO!” to all four of the items, and the third group was a middle group who comprised the remaining respondents.

Suicide Related Indicators are based on a series of questions about suicide. These questions provide information about suicidal ideation and attempts of suicide (e.g., “During the past 12 months, did you ever seriously consider attempting suicide?” and “During the past 12 months, how many times did you actually attempt suicide?”).

Self-Harm question (introduced in 2015) asks about self-destructive behavior other than suicide. Students are considered to have engaged in self-harm if they responded they had done “*something to purposefully hurt yourself without wanting to die, such as cutting or burning yourself on purpose*” one or more times during the past 12 months.

Attitudes Toward Mental Health Treatment are explored in a series of questions introduced in the 2017 SHARP survey. how often they talked to an adult “*feeling very sad, hopeless, or suicidal,*” and if so, who they talked with. The final question in this section explores student attitudes toward seeking professional mental health treatment when they are feeling this way.

Substance-Related Behaviors

The charts in this section explore additional data related to substance use. The charts present data regarding student perceptions of parental disapproval, student attitudes toward peer use, and student perceptions of how harmful substance use is. Further, the charts explore student sources of obtaining alcohol and places of alcohol use (data are presented of past-year alcohol users), as well as student sources of obtaining e-cigarette/vaping devices and places of e-cigarette/vape device use (of students who have vaped in the past year).

Physical Health and Safety

This section focuses on student physical health and safety. Charts display the percent of students reporting safe vehicle habits and positive habits related to physical health and activity. New screen time and device use data are also reported in this section.

Risk and Protective Factors

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales.

Risk factor charts show the percentage of youth who are considered "higher risk" across a variety of risk factor scales.

Protective factor charts show the percentage of youth who are considered high in protection across a variety of protective factor scales.

Additional Tables in this Report

Appendices B and C contain additional data for prevention planning and reporting to state and federal agencies.

Perceived Parental Approval and ATOD Use

Appendix B explores the relationship between perceived parental approval and ATOD use. A full explanation of how to interpret these data is available accompanying the tables.

Drug Free Communities

Appendix C contains information relevant to Drug Free Community (DFC) grantees. This table reports the four DFC Core Measures on alcohol, tobacco, marijuana and prescription drugs:

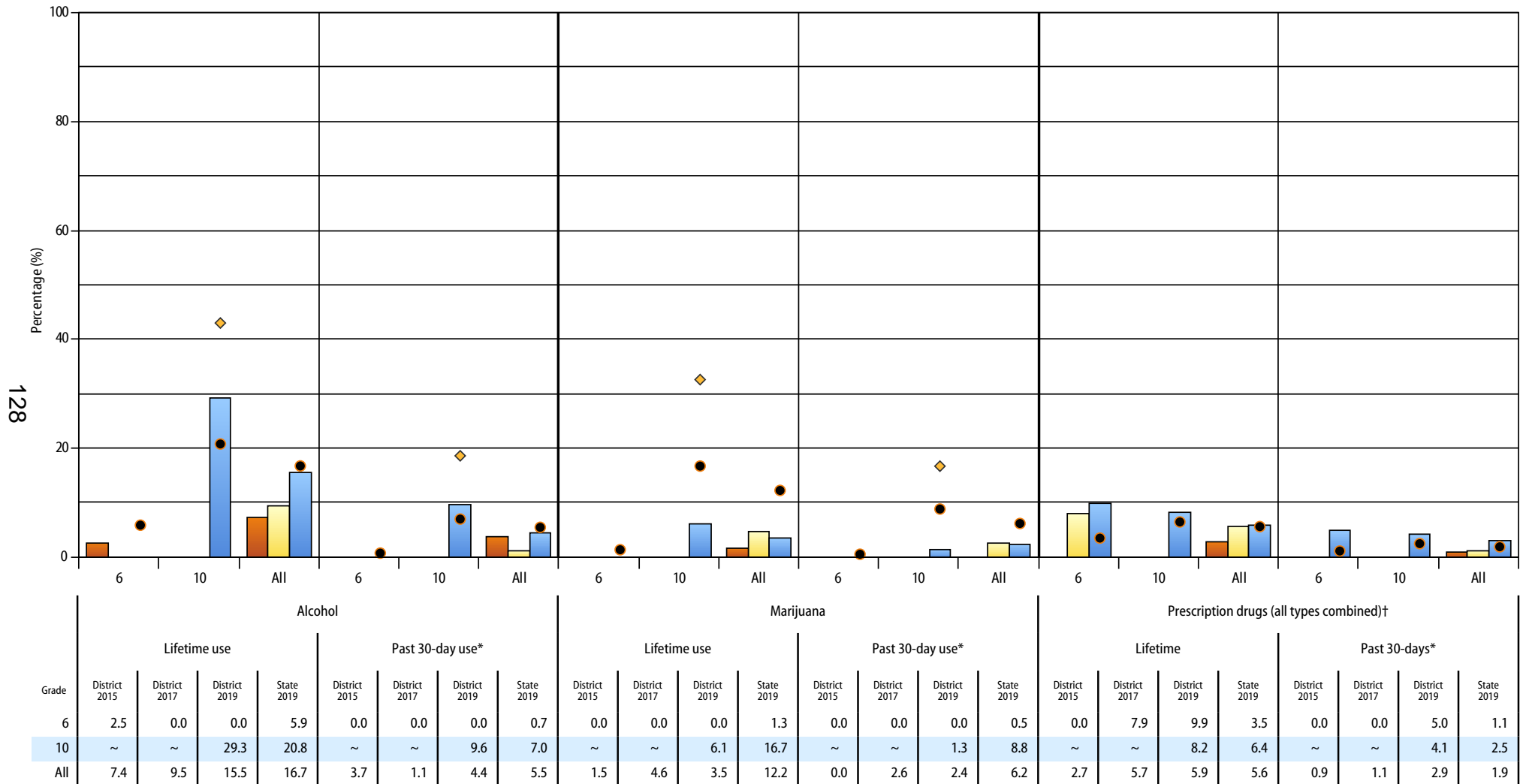
Perception of Risk - The percentage of respondents who report that regular use of the substance has *moderate risk* or *great risk*.

Perception of Parental Disapproval - The percentage of respondents who report their parents would feel regular use of alcohol or any use of cigarettes, e-cigarettes, marijuana, or the misuse of prescription drugs is *wrong* or *very wrong*.

Perception of Peer Disapproval - The percentage of respondents who report their friends would feel regular use of alcohol or any use of cigarettes, marijuana, or misuse of prescription drugs is *wrong* or *very wrong*.

Past 30-Day Use - The percentage surveyed reporting using the substance at least once in the past 30 days.

State-identified priority substance use - Alcohol, marijuana, and prescription drugs Wayne School District 2019 Student Survey



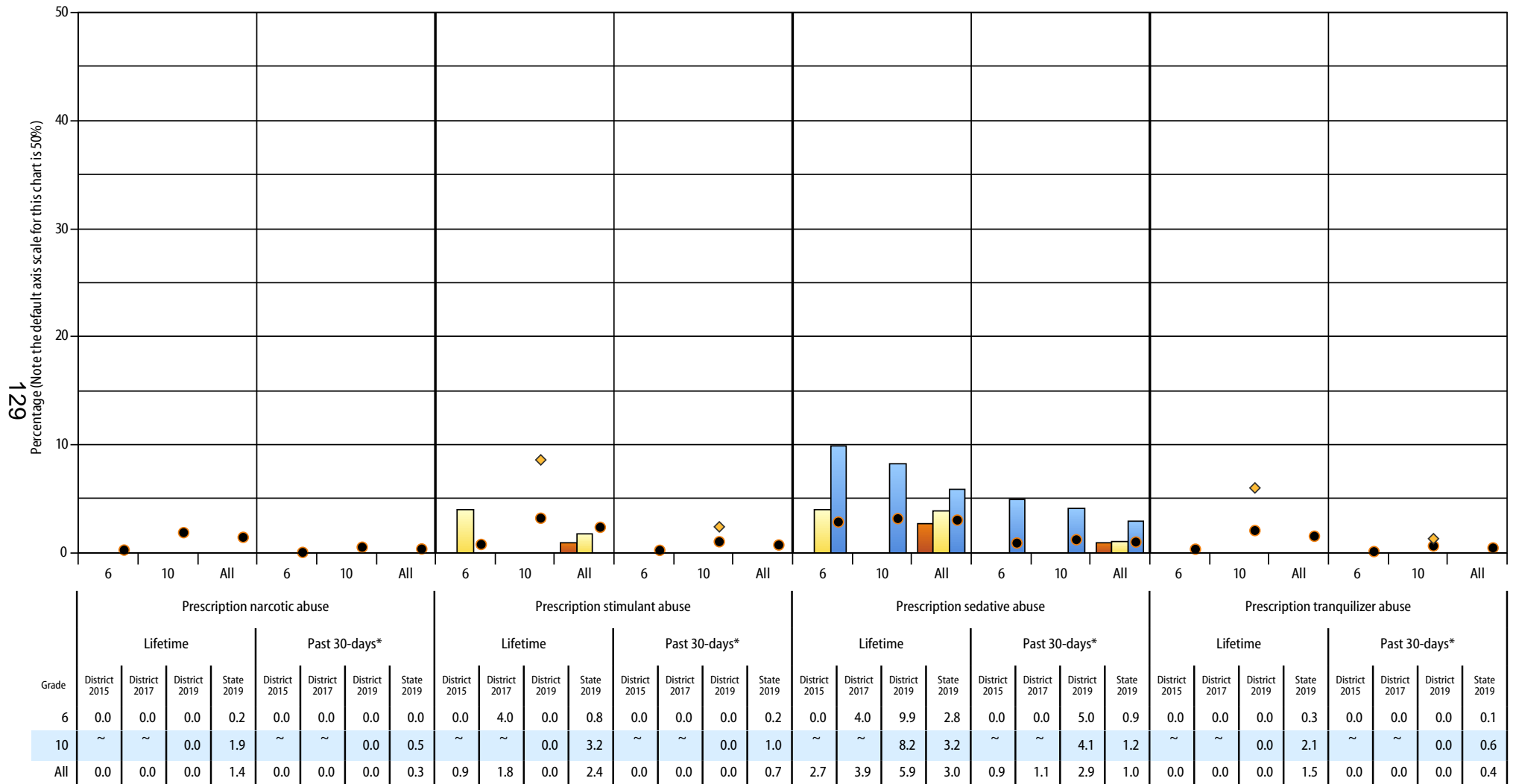
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

† "Prescription drug abuse" is a combined measure showing the total rate of abuse of any prescription stimulant, prescription sedative, prescription tranquilizer, or prescription narcotic drugs.

■ District 2015 ■ District 2017 ■ District 2019 ● State 2019 ◆ MTF**

State-identified priority substance use - Prescription drugs Wayne School District 2019 Student Survey

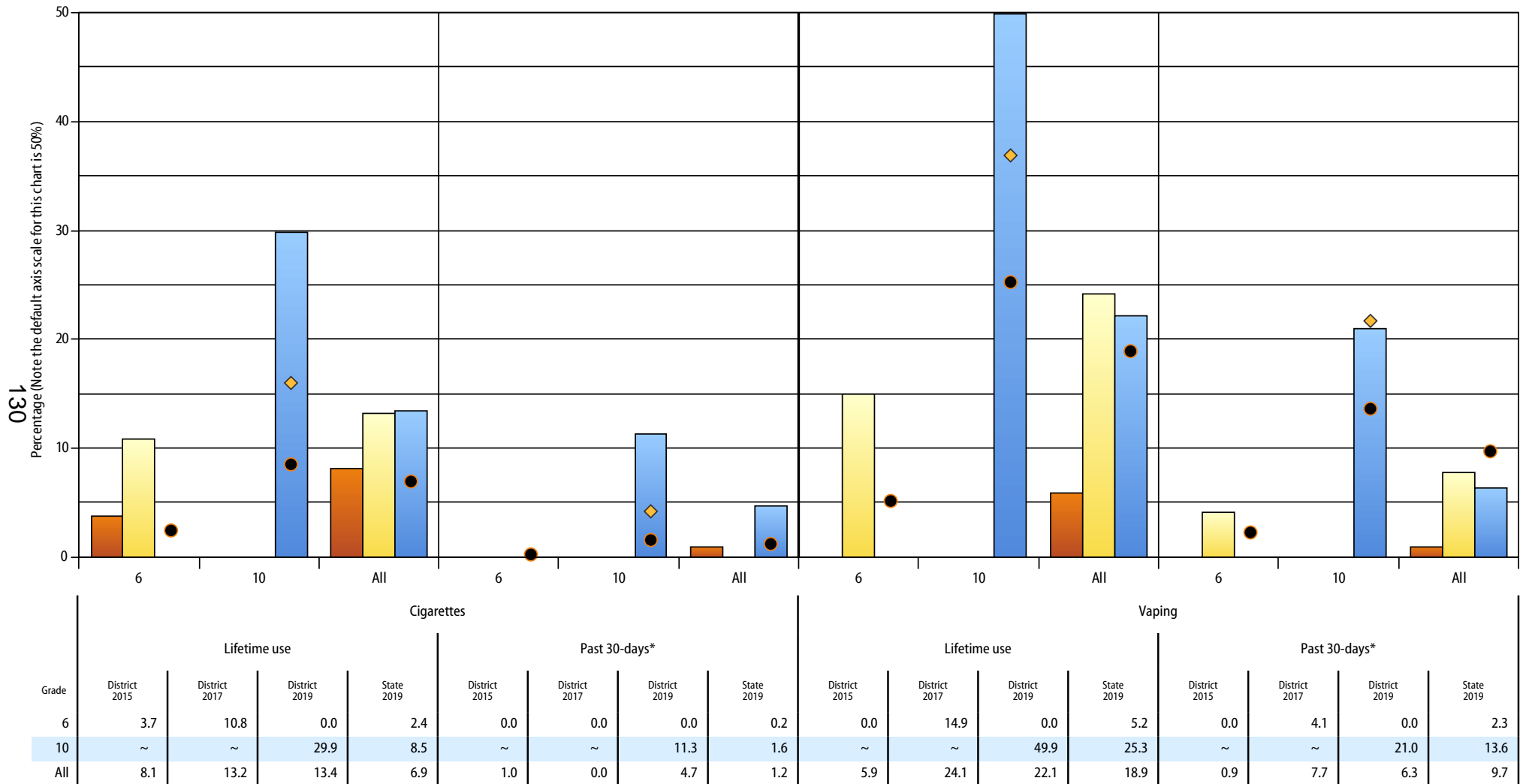


* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ◆ MTF**

State-identified priority substance use - Cigarettes and vaping products Wayne School District 2019 Student Survey



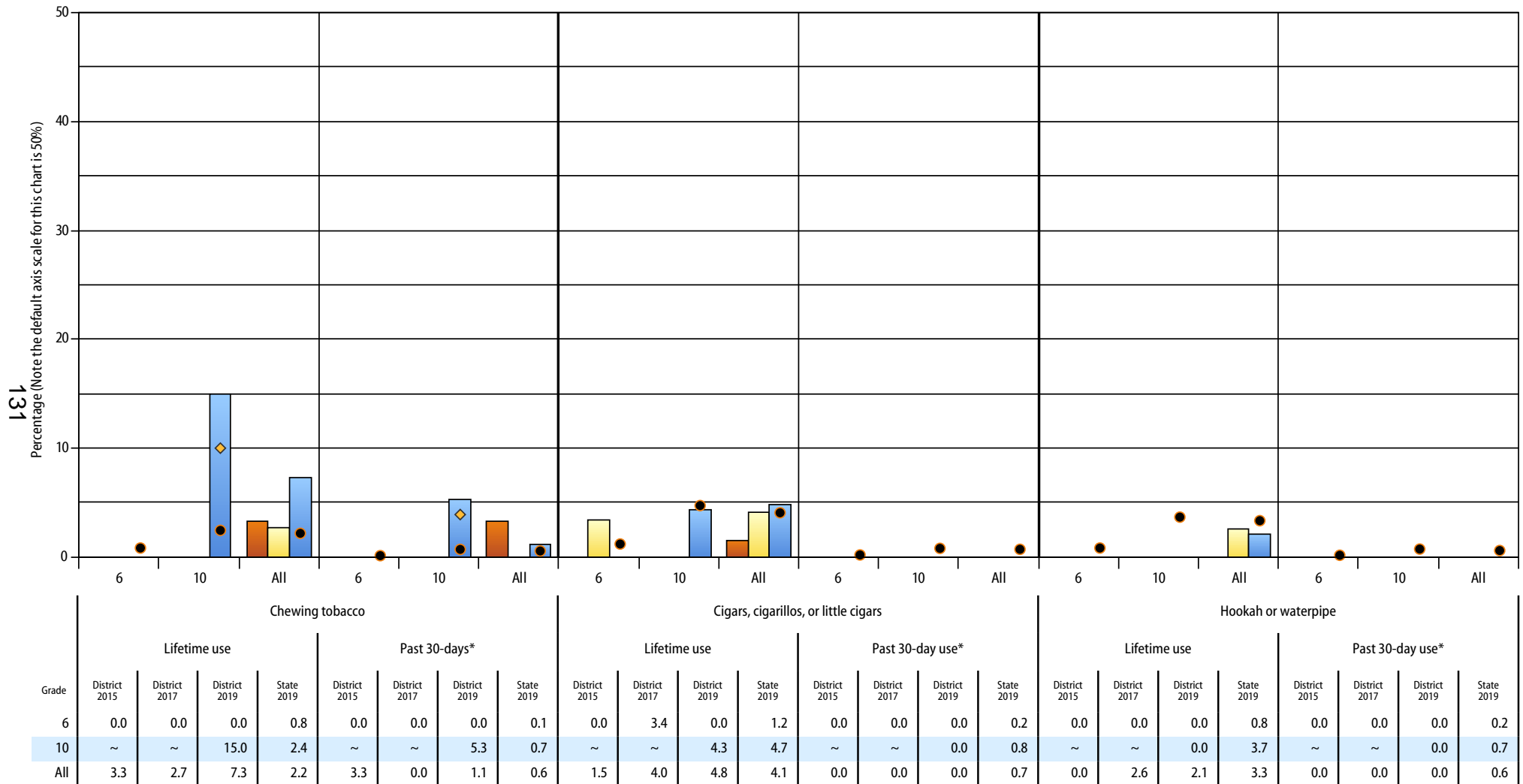
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ◆ MTF**

State-identified priority substance use - Other tobacco products

Wayne School District 2019 Student Survey

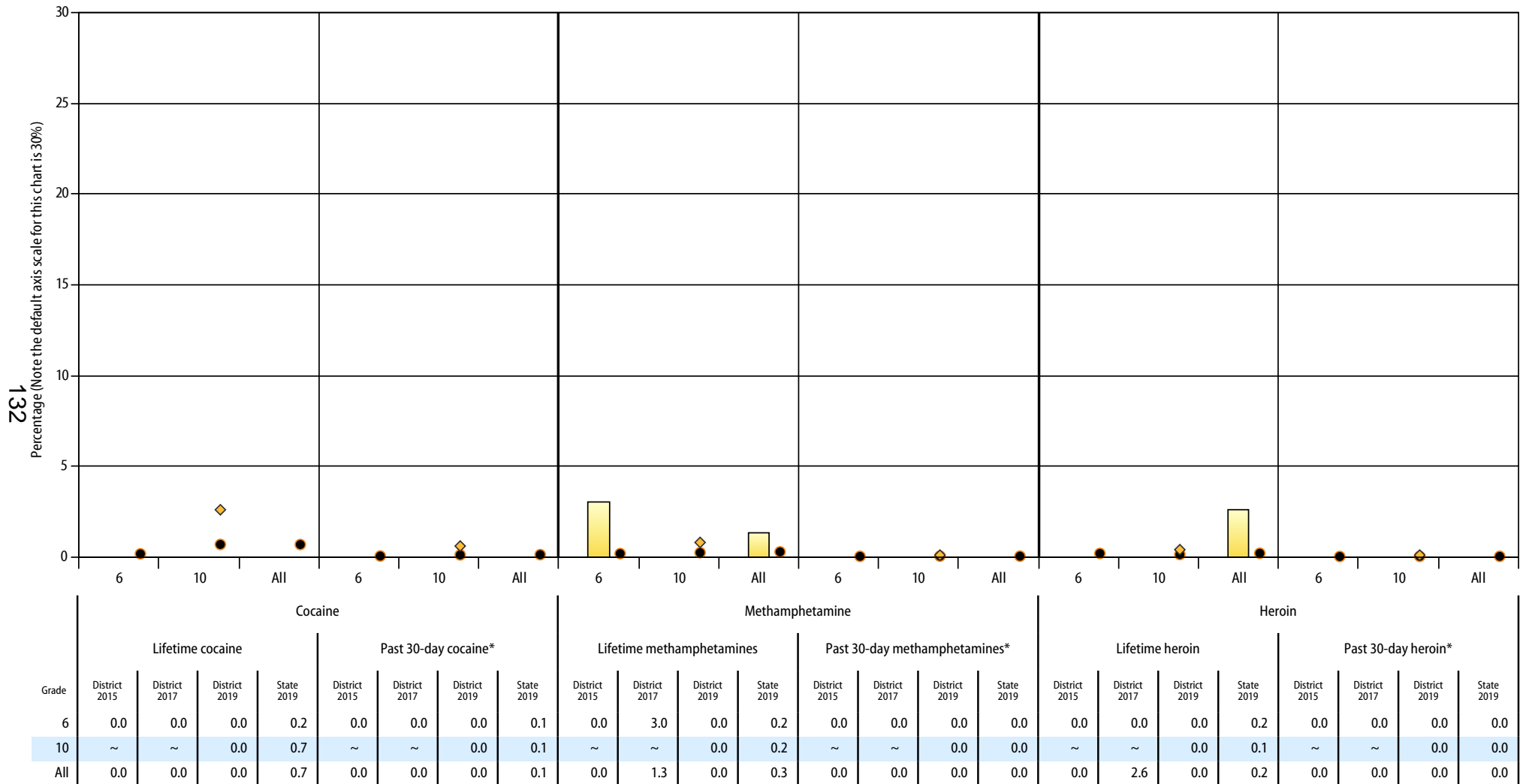


* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ◆ MTF**

Other drugs - Cocaine, methamphetamine, heroin Wayne School District 2019 Student Survey

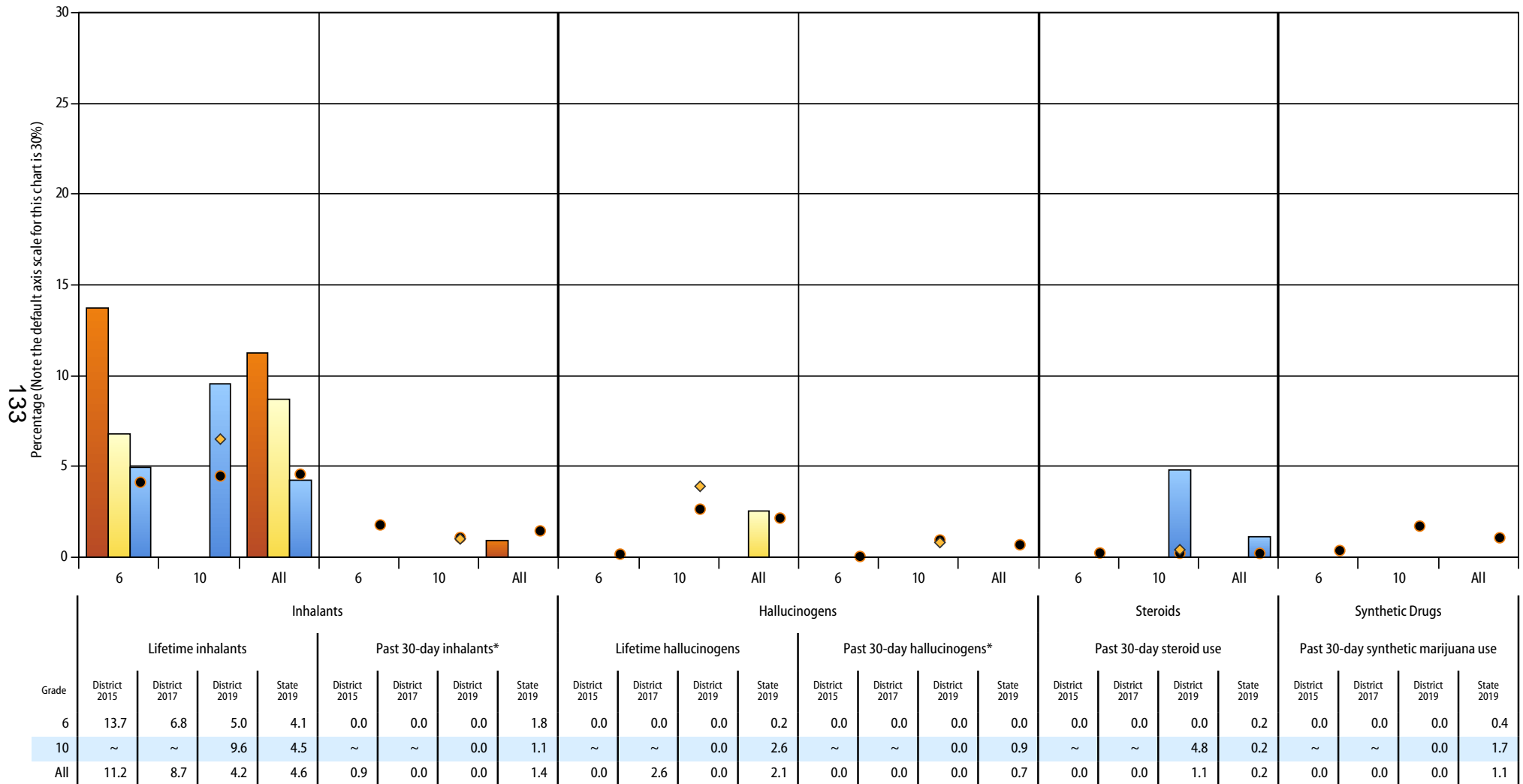


* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ◆ MTF**

Other drugs - Inhalants, hallucinogens, steroids, synthetics Wayne School District 2019 Student Survey

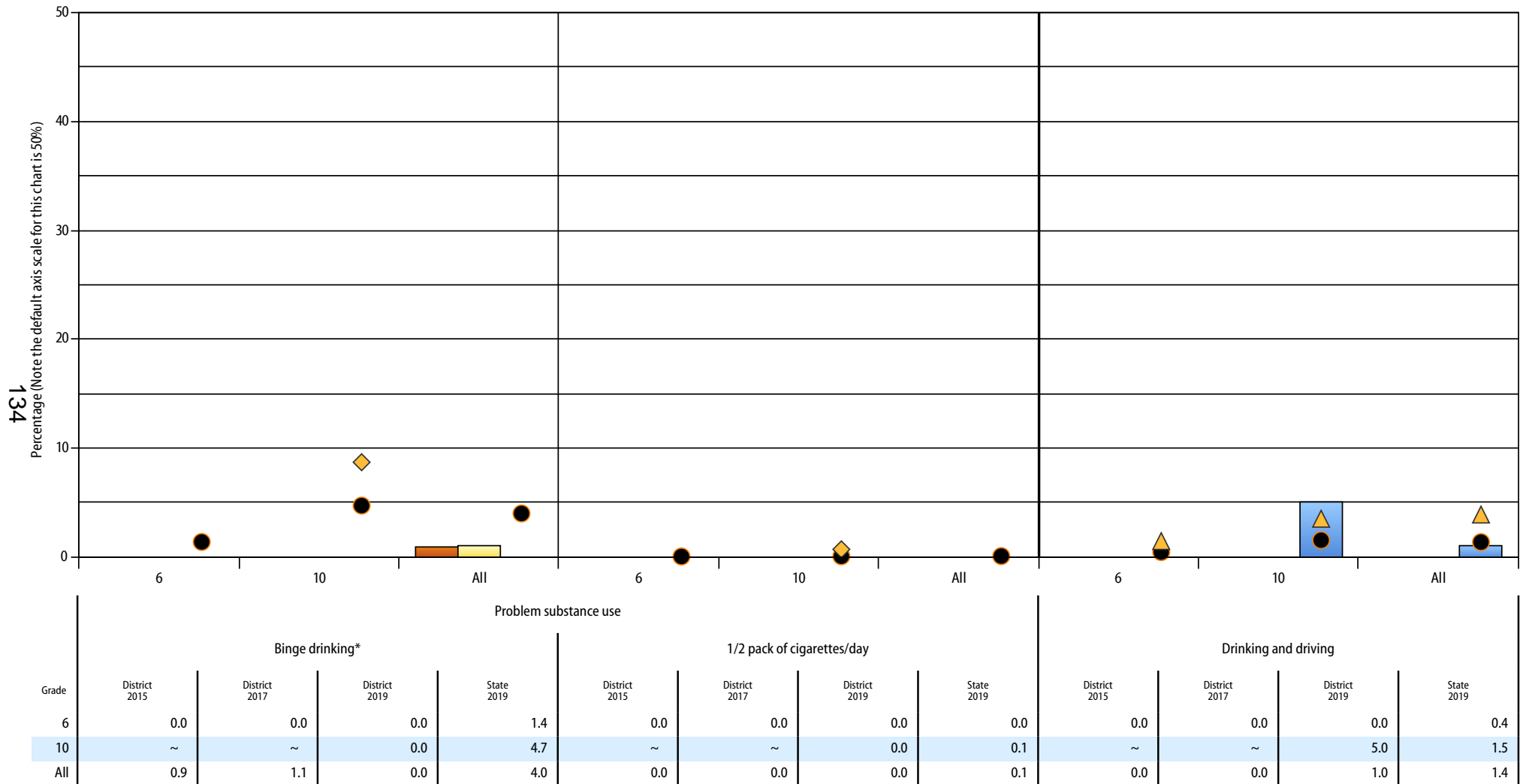


* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ◆ MTF**

Risky substance use-related behavior Wayne School District 2019 Student Survey

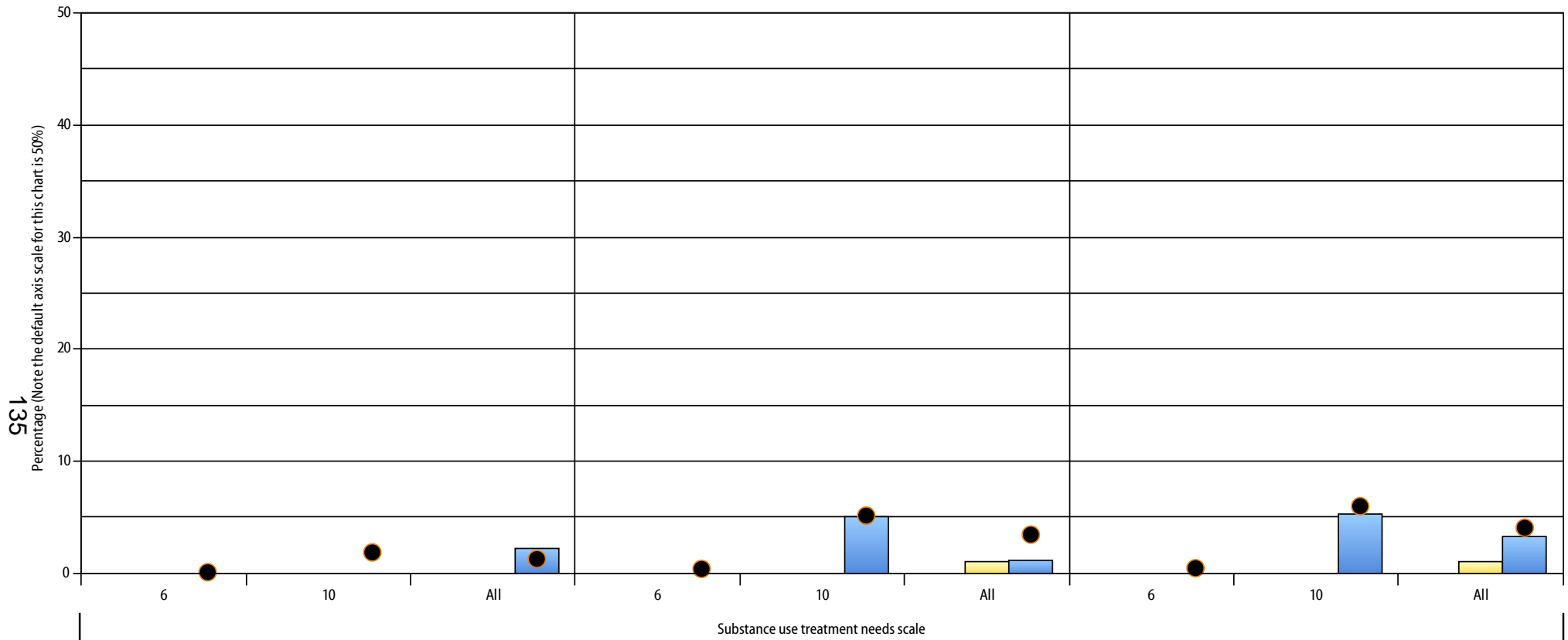


* Since not all students answer all questions, the percentage of students reporting binge drinking may be greater than the percentage reporting 30-day alcohol use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ▲ BH Norm
 ◆ MTF**

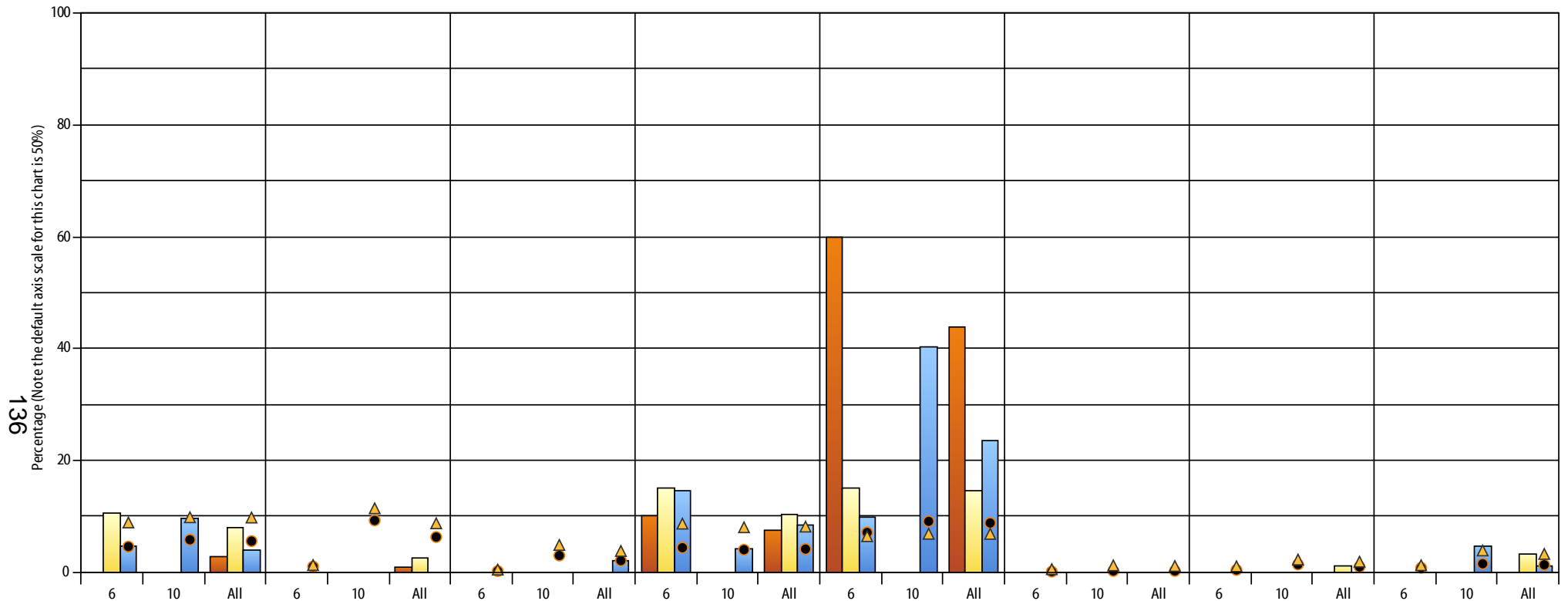
Substance treatment needs Wayne School District 2019 Student Survey



Grade	Needs alcohol treatment				Needs drug treatment				Needs alcohol or drug treatment			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.5
10	~	~	0.0	1.9	~	~	5.0	5.1	~	~	5.3	6.0
All	0.0	0.0	2.2	1.3	0.0	1.1	1.1	3.5	0.0	1.1	3.3	4.1

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019

Antisocial behavior Wayne School District 2019 Student Survey

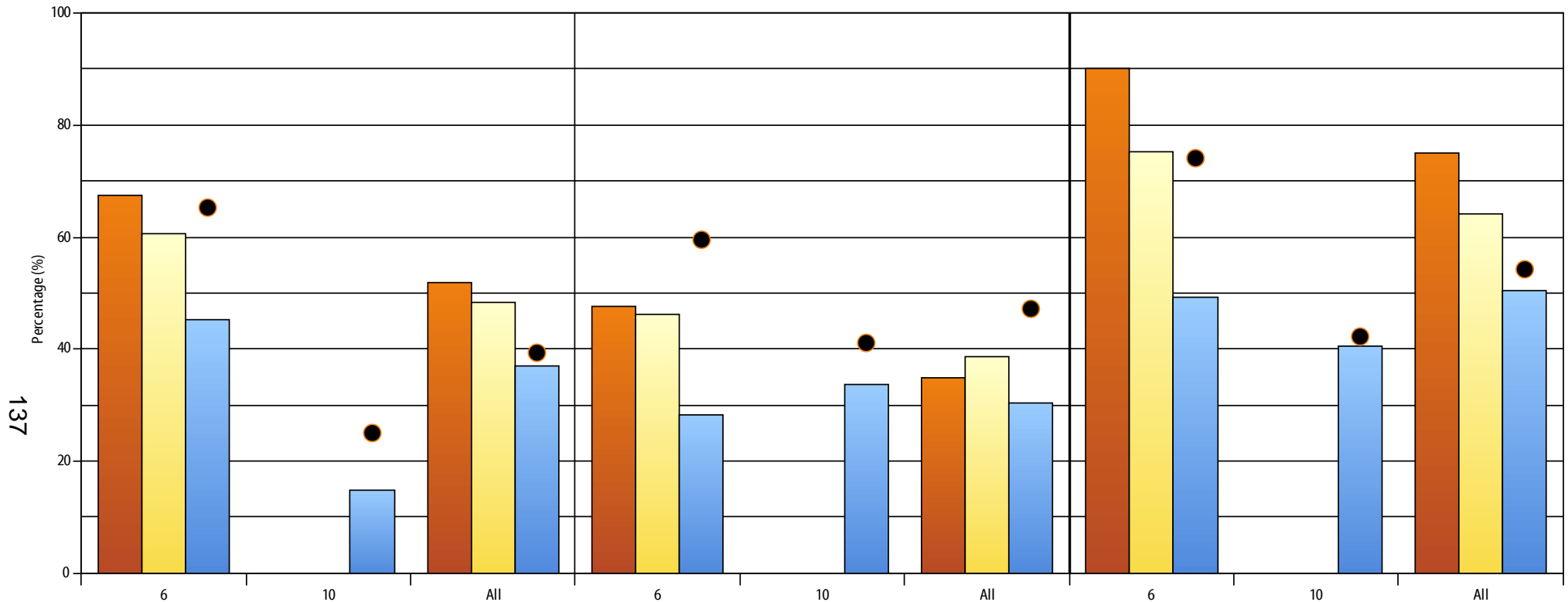


Antisocial behaviors reported one or more times during the past year

Grade	Suspended from school				Drunk or high at school				Sold illegal drugs				Attacked someone w/idea of seriously hurting them				Carried a handgun				Handgun to school				Stolen a vehicle				Been arrested			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	0.0	10.5	4.6	4.6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.2	10.0	15.1	14.6	4.4	59.9	15.1	9.9	7.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.8
10	~	~	9.6	5.8	~	~	0.0	9.3	~	~	0.0	3.0	~	~	4.1	4.0	~	~	40.4	9.1	~	~	0.0	0.2	~	~	0.0	1.4	~	~	4.8	1.5
All	2.9	8.1	4.1	5.6	0.9	2.6	0.0	6.3	0.0	0.0	2.0	2.1	7.4	10.3	8.5	4.2	43.9	14.6	23.6	8.8	0.0	0.0	0.0	0.2	0.0	1.0	0.0	1.0	0.0	3.2	1.1	1.3

District 2015 District 2017 District 2019 State 2019 BH Norm

Perceived importance of school Wayne School District 2019 Student Survey



Students answering "Often" or "Almost Always"

Students answering "Quite important" or "Very important"

How often do you feel that the school work you are assigned is meaningful and important?

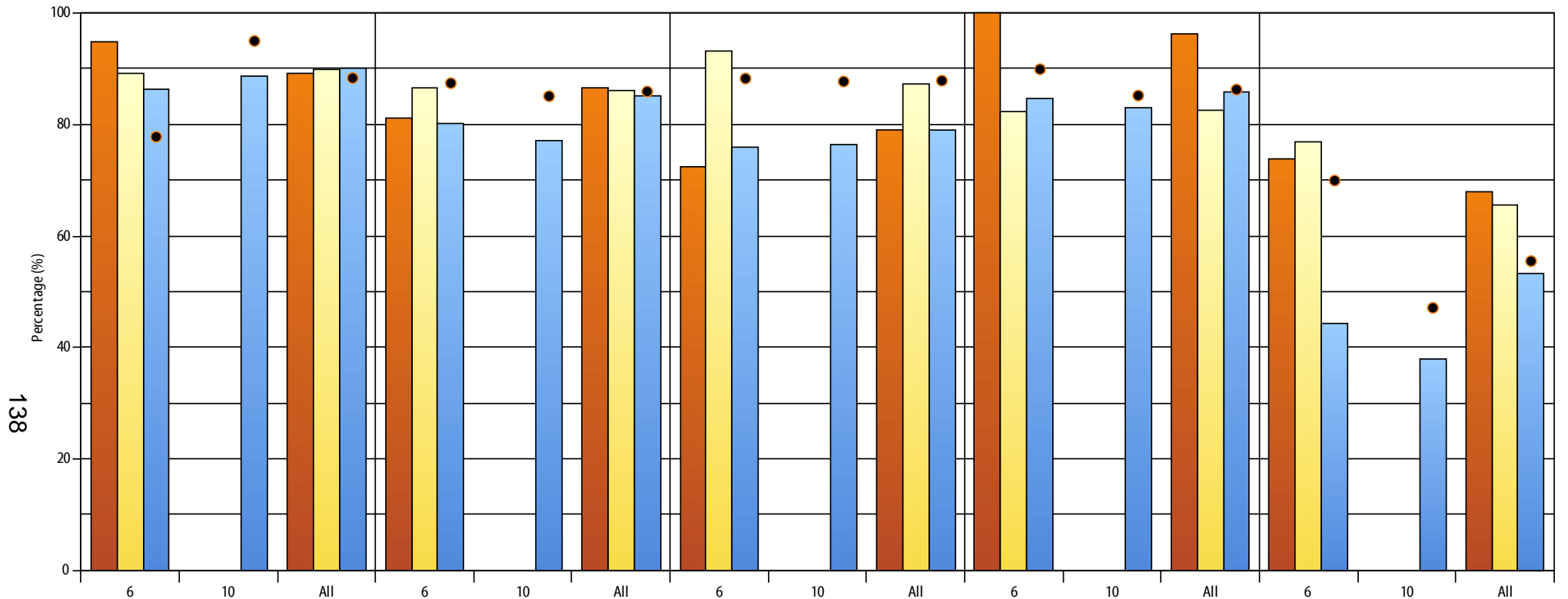
Now, thinking back over the past year in school, how often did you enjoy being in school?

How important do you think the things you are learning in school are going to be for your later life?

Grade	Students answering "Often" or "Almost Always"				Students answering "Quite important" or "Very important"			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	67.5	60.5	45.4	65.3	90.0	75.2	49.2	74.1
10	~	~	14.7	25.0	~	~	40.5	42.3
All	51.9	48.3	37.0	39.4	75.0	64.2	50.4	54.3

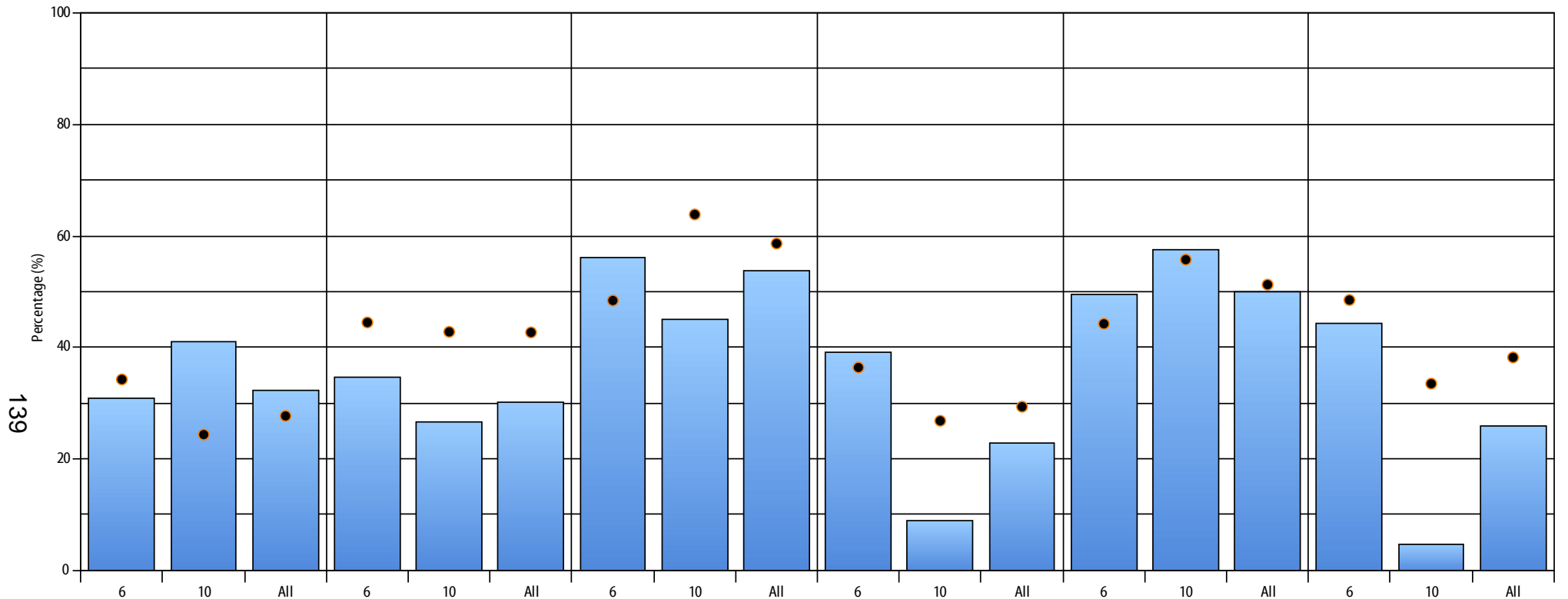
District 2015 District 2017 District 2019 State 2019

Positive school environment Wayne School District 2019 Student Survey



■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019

Student concerns about school environment Wayne School District 2019 Student Survey

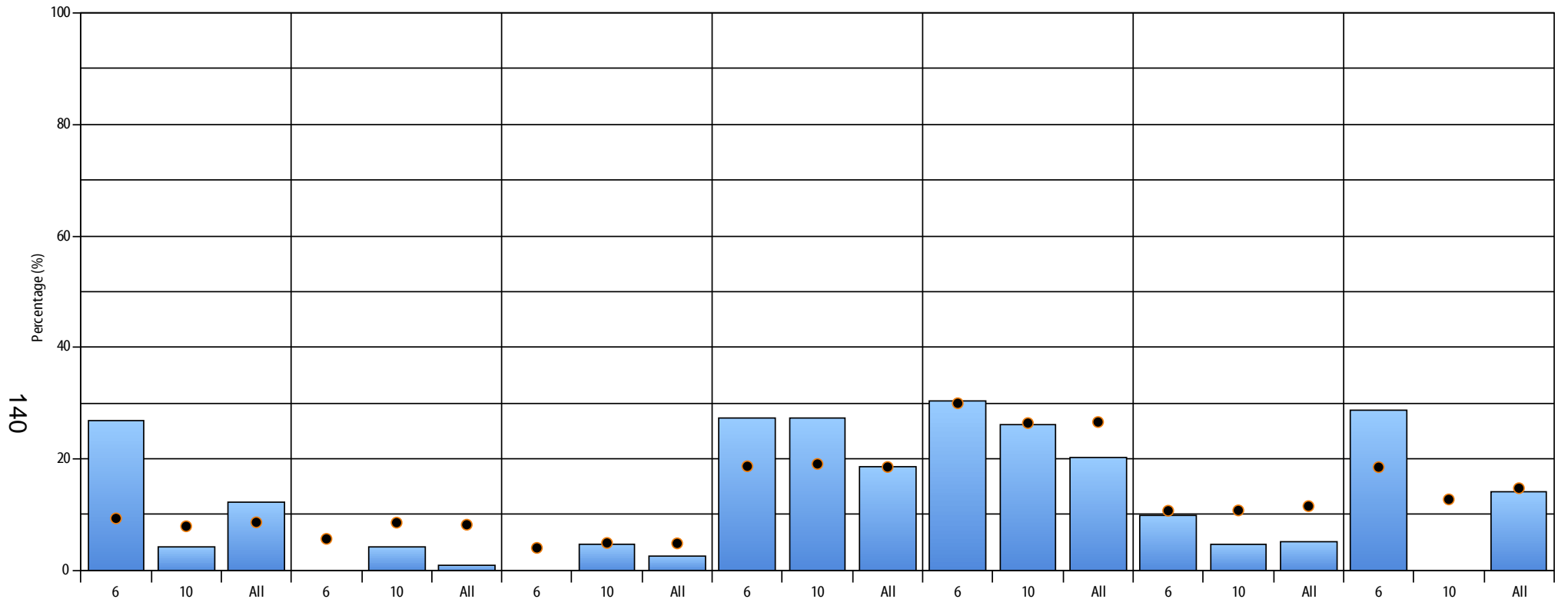


Students who report they are "Somewhat" or "Very worried" about the possibility of the following:

Grade	Getting bullied				Gun violence or active shooter situation				Suicide by a student				Gang activity				Students using alcohol or drugs				Earthquake/fire			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	~	~	30.9	34.3	~	~	34.6	44.5	~	~	56.2	48.4	~	~	39.2	36.4	~	~	49.6	44.3	~	~	44.3	48.5
10	~	~	41.0	24.4	~	~	26.7	42.8	~	~	45.1	63.9	~	~	8.9	26.8	~	~	57.5	55.8	~	~	4.8	33.5
All	~	~	32.3	27.7	~	~	30.1	42.7	~	~	53.9	58.7	~	~	22.9	29.4	~	~	50.0	51.3	~	~	26.0	38.2

■ District 2019 ● State 2019

Perceived school safety Wayne School District 2019 Student Survey

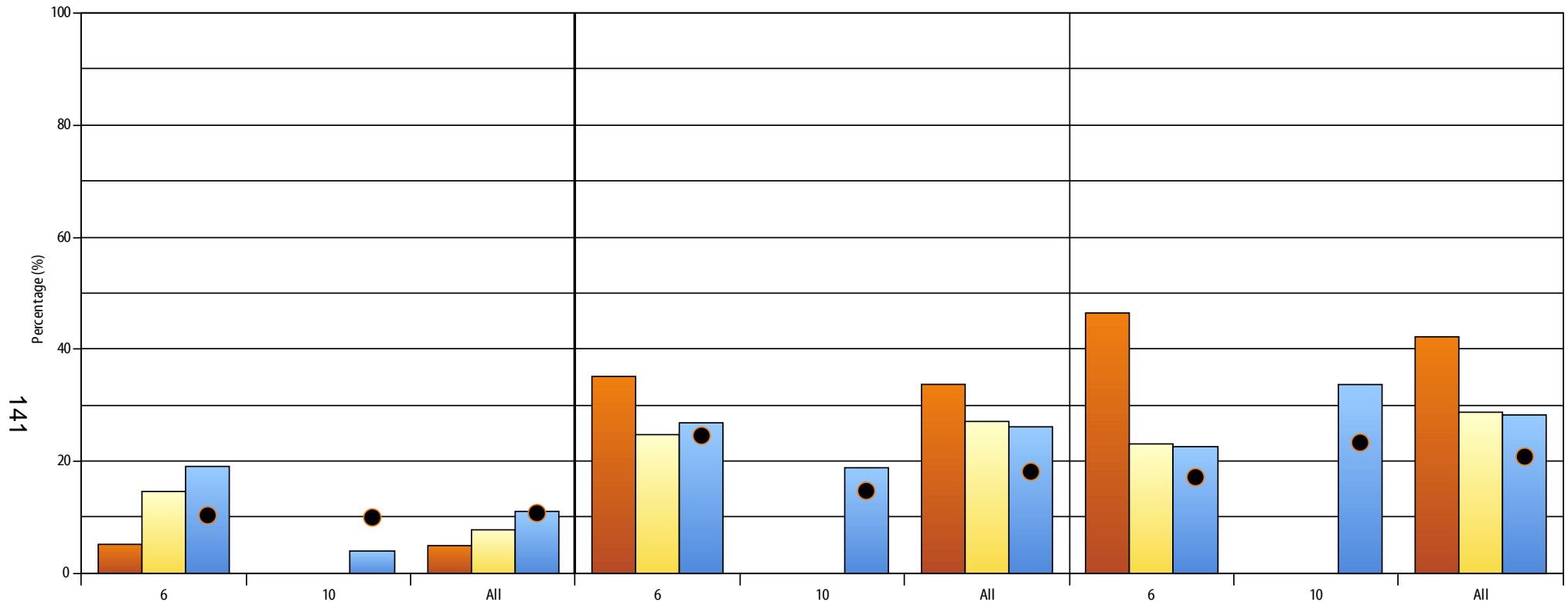


Students who report they feel "Somewhat" or "Very unsafe" before/during/after school in/on:

Grade	Playgrounds or fields		Lunchroom/cafeteria		Classrooms		Bathrooms		Parking lots		Stairs and hallways		The school bus	
	District 2019	State 2019	District 2019	State 2019	District 2019	State 2019	District 2019	State 2019	District 2019	State 2019	District 2019	State 2019	District 2019	State 2019
6	27.0	9.3	0.0	5.7	0.0	4.0	27.3	18.7	30.5	30.0	9.9	10.7	28.9	18.5
10	4.1	7.9	4.1	8.6	4.8	4.9	27.4	19.1	26.1	26.4	4.8	10.8	0.0	12.7
All	12.3	8.6	1.0	8.2	2.5	4.9	18.6	18.6	20.3	26.6	5.1	11.5	14.2	14.7

■ District 2019 ● State 2019

Bullying Wayne School District 2019 Student Survey



Grade	During the past 30 days, student has...				During the past 12 months, student has been...				During the past 12 months, student has been...			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	5.1	14.7	19.1	10.3	35.2	24.8	26.9	24.6	46.5	23.2	22.6	17.2
10	~	~	4.1	10.0	~	~	18.8	14.7	~	~	33.6	23.3
All	4.8	7.7	11.0	10.7	33.7	27.2	26.1	18.1	42.3	28.7	28.4	20.8

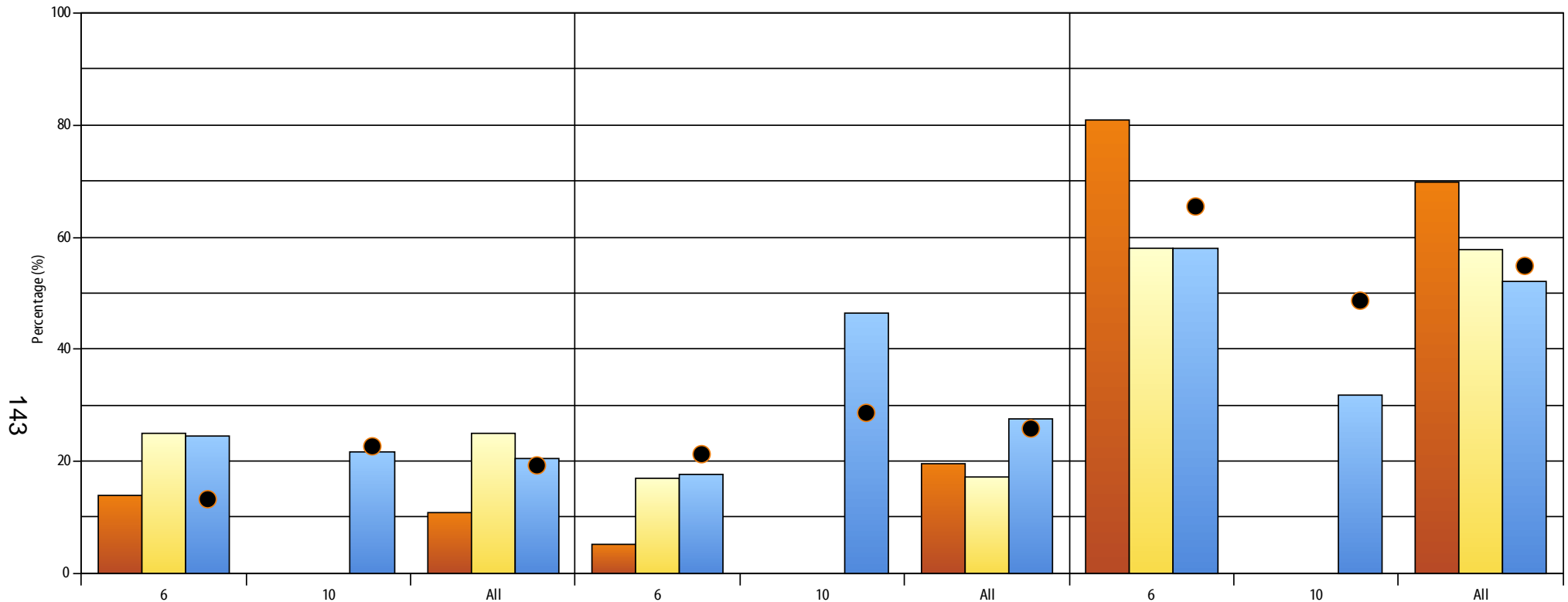
District 2015 District 2017 District 2019 State 2019

Perceived reasons for bullying

	6			10		All		
	District 2017	District 2019	State 2019	District 2019	State 2019	District 2017	District 2019	State 2019
If you have been bullied in the past 12 months, why do you think you were you bullied? (Mark ALL that apply).								
Sample size*	17	10	11,038	14	6,944	37	36	31,464
I don't know why	57.0	50.1	40.6	38.0	28.7	45.9	44.4	33.0
The color of my skin	0.0	0.0	7.4	0.0	9.7	4.1	0.0	8.9
My religion	0.0	10.1	7.8	0.0	14.4	6.9	3.8	12.2
My size (height, weight, etc.)	19.6	19.5	37.1	39.0	38.6	28.3	28.6	38.1
My accent or the country I (or my family) was born in	5.3	0.0	3.7	0.0	6.5	4.8	0.0	5.3
The way I look (clothing, hairstyle, etc.)	16.0	29.6	37.5	24.0	38.9	30.7	38.4	38.8
How much money my family has or does not have	11.9	10.1	11.3	9.1	16.3	17.5	12.2	14.5
My gender	0.0	0.0	7.0	0.0	8.1	8.9	0.0	7.6
My grades or school achievement	5.3	20.3	12.4	9.1	18.1	23.2	18.1	15.0
My social standing or for being "unpopular"	23.8	19.5	25.4	33.2	26.4	35.2	33.1	26.5
Social conflict	0.0	0.0	7.2	15.0	20.2	8.0	10.0	15.3
My sexual-orientation	0.0	19.5	4.0	8.0	8.5	4.9	9.5	6.7
I have a disability (learning or physical disability)	0.0	9.4	4.4	2.1	5.3	2.1	8.2	5.1
Some other reason	66.8	18.7	44.4	21.9	35.1	55.9	25.8	37.6

* These data represent youth who chose any answer other than "I have not been made fun of by other students." If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed.

Mental health treatment needs Wayne School District 2019 Student Survey



Mental health treatment needs scale*

Grade	High treatment needs				Moderate treatment needs				Low treatment needs			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	13.9	25.0	24.4	13.2	5.1	16.9	17.5	21.3	81.0	58.1	58.1	65.5
10	~	~	21.7	22.7	~	~	46.5	28.7	~	~	31.8	48.7
All	10.7	25.0	20.5	19.3	19.5	17.1	27.5	25.8	69.8	57.9	52.1	54.9

* Mental health treatment needs are calculated from student responses to specific questions. See text for further explanation.

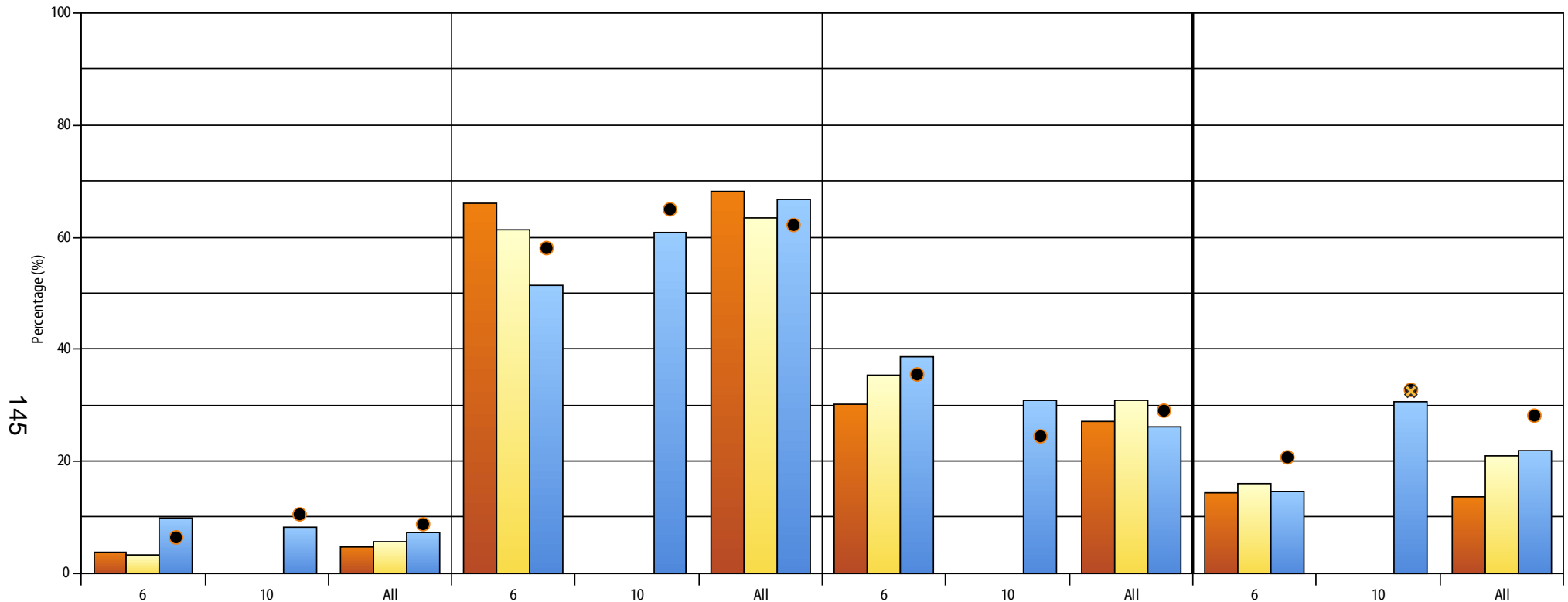
District 2015 District 2017 District 2019 State 2019

Attitudes toward mental health treatment

		6			10		All		
		District 2017	District 2019	State 2019	District 2019	State 2019	District 2017	District 2019	State 2019
How often in the last thirty days did you talk to an adult (parent, doctor, counselor, teacher, etc.) about feeling very sad, hopeless, or suicidal? (Answered 1 or more times)		15.7	23.1	17.3	28.4	22.0	24.9	18.0	19.9
Who, in the last thirty days, did you talk to about feeling very sad, hopeless, or suicidal? (Treated as "Mark all that apply")	Sample size*	~	<10	3,650	<10	4,343	~	16	15,019
	I felt this way but did not talk to anyone about it	~	~	33.2	~	33.3	~	24.4	33.6
	Parent	~	~	53.9	~	39.2	~	50.1	43.4
	Friend/Peer	~	~	39.0	~	53.5	~	54.3	48.7
	Teacher	~	~	14.3	~	5.5	~	15.3	8.1
	Doctor	~	~	12.9	~	6.9	~	0.0	8.6
	School Counselor	~	~	16.9	~	7.1	~	9.3	10.1
	Therapist	~	~	18.7	~	14.7	~	24.5	15.4
	Clergy (e.g. Bishop, Priest or Nun, Minister, Pastor)	~	~	6.9	~	4.4	~	0.0	5.0
	Other adult	~	~	15.7	~	7.7	~	19.6	10.4
Do you think it's ok to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?	Yes	84.3	30.8	87.8	82.1	83.6	87.4	80.8	85.0
	No	15.7	46.1	3.7	0.0	2.5	6.6	10.1	3.0
	I think it's ok for other people to seek help, but not for me to seek help	0.0	23.1	8.5	17.9	13.9	6.0	9.1	12.1

* These data represent youth who chose any answer other than "I have not felt this way in the past 30 days." If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. Due to changes to this question, 2017 data were unsuitable for comparison and are omitted. See Appendix A for information.

Depression Wayne School District 2019 Student Survey



Depressive symptoms scale*

Grade	High depressive symptoms				Moderate depressive symptoms				No depressive symptoms				Felt sad or hopeless for two weeks or more in a row during the past year**			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	3.7	3.2	9.9	6.4	66.1	61.4	51.5	58.1	30.2	35.3	38.6	35.5	14.5	16.0	14.5	20.7
10	~	~	8.2	10.5	~	~	60.8	65.0	~	~	30.9	24.5	~	~	30.7	32.8
All	4.8	5.7	7.2	8.8	68.1	63.5	66.7	62.2	27.1	30.8	26.1	29.0	13.7	21.0	21.8	28.2

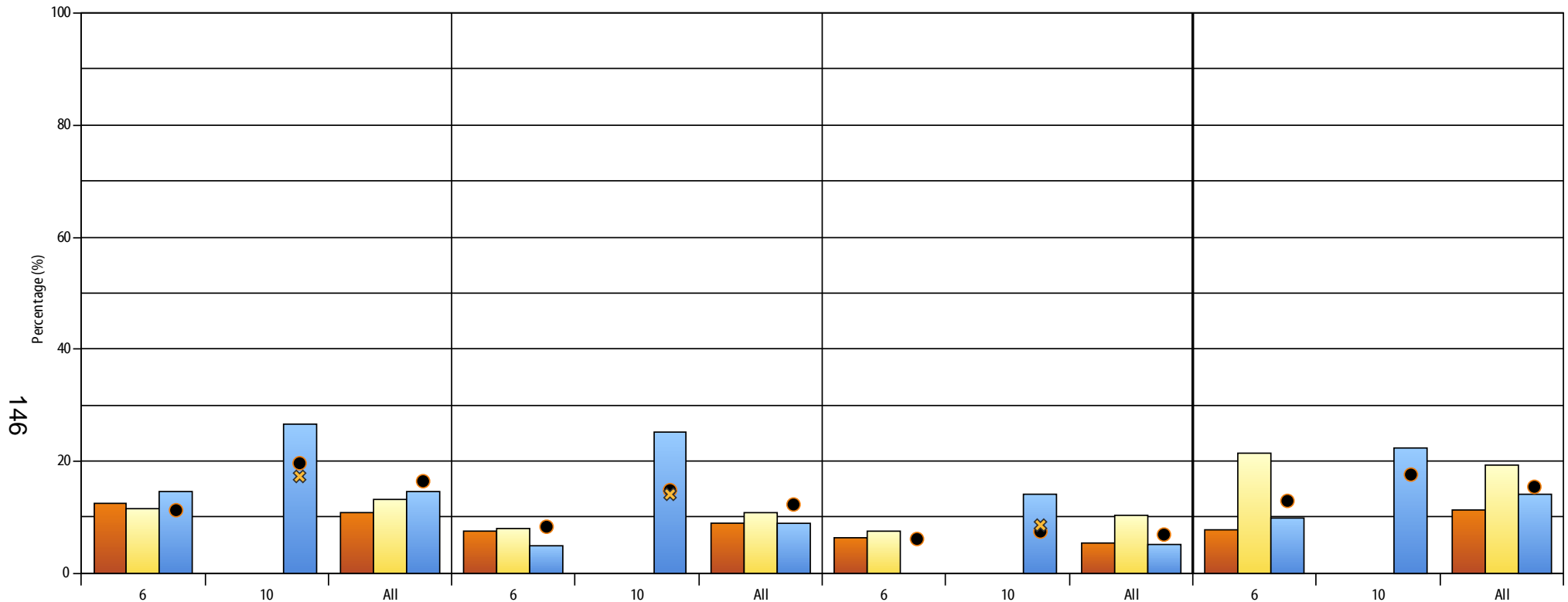
* Depressive symptoms are calculated from student responses to specific questions. See text for further explanation.

** National comparison data for "Felt sad or hopeless..." are available for 10th and 12th grade only.

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ✕ YRBS

Suicide indicators and self harm

Wayne School District 2019 Student Survey



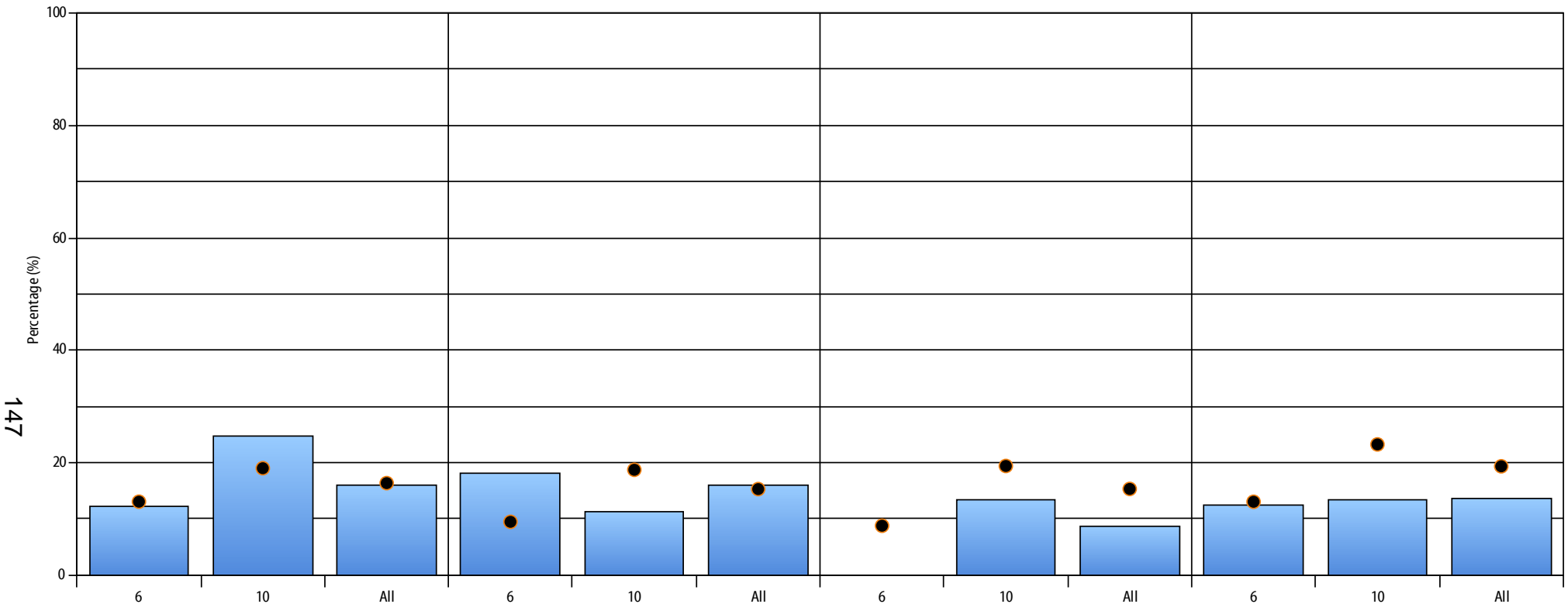
146

Suicide Related Indicators

Grade	During the past 12 months, did you ever seriously consider attempting suicide? (Answered 'Yes')				During the past 12 months, did you make a plan about how you would attempt suicide? (Answered 'Yes')				During the past 12 months, how many times did you actually attempt suicide? (Answered 1 or more times)				Purposeful self harm (without suicidal intention, e.g. cutting or burning) 1 or more times during the past 12 months			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	12.5	11.6	14.5	11.3	7.4	8.0	5.0	8.3	6.3	7.4	0.0	6.1	7.6	21.3	9.9	12.9
10	~	~	26.7	19.7	~	~	25.2	14.8	~	~	14.2	7.4	~	~	22.4	17.6
All	10.8	13.2	14.5	16.4	8.8	10.7	8.8	12.3	5.3	10.4	5.1	6.9	11.4	19.3	14.1	15.4

District 2015 District 2017 District 2019 State 2019 YRBS

Social isolation Wayne School District 2019 Student Survey



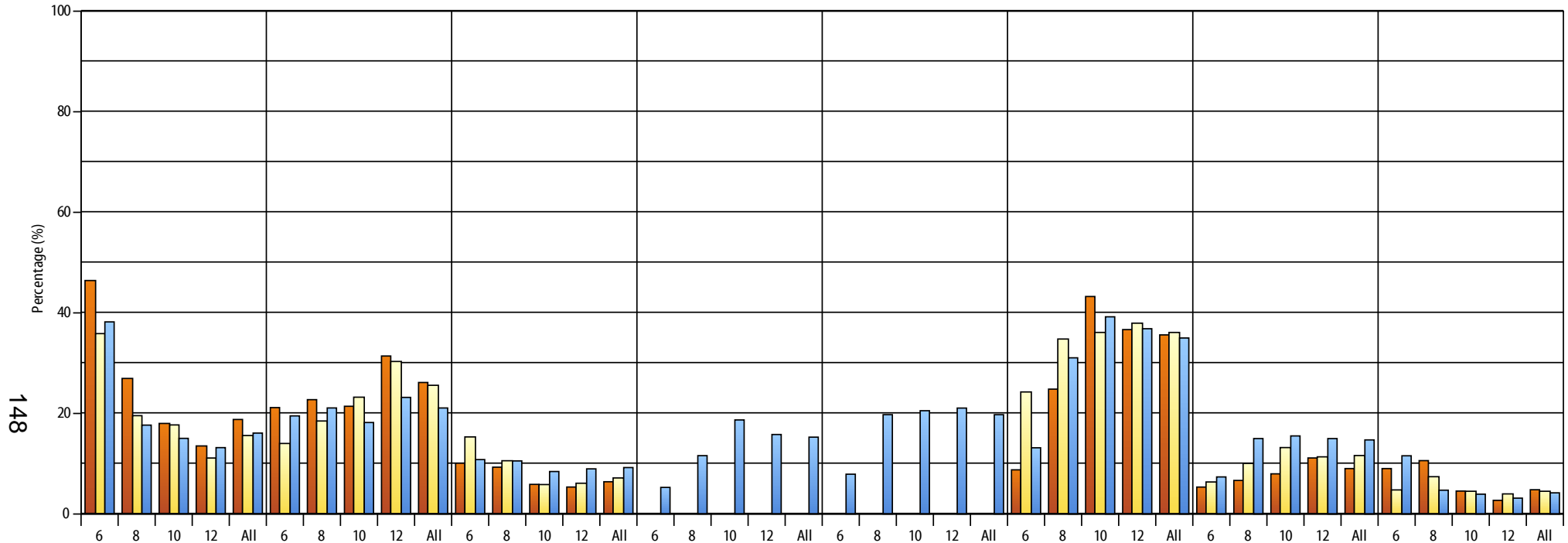
147

Students who reported during the past seven days "Often" or "Always"...

Grade	Felt left out.		Felt that people barely know me.		Felt isolated from others.		Felt that people are around me but not with me.	
	District 2019	State 2019	District 2019	State 2019	District 2019	State 2019	District 2019	State 2019
6	12.2	13.1	18.1	9.5	0.0	8.8	12.4	13.1
10	24.7	19.0	11.2	18.7	13.5	19.4	13.5	23.3
All	16.0	16.4	16.0	15.3	8.6	15.3	13.6	19.4

■ District 2019 ● State 2019

Types of alcohol consumed (of past-month alcohol users)* State of Utah 2019 Student Survey



If you drank alcohol during the past 30 days, what type of alcohol did you usually drink? (Select only one response.)*

Grade	I do not have a usual type			Beer			Wine			Vodka			Other liquors			All liquor types**			Flavored alcoholic beverages†			Some other type		
	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019
6	46.3	35.8	38.0	20.9	13.8	19.3	10.1	15.1	10.7	~	~	5.1	~	~	7.9	8.7	24.2	13.0	5.1	6.4	7.3	8.9	4.7	11.6
8	26.7	19.3	17.7	22.5	18.3	21.1	9.3	10.5	10.5	~	~	11.5	~	~	19.6	24.7	34.7	31.1	6.4	9.9	15.0	10.4	7.3	4.6
10	17.7	17.7	14.9	21.2	23.0	18.1	5.7	5.7	8.3	~	~	18.7	~	~	20.6	43.1	36.0	39.3	7.9	13.2	15.4	4.4	4.4	4.0
12	13.3	10.9	13.1	31.4	30.2	23.1	5.3	6.0	8.9	~	~	15.8	~	~	21.0	36.6	37.8	36.8	11.0	11.2	15.0	2.5	3.9	3.0
All	18.6	15.5	16.1	26.0	25.4	21.0	6.3	7.0	9.1	~	~	15.2	~	~	19.8	35.5	36.1	35.0	8.9	11.4	14.6	4.7	4.6	4.2

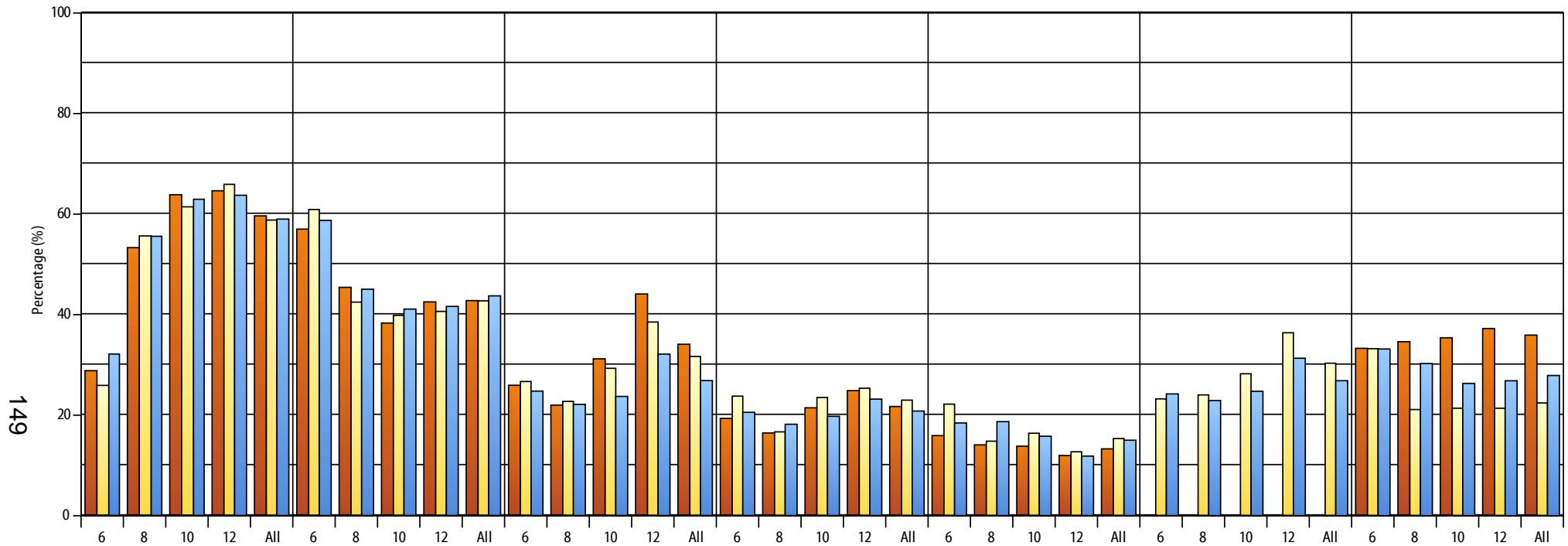
* Students who indicated they did not drink alcohol during the past 30 days are not included in the sample. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 10th grade: all grades combined:

** The 2019 value for "Liquor" is calculated by combining "Vodka" and "Other liquor, such as rum, scotch, bourbon, whiskey, or tequila." Vodka and other liquor are not available separately prior to 2019.

† The 2015/2017 value for "Flavored alcoholic beverages..." is calculated by combining two previously separate categories: "Flavored malt beverages" and "Wine coolers." (These categories were merged on the 2019 SHARP survey instrument.)

State 2015 State 2017 State 2019

Places of alcohol use (of past-year alcohol users)* State of Utah 2019 Student Survey



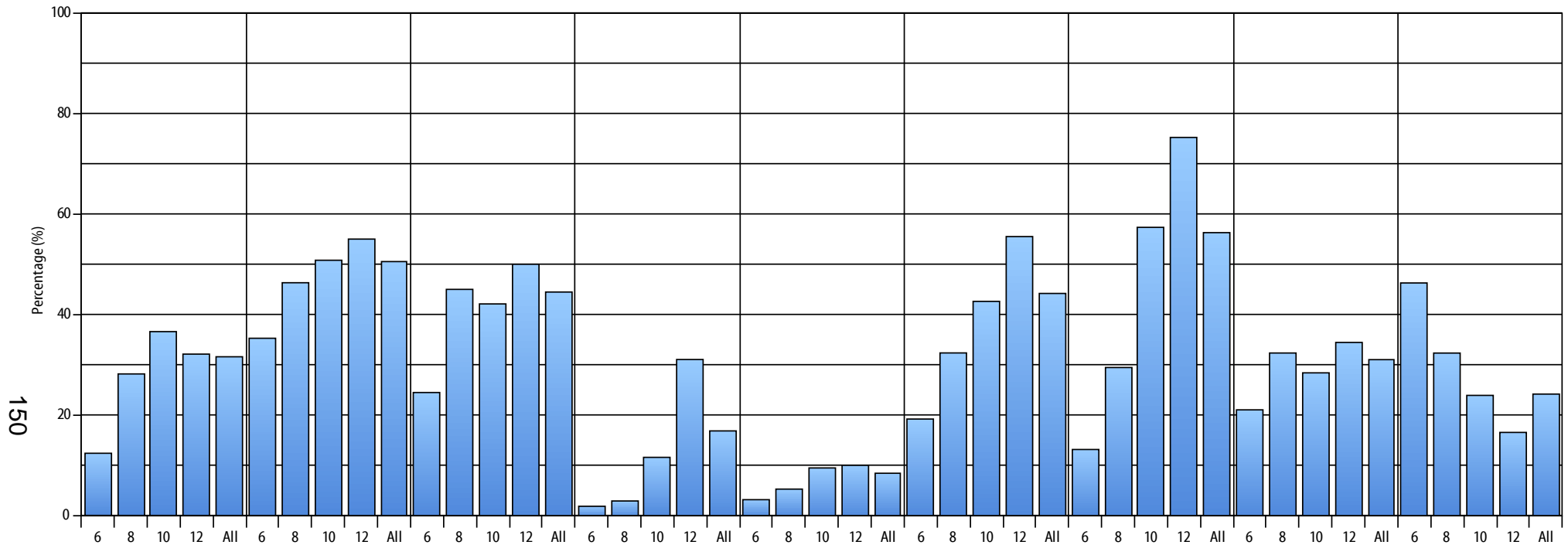
During the past year, how many times (if any) did you drink alcohol at any of the following places? (Students responding 1 or more times)*

Grade	At my home or someone else's home without any parent permission			At my home with my parent's permission			At someone else's home with their parent's permission			In a car			At or near school			Outside of town (public lands, desert, or campground)			In another place		
	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019
6	28.6	25.9	32.1	56.7	60.7	58.6	25.7	26.7	24.6	19.2	23.7	20.6	15.7	22.2	18.5	~	23.0	24.2	33.1	33.2	33.1
8	53.0	55.6	55.5	45.4	42.3	45.1	21.9	22.5	22.1	16.3	16.6	18.2	14.0	14.6	18.8	~	23.9	22.9	34.4	20.9	30.3
10	63.8	61.4	62.9	38.2	39.8	41.0	30.9	29.2	23.7	21.2	23.5	19.8	13.5	16.4	15.9	~	28.2	24.8	35.2	21.3	26.2
12	64.5	65.9	63.8	42.3	40.6	41.5	43.8	38.5	32.2	24.7	25.2	23.0	11.7	12.7	11.7	~	36.3	31.2	37.2	21.2	26.9
All	59.4	58.6	58.8	42.6	42.6	43.7	33.9	31.5	26.8	21.5	23.0	20.9	13.1	15.2	15.0	~	30.2	26.9	35.7	22.4	27.9

* These data represent youth who indicated they had drunk alcohol in the past year and chose at least one place of drinking it. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 10th grade: all grades combined:

State 2015 State 2017 State 2019

Vaping product places of use (of past-month vaping product users)* State of Utah 2019 Student Survey



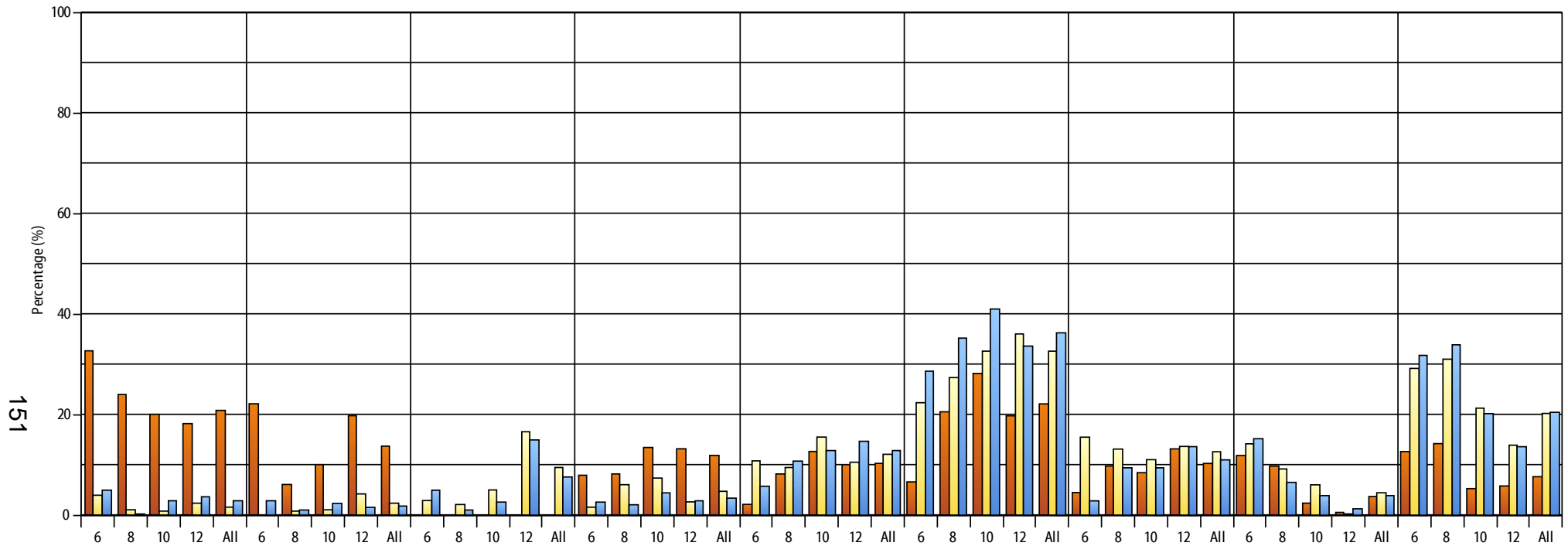
If you used a vape product (e-cigarettes, vape pens, or mods) in the past 30 days, where did you use it? (Mark all that apply)*

Grade	On school grounds			Inside my house			Outside my house			At work			Inside restaurants, vapor lounges, or stores			At parties or social situations			In the car			At parks or other outdoor rec areas			Other		
	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019
6	~	~	12.2	~	~	35.3	~	~	24.5	~	~	1.9	~	~	3.0	~	~	19.1	~	~	13.2	~	~	21.0	~	~	46.2
8	~	~	28.2	~	~	46.3	~	~	44.9	~	~	2.8	~	~	5.1	~	~	32.3	~	~	29.3	~	~	32.3	~	~	32.4
10	~	~	36.6	~	~	50.9	~	~	42.0	~	~	11.5	~	~	9.3	~	~	42.5	~	~	57.5	~	~	28.4	~	~	24.0
12	~	~	32.0	~	~	55.0	~	~	49.9	~	~	31.0	~	~	9.9	~	~	55.4	~	~	75.2	~	~	34.4	~	~	16.5
All	~	~	31.7	~	~	50.6	~	~	44.5	~	~	16.9	~	~	8.4	~	~	44.2	~	~	56.3	~	~	31.0	~	~	24.1

* These data represent youth who had used a vaping device in the past month and chose at least one place of using it. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 10th grade: all grades combined:

State 2019

Sources of vaping products (of past-month vaping product users)* State of Utah 2019 Student Survey



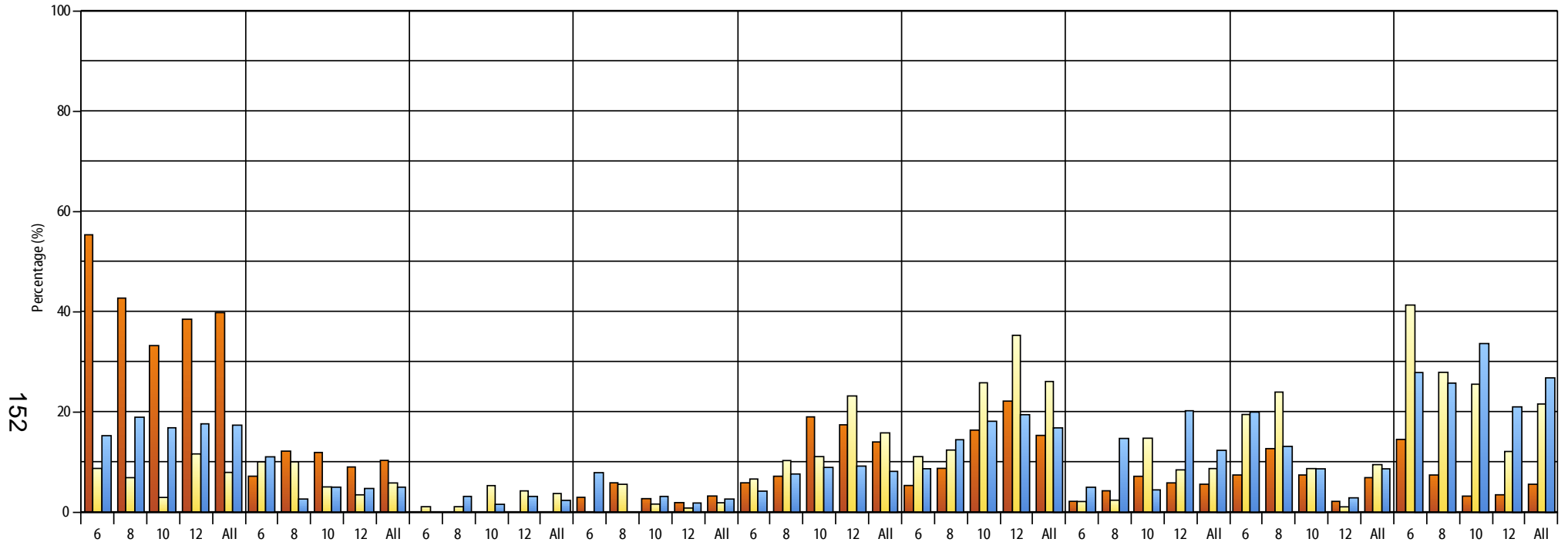
If you used vape products in the past 30 days, how did you usually get your own vape products? (Choose only one answer)*

Grade	At a convenience store, supermarket, or gas station			At a tobacco specialty store or smoke shop			At a vape shop			On the internet			Gave someone else money to buy them for me			Borrowed (or bummed) them from someone else			A person 18 years old or older gave them to me			Took them from a store or family member			Some other way		
	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019
6	32.5	3.9	5.0	22.2	0.0	2.9	~	3.0	4.9	7.7	1.6	2.6	2.2	10.7	5.8	6.6	22.3	28.6	4.5	15.4	2.9	11.8	14.1	15.2	12.6	29.1	31.9
8	24.0	1.0	0.2	5.9	0.7	1.1	~	2.1	0.9	8.0	5.9	1.9	8.0	9.5	10.8	20.4	27.5	35.2	9.7	13.1	9.5	9.8	9.2	6.6	14.1	31.0	33.9
10	20.0	0.6	2.9	9.9	0.9	2.2	~	4.9	2.5	13.3	7.4	4.5	12.7	15.5	12.8	28.1	32.6	41.2	8.4	10.9	9.6	2.4	6.0	4.0	5.3	21.2	20.3
12	18.0	2.3	3.6	19.8	4.2	1.6	~	16.6	15.0	13.1	2.5	2.9	10.0	10.6	14.6	19.7	36.0	33.6	13.2	13.7	13.6	0.4	0.1	1.4	5.9	13.9	13.7
All	20.8	1.5	2.8	13.6	2.2	1.8	~	9.3	7.7	11.9	4.8	3.3	10.1	12.1	12.9	22.1	32.7	36.2	10.2	12.7	10.9	3.6	4.4	3.9	7.6	20.2	20.5

* These data represent youth who had used a vaping device in the past month and chose at least one source of obtaining vaping products. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 10th grade: all grades combined:

State 2015 State 2017 State 2019

Sources of cigarettes (of past-month cigarette users)* State of Utah 2019 Student Survey



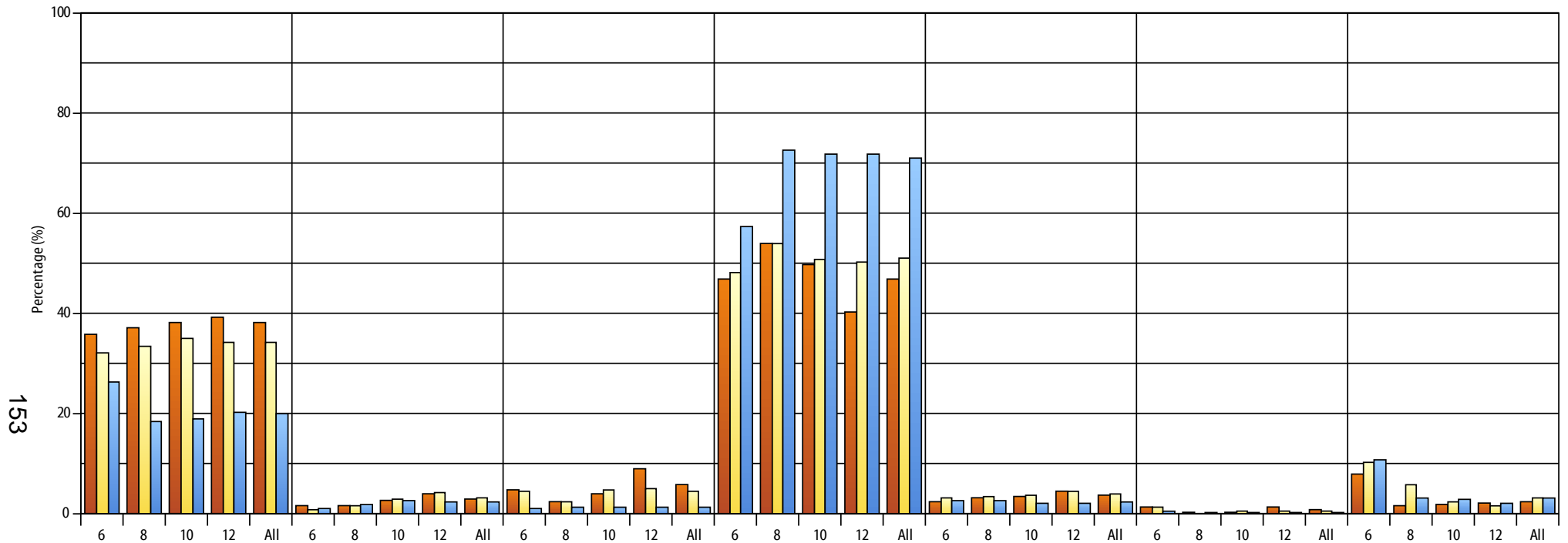
If you smoked cigarettes in the past 30 days, how did you usually get your own cigarettes? (Choose only one answer)*

Grade	At a convenience store, supermarket, or gas station			At a tobacco specialty store or smoke shop			At a vape shop			On the internet			Gave someone else money to buy them for me			Borrowed (or bummed) them from someone else			A person 18 years old or older gave them to me			Took them from a store or family member			Some other way		
	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019
6	55.3	8.7	15.3	7.1	10.0	11.0	~	1.0	0.0	3.0	0.0	7.9	5.8	6.5	4.3	5.1	10.9	8.6	2.0	2.1	5.1	7.3	19.5	20.0	14.3	41.4	27.9
8	42.6	6.9	19.0	12.0	9.8	2.5	~	1.0	3.1	5.8	5.4	0.0	7.0	10.3	7.6	8.8	12.4	14.4	4.1	2.4	14.7	12.5	24.0	13.0	7.2	27.8	25.7
10	33.1	2.8	16.9	11.8	4.9	4.9	~	5.1	1.4	2.6	1.6	3.0	18.9	11.0	8.9	16.2	25.8	18.2	7.0	14.6	4.3	7.4	8.6	8.8	3.0	25.4	33.6
12	38.4	11.6	17.7	8.9	3.3	4.6	~	4.1	3.2	1.7	0.8	1.9	17.2	23.2	9.1	22.2	35.3	19.4	5.9	8.5	20.1	2.2	1.1	2.9	3.5	12.1	21.1
All	39.7	7.8	17.4	10.3	5.6	4.9	~	3.6	2.3	3.1	1.8	2.5	14.0	15.6	8.2	15.1	26.0	16.9	5.4	8.6	12.4	6.8	9.3	8.6	5.5	21.7	26.7

* These data represent youth who had smoked cigarettes in the past month and chose at least one source of obtaining them. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 10th grade: all grades combined:

State 2015 State 2017 State 2019

First use of tobacco (of students who have ever tried tobacco products)* State of Utah 2019 Student Survey



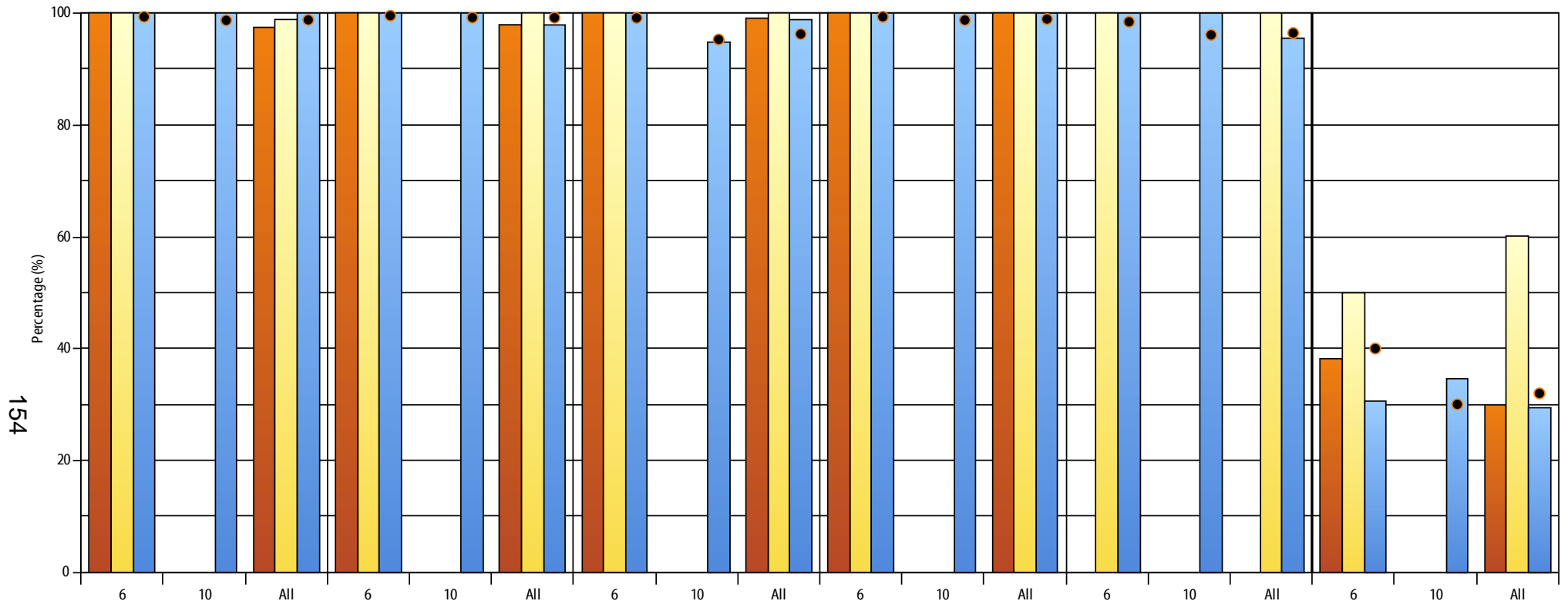
If you have ever tried a tobacco product, which one did you try first?*

Grade	Cigarettes			Cigars, cigarillos, or little cigars			Tobacco in a hookah or waterpipe			Vape products such as e-cigarettes, vape pens, or mods			Chewing tobacco, snuff, or dip			Snus (moist smokeless tobacco usually sold in small pouches)			Other		
	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019	State 2015	State 2017	State 2019
6	35.7	32.1	26.3	1.4	0.8	1.1	4.8	4.4	1.1	46.8	48.2	57.5	2.2	3.0	2.6	1.2	1.4	0.6	7.8	10.2	10.9
8	37.0	33.4	18.5	1.7	1.5	1.7	2.5	2.2	1.2	54.0	53.8	72.6	3.2	3.3	2.6	0.2	0.0	0.2	1.5	5.7	3.1
10	38.1	35.1	19.0	2.7	2.9	2.5	3.9	4.6	1.3	49.8	50.8	71.9	3.5	3.6	2.1	0.3	0.5	0.3	1.8	2.4	2.8
12	39.2	34.3	20.2	3.8	4.1	2.4	9.0	5.0	1.2	40.3	50.4	71.8	4.5	4.3	2.1	1.1	0.4	0.1	2.2	1.4	2.1
All	38.2	34.3	19.9	2.9	3.0	2.2	5.6	4.3	1.3	46.8	51.0	70.9	3.8	3.8	2.2	0.7	0.4	0.2	2.2	3.1	3.2

* These data do not include students who have never used a tobacco product. If this represents fewer than ten students, the sample is considered too small to produce reliable results and the data are removed. If no data are available, state data are displayed instead. The 2019 sample sizes represented in these data are 6th grade: 10th grade: all grades combined:

State 2015 State 2017 State 2019

Perception of parental disapproval Wayne School District 2019 Student Survey

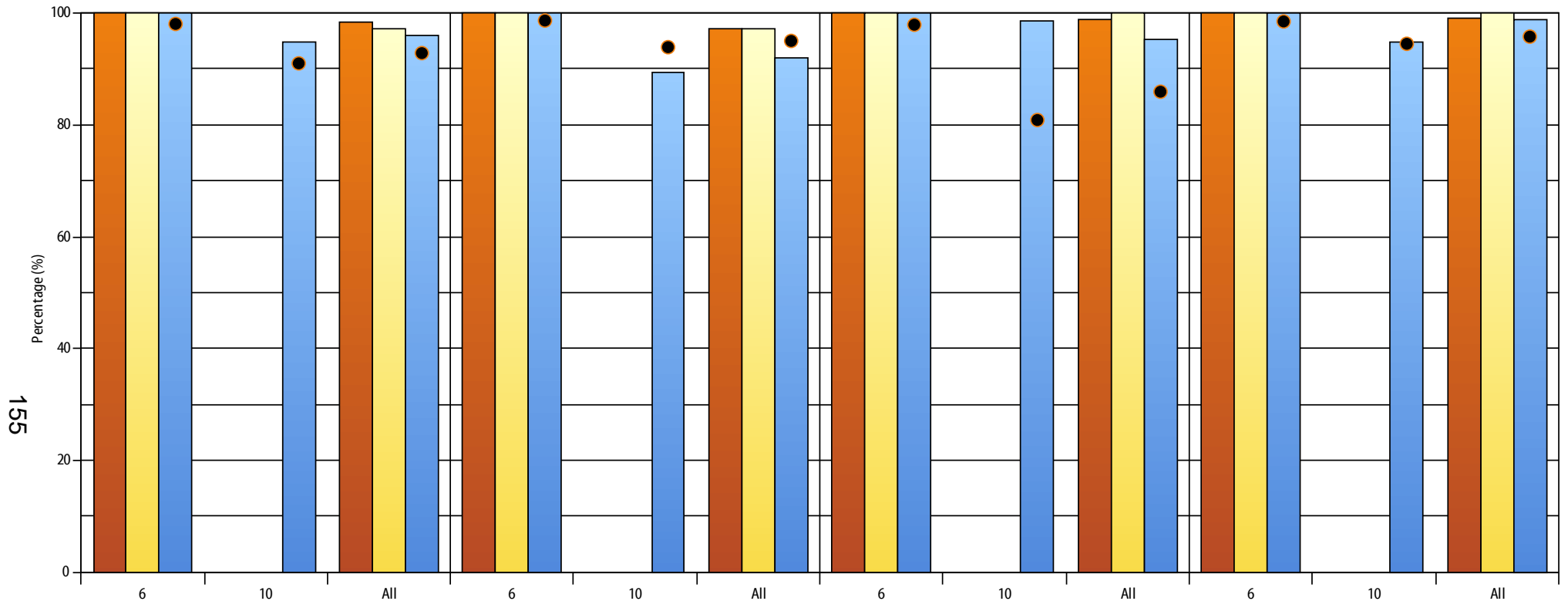


Parents feel it would be "Wrong" or "Very Wrong" to...

Grade	have one or two drinks of an alcoholic beverage nearly every day				smoke cigarettes				smoke marijuana				use prescription drugs not prescribed to you				use vape products such as e-cigarettes, vape pens, or mods				Parents communicate expectations of NO alcohol use at least twice a year			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	100.0	100.0	100.0	99.4	100.0	100.0	100.0	99.6	100.0	100.0	100.0	99.2	100.0	100.0	100.0	99.4	~	100.0	100.0	98.5	38.3	50.1	30.7	40.0
10	~	~	100.0	98.8	~	~	100.0	99.2	~	~	94.7	95.3	~	~	100.0	98.8	~	~	100.0	96.2	~	~	34.7	30.1
All	97.6	98.9	100.0	98.8	98.0	100.0	97.8	99.2	99.1	100.0	98.8	96.3	100.0	100.0	100.0	99.0	~	100.0	95.6	96.5	29.9	60.2	29.4	32.0

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019

Perception of peer disapproval Wayne School District 2019 Student Survey

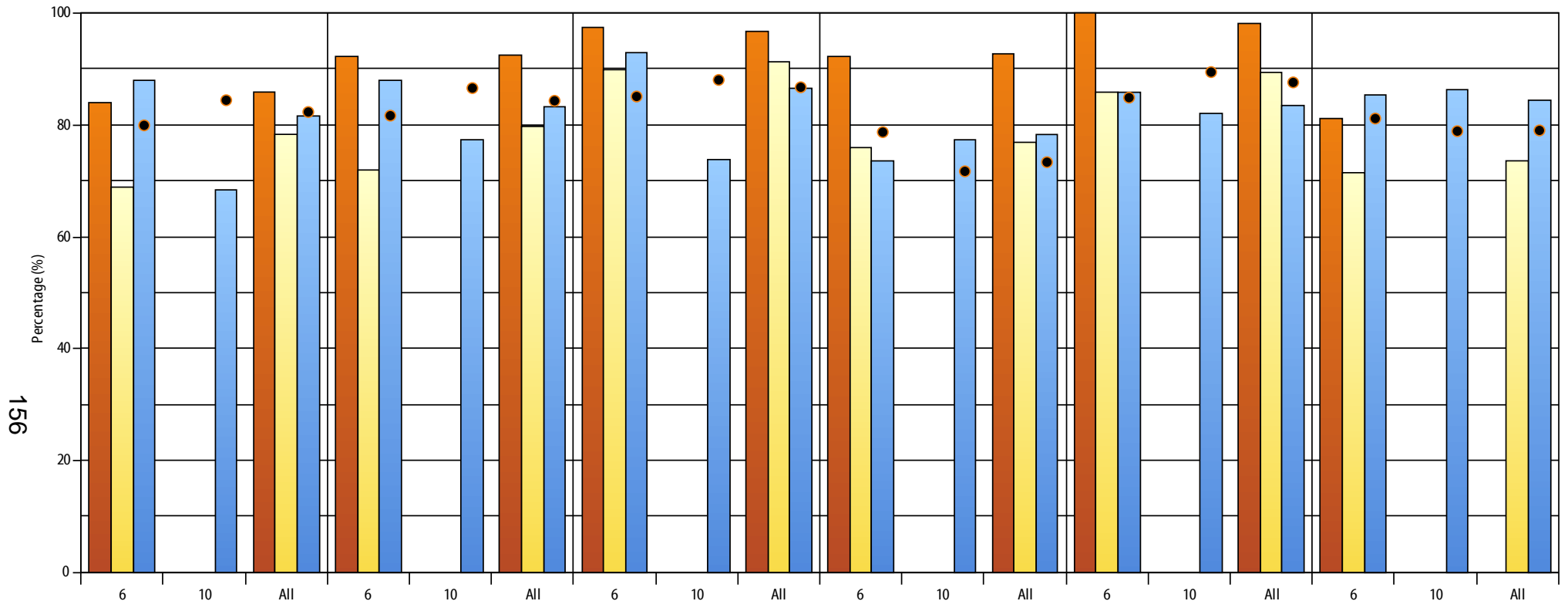


Friends feel it would be "Wrong" or "Very Wrong" to...

Grade	have one or two drinks of an alcoholic beverage nearly every day				smoke tobacco				smoke marijuana				use prescription drugs not prescribed to you			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	100.0	100.0	100.0	98.1	100.0	100.0	100.0	98.7	100.0	100.0	100.0	97.9	100.0	100.0	100.0	98.5
10	~	~	94.7	91.0	~	~	89.5	93.9	~	~	98.6	80.9	~	~	94.7	94.5
All	98.5	97.3	96.0	92.9	97.2	97.3	92.0	95.1	98.9	100.0	95.4	86.0	99.1	100.0	98.9	95.8

District 2015 District 2017 District 2019 State 2019

Perception of risk Wayne School District 2019 Student Survey



People are at "Moderate" or "Great risk" of harming themselves if they...

Grade	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day				take five or more drinks of an alcoholic beverage once or twice a week				smoke one or more packs of cigarettes per day				smoke marijuana regularly				use prescription drugs that are not prescribed to them				use vape products such as e-cigarettes, vape pens, or mods			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	84.0	68.9	88.1	80.0	92.4	71.9	88.1	81.7	97.5	89.8	93.1	85.1	92.4	75.9	73.5	78.8	100.0	85.8	85.9	84.9	81.2	71.4	85.5	81.2
10	~	~	68.5	84.5	~	~	77.4	86.6	~	~	73.9	88.1	~	~	77.4	71.7	~	~	82.2	89.5	~	~	86.3	78.9
All	86.0	78.4	81.7	82.3	92.4	79.8	83.4	84.4	96.8	91.2	86.6	86.8	92.7	77.0	78.2	73.4	98.2	89.4	83.6	87.6	~	73.6	84.5	79.1

District 2015 District 2017 District 2019 State 2019

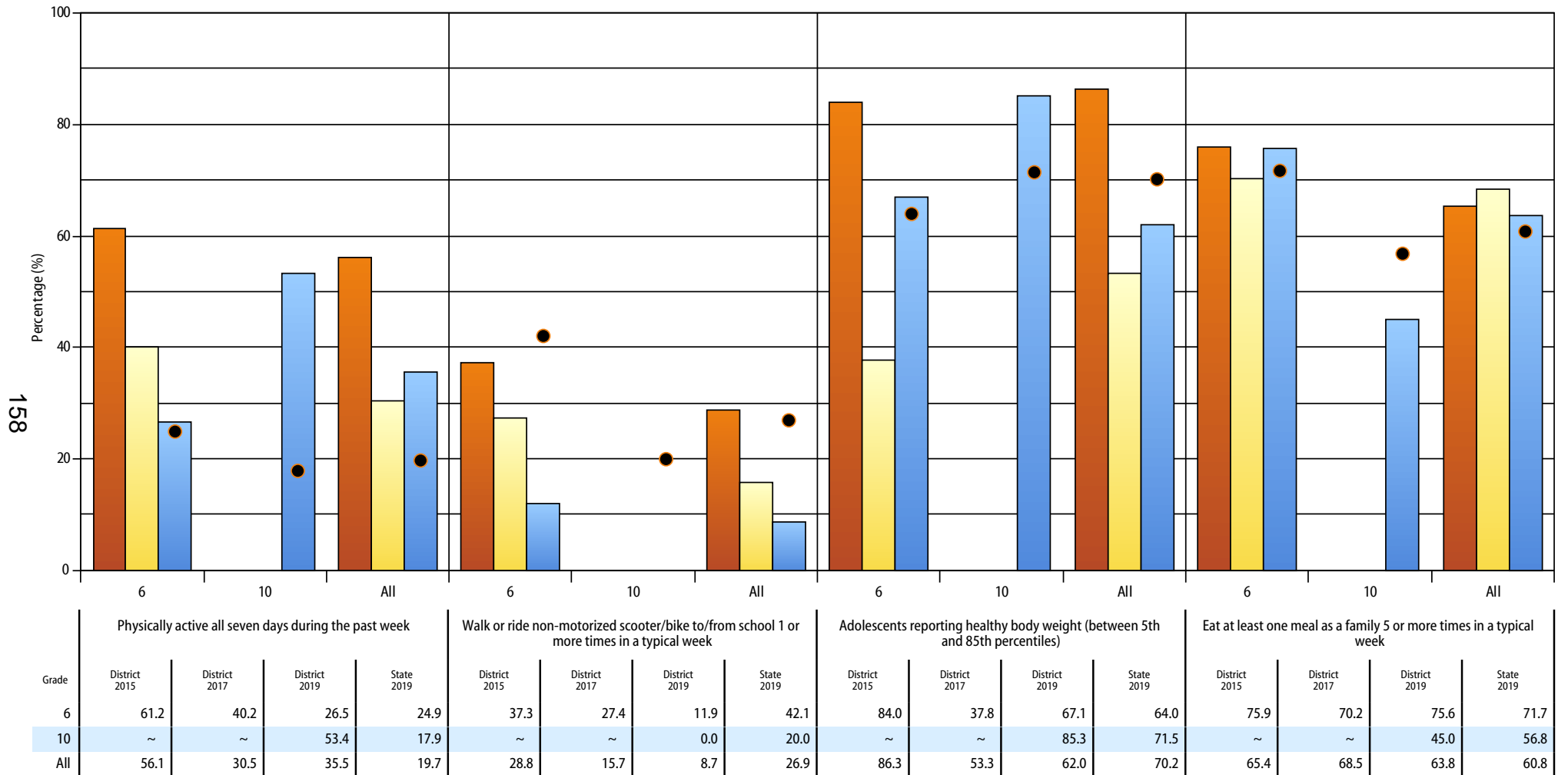
Perceived vs. actual ATOD use*

		6				10		All			
		District 2015	District 2017	District 2019	State 2019	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
Smoke cigarettes every day	Perceived use	4.9	1.1	2.5	3.1	22.0	18.9	6.4	3.5	11.4	13.4
	Actual use	0.0	0.0	0.0	0.1	0.0	0.4	0.0	0.0	2.1	0.3
Drank alcohol in past 30 days	Perceived use	5.4	3.1	0.0	4.1	22.1	29.9	8.7	10.1	13.1	21.3
	Actual use	0.0	0.0	0.0	0.7	9.6	7.0	3.7	1.1	4.4	5.5
Used marijuana in past 30 days	Perceived use	1.0	1.5	0.0	2.5	11.5	32.3	3.2	7.3	6.3	21.8
	Actual use	0.0	0.0	0.0	0.5	1.3	8.8	0.0	2.6	2.4	6.2

* Students were asked to report the percent of their peers they perceived were using cigarettes, alcohol, and marijuana. The data in this table represent their perceived use amongst similarly aged peers compared to the actual use of those substances by grade.

Student physical health, activity, and habits

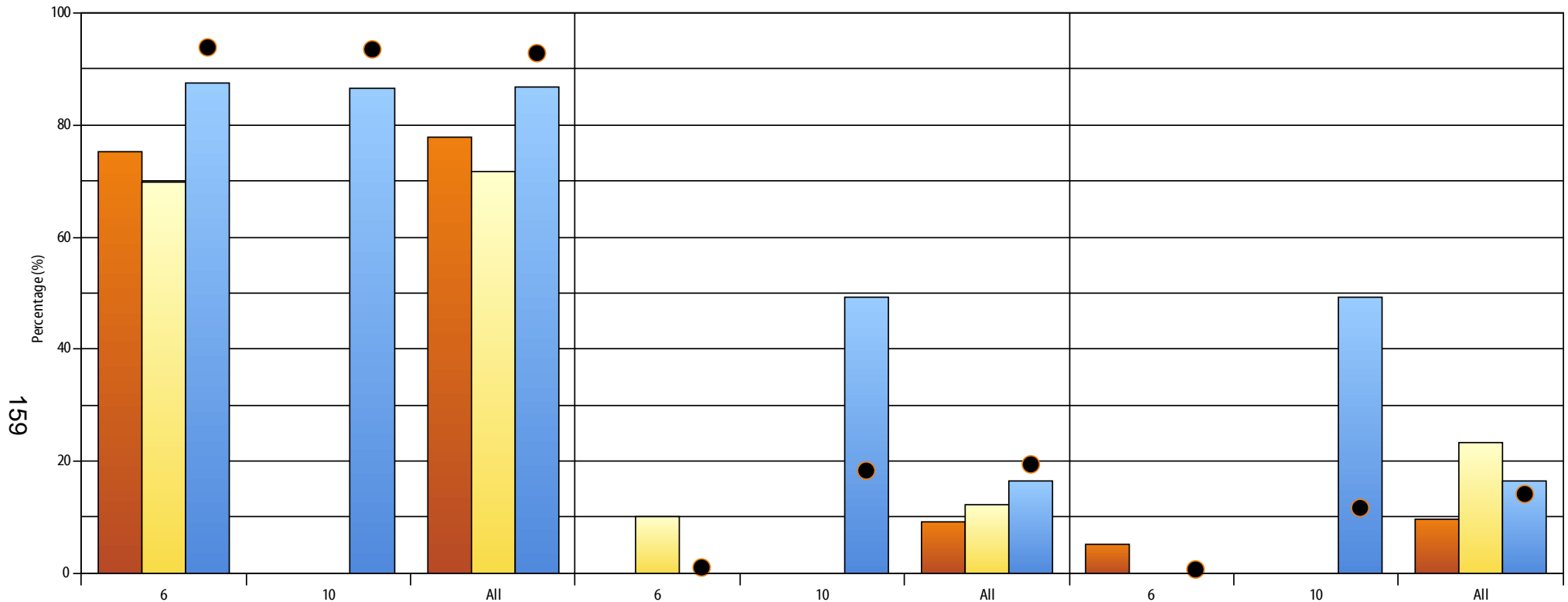
Wayne School District 2019 Student Survey



■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019

Safe vehicle habits

Wayne School District 2019 Student Survey



Student wears a seat belt "Most of the time" or "Always" when riding in a car driven by someone else

Talked on a phone 1 or times while driving a car or other vehicle in the past 30 days

Texted or emailed 1 or times while driving a car or other vehicle in the past 30 days

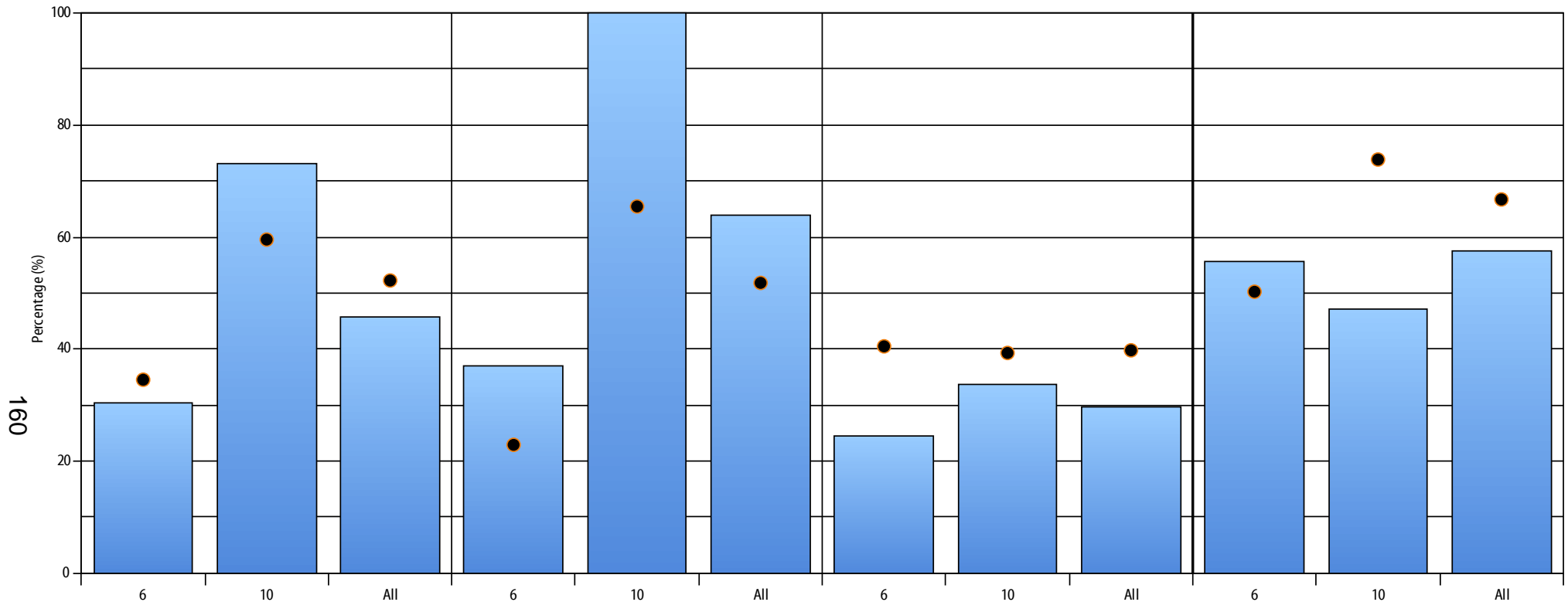
Grade	District 2015	District 2017	District 2019	State 2019
6	75.2	69.7	87.6	93.9
10	~	~	86.5	93.6
All	77.8	71.7	86.9	92.9

Grade	District 2015	District 2017	District 2019	State 2019
6	0.0	10.0	0.0	1.0
10	~	~	49.4	18.3
All	9.1	12.2	16.5	19.4

Grade	District 2015	District 2017	District 2019	State 2019
6	5.0	0.0	0.0	0.7
10	~	~	49.4	11.7
All	9.7	23.3	16.5	14.1

District 2015 District 2017 District 2019 State 2019

Student screen time and device use Wayne School District 2019 Student Survey



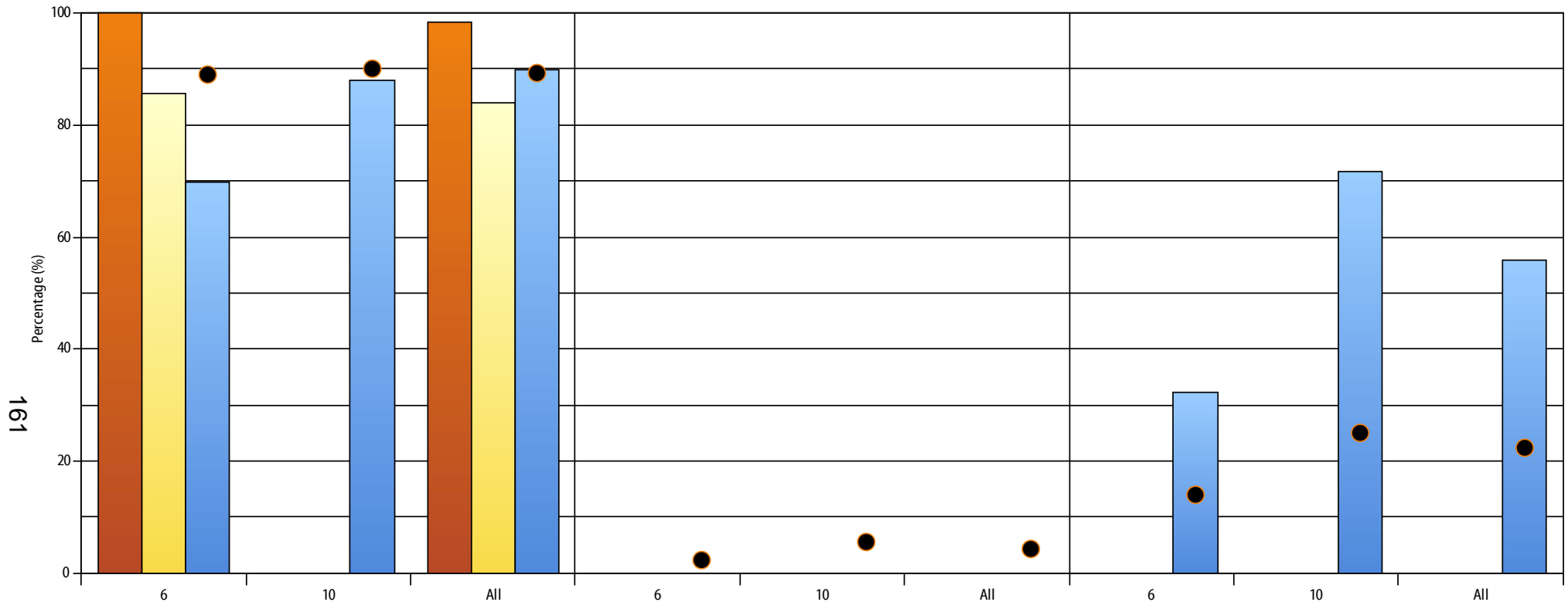
How often do you do the following things on your cell phone or tablet? (Students who answered "Multiple times per day")

Grade	Communicate or catch up with family and friends				Use a social media app like Snapchat, Instagram, or Facebook				Play games				Spends 2 or more hours per school day playing Xbox, PlayStation, texting, or YouTube, Instagram, Facebook, etc. (not counting school work)			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	~	~	30.5	34.5	~	~	36.9	22.9	~	~	24.5	40.5	~	~	55.6	50.3
10	~	~	73.0	59.6	~	~	100.0	65.5	~	~	33.6	39.3	~	~	47.1	73.9
All	~	~	45.6	52.3	~	~	63.8	51.8	~	~	29.6	39.8	~	~	57.5	66.7

■ District 2019 ● State 2019

Student safety

Wayne School District 2019 Student Survey



District 2015 District 2017 District 2019 State 2019

THE RISK AND PROTECTIVE FACTOR MODEL OF PREVENTION

Prevention is a science. The Risk and Protective Factor Model of Prevention is a proven way of reducing substance abuse and its related consequences.

This model is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors.

Risk factors are characteristics of school, community and family environments, and of students and their peer groups known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

The chart on the following page shows the links between the 20 risk factors and six problem behaviors. The check marks indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community and peers, and healthy beliefs and clear standards for behavior. Protective bonding depends on three conditions:

- **Opportunities** for young people to actively contribute
- **Skills** to be able to successfully contribute
- **Consistent recognition** or reinforcement for their efforts and accomplishments

Bonding confers a protective influence only when there is a positive climate in the bonded community. Peers and adults in these schools, families and neighborhoods must communicate healthy values and set clear standards for behavior in order to ensure a protective effect. For example, strong bonds to antisocial peers would not be likely to reinforce positive behavior.

Research on risk and protective factors has important implications for children's academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, **it is necessary to address the factors that predict these outcomes.** By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs, and actions shown to reduce those risk factors and to promote protective factors.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

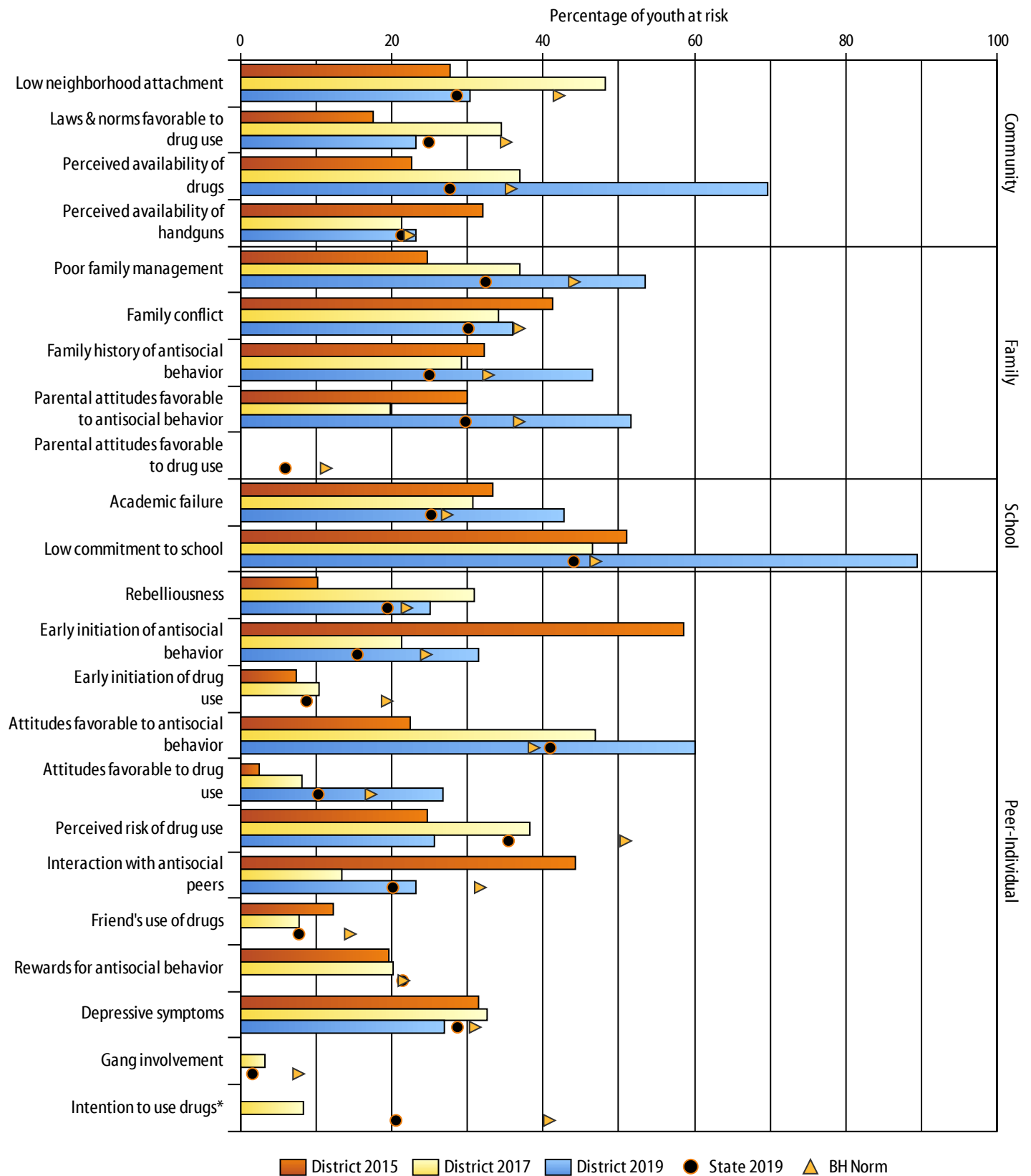
In addition to helping assess current conditions and prioritize areas of greatest need, data from the SHARP Prevention Needs Assessment (PNA) Survey can be a powerful tool in applying for and complying with several federal programs, outlined later in this report, such as the Strategic Prevention Framework process. The survey also gathers valuable data which allows state and local agencies to address other prevention issues related to academic achievement, mental health, gang involvement, health and fitness, and personal safety.

RISK FACTORS FOR ADOLESCENT PROBLEM BEHAVIORS

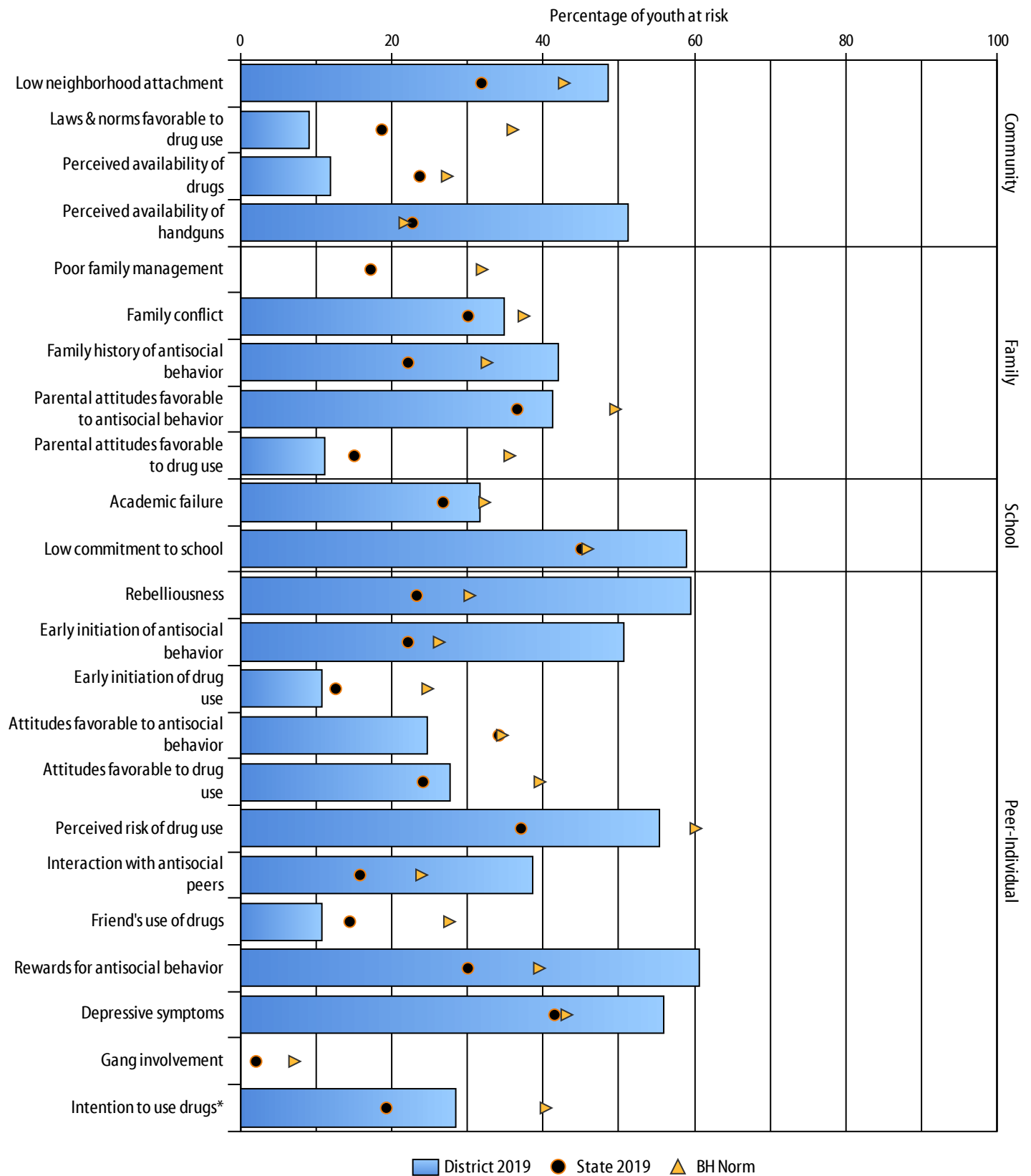
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	Community							Family				School		Peer/Individual						
	Availability of Drugs	Availability of Firearms	Community Laws & Norms Favorable Toward Drug Use, Firearms, & Crime	Media Portrayals of the Behavior	Transitions & Mobility	Low Neighborhood Attachment & Community Disorganization	Extreme Economic Deprivation	Family History of the Problem Behavior	Family Management Problems	Family Conflict	Favorable Parental Attitudes & Involvement in the Problem Behavior	Academic Failure Beginning in Late Elementary School	Lack of Commitment to School	Early & Persistent Antisocial Behavior	Rebelliousness	Gang Involvement	Friends Who Engage in the Problem Behavior	Favorable Attitudes Toward the Problem Behavior	Early Imitation of the Problem Behavior	Constitutional Factors
Substance Abuse	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy							✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	
School Drop-Out					✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	
Violence	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Depression & Anxiety					✓			✓	✓	✓		✓		✓						✓

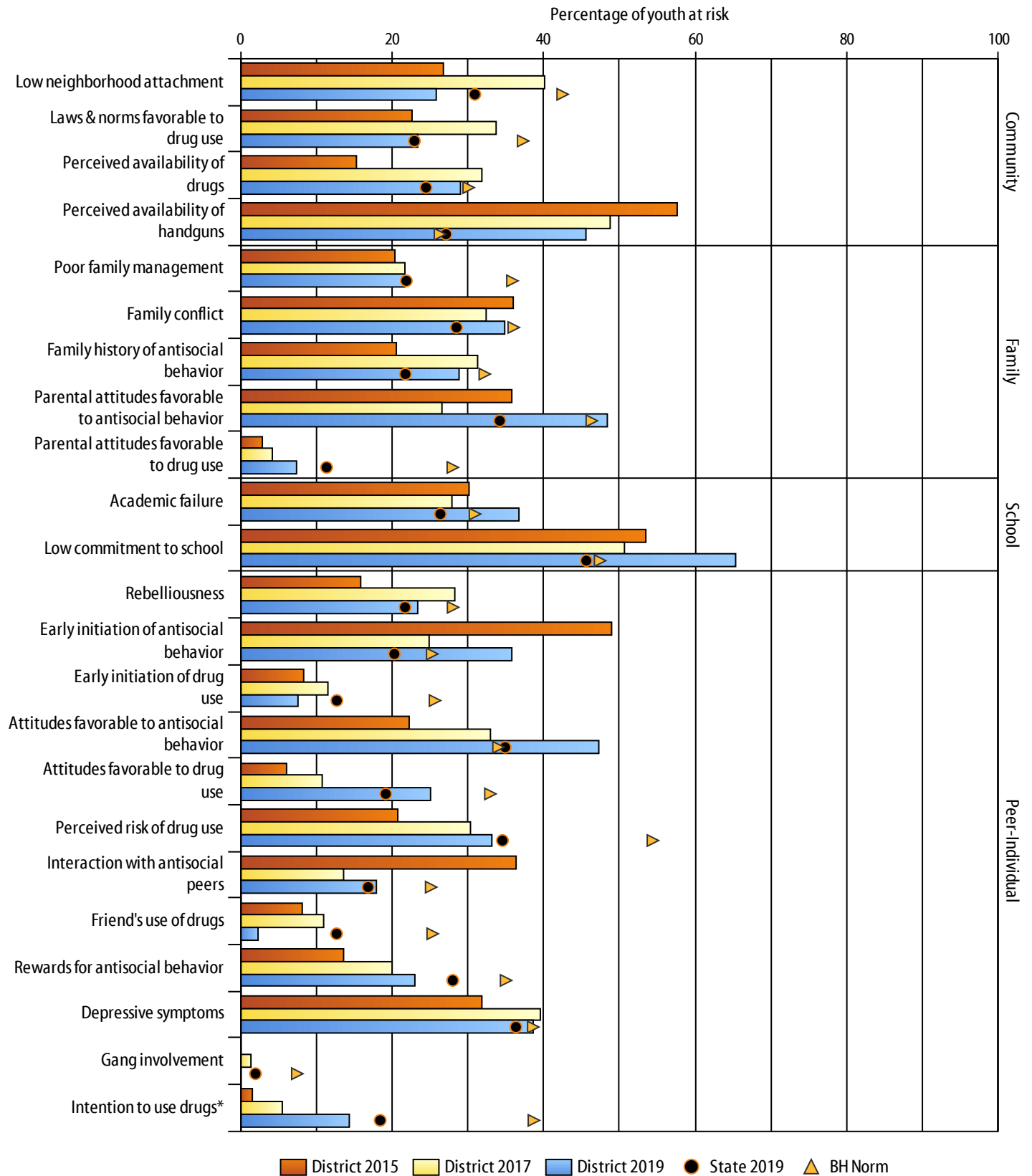
Risk profile, Grade 6 Wayne School District 2019 SHARP Survey



Risk profile, Grade 10 Wayne School District 2019 SHARP Survey



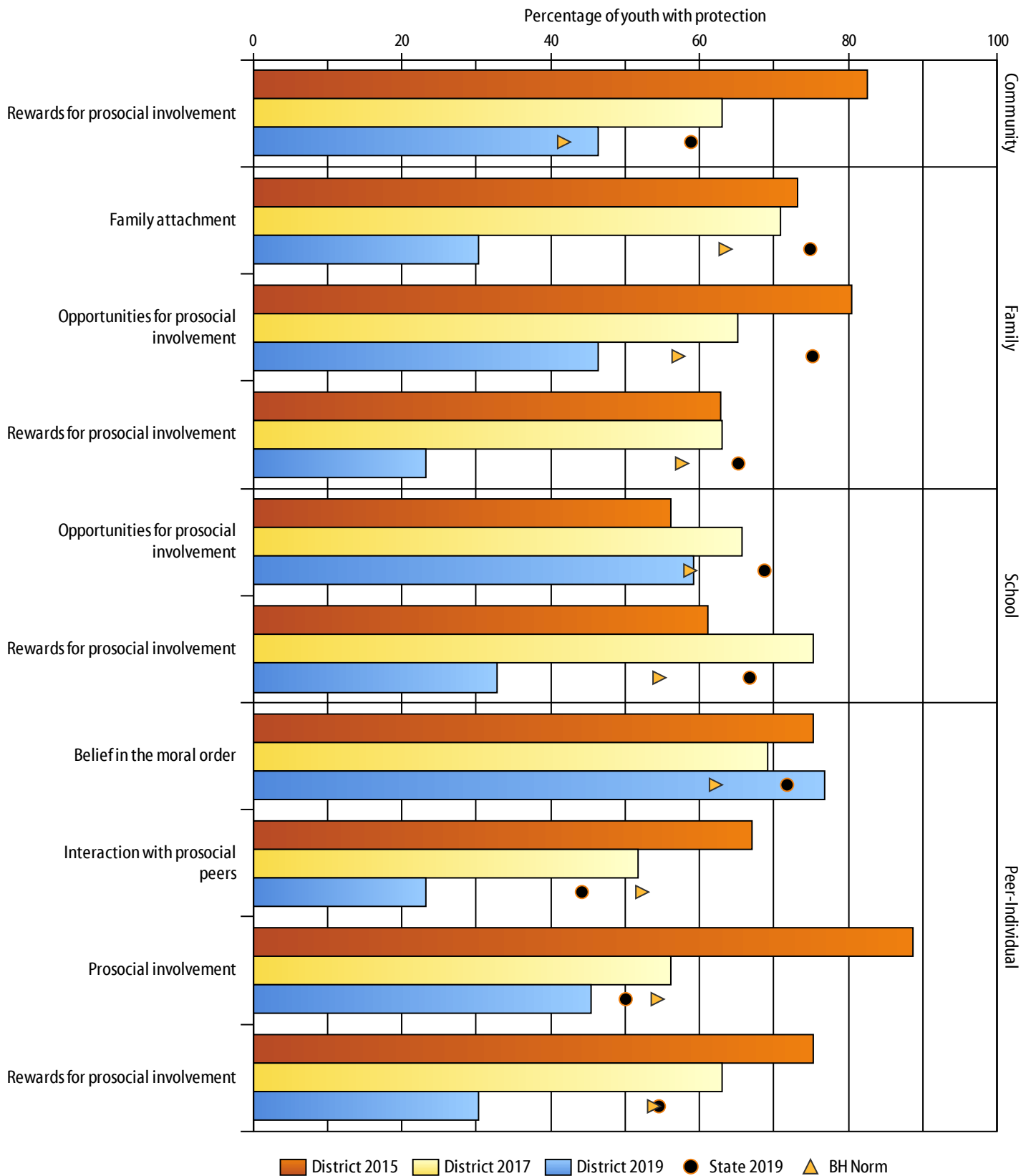
Risk profile, All Grades Wayne School District 2019 SHARP Survey



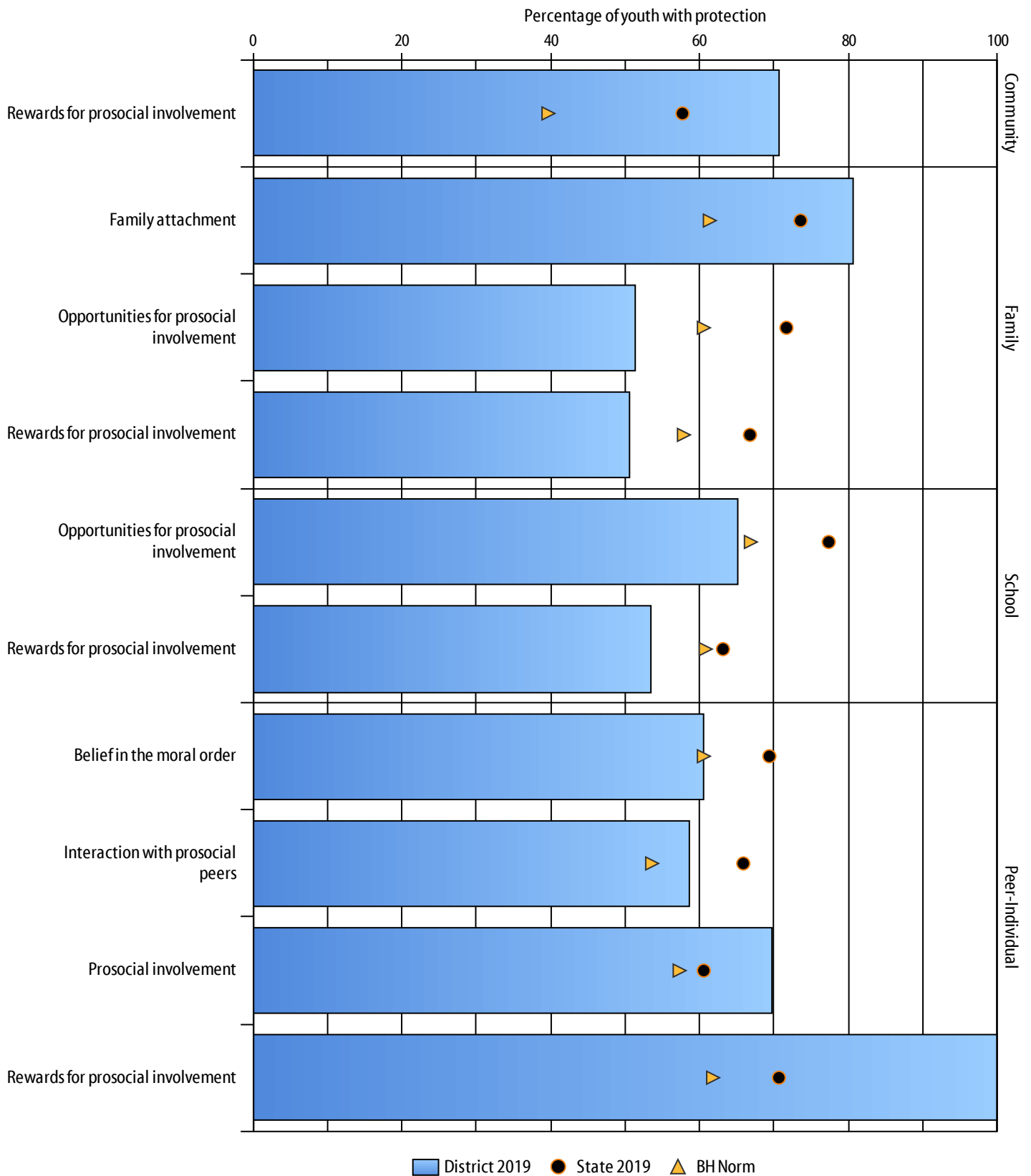
Risk profile

	6					10			All				
	District 2015	District 2017	District 2019	State 2019	BH Norm	District 2019	State 2019	BH Norm	District 2015	District 2017	District 2019	State 2019	BH Norm
Community Domain													
Low neighborhood attachment	27.8	48.3	30.3	28.6	42.1	48.7	31.9	42.8	26.8	40.1	25.9	30.9	42.5
Laws & norms favorable to drug use	17.5	34.5	23.3	24.9	35.2	9.2	18.7	36.0	22.7	33.7	23.4	23.0	37.3
Perceived availability of drugs	22.7	37.0	69.7	27.7	35.8	12.0	23.7	27.4	15.3	31.9	29.1	24.5	30.1
Perceived availability of handguns	32.0	21.3	23.3	21.3	22.4	51.3	22.8	21.8	57.6	48.8	45.6	27.1	26.4
Family Domain													
Poor family management	24.8	36.9	53.5	32.4	44.2	0.0	17.2	32.0	20.5	21.7	21.8	21.9	35.9
Family conflict	41.3	34.0	35.9	30.1	36.9	34.9	30.1	37.5	36.0	32.4	34.9	28.5	36.1
Family history of antisocial behavior	32.2	29.2	46.5	25.0	32.8	42.1	22.2	32.6	20.5	31.3	28.9	21.8	32.3
Parent attitudes favorable to ASB	30.0	19.8	51.6	29.8	36.9	41.2	36.6	49.6	35.9	26.7	48.4	34.2	46.4
Parent attitudes favorable to drug use	0.0	0.0	0.0	6.0	11.4	11.2	15.1	35.6	2.9	4.3	7.3	11.4	28.0
School Domain													
Academic failure	33.4	30.8	42.7	25.2	27.4	31.6	26.8	32.3	30.2	27.9	36.8	26.4	31.0
Low commitment to school	51.0	46.5	89.4	44.1	47.0	58.9	45.1	45.9	53.5	50.7	65.3	45.7	47.5
Peer-Individual Domain													
Rebelliousness	10.3	30.9	25.0	19.5	22.0	59.6	23.3	30.4	15.8	28.3	23.4	21.7	28.1
Early initiation of ASB	58.6	21.4	31.5	15.5	24.6	50.7	22.2	26.3	49.0	24.9	35.8	20.3	25.3
Early initiation of drug use	7.4	10.5	0.0	8.8	19.4	10.8	12.6	24.8	8.3	11.5	7.7	12.7	25.7
Attitudes favorable to ASB	22.5	47.0	60.1	41.0	38.8	24.8	34.2	34.7	22.2	33.0	47.3	34.9	34.1
Attitudes favorable to drug use	2.5	8.2	26.7	10.3	17.3	27.6	24.2	39.6	6.1	10.7	25.0	19.2	33.0
Perceived risk of drug use	24.8	38.3	25.6	35.4	50.9	55.4	37.1	60.2	20.7	30.4	33.2	34.6	54.5
Interaction with antisocial peers	44.4	13.5	23.3	20.2	31.7	38.6	15.8	24.0	36.3	13.6	18.0	16.9	25.2
Friend's use of drugs	12.4	7.8	0.0	7.8	14.6	10.9	14.5	27.7	8.2	11.0	2.4	12.7	25.4
Rewards for ASB	19.6	20.3	0.0	21.5	21.6	60.7	30.1	39.5	13.7	19.9	23.0	28.0	35.1
Depressive symptoms	31.6	32.6	27.0	28.7	31.1	56.0	41.5	43.2	31.9	39.6	38.7	36.4	38.7
Gang involvement	0.0	3.2	0.0	1.6	7.7	0.0	2.1	7.2	0.0	1.4	0.0	2.0	7.5
Intention to use drugs*	0.0	8.3	0.0	20.6	40.9	28.5	19.3	40.4	1.6	5.6	14.3	18.5	38.7

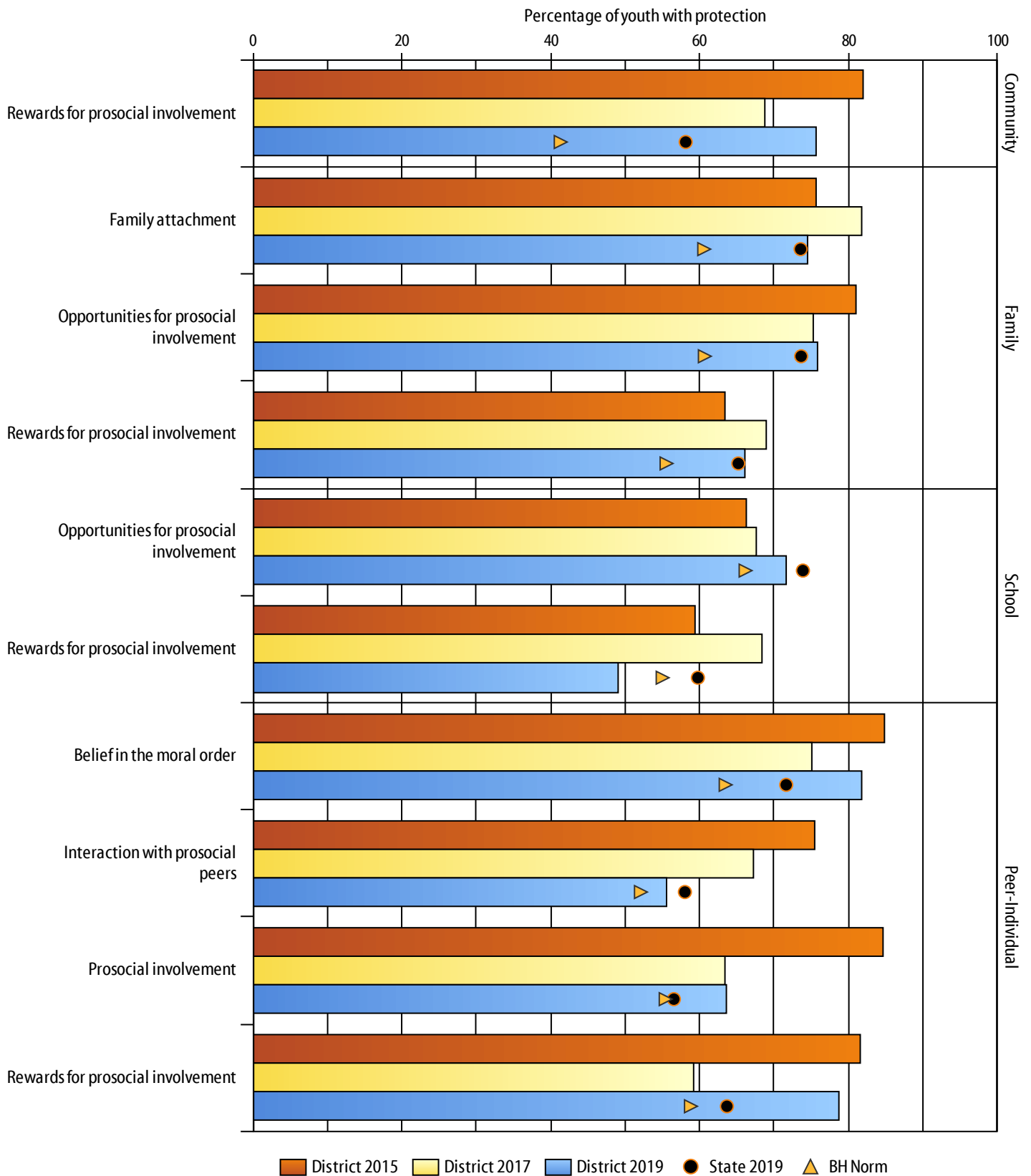
Protective profile, Grade 6 Wayne School District 2019 SHARP Survey



Protective profile, Grade 10 Wayne School District 2019 SHARP Survey



Protective profile, All Grades Wayne School District 2019 SHARP Survey



Protective profile

	6					10			All				
	District 2015	District 2017	District 2019	State 2019	BH Norm	District 2019	State 2019	BH Norm	District 2015	District 2017	District 2019	State 2019	BH Norm
Community Domain													
Rewards for prosocial involvement	82.5	63.0	46.4	58.9	41.8	70.8	57.7	39.7	82.0	68.8	75.6	58.2	41.4
Family Domain													
Family attachment	73.1	70.8	30.3	74.9	63.5	80.7	73.6	61.4	75.7	81.7	74.5	73.6	60.6
Opportunities for prosocial involvement	80.4	65.2	46.4	75.2	57.2	51.3	71.7	60.6	81.1	75.4	75.9	73.7	60.7
Rewards for prosocial involvement	62.9	63.1	23.3	65.2	57.7	50.5	66.8	57.9	63.4	69.0	66.0	65.2	55.6
School Domain													
Opportunities for prosocial involvement	56.1	65.7	59.2	68.7	58.8	65.1	77.4	66.9	66.2	67.7	71.7	73.9	66.2
Rewards for prosocial involvement	61.2	75.4	32.8	66.8	54.6	53.5	63.2	60.8	59.4	68.4	49.1	59.8	55.1
Peer-Individual Domain													
Belief in the moral order	75.2	69.1	76.8	71.8	62.2	60.5	69.4	60.6	84.9	75.1	81.9	71.7	63.5
Interaction with prosocial peers	67.0	51.7	23.3	44.2	52.3	58.6	65.9	53.6	75.4	67.2	55.6	58.0	52.1
Prosocial involvement	88.6	56.2	45.4	50.1	54.4	69.7	60.6	57.3	84.7	63.4	63.5	56.6	55.5
Rewards for prosocial involvement	75.2	63.1	30.2	54.6	53.9	100.0	70.7	61.8	81.7	59.2	78.8	63.7	58.9

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SCHOOL AND COMMUNITY IMPROVEMENT USING SURVEY DATA

What are the numbers telling you?

Review the charts and data tables presented in this report. Note your findings as you discuss the following questions.

- **Which 3-5 risk factors appear** to be higher than you would want when compared to the Bach Harrison Norm?
- **Which 3-5 protective factors appear** to be lower than you would want when compared to the Bach Harrison Norm?
- **Which levels of 30-day drug use** are increasing and/or unacceptably high?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- **Which antisocial behaviors** are increasing and/or unacceptably high?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to identify high priority problem areas

Once you have familiarized yourself with the data, you can begin to identify priorities.

- **Look across the charts** for items that stand out as either much higher or much lower than the others.
- **Compare your data** with statewide, and/or national data. Differences of 5% between local and other data are probably significant.

- **Prioritize problems for your area** according to the issues you've identified. Which can be realistically addressed with the funding available to your community? Which problems fit best with the prevention resources at hand?
- **Determine the standards and values** held within your community. For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

Use these data for planning.

Once priorities are established, use data to guide your prevention efforts.

- **Substance use and antisocial behavior data** are excellent tools to raise awareness about the problems and promote dialogue.
- **Risk and protective factor data** can be used to identify exactly where the community needs to take action.
- **Additional survey data** on academic achievement, mental health and suicide, health and fitness, gang involvement, and other areas can be used to broaden your prevention approach. Find ways to share these data with other prevention planners in your community.
- **Promising approaches** for any prevention goal are available for through resources listed on the last pages of this report. These contacts are a great resource for information about programs that have been proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low.

	Sample notes	Priority rate 1	Priority rate 2	Priority rate 3
Risk factors	8th grade. Risk of Drugs seems low @14% (8% > BH Norm.)			
Protective factors	10th grade School rewards for prosocial involvement down 7% from 2 yrs ago			
Substance abuse	8th grade 30-day Vape @7% (3% above state av.)			

BUILDING A STRATEGIC PREVENTION FRAMEWORK

The Prevention Needs Assessment (PNA) Survey is an important data source for communities in creating planned, data-driven, effective, and sustainable prevention programs. The State of Utah endorses two models for guiding prevention work at the community, regional, or State level – the Communities That Care (CTC) Model and the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework (SPF). Communities in the State of Utah are encouraged to follow the CTC Model, a tested and effective model to guide communities through a process of community organization and mobilization. The second model for prevention planning, the SPF Model, guides states and communities through a five-step process to increase effectiveness of prevention efforts. The following websites provide additional information about these prevention models: <http://www.communitiesthatcare.net> and <http://www.samhsa.gov/spf>.

Following are the five steps involved in the SPF model. For training in the SPF or the CTC, contact your local prevention coordinator (<http://dsamh.utah.gov/prevention/>).

Assessment: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery. The SPF begins with an assessment of the needs in the community that is based on data. The Utah State Epidemiological Outcomes Workgroup (SEOW) has compiled data from several sources to aid in the needs assessment process. One of the primary sources of needs assessment data is this Prevention Needs Assessment Survey (PNA). While planning prevention services, communities are urged to collect and use multiple data sources, including archival and



social indicators, assessment of existing resources, key informant interviews, and community readiness. The PNA results presented in this profile report will help you to identify needs for prevention services. PNA data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.

Capacity: Mobilize and/or Build Capacity to Address Needs. Engagement of key stakeholders at the state and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Planning: Develop a Comprehensive Strategic Plan. States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on the assessments conducted during Step 1. The Plan should address the priority needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities.

Implementation: Implement Evidence-based Prevention Programs and Infrastructure Development Activities. By measuring and identifying the risk factors and other causal factors that contribute to the targeted problems specified in your strategic plan, programs can be implemented that will reduce the prioritized substance abuse problems. After completing Steps 1, 2, and 3, communities will be able to choose prevention strategies that have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are culturally appropriate, and can be sustained over time. SAHMSA's National Registry of Evidence-based Programs and Practices (located at <http://www.nrepp.samhsa.gov>) is a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. This resource can help identify scientifically based approaches to preventing and treating mental and/or substance use disorders that can be readily disseminated to the field.

Evaluation: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail: Finally, ongoing monitoring and evaluation are essential to determine if the desired outcomes are achieved, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices. The PNA allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

Sustainability and Cultural Competence are at the core of the SPF model, indicating the key role they play in each of the five elements. Incorporating principles of cultural competence and sustainability throughout assessment, capacity appraisal, planning, implementation and evaluation helps ensure successful, long lasting prevention programs.

Sustainability is accomplished by utilizing a comprehensive approach. By building adaptive and flexible programs around a variety of resources, funding and organizations, states and communities will build sustainable programs and achieve sustainable outcomes. A strategic plan that dynamically responds to changing issues, data, priorities, and resources is more likely to achieve long term results.

Sharing information gathered during the evaluation stage with key stakeholders, forging partnerships and encouraging creative collaboration all enhance sustainability.

Cultural Competence: Planners need to recognize the needs, styles, values and beliefs of the recipients of prevention efforts. Culturally competent prevention strategies use interventions, evaluations and communication strategies appropriate to their intended community. Cultural issues reflect a range of influences and are not just a matter of ethnic or racial identity. Learning to communicate with audiences from diverse geographic, cultural, economic, social, and linguistic backgrounds can increase program efficacy and ensure sustainable results.

Whether enlisting extended family networks as a prevention resource for single parent households, or ensuring there are resources available to bridge language gaps, cultural competency will help you recognize differences in prevention needs and tailor prevention approaches accordingly.

A one-size-fits-all program is less effective than a program that works with knowledgeable people from the community to develop focused interventions, communication, and support and draws on community-based values and traditions.

APPENDIX A: CHANGES BETWEEN PNA ADMINISTRATIONS

As new issues come to the forefront and new prevention modalities are implemented, the SHARP PNA survey evolves to reflect these concerns.

Weighting procedures for 2019

The weighting procedure used for the 2019 SHARP is the same procedure used since 2015 and starts with a school-level weighting procedure. At the district level and above, Bach Harrison analysts apply a raking ratio estimation, which is a method for adjusting the sampling weights of the sample data based on known population characteristics. This helps ensure that the survey sample reflects the total population of Utah students on grade, gender, and race/ethnicity. For more detailed information on the weighting procedure consult the 2019 State Report.

Changes regarding reporting of YES!, yes, no, NO! questions

All questions using the response categories YES!, yes, no, and NO! (designed to assess the level of agreement regarding a particular statement or belief) were changed in 2019 to the following response options: *Definitely Yes,*

Somewhat Yes, Somewhat No, and Definitely No. Many of the questions impacted feed into the risk and protective scales. While Bach Harrison does not anticipate the data changing significantly (if at all) from 2017 to 2019, it is important to note the subtle shift in response options.

Adjustments pertaining to growth mindset

At the request of the Utah State Board of Education, several questions were slightly adjusted to better align with the state's education focus on the issue of encouraging growth mindset in Utah's schools. For example, the Utah PNA question aiming to gather information on students' first use of cigarettes was previously asked as follows: *How old were you when you first smoked a cigarette, even just a puff?* In 2019, the question was asked as follows: *If ever, how old were you when you first smoked a cigarette, even just a puff?* To review a complete list of these adjustments, please contact Bach Harrison.

New items for 2019

There were several new items and changes for mental health questions.

For the question asking students to report who they talked to about their mental health (*Who, in the last thirty days, did you talk to about feeling very sad, hopeless, or suicidal?*) a *peer/friend* response option was added and the *clergy* response option was clarified with examples (e.g. *Bishop, Priest or Nun, Minister, Pastor*). The changes to the question impacted response/sample size to the degree that 2017 data was not considered suitable for comparison and has been omitted from the table in this year's reports.

Four new items (see below) relating to social isolation were added to the 2019 survey.

1. *In the past seven days, I have felt left out.*
2. *In the past seven days, I have felt that people barely know me.*
3. *In the past seven days, I have felt isolated from others.*
4. *In the past seven days, I have felt that people are around me but not with me.*

The following two questions were added to gather school climate and safety information:

1. *How safe do you feel in each of the following areas at your school (before and after school)?: Playgrounds or fields, Lunchroom/Cafeteria, Classrooms, Bathrooms, Parking lots, Stairs and hallways, On the school bus.*
2. *How worried, if at all, are you about the possibility of each of the following things happening at your school? Getting bullied, Gun violence or active shooter situation, Suicide by a student, Gang activity, Students using alcohol or drugs, Earthquake/fire.*

Other Survey Removals and Changes

Removals included questions about:

1. Perceived teacher/administrator discipline.
2. Past-year indoor tanning frequency.
3. Past-week exercises designed to strengthen muscles.
4. Past-year gambling.

APPENDIX B: SUBSTANCE USE AND PERCEIVED PARENTAL ACCEPTABILITY

Even a small amount of perceived parental acceptability can lead to substance use.

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of moderate drinking, even under parental supervision, substantially increases the risk of the young person using alcohol. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent’s cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug users in adolescence.

In the Utah PNA Survey, students were asked how wrong their parents felt it was to use alcohol, marijuana, cigarettes, or prescription drugs not prescribed to them. The table below displays lifetime and past 30 days use rates in relation to parents’ acceptance of alcohol, marijuana, cigarette, or prescription drug abuse.

In 2019, 91.4% of Utah students indicated that their parents felt it was “Very wrong” for them to use alcohol. The data show that, of those students, relatively few (12.4% lifetime, 3.4% 30-day) actually used alcohol. In contrast, of the 5.9% who marked that their parents agree with use somewhat (i.e. the parent only believes that it is “Wrong,” not “Very Wrong”), 50.8% of these students indicated lifetime alcohol use and 20.6% of these students indicated 30-day alcohol use. Similar findings can be observed regarding marijuana, cigarette and prescription drug abuse.

The table below illustrates how even a small amount of perceived parental acceptability can lead to substance use. These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

How wrong do your parents feel it would be for YOU to:	Student has used:	
	Alcohol (lifetime use)	Alcohol (past 30 days)
drink beer, wine, or hard liquor regularly?		
Very Wrong	12.4	3.4
Wrong	50.8	20.6
A Little Bit Wrong	72.8	36.6
Not Wrong At All	62.7	41.0
smoke marijuana?	Marijuana (lifetime use)	Marijuana (past 30 days)
Very Wrong	8.3	3.8
Wrong	38.8	21.3
A Little Bit Wrong	62.9	39.5
Not Wrong At All	66.5	47.9
smoke cigarettes?	Cigarettes (lifetime use)	Cigarettes (past 30 days)
Very Wrong	6.0	0.9
Wrong	24.6	6.4
A Little Bit Wrong	50.0	21.5
Not Wrong At All	33.8	16.9
use prescription drugs not prescribed to you?	Prescription drugs (lifetime use)	Prescription drugs (past 30 days)
Very Wrong	4.8	1.6
Wrong	18.2	8.0
A Little Bit Wrong	42.8	21.3
Not Wrong At All	26.9	14.5

APPENDIX C: DRUG FREE COMMUNITIES DATA

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Core Measure	Definition	Substance	6		8		10		12		Male		Female	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk* (People are at Moderate or Great Risk of harming themselves if they...)	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	Regular drinking	88.1	21	~	~	68.5	23	~	~	75.9	25	85.5	43
	take five or more drinks of an alcoholic beverage once or twice a week	Binge drinking	88.1	21	~	~	77.4	23	~	~	80.3	25	85.4	43
	smoke one or more packs of cigarettes per day	Tobacco	93.1	21	~	~	73.9	23	~	~	83.1	25	89.0	43
	smoke marijuana regularly	Marijuana	73.5	21	~	~	77.4	23	~	~	75.7	25	79.9	43
	use prescription drugs that are not prescribed to them	Prescription drugs	85.9	21	~	~	82.2	23	~	~	83.7	25	83.6	43
	use vape products such as e-Cigarettes, vape pens, or mods	e-Cigarettes/vaping	85.5	21	~	~	86.3	23	~	~	80.3	25	87.3	43
Perception of Parental Disapproval* (Parents feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	100.0	21	~	~	100.0	21	~	~	100.0	23	100.0	42
	smoke cigarettes	Tobacco	100.0	21	~	~	100.0	21	~	~	100.0	23	96.4	42
	smoke marijuana	Marijuana	100.0	21	~	~	94.7	21	~	~	97.0	23	100.0	42
	use prescription drugs not prescribed to you	Prescription drugs	100.0	21	~	~	100.0	21	~	~	100.0	23	100.0	42
	use vape products such as e-Cigarettes, vape pens, or mods	e-Cigarettes/vaping	100.0	21	~	~	100.0	21	~	~	100.0	23	92.9	42
Perception of Peer Disapproval* (Friends feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	100.0	21	~	~	94.7	21	~	~	97.1	24	95.3	42
	smoke tobacco	Tobacco	100.0	21	~	~	89.5	21	~	~	94.2	24	90.6	42
	smoke marijuana	Marijuana	100.0	21	~	~	98.6	21	~	~	100.0	24	92.4	42
	use prescription drugs not prescribed to you	Prescription drugs	100.0	21	~	~	94.7	21	~	~	97.1	24	100.0	42
Past 30-Day Use* (at least one use in the past 30 days)	had beer, wine, or hard liquor	Alcohol	0.0	21	~	~	9.6	23	~	~	5.6	25	3.5	43
	smoked cigarettes	Tobacco	0.0	21	~	~	11.3	22	~	~	5.6	25	4.1	42
	used marijuana	Marijuana	0.0	21	~	~	1.3	23	~	~	0.0	25	4.0	43
	combined results of prescription stimulant/sedative/narcotics questions	Prescription drugs	5.0	21	~	~	4.1	23	~	~	0.0	25	4.9	43

* For Past 30-Day Use, Perception of Risk, and Perception of Parental/Peer Disapproval, the "Sample" column represents the sample size - the number of people who answered the question and whose responses were used to determine the percentage. The "Percent" column represents the percentage of youth in the sample answering the question as specified in the definition.

APPENDIX D: CONTACTS FOR PREVENTION

National Contacts

National Institute on Alcohol Abuse and Alcoholism

<https://www.niaaa.nih.gov/>

National Clearinghouse for Alcohol and Drug Information

<https://store.samhsa.gov/>

The National Institute on Drug Abuse (NIDA) Drugs of Abuse Information Clearinghouse

<https://www.drugabuse.gov/drugs-abuse>

Center for Substance Abuse Prevention

<https://www.samhsa.gov/prevention/>

Monitoring the Future

<http://monitoringthefuture.org>

National Survey on Drug Use and Health

<https://nsduhweb.rti.org/respweb/homepage.cfm>

State Contacts

Utah Division of Substance Abuse and Mental Health

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Local Substance Abuse Authority/ County level providers

See <http://dsamh.utah.gov> for contact information for prevention efforts in your neighborhood.

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APPENDIX E: RISK AND PROTECTIVE SCALE DEFINITIONS

An explanation of the scales that measure the risk and protective factors shown in the profiles

Community Domain Risk Factors

Low Neighborhood Attachment – Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.

Laws and Norms Favorable Toward Drug Use – Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.

Perceived Availability of Drugs and Handguns – The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.

Community Domain Protective Factors

Rewards for Prosocial Involvement – Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.

Family Domain Risk Factors

Poor Family Management – Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.

Family Conflict – Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.

Family History of Antisocial Behavior – When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.

Parental Attitudes Favorable Toward Antisocial Behavior & Drugs – In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

Family Domain Protective Factors

Family Attachment – Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.

Opportunities for Prosocial Involvement – Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.

Rewards for Prosocial Involvement – When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

School Domain Risk Factors

Academic Failure – Beginning in late elementary (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

Low Commitment to School – Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

School Domain Protective Factors

Opportunities for Prosocial Involvement – When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

Rewards for Prosocial Involvement – When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.

Peer-Individual Risk Factors

Rebelliousness – Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.

Early Initiation of Antisocial Behavior and Drug Use – Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent

predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.

Attitudes Favorable Toward Antisocial Behavior and Drug Use – During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.

Perceived Risk of Drug Use – Young people who do not perceive drug use to be risky are far more likely to engage in drug use.

Interaction with Antisocial Peers – Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.

Friends' Use of Drugs – Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.

Rewards for Antisocial Behavior – Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.

Peer-Individual Risk Factors (cont'd)

Depressive Symptoms – Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.

Intention to Use ATODs – Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

Gang Involvement – Youth who belong to gangs are more at risk for antisocial behavior and drug use.

Peer-Individual Protective Factors

Belief in the Moral Order – Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

Interaction with Prosocial Peers – Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Prosocial Involvement – Participation in positive school and community activities helps provide protection for youth.

Rewards for Prosocial Involvement – Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

APPENDIX F: ITEM DICTIONARY

DEMOGRAPHICS

What is your Zip Code?	5 digit zip
Thinking about your gender, which of the following best describes you: Revised in 2019: Previous years asked (Are you: male, female?)	Woman/Girl Man/Boy Transgender Other
Which of the following best describe you?	Heterosexual (straight) Gay or lesbian Bisexual Not sure
How old are you?	10 or younger 11 12 13 14 15 16 17 18 19 or older
What grade are you in?	6th 7th 8th 9th 10th 11th 12th
What is your race? (Select one or more)	American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander White
Think of where you live most of the time. Which of the following people live there with you? (Mark all that apply)	See questionnaire for complete list of family members

Think of the adults you live with. What is the highest level of schooling any of them completed? See questionnaire for complete list of school completion categories

COMMUNITY: Low neighborhood Attachment

If I had to move, I would miss the neighborhood I now live in. Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I like my neighborhood. Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I'd like to get out of my neighborhood. Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

COMMUNITY: Laws and Norms Favorable to Drug Use

How wrong would most adults in your neighborhood think it was for kids your age:

To use marijuana. Very Wrong
Wrong
A little bit wrong
Not wrong at all

to drink alcohol. Very Wrong
Wrong
A little bit wrong
Not wrong at all

to smoke cigarettes. Very Wrong
Wrong
A little bit wrong
Not wrong at all

If a kid smoked marijuana in your neighborhood would he or she be caught by the police? Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) in your neighborhood, would he or she be caught by the police?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If a kid carried a handgun in your neighborhood would he or she be caught by the police?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

COMMUNITY: Perceived Availability of Drugs

If you wanted to get some cigarettes, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or tequila), how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

If you wanted to get some marijuana, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

COMMUNITY: Perceived Availability of Handguns

If you wanted to get a handgun, how easy would it be for you to get one?

Very hard
Sort of Hard
Sort of easy
Very easy

COMMUNITY: Rewards for Prosocial Involvement

My neighbors notice when I am doing a good job and let me know about it.	Definitely No Somewhat No Somewhat Yes Definitely Yes
There are people in my neighborhood who are proud of me when I do something well.	Definitely No Somewhat No Somewhat Yes Definitely Yes
There are people in my neighborhood who encourage me to do my best.	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Poor Family Management

My parents ask if I've gotten my homework done.	Definitely No Somewhat No Somewhat Yes Definitely Yes
Would your parents know if you did not come home on time?	Definitely No Somewhat No Somewhat Yes Definitely Yes
The rules in my family are clear	Definitely No Somewhat No Somewhat Yes Definitely Yes
When I am not at home, one of my parents knows where I am and who I am with.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	Definitely No Somewhat No Somewhat Yes Definitely Yes

My family has clear rules about alcohol and drug use.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If you carried a handgun without your parents' permission, would you be caught by your parents?	Definitely No Somewhat No Somewhat Yes Definitely Yes
If you skipped school would you be caught by your parents?	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Family Conflict

People in my family often insult or yell at each other.	Definitely No Somewhat No Somewhat Yes Definitely Yes
We argue about the same things in my family over and over.	Definitely No Somewhat No Somewhat Yes Definitely Yes
People in my family have serious arguments.	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Family History of Antisocial Behavior

Has anyone in your family ever had severe alcohol or drug problems?	No Yes
Have any of your brothers or sisters ever:	
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or tequila)?	No Yes I don't have any brothers or sisters

smoked marijuana?	No Yes I don't have any brothers or sisters
smoked cigarettes?	No Yes I don't have any brothers or sisters
taken a handgun to school?	No Yes I don't have any brothers or sisters
been suspended or expelled from school?	No Yes I don't have any brothers or sisters
About how many adults (over 21, if any) have you known personally who in the past year have:	
used marijuana, crack cocaine, or other drugs?	0 1 adult 2 adults 3- 4 adults 5 + adults
sold or dealt drugs?	0 1 adult 2 adults 3- 4 adults 5 + adults
done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?	0 1 adult 2 adults 3- 4 adults 5 + adults
gotten drunk or high?	0 1 adult 2 adults 3- 4 adults 5 + adults

FAMILY: Parental Attitudes Favorable Toward Drug Use

How wrong do your parents feel it would be for YOU to:

drink beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) regularly?

Very wrong
Wrong
A little bit wrong
Not wrong at all

smoke cigarettes?

Very wrong
Wrong
A little bit wrong
Not wrong at all

smoke marijuana?

Very wrong
Wrong
A little bit wrong
Not wrong at all

FAMILY: Parental Attitudes Favorable Toward Antisocial Behavior

steal anything worth more than \$5?

Very wrong
Wrong
A little bit wrong
Not wrong at all

draw graffiti, or write things, or draw pictures on buildings or other property (without the owner's permission)?

Very wrong
Wrong
A little bit wrong
Not wrong at all

pick a fight with someone?

Very wrong
Wrong
A little bit wrong
Not wrong at all

FAMILY: Attachment

Do you feel very close to your mother?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

Do you share your thoughts and feeling with your mother?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you feel very close to your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you share your thoughts and feeling with your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Opportunities for Prosocial Involvement

My parents ask me what I think before most family decisions affecting me are made.	Definitely No Somewhat No Somewhat Yes Definitely Yes
If I had a personal problem, I could ask my mom or dad for help.	Definitely No Somewhat No Somewhat Yes Definitely Yes
My parents give me lots of chances to do fun things with them.	Definitely No Somewhat No Somewhat Yes Definitely Yes

FAMILY: Rewards for Prosocial Involvement

Do you enjoy spending time with your mother?	Definitely No Somewhat No Somewhat Yes Definitely Yes
Do you enjoy spending time with your father?	Definitely No Somewhat No Somewhat Yes Definitely Yes

My parents notice when I am doing a good job and let me know about it.

Never or almost never
Sometimes
Often
All the time

How often do your parents tell you they're proud of you for something you've done?

Never or almost never
Sometimes
Often
All the time

SCHOOL: Academic Failure

Are your school grades better than the grades of most students in your class?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

Putting them all together, what were your grades like last year?

Mostly F's
Mostly D's
Mostly C's
Mostly B's
Mostly A's

SCHOOL: Little Commitment to School

How often do you feel that the school work you are assigned is meaningful and important?

Almost Always
Often
Sometimes
Seldom
Never

How important do you think the things you are learning in school are going to be for your later life?

Very important
Quite important
Fairly important
Slightly important
Not at all important

How interesting are most of your courses to you?

Very interesting & stimulating
Quite interesting
Fairly interesting
Slightly interesting
Not at all interesting

Now, thinking back over the past year in school, how often did you...

enjoy being in school?

- Never
- Seldom
- Sometimes
- Often
- Almost Always

hate being in school?

- Never
- Seldom
- Sometimes
- Often
- Almost Always

try to do your best work in school?

- Never
- Seldom
- Sometimes
- Often
- Almost Always

During the last four weeks, how many (if any) whole days of school have you missed because you skipped or “cut”

- None
- 1
- 2
- 3
- 4-5
- 6-10
- 11 or more days

SCHOOL: Opportunities for Prosocial Involvement

In my school, students have lots of chances to help decide things like class activities and rules.

- Definitely No
- Somewhat No
- Somewhat Yes
- Definitely Yes

Teachers ask me to work on special classroom projects.

- Definitely No
- Somewhat No
- Somewhat Yes
- Definitely Yes

There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

- Definitely No
- Somewhat No
- Somewhat Yes
- Definitely Yes

There are lots of chances for students in my school to talk with a teacher one-on-one.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I have lots of chances to be part of class discussions or activities.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

SCHOOL: Rewards for Prosocial Involvement

My teachers notice when I am doing a good job and lets me know about it.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I feel safe at my school.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

The school lets my parents know when I have done something well.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

My teachers praise me when I work hard in school.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

PEER-INDIVIDUAL: Rebelliousness

I do the opposite of what people tell me, just to get them mad.

Very False
Somewhat False
Somewhat True
Very True

I like to see how much I can get away with.

Very False
Somewhat False
Somewhat True
Very True

I ignore the rules that get in my way.

- Very False
- Somewhat False
- Somewhat True
- Very True

PEER-INDIVIDUALS: Early Initiation of Drug Use

If ever, how old were you when you first:

used marijuana (grass, pot, cannabis, weed) or hashish (hash, hash oil)?

- Never
- 10 or younger
- 11
- 12
- 13
- 14
- 15
- 16
- 17 or older

smoked a cigarette, even just a puff?

- Never
- 10 or younger
- 11
- 12
- 13
- 14
- 15
- 16
- 17 or older

had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey, or tequila)?

- Never
- 10 or younger
- 11
- 12
- 13
- 14
- 15
- 16
- 17 or older

began drinking alcoholic beverages regularly, that is, at least once or twice a month?

Never
10 or younger
11
12
13
14
15
16
17 or older

PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior

If ever, how old were you when you first:

got suspended from school?

Never
10 or younger
11
12
13
14
15
16
17 or older

got arrested?

Never
10 or younger
11
12
13
14
15
16
17 or older

carried a handgun?

Never
10 or younger
11
12
13
14
15
16
17 or older

attacked someone with the idea of seriously hurting them?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older

PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior

How wrong do you think it is for someone your age to...

take a handgun to school?	Very Wrong
	Wrong
	A Little Bit Wrong
	Not Wrong at All
steal anything worth more than \$5?	Very Wrong
	Wrong
	A Little Bit Wrong
	Not Wrong at All
pick a fight with someone?	Very Wrong
	Wrong
	A Little Bit Wrong
	Not Wrong at All
attack someone with the idea of seriously hurting them?	Very Wrong
	Wrong
	A Little Bit Wrong
	Not Wrong at All
stay away from school all day when their parents think they are at school?	Very Wrong
	Wrong
	A Little Bit Wrong
	Not Wrong at All

PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use

How wrong do you think it is for someone your age to:

drink beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) regularly?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

smoke cigarettes?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

smoke marijuana?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

use LSD, cocaine, amphetamines or another illegal drug?

Very Wrong
Wrong
A Little Bit Wrong
Not Wrong at All

PEER-INDIVIDUALS: Intentions to Use

Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

smoke cigarettes.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

drink beer, wine, or liquor.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

smoke marijuana.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

PEER-INDIVIDUALS: Perceived Risks of Drug Use

How much do you think people risk harming themselves (physically or in other ways) if they:

Smoke one or more packs of cigarettes per day?	No Risk Slight Risk Moderate Risk Great Risk
Try marijuana once or twice?	No Risk Slight Risk Moderate Risk Great Risk
Smoke marijuana regularly?	No Risk Slight Risk Moderate Risk Great Risk
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	No Risk Slight Risk Moderate Risk Great Risk

PEER-INDIVIDUALS: Interaction with Antisocial Peers

Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

been suspended from school?	0 1 2 3 4
carried a handgun?	0 1 2 3 4

sold illegal drugs?	0
	1
	2
	3
	4
stolen or tried to steal a motor vehicle such as a car or motorcycle?	0
	1
	2
	3
	4
been arrested?	0
	1
	2
	3
	4
dropped out of school?	0
	1
	2
	3
	4

PEER-INDIVIDUALS: Friends' Use of Drugs

Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

smoked cigarettes?	0
	1
	2
	3
	4
tried beer, wine, or hard liquor (for example, vodka, whiskey, or tequila) when their parents didn't know about it?	0
	1
	2
	3
	4

used marijuana?	0
	1
	2
	3
	4
used LSD, cocaine, amphetamines or another illegal drugs?	0
	1
	2
	3
	4

PEER-INDIVIDUALS: Rewards for Antisocial Involvement

What are the chances you would be seen as cool if you:

smoked cigarettes?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance
smoked marijuana?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance
carried a handgun?	No or Very Little Chance Little Chance Some Chance Pretty Good Chance Very Good Chance

PEER-INDIVIDUALS: Gang Involvement scale

Have you ever belonged to a gang?

No
No, but would like to
Yes, in the past
Yes, belong now
Yes, but would like to get out

PEER-INDIVIDUALS: Depressive Symptoms

Sometimes I think that life is not worth it.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

At times I think I am no good at all.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

All in all, I am inclined to think that I am a failure.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes?

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

PEER-INDIVIDUALS: Belief in Moral Order

I think sometimes it's okay to cheat at school.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

I think it is okay to take something without asking if you can get away with it.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

It is all right to beat up people if they start they fight.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

It is important to be honest with your parents, even if they become upset or you get punished.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

PEER-INDIVIDUALS: Prosocial Involvement

If ever, how many times in the past year (12 months) have you:

participated in clubs, organizations and activities at school?

Never 1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

done extra work on your own for school?

Never 1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

volunteered to do community service?

Never 1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

PEER-INDIVIDUALS: Rewards for Prosocial Involvement

What are the chances you would be seen as cool if you:

worked hard in school?	Very good chance Pretty good chance Some chance Little chance No or very little chance
defended someone who was being verbally abused at school?	Very good chance Pretty good chance Some chance Little chance No or very little chance
regularly volunteered to do community service?	Very good chance Pretty good chance Some chance Little chance No or very little chance

PEER-INDIVIDUALS: Interaction with Prosocial Peers

Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many (if any) of your best friends have:

participated in clubs, organizations and activities at school?	0 1 2 3 4
made a commitment to stay drug-free?	0 1 2 3 4

tried to do well in school?	0
	1
	2
	3
	4
liked school?	0
	1
	2
	3
	4
regularly attended religious services?	0
	1
	2
	3
	4

DRUG USE

Think back over the last two weeks; if any, how many times have you had five or more alcoholic drinks in a row?	None
	Once
	Twice
	3-5 times
	6-9 times
	10 or more times
If ever, how old were you when you first: used a vape product (e-cigarettes, vape pens, or mods)?	Never
	10 or younger
	11
	12
	13
	14
	15
	16
	17 or older
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions
	1-2
	3-5
	6-9
	10-19
	20-39
	40 or more

On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40 or more
If ever, how old were you when you first: used marijuana (grass, pot, cannabis, weed) or hashish (hash, hash oil).	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil) during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used LSD (acid) or other hallucinogens (like PCP, mescaline, "shrooms" or psilocybin).	Never 10 or younger 11 12 13 14 15 16 17 or older

If ever, how old were you when you first used synthetic marijuana or herbal incense products (such as K2, Spice, or Gold)?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used LSD (acid) or other hallucinogens (like PCP, mescaline, "shrooms" or psilocybin during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form) during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used methamphetamines (meth, speed, crank, crystal meth)?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
If ever, how old were you when you first: used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

If ever, how old were you when you first: used heroin?	Never 10 or younger 11 12 13 14 15 16 17 or older
On how many occasions (if any) have you used heroin during the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
On how many occasions (if any) have you used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise, or Depotesterone) in the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above
On how many occasions (if any) have you used synthetic marijuana or herbal incense products (such as K2, Spice, or Gold) in the past 30 days?	0 occasions 1-2 3-5 6-9 10-19 20-39 40+ above

ANTISOCIAL BEHAVIOR

If ever, how many times in the past year (12 months) have you:

been suspended from school?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

carried a handgun?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

sold illegal drugs?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

stolen or tried to steal a motor vehicle such as a car or motorcycle?

Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

been arrested?
Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

attacked someone with the idea of seriously hurting them?
Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

been drunk or high at school
Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

taken a handgun to school
Never
1 or 2 times
3-5
6-9
10-19
20-29
30-39
40+

NEED FOR TREATMENT

In the past 12 months have you spent more time using alcohol than you intended?
No
Yes
Don't Use

In the past 12 months have you spent more time using drugs than you intended?	No Yes Don't Use
In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol?	No Yes Don't Use
In the past 12 months, have you neglected some of your usual responsibilities because of using drugs?	No Yes Don't Use
In the past 12 months, have you wanted to cut down on your alcohol use?	No Yes Don't Use
In the past 12 months, have you wanted to cut down on your drug use?	No Yes Don't Use
In the past 12 months, has anyone objected to your alcohol use?	No Yes Don't Use
In the past 12 months, has anyone objected to your drug use?	No Yes Don't Use
In the past 12 months, did you frequently find yourself thinking about using alcohol?	No Yes Don't Use
In the past 12 months, did you frequently find yourself thinking about using drugs?	No Yes Don't Use
In the past 12 months, did you use alcohol to relieve feelings such as sadness, anger, or boredom?	No Yes Don't Use
In the past 12 months, did you use drugs to relieve feelings such as sadness, anger, or boredom?	No Yes Don't Use

UTAH STATE BOARD OF EDUCATION: SCHOOL CLIMATE ITEMS

How worried, if at all, are you about the possibility of each of the following things happening at your school?

Getting bullied	Not at all worried Not too worried Somewhat worried Very worried
Gun violence or active shooter situation	Not at all worried Not too worried Somewhat worried Very worried
Suicide by a student	Not at all worried Not too worried Somewhat worried Very worried
Gang activity	Not at all worried Not too worried Somewhat worried Very worried
Students using alcohol or drugs	Not at all worried Not too worried Somewhat worried Very worried
Earthquake/fire	Not at all worried Not too worried Somewhat worried Very worried

How safe do you feel in each of the following areas at your school (before and after school)?

Playgrounds or fields	Very unsafe Somewhat unsafe Somewhat safe Very safe
Lunchroom/Cafeteria	Very unsafe Somewhat unsafe Somewhat safe Very safe

Classrooms	Very unsafe Somewhat unsafe Somewhat safe Very safe
Bathrooms	Very unsafe Somewhat unsafe Somewhat safe Very safe
Parking lots	Very unsafe Somewhat unsafe Somewhat safe Very safe
Stairs and hallways	Very unsafe Somewhat unsafe Somewhat safe Very safe
On the school bus	Very unsafe Somewhat unsafe Somewhat safe Very safe

PARENTS EMPOWERED QUESTIONS

My parents have set clear rules and expectations with me about NOT drinking ANY alcohol.	Definitely No Somewhat No Somewhat Yes Definitely Yes
During the past year (12 months), how often have you talked with at least one of your parents about the rules and expectations of NO alcohol use?	At least once a month Every 2 to 3 months Every 4 to 6 months A few times in the past year Talked, but not in the past year Never Never

DRUG FREE COMMUNITIES QUESTIONS

During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug abuse? (Choose all that apply).	No Yes, tobacco use Yes, alcohol use Yes, drug use
How much do you think people risk harming themselves (physically or in other ways) if they: have five or more drinks once or twice each weekend?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Have five or more drinks of an alcoholic beverage once or twice a week?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Smoke marijuana once or twice a week?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Use prescription drugs that are not prescribed for them?	No Risk Slight Risk Moderate Risk Great Risk
How much do you think people risk harming themselves (physically or in other ways) if they: Smoke 1-5 cigarettes per day?	No Risk Slight Risk Moderate Risk Great Risk
How wrong do your parents feel it would be for YOU to: have one or two drinks of an alcoholic beverage nearly every day?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your parents feel it would be for YOU to: use prescription drugs not prescribed to you?	Very wrong Wrong A little bit wrong Not wrong at all

How wrong do your friends feel it would be for you to: have one or two drinks of an alcoholic beverage nearly every day?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your friends feel it would be for you to: smoke tobacco?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your friends feel it would be for you to: smoke marijuana?	Very wrong Wrong A little bit wrong Not wrong at all
How wrong do your friends feel it would be for you to: use prescription drugs not prescribed to you?	Very wrong Wrong A little bit wrong Not wrong at all
During the past 12 months, do you recall hearing, reading, or watching an advertisement about the prevention of substance use?	No Yes
During the past 30 days, did you drive a car or other vehicle when you had been drinking alcohol? If so, how many times?	I do not drive 0 times 1 time 2 or 3 times 4 or 5 times 6 or more times

SCHOOL SAFETY

During the past 30 days, on how many days (if any) did you not go to school because you felt you would be unsafe at school or on the way to or from school?	0 days 1 day 2-3 days 4-5 days 6 or more days
During the past 12 months, how often (if at all) have you been picked on or bullied by a student ON SCHOOL PROPERTY?	0 days 1 day 2-3 days 4-5 days 6 or more days

During the past 12 months, how often (if at all), have you been threatened or harassed over the internet, by e-mail, or by someone using a cell phone?

0 times
1 time
2 or 3 times
4 or 5 times
6 or more times

PLACES OF ALCOHOL USE

During the past year, how many times (if any) did you drink alcohol at any of the following places? (Mark the number of times for each).

At my home or someone else's home without parental permission.

0 times
1 or 2 times
3 to 5 times
more than 5 times

At my home with my parent's permission.

0 times
1 or 2 times
3 to 5 times
more than 5 times

At someone else's home with their parent's permission.

0 times
1 or 2 times
3 to 5 times
more than 5 times

In a car.

0 times
1 or 2 times
3 to 5 times
more than 5 times

At or near school

0 times
1 or 2 times
3 to 5 times
more than 5 times

Someplace outside of town (for example, on public lands, in the desert, or in a campground, etc.)

0 times
1 or 2 times
3 to 5 times
more than 5 times

In another place_____.

0 times
1 or 2 times
3 to 5 times
more than 5 times

HEALTH DEPARTMENT QUESTIONS

How often do you wear a seatbelt when riding in a car driven by someone else?

Never
Rarely
Sometimes
Most of the time
Always

My parents expect me to eat dinner at home with my family.

Definitely No
Somewhat No
Somewhat Yes
Definitely Yes

If you drank alcohol during the past 30 days, what type of alcohol did you usually drink? (Select only one response.)

I did not drink alcohol during the past 30 days
I do not have a usual type
Beer
Wine
Vodka
Other liquor, such as rum, scotch, bourbon, whiskey, or tequila
Some other type

During the past 12 months, about how many days of school did you miss because of your asthma?

I do not have asthma
0 days
1 to 3 days
4 to 9 days
10 to 12 days
13 or more days

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

0 days
1 day
2 days
3 days
4 days
5 days
6 days
7 days

On an average school day, how many hours do you use an electronic device for something that is not school work? (Count time spent on things such as Xbox, PlayStation, texting, YouTube, Instagram, Facebook, or other social media.):

Less than 1 hour per day
1 hour per day
2 hours per day
3 hours per day
4 hours per day
5 or more hours per day

How often do you do the following things on your cell phone or tablet?

Communicate or catch up with family and friends

Multiple times per day
once a day
weekly
monthly or less
never

Use a social media app like Snap Chat, Instagram, or Facebook

Multiple times per day
once a day
weekly
monthly or less
never

Play games

Multiple times per day
once a day
weekly
monthly or less
never

In a typical week, how many days do you walk, ride your bike or scooter (non-motorized), or skateboard to and from school?

No days
1
2
3
4
5

Has a doctor or nurse ever told you that you have asthma?

No
Yes

Do you still have asthma

No
Yes

During the past 12 months, did you have an episode of asthma or an asthma attack?

No
Yes

An asthma action plan, or asthma management plan, is a form with instructions about when to change the amount or type of medicine, when to call the doctor for advice, and when to go to the emergency room. Has a doctor or other health professional EVER given you a written asthma action plan?	I do not have asthma Yes No Not sure
Do you have diabetes?	No Yes
Has a doctor or other health professional EVER given you a written diabetes care plan to help manage your diabetes in school?	I do not have diabetes Yes No Not sure
During the past 12 months, about how many days of school did you miss because of your diabetes?	I do not have diabetes 0 days 1 to 3 days 4 to 9 days 10 to 12 days 13 or more days
During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	No Yes
During the past 12 months, did you ever seriously consider attempting suicide?	No Yes
During the past 12 months, did you make a plan about how you would attempt suicide?	No Yes
During the past 12 months, how many times (if any)	
did you actually attempt suicide?	0 times 1 time 2 to 3 times 4 to 5 times 6 or more times
In the past seven days, I have felt left out.	Never Rarely Sometimes Often Always

In the past seven days, I have felt that people barely know me.	Never Rarely Sometimes Often Always
In the past seven days, I have felt isolated from others.	Never Rarely Sometimes Often Always
In the past seven days, I have felt that people are around me but not with me.	Never Rarely Sometimes Often Always
How tall are you without your shoes on?	Grid
How much do you weigh without your shoes on?	Grid
During the past 30 days, did you drive a car or other vehicle when you were talking on a cell phone? If so, on how many days?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
During the past 30 days, did you text or e-mail while driving a car or other vehicle? If so, on how many days?	0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
How are guns and bullets stored in your home?	We don't have any guns or bullets. Unlocked and in plain sight Locked or hidden, but I know how to access them. Locked or hidden, and I DON'T know how to access them Don't know

SELF-HARM QUESTIONS

In the past 12 months, have you ever done something to purposefully hurt yourself without wanting to die, such as cutting or burning yourself on purpose? If so, how many times did you do so?

0 times
1 time
2 or 3 times
4 or 5 times
6 or more times

TOBACCO QUESTIONS

Have you ever tried:

cigarettes, even just one puff?

No
Yes

cigars, cigarillos, or little cigars, even a puff?

No
Yes

tobacco in a hookah or waterpipe?

No
Yes

Vape products such as e-cigarette, vape pens, or mods?

No
Yes

chewing tobacco, snuff, dip, or snus (moist smokeless tobacco usually sold in small pouches)?

No
Yes

During the past 30 days, on how many days did you:

Smoke cigarettes?

0 days
1 or 2 days
3 to 5 days
6 to 9 days
10 to 19 days
20 to 29 days
all 30 days

Smoke cigars, cigarillos, or little cigars?

0 days
1 or 2 days
3 to 5 days
6 to 9 days
10 to 19 days
20 to 29 days
all 30 days

Smoke tobacco in a hookah or waterpipe?	<ul style="list-style-type: none"> 0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Use vape product such as e-cigarettes, vape pens, or mods?	<ul style="list-style-type: none"> 0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
Use chewing tobacco, snuff, dip, or snus (moist smokeless tobacco usually sold in small pouches)?	<ul style="list-style-type: none"> 0 days 1 or 2 days 3 to 5 days 6 to 9 days 10 to 19 days 20 to 29 days all 30 days
How frequently (if ever) have you smoked cigarettes during the past 30 days?	<ul style="list-style-type: none"> Not at all Less than one cigarette per day One to five cigarettes per day About one-half pack per day About one pack per day About one and one-half packs per day Two packs or more per day
How much do you think people risk harming themselves (physically or in other ways) if they use vape products such as e-cigarettes, vape pens, or mods?	<ul style="list-style-type: none"> No risk Slight risk Moderate risk Great risk

How old were you when you first used a vape product (e-cigarettes, vape pens, or mods)?	<p>Never 10 or younger 11 12 13 14 15 16 17 or older</p>
How wrong do your parents feel it would be for YOU to use vape products such as e-cigarettes, vape pens, or mods?	<p>Very Wrong Wrong A little bit wrong Not wrong at all</p>
If you smoked cigarettes or used vape products in the past 30 days, how did you usually get your own cigarettes or vape products? (CHOOSE ONLY ONE ANSWER FOR EACH TOBACCO TYPE– Vape Products, Regular Cigarettes)	<p>I did not use cigarettes or vape products (e-cigarettes, vape pens, or mods) in the past 30 days I bought them in a store such as a convenience store, supermarket, discount store, or gas station I bought them at a tobacco specialty store or smoke shop I bought them at a vape shop I bought them on the internet I gave someone else money to buy them for me I borrowed (or bummed) them from someone else A person 18 years old or older gave them to me I took them from a store or family member I got them some other way</p>
Do you think that you will try a cigarette soon?	<p>I have already tried smoking cigarettes No Yes</p>

If you have ever tried a tobacco product, which one did you try first?	I have never tried any tobacco product Cigarettes Cigars, cigarillos, or little cigars Tobacco in a hookah or waterpipe Vape products such as e-cigarettes, vape pens, or mods Chewing tobacco, snuff, or dip Snus (moist smokeless tobacco usually sold in small pouches) Other
If you smoked during the past 12 months, did you ever stop smoking for one day or longer because you were trying to quit smoking?	I have not smoked in the past 12 months Yes No
Do you think you will smoke a cigarette at any time during the next year?	Definitely yes Probably yes Probably not Definitely not
If one of your best friends offered you a cigarette, would you smoke it?	Definitely yes Probably yes Probably not Definitely not
Do you think that people can get addicted to vape products (e-cigarettes, vape pens, or mods)?	Definitely yes Probably yes Probably not Definitely not
If you used a vape product (e-cigarettes, vape pens, or mods) in the past 30 days, where did you use it? (mark ALL that apply)	I did not use a vape product in the past 30 days On school grounds Inside my house Outside my house At work Inside restaurants, vapor lounges, or stores At parties or social situations In the car At parks or other outdoor recreational areas Other

If you used a vape product such as e-cigarettes, vape pens or mods in the past 12 months, what did you put in it? (Mark ALL that apply.)	I did not use a vape product in the past 12 months E-juice with zero nicotine E-juice with nicotine Marijuana Other Not Sure
If you used a vape product in the past 30 days, what type did you use? (Mark ALL that apply)	I did not use a vape product in the past 30 days A vape product that can be refilled with bottles of e-liquid A vape product that uses disposable cartridges JUUL or another vape product that looks like a USB flash drive Other
Do you think you will use a vape product, such as e-cigarettes, vape pens, or mods at any time during the next year?	Definitely yes Probably yes Probably not Definitely not
If one of your best friends offered you a vape product such as an e-cigarette, vape pen, or mod, would you use it?	Definitely yes Probably yes Probably not Definitely not
Do you think people can get addicted to using tobacco just like they can get addicted to using cocaine or heroin?	Definitely yes Probably yes Probably not Definitely not
Do you think young people who smoke cigarettes have more friends?	Definitely yes Probably yes Probably not Definitely not
Do you think that smoke from other people's cigarettes is harmful to you?	Definitely yes Probably yes Probably not Definitely not
During this school year, were you taught in any of your classes about the dangers of tobacco use?	No Yes Not sure

During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?

- 0 days
- 1 or 2 days
- 3 or 4 days
- 5 or 6 days
- 7 days

During the past 7 days, one how many days did you ride in a car with someone who was smoking cigarettes?

- 0 days
- 1 or 2 days
- 3 or 4 days
- 5 or 6 days
- 7 days

Does anyone who lives with you now: (Mark ALL that apply)

- Smoke cigarettes
- Use e-cigarettes, vape pens, or mods
- No one lives with me now who uses any form of tobacco
- Use other tobacco products

In the past 30 days, how often have you seen or heard any advertising or campaigns against smoking?

- Never
- Rarely
- Sometimes
- Often
- Very Often

MENTAL HEALTH QUESTIONS

During the past 30 days, about how often did you:

feel nervous?

- All of the time
- Most of the time
- Some of the time
- A little of the time
- None of the time

feel hopeless?

- All of the time
- Most of the time
- Some of the time
- A little of the time
- None of the time

feel restless or fidgety?	All of the time Most of the time Some of the time A little of the time None of the time
feel so depressed that nothing could cheer you up?	All of the time Most of the time Some of the time A little of the time None of the time
feel that everything was an effort?	All of the time Most of the time Some of the time A little of the time None of the time
feel worthless?	All of the time Most of the time Some of the time A little of the time None of the time
How often in the last thirty days (if at all) did you talk to an adult (parent, doctor, counselor, teacher, etc.) about feeling very sad, hopeless, or suicidal?	I have not felt this way in the past 30 days 0 times 1 time 2 to 4 times 5 or more times
If you have felt very sad, hopeless, or suicidal in the past 30 days who did you talk to about it? (Mark all that apply)	I have not felt this way in the past 30 days I felt this way but did not talk to anyone about it Parent Friend//Peer Teacher Doctor School Counselor Therapist Clergy (e.g. Bishop, Priest or Nun, Minister, Pastor) Other Adult

Do you think it's okay to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?

Yes

No

I think it's okay for other people to seek help

but not for me to seek help

During the past 12 months, how many times (if any) did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)

I did not date or go out with anyone during the past 12 months

0 times

1 time

2 or 3 times

4 or 5 times

6 or more times

ADDITIONAL QUESTIONS

If you have been bullied in the past 12 months, why do you think you were bullied? (Mark ALL that apply).

I have not been made fun of by other students

I don't know why

The color of my skin

My religion

My size (height, weight, etc.)

My accent or the county I (or my family) was born in

The way I look (clothing, hairstyle, etc.)

How much money my family has or does not have

My gender

My grades or school achievement

My social standing or for being "unpopular"

Social conflict

My perceived sexual orientation

I have a disability (learning or physical disability)

Some other reason

I feel safe in my neighborhood.

Definitely No

Somewhat No

Somewhat Yes

Definitely Yes

If you have a religious preference, choose one which you identify the most.

Protestant (such as Baptists,
Presbyterians, or Lutherans)
Catholic
Another religion
Jewish
LDS (Mormon)
No preference

Now think about all the students in your grade at your school. How many of them do you think...

a. smoke one or more cigarettes a day?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

b. drank alcohol sometime in the past month?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

c. used marijuana sometime in the past month?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

d. use an illegal drug in the past month (not including marijuana)?

None (0%)
Few (1-10%)
Some (11-30%)
Half or less (31-50%)
Half or more (51-70%)
Most (71-90%)
Almost All (91-100%)

If you wanted to get vape products such as e-cigarettes, vape pens, or mods, how easy would it be for you to get some?

Very hard
Sort of Hard
Sort of easy
Very easy

During a typical week, how many days do all or most of your family eat at least one meal together?

0
1
2
3
4
5
6
7

HONESTY QUESTIONS

How old were you when you first: used phenoxydine (pox, px, breeze)

Never
10 or younger
11
12
13
14
15
16
17 or older

On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?

0 occasions
1-2
3-5
6-9
10-19
20-39
40+ above

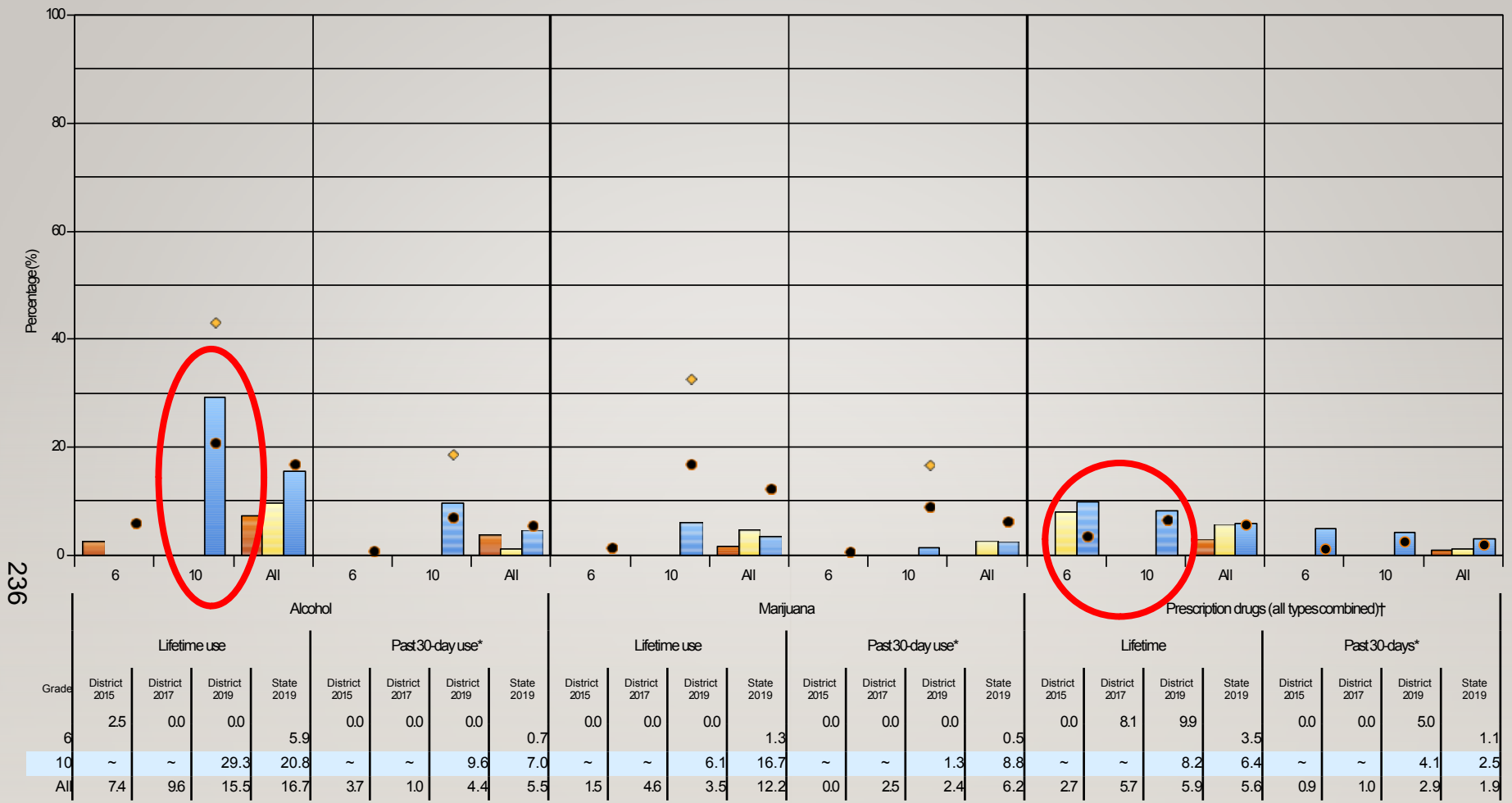
How honest were you in filling out this survey?

I was very honest
I was honest most of the time
I was honest some of the time
I was honest once in a while
I was not honest at all

2019 SHARP SURVEY RESULTS

DISTRICT REPORT

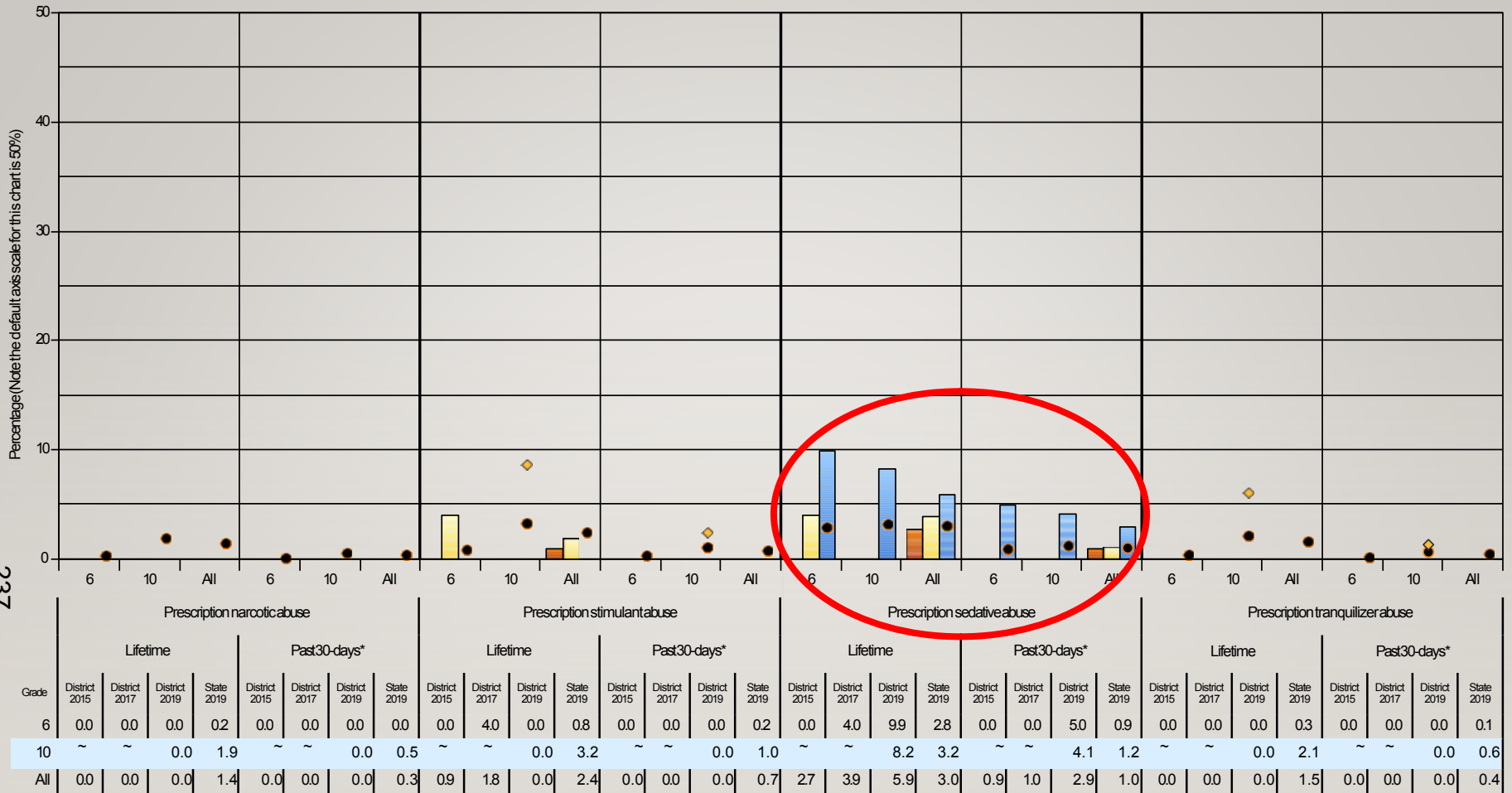




* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.
 ** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.
 † "Prescription drug abuse" is a combined measure showing the total rate of abuse of any prescription stimulant, prescription sedative, prescription tranquilizer, or prescription narcotic drugs.

■ District 2015 ■ District 2017 ■ District 2019 ● State 2019 ◆ MTF**

State-identified priority substance use - Alcohol, marijuana, and prescription drugs

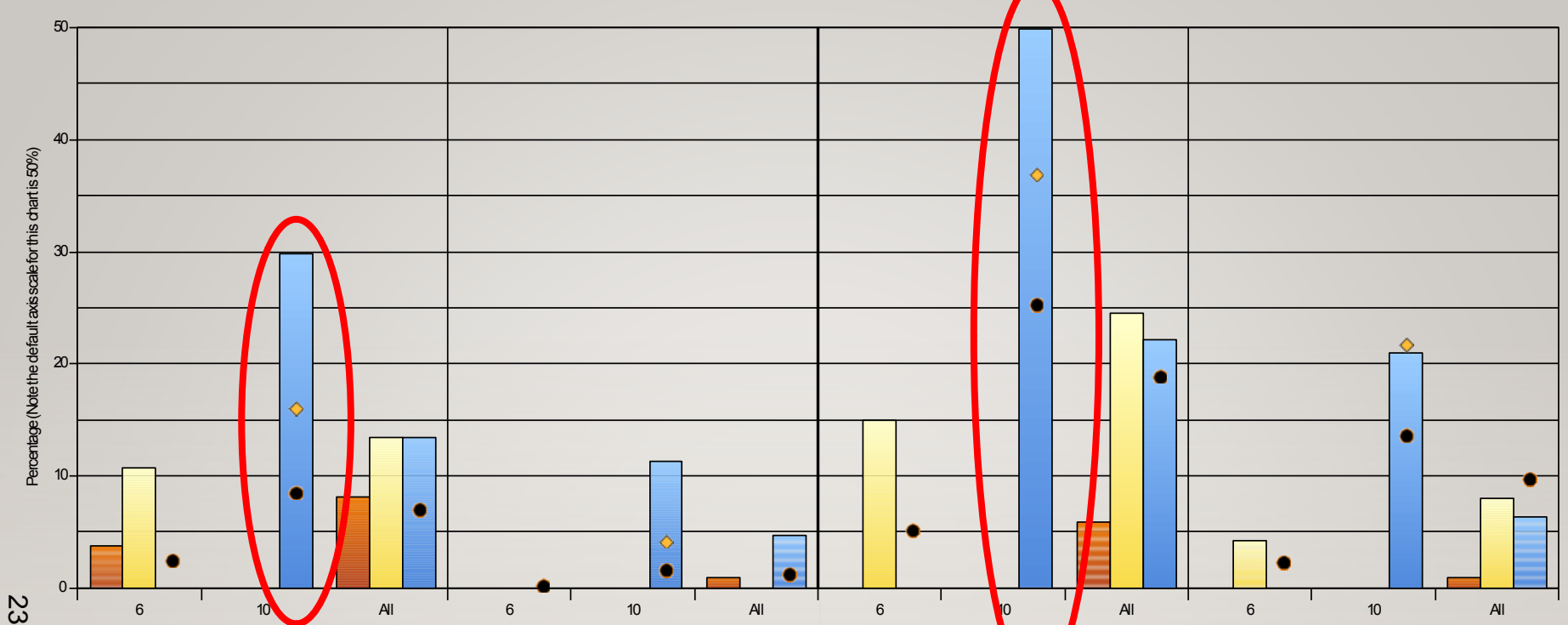


* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

District 2015 District 2017 District 2019 State 2019 MTF**

State-identified priority substance use - Prescription drugs



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Cigarettes

Vaping

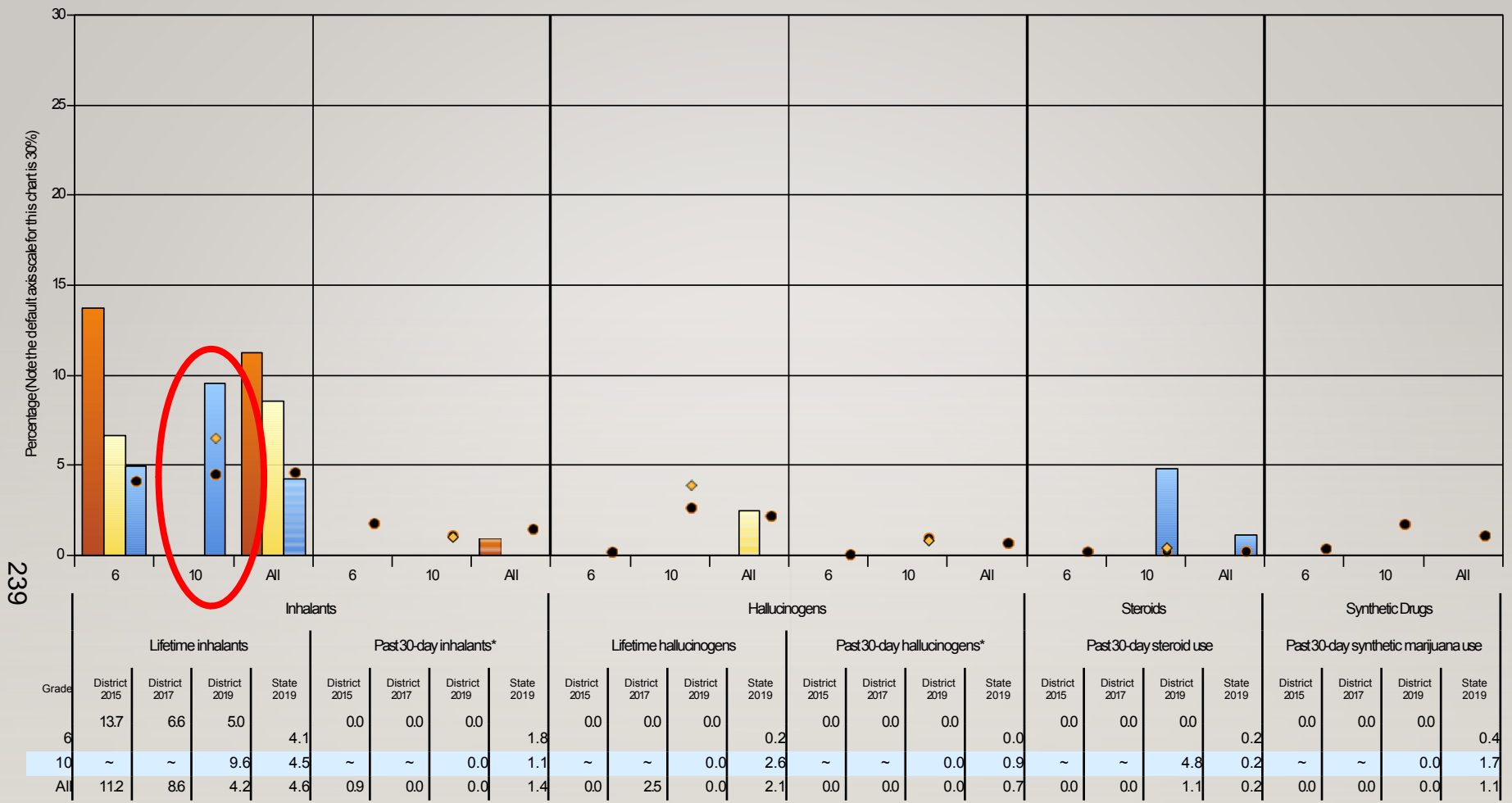
Grade	Cigarettes - Lifetime use				Cigarettes - Past 30-days*				Vaping - Lifetime use				Vaping - Past 30-days*			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	3.7	10.8	0.0	2.4	0.0	0.0	0.0	0.2	0.0	14.9	0.0	5.2	0.0	4.2	0.0	2.3
10	~	~	29.9	8.5	~	~	11.3	1.6	~	~	49.9	25.3	~	~	21.0	13.6
All	8.1	13.4	13.4	6.9	1.0	0.0	4.7	1.2	5.9	24.6	22.1	18.9	0.9	8.0	6.3	9.7

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

District 2015 District 2017 District 2019 State 2019 MTF**

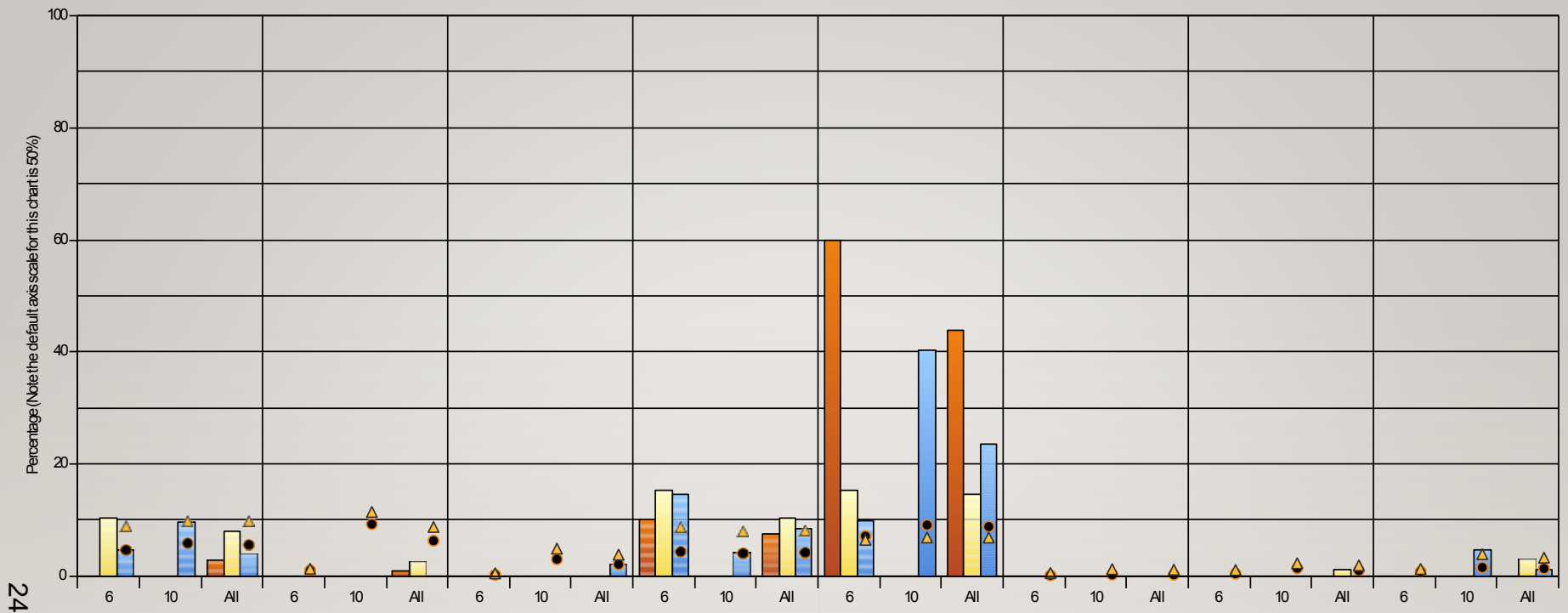
State-identified priority substance use - Cigarettes and vaping products



* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.
 ** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

District 2015 District 2017 District 2019 State 2019 MTF**

Other drugs - Inhalants, hallucinogens, steroids, synthetics



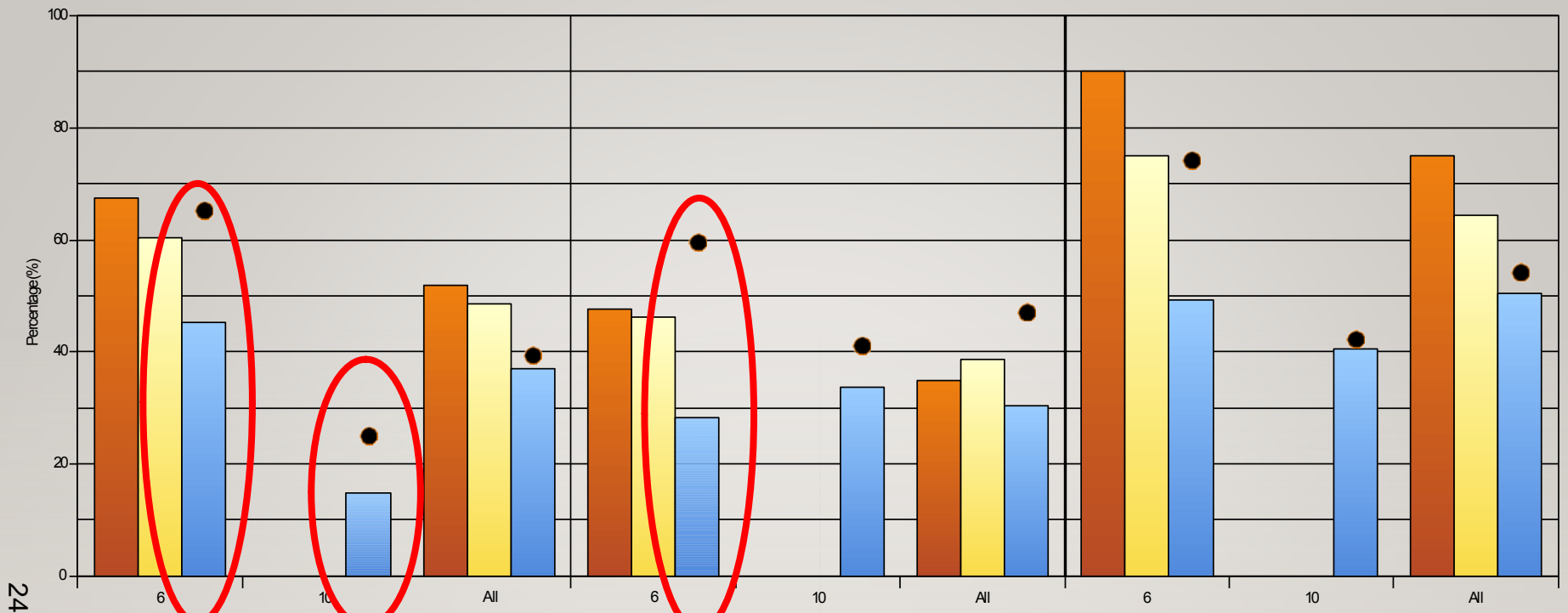
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Antisocial behaviors reported one or more times during the past year

Grade	Suspended from school				Drunk or high at school				Sold illegal drugs				Attacked someone w/idea hurting them				Carried a handgun or seriously Handgun to school				Stolen a vehicle				Been arrested							
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019				
6	0.0	10.4	4.6	4.6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.2	10.0	15.3	14.6	4.4	59.9	15.3	9.9	7.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.8
10	~	~	9.6	5.8	~	~	0.0	9.3	~	~	0.0	3.0	~	~	4.1	4.0	~	~	40.4	9.1	~	~	0.0	0.2	~	~	0.0	1.4	~	~	4.8	1.5
All	2.9	8.0	4.1	5.6	0.9	2.5	0.0	6.3	0.0	0.0	2.0	2.1	7.4	10.4	8.5	4.2	43.9	14.6	23.6	8.8	0.0	0.0	0.0	0.2	0.0	1.0	0.0	1.0	0.0	3.1	1.1	1.3

District 2015 District 2017 District 2019 State 2019 BH Norm

Antisocial behavior

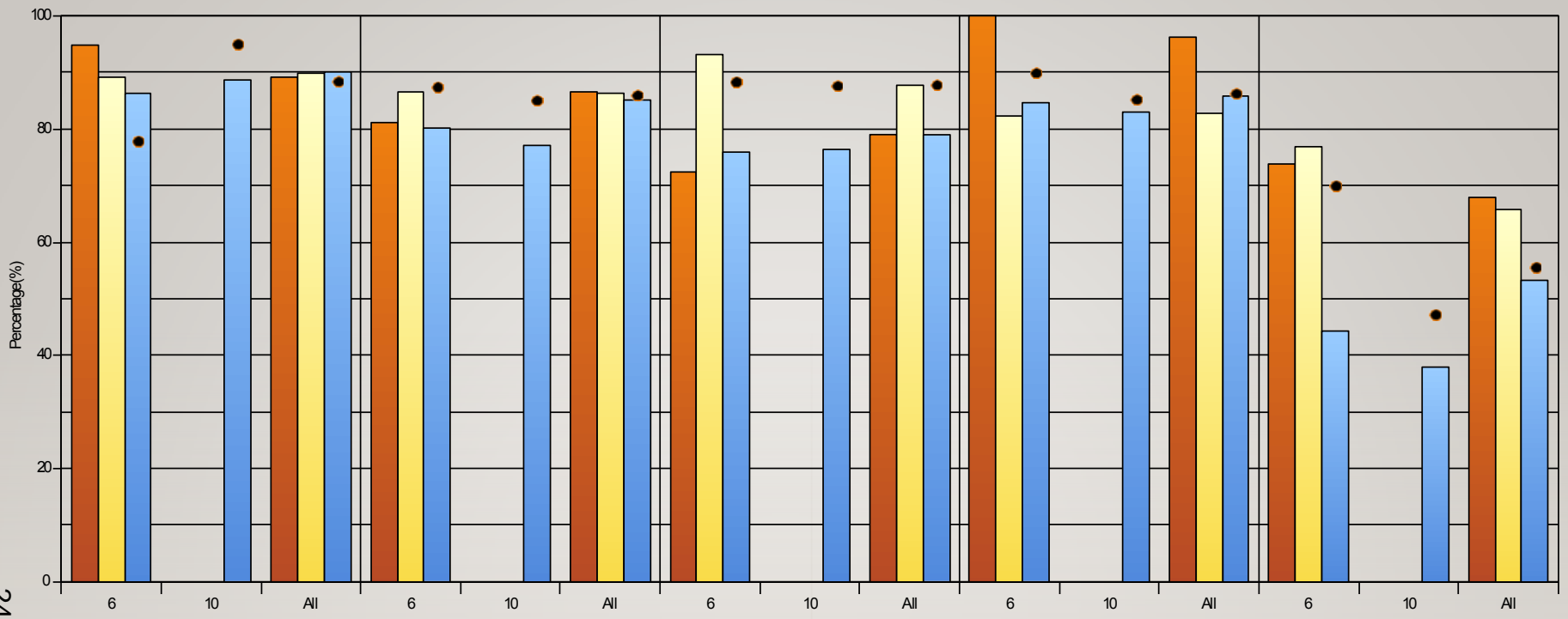


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Grade	How often do you feel that the school work you are assigned is meaningful and important?				Now, thinking back over the past year in school, how often did you enjoy being in school?				How important do you think the things you are learning in school are going to be for your later life?			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	67.5	60.3	45.4	65.3	47.6	46.1	28.3	59.6	90.0	75.1	49.2	74.1
10	~	~	14.7	25.0	~	~	33.7	41.1	~	~	40.5	42.3
All	51.9	48.6	37.0	39.4	34.9	38.7	30.4	47.2	75.0	64.5	50.4	54.3

District 2015 District 2017 District 2019 State 2019

Perceived importance of school

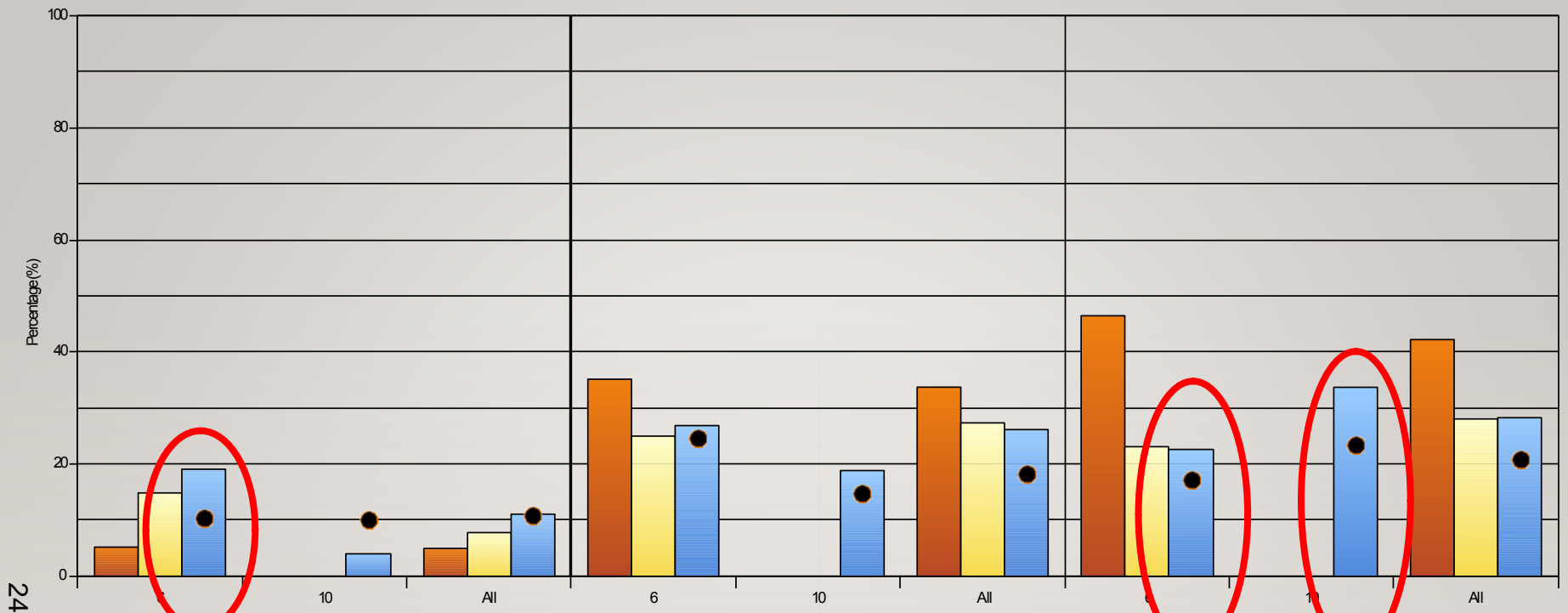


Students answering "Somewhat Yes" or "Definitely yes"

Grade	There are lots of chances for students to get involved in sports, clubs, etc.				There are lots of chances for students in my school to talk with a teacher one-on-one.				I have lots of chances to be part of class discussions or activities.				I feel safe at my school.				My teachers praise me when I work hard in school.			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	94.9	89.1	86.4	77.8	81.2	86.5	80.1	87.5	72.4	93.3	75.9	88.3	100.0	82.2	84.6	89.9	73.8	76.8	44.2	70.0
10	~	~	88.7	95.0	~	~	77.0	85.1	~	~	76.4	87.7	~	~	83.1	85.2	~	~	37.9	47.1
All	89.1	89.9	90.0	88.4	86.5	86.3	85.1	86.0	79.1	87.7	79.0	87.9	96.2	82.7	85.8	86.3	67.9	65.8	53.3	55.5

District 2015 District 2017 District 2019 State 2019

Positive school environment

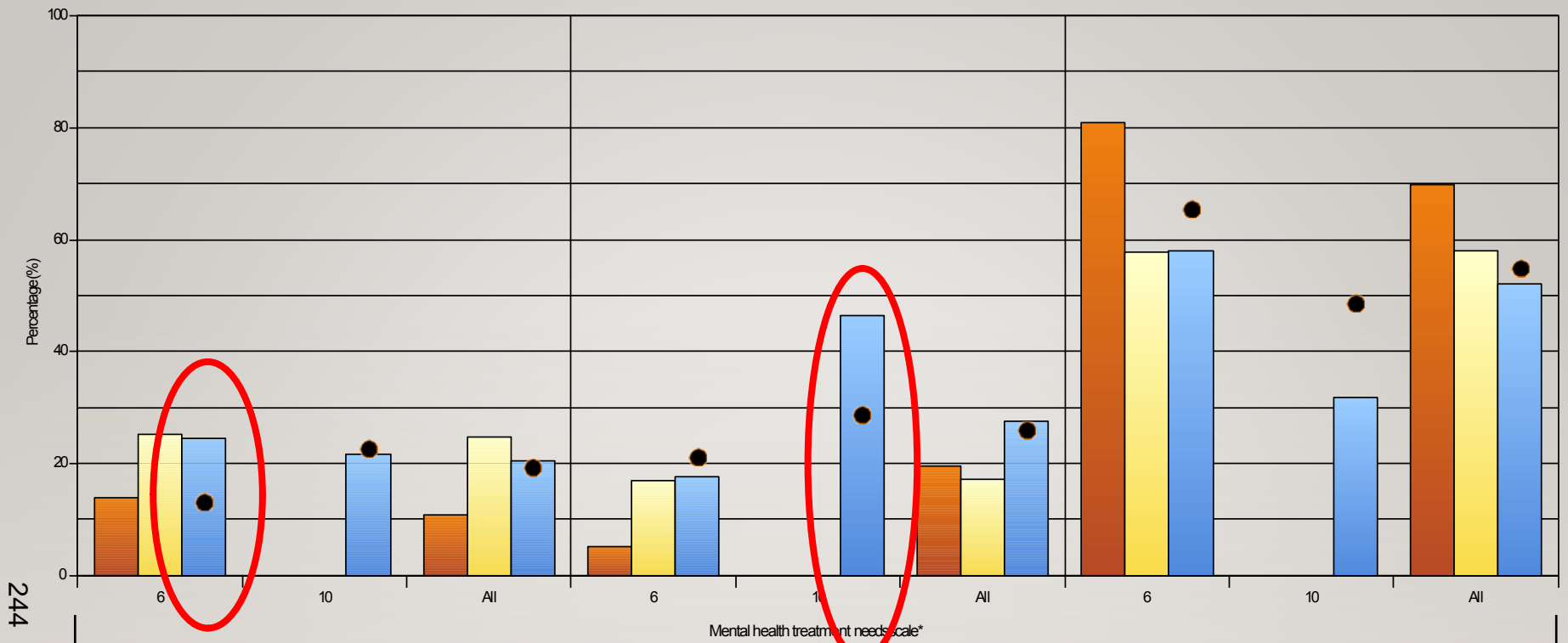


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Grade	felt unsafe/on the way to school that student skipped school				picked on or bullied by a student ON-SCHOOL PROPERTY				threatened or harassed via internet, e-mail, or cell phone			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	5.1	14.8	19.1	10.3	35.2	24.9	26.9	24.6	46.5	23.0	22.6	17.2
10	~	~	4.1	10.0	~	~	18.8	14.7	~	~	33.6	23.3
All	4.8	7.8	11.0	10.7	33.7	27.2	26.1	18.1	42.3	28.1	28.4	20.8

District 2015 District 2017 District 2019 State 2019

Bullying



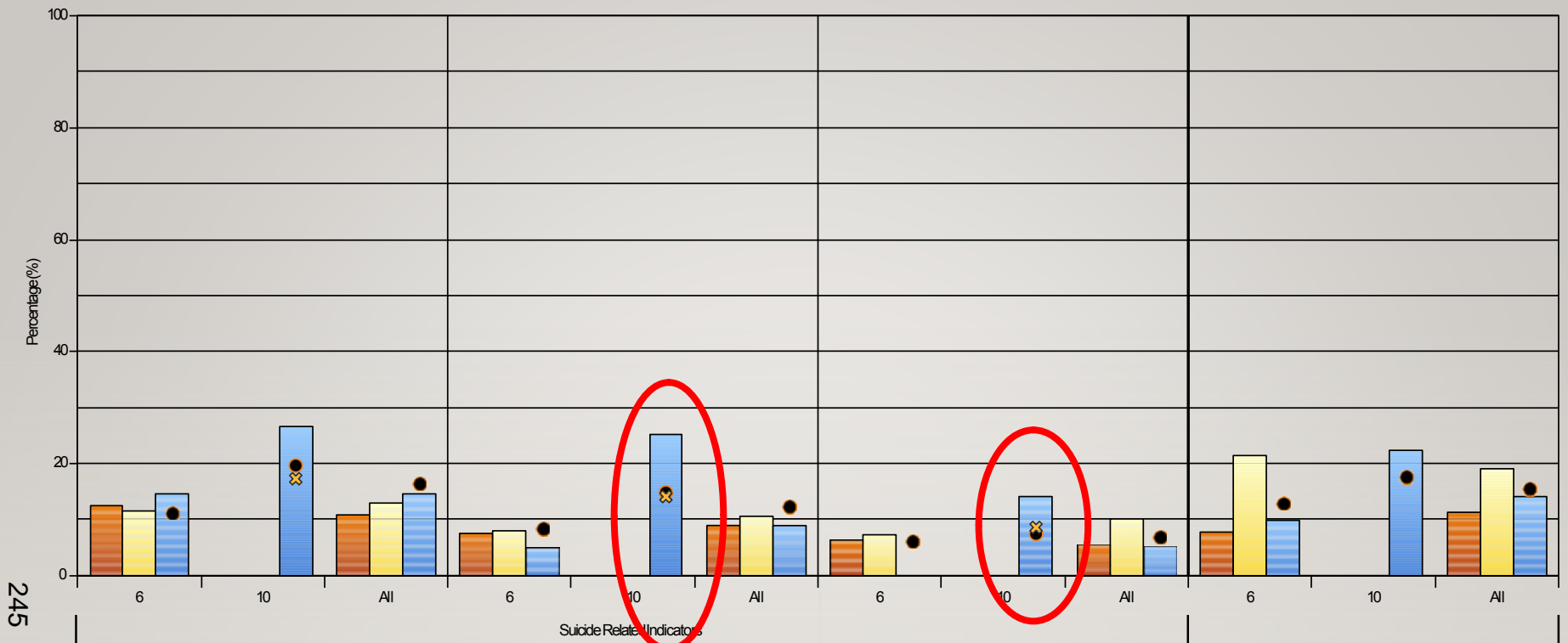
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Grade	High treatment needs				Moderate treatment needs				Low treatment needs			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	13.9	25.1	24.4	13.2	5.1	17.1	17.5	21.3	81.0	57.8	58.1	65.5
10	~	~	21.7	22.7	~	~	46.5	28.7	~	~	31.8	48.7
All	10.7	24.7	20.5	19.3	19.5	17.3	27.5	25.8	69.8	58.0	52.1	54.9

* Mental health treatment needs are calculated from student responses to specific questions. See text for further explanation.

District 2015 District 2017 District 2019 State 2019

Mental health treatment needs



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Suicide Related Indicators

Grade	During the past 12 months, did you ever seriously consider attempting suicide? (Answered 'Yes')				During the past 12 months, did you make a plan about how you would attempt suicide? (Answered 'Yes')				During the past 12 months, how many times did you actually attempt suicide? (Answered 1 or more times)				Purposeful self-harm (without suicidal intention, e.g. cutting or burning) 1 or more times during the past 12 months			
	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019	District 2015	District 2017	District 2019	State 2019
6	12.5	11.5	14.5	11.3	7.4	8.0	5.0	8.3	6.3	7.3	0.0	6.1	7.6	21.4	9.9	12.9
10	~	~	26.7	19.7	~	~	25.2	14.8	~	~	14.2	7.4	~	~	22.4	17.6
All	10.8	13.0	14.5	16.4	8.8	10.5	8.8	12.3	5.3	10.2	5.1	6.9	11.4	19.1	14.1	15.4

■ District 2015
 ■ District 2017
 ■ District 2019
 ● State 2019
 ✕ YFES

Suicide indicators and self harm

ACT Scores

Grad Year	English		Math		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2015	18.1	19.4	18.5	19.8	20.2	20.9	19.4	20.4	19.2	20.2
2016	19.7	19.5	19.2	19.7	19.8	20.9	19.3	20.3	19.6	20.2
2017	18.4	19.5	19.6	19.9	20.2	20.8	20.2	20.6	19.8	20.3
2018	18.8	19.7	18.5	19.9	19.2	20.9	18.4	20.5	18.8	20.4
2019	20.8	19.5	19.1	20	21.7	20.8	20.9	20.3	20.8	20.3

Wayne SD 2018-2019 RISE/Aspire+ Scores

Loa Elementary

	Math			Language Arts			Science		
Grade	2018	2019	State	2018	2019	State	2018	2019	State
3	57	45	50	48	33	47			
4	59	65	49	47	56	47	53	75	51
5	58	38	49	48	32	48	65	32	52

Hanksville Elementary

	Math			Language Arts			Science		
Grade	2018	2019	State	2018	2019	State	2018	2019	State
5	100	0	49	50	0	48	0	50	52

Wayne Middle

	Math			Language Arts			Science		
Grade	2018	2019	State	2018	2019	State	2018	2019	State
6	30	45	40	63	55	49	70	58	58
7	43	36	45	50	44	44	40	61	45
8	40	53	43	50	43	43	57	65	49

Wayne High

	Math			Language Arts			Science		
Grade	2018	2019	State	2018	2019	State	2018	2019	State
9	33	44	44	39	68	48	41	41	36
10	21	39	36	41	43	49	67	25	33

Aspire Growth Scores - Grades 9-10

School	Language Arts	Math	Science
State	48.9	40.0	34.8
Wayne	50	63.5	71
Beaver	36	42	43
Cache	49	52	47
Canyons	45	46	48
Carbon	53	47	62
Daggett	64	49	41.5
Davis	59	61	48
Duchesne	51	52	59
Emery	49	68	62
Garfield	53	56	77
Grand	23.5	53	48
Granite	52	49	43
Iron	56	50	58
Jordan	52	54	53
Kane	57.5	41.5	61
Logan	38	37	41
Millard	47	38	50
Morgan	61	40	45
Mt. Heights	64.5	48.5	53
Murray	51	44	49
Nebo	50	52	55
North Sanpete	44	47	56
North Summit	42	59	41.5
Ogden	38	47	46
PC	55	73	68
Pinnacle	41	57	71
Piute	62	46	50
Provo	42	38	35
Rich	57	42	60
SL	37	37	50
San Juan	61	51	52
Sevier	44.5	56	48
South Sanpete	41	28	42.5
Summit Academy	59.5	30.5	50
Tintic	45	58	62
Tooele	49	34	35
Uintah	37	37	48
Wasatch	49	50.5	56
Washington	45	45	45
Weber	56	58	48

Aspire Proficiency Scores - Grades 9-10

State	46.9%	44.5%	47.1%
Wayne High	48.9%	40.0%	34.8%



Education Technology

Use of Technology for Education
in Wayne School District



Research

Information from
Researchers about the use
of Technology in the
Classroom



“1-to-1 programs had a statistically significant positive impact on student test scores in English/language arts, writing, math and science.”

Leo Doran and Benjamin Herold



“Some modest evidence of other positive effects including: increased student technology use, more student centered and project based instruction, greater student engagement, and better relationships between students and teachers.”

Leo Doran and Benjamin Herold



Technology Pros

- Instant feedback
- Student participation
- Additional Resources
- Automation
- Instant access to information
- Differentiating instruction
- Extend learning
- Increase student motivation
- Engagement
- Collaboration
- Preparation for Digital World

Technology Cons

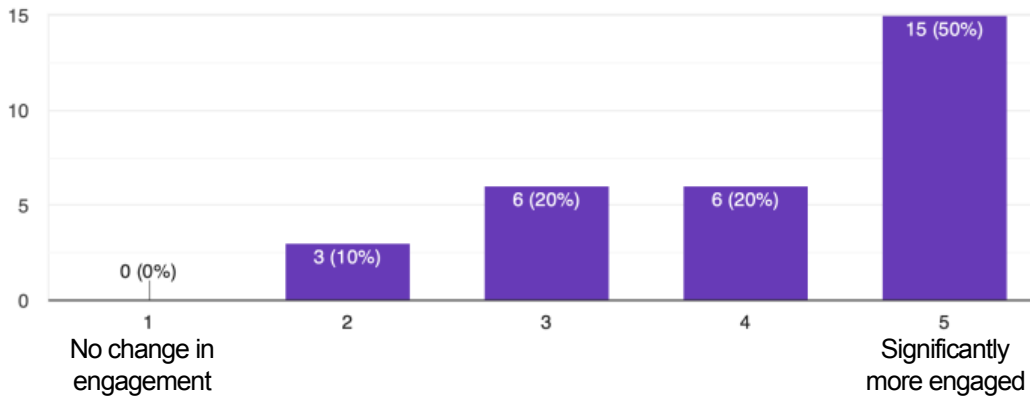
- Distraction
- Disconnected socially
- Cheating
- Don't have equal access
- Quality of research and sources
- Reading a physical book
- Budgetary constraints



Stats from our own Teachers

How has technology affected student engagement?

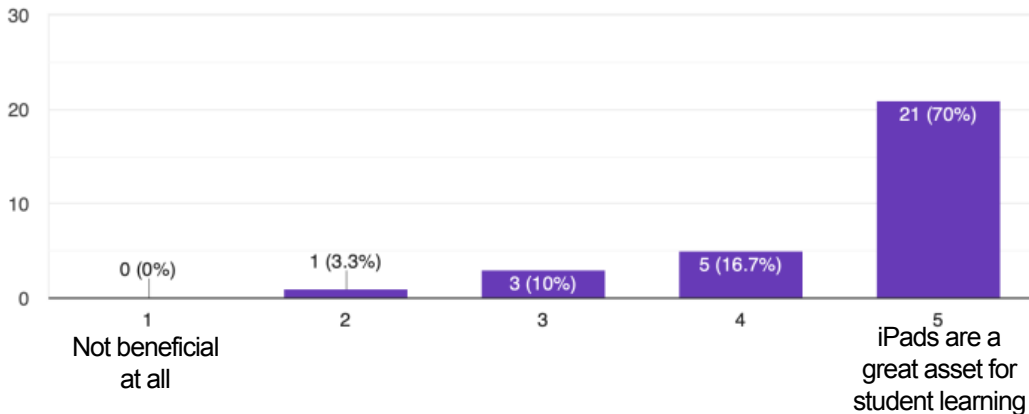
30 responses



Stats from our own Teachers

Do you think having 1:1 iPads is beneficial for our students learning?

30 responses

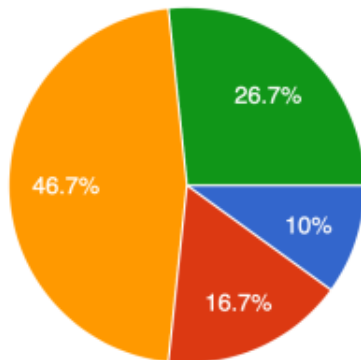


256

Stats from our own Teachers

Do you use your iPads

30 responses



- in the morning
- in the afternoon
- all day
- varies

What our Teachers Say


**Help
Students**

Success

*teacher-
student
relationships*

**Students
are excited,
engaged,
and
learning.**





Ways Teachers Are Using Technology in our District

- Self Directed Learning
- Individualized, Personalized or Differentiated Instruction
- Collaboration
- Data Informed Learning
- Visualization and Media
- Evidence Based Learning
- Digital Empowerment
- Learning Management



Summary

- Teachers are using technology effectively and appropriately
- Increased Student engagement
- Increased student problem solving skills
- Students are being prepared for the future



Thank you

Tax Restructuring Policy Proposal

Sponsor(s): *Sen. Lyle Hillyard and Rep. Francis Gibson*

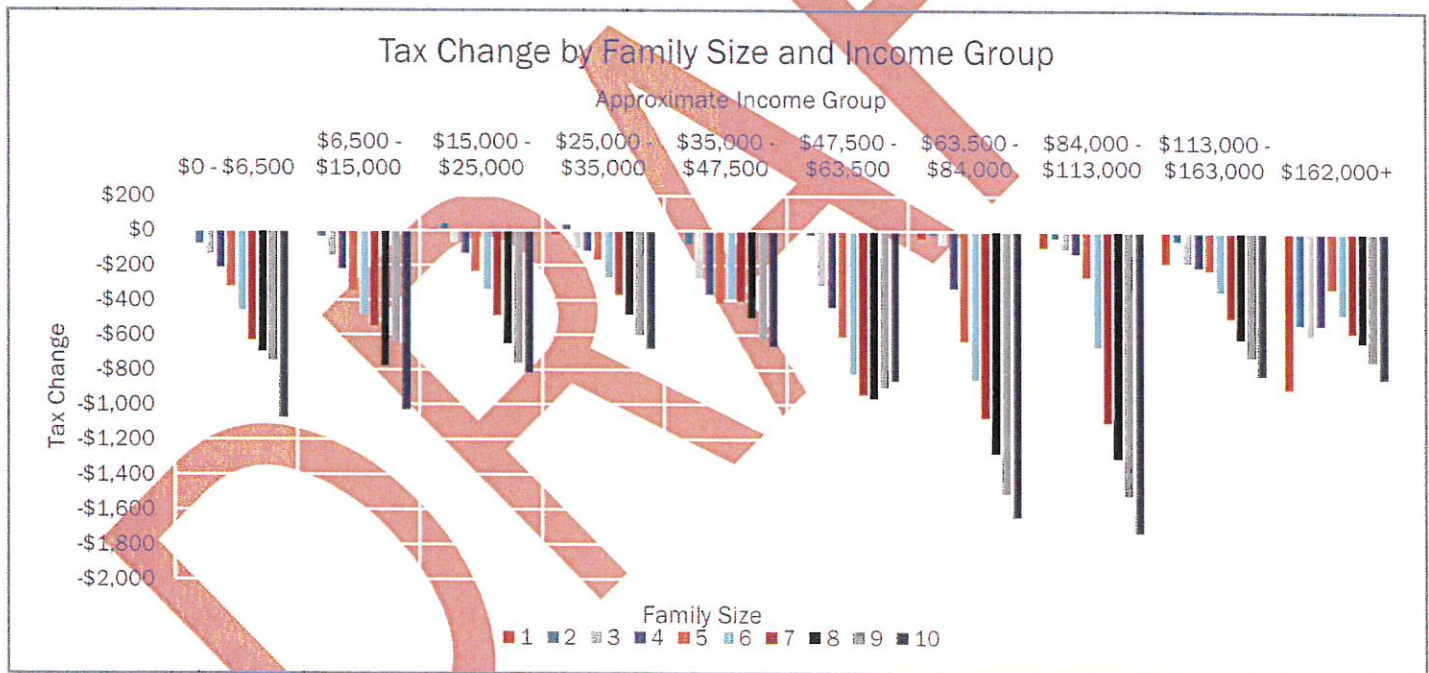
Executive Summary:

This proposal would take many steps to address the state's structural revenue imbalance. The result of these policy changes would be a tax structure with increased flexibility for the Legislature in choosing how to fund state programs and would address several policy concerns.

Budgetary Impact

- Results in an overall net tax reduction of approximately \$75 million.
 - A family of four making \$60,000 per year would see an estimated average total tax reduction of more than \$400 per year
- Restores funding of Higher Education to the sales tax-backed General Fund, holding Public Education harmless.
- Fully implements an Accountable Budget Process that reviews all state spending on a rolling five-year schedule.

Incidence of Tax



Policy Impact:

- The sales tax base would be increased and would better track ongoing changes in consumer expenditures.
- Impacts to lower-income and/or fixed-income residents from a higher sales tax rate on food would be mitigated by a Grocery Tax Credit, as well as an increased Utah Dependent Exemption and a new income tax credit for certain Social Security retirement income.
- Funding for transportation infrastructure would be partially shifted away from General Fund sources by removing an existing sales tax exemption on motor vehicle fuels to help bridge the gap until an alternative funding mechanism, such as a road user charge, is viable as a primary funding source for transportation.

Policy Summary:

This proposal includes the following policy modifications:

Reductions

Income Tax

- Reducing individual and corporate income tax rates
- Expanding the “Utah Dependent Exemption” provision of the taxpayer tax credit
- Creating an income tax credit for certain Social Security retirement income
- Creating a “Grocery Tax Credit” for low-to-middle-income residents

Expansions

Sales Tax

- Restoring the full sales tax rate on unprepared food
- Expanding the sales tax base by repealing certain sales tax exemptions
- Expanding the sales tax base by repealing the sales tax exemption for motor and special fuels
- Transitioning to direct user fees for transportation costs
- Reducing sales tax earmarks for transportation
- Expanding the sales tax base by charging sales tax on certain services

Other

- Increasing the state Motor Vehicle Rental Tax

Revenue Neutral Shifts

- Establishing meaningful funding security for education and removing the constitutional restriction on income tax
- Funding school lunch program from Education Fund and depositing the portion of the liquor mark-up that currently funds the program in the General Fund

Policy Description:

Reduce Individual and Corporate Income Tax Rates

- Reduce the state income tax rate by at least 0.25%

Expand the Utah Dependent Exemption

- Increase the exemption amount per dependent from \$565 to \$2,500
- Credit remains 6% of exemption amount
- Phaseout rate of credit remains \$0.013 per dollar over:
 - \$14,256 for single filers
 - \$21,384 for head of household filers
 - \$28,512 for joint filers
- Phaseout thresholds adjust for inflation

Create an Income Tax Credit for Social Security Income

- Non-refundable tax credit equal to total Social Security income included in Adjusted Gross Income (AGI) x State Income Tax Rate
- Amount of credit reduced by \$0.025 per dollar that modified AGI (including Social Security and all other income) exceeds:
 - \$24,000 for married filers filing separately
 - \$30,000 for single filers
 - \$48,000 for head of household or joint filers

Create a “Grocery Tax Credit” for Low-to-Middle-Income Residents

- \$100 refundable income tax credit per household member
- Phaseout rate of credit is .02% per dollar above thresholds of:
 - \$30,000 for one exemption, increasing by \$10,000 per household member;
- For example, a family of four with a household income of up to \$60,000 per year would qualify for the full grocery credit amount ($4 \times \$100 = \400). That amount would be reduced for each dollar the family makes over \$60,000, with the credit phasing out entirely at \$65,000.
- Maximum income before phaseout starts, regardless of number of household members, is \$90,000
- \$150 refundable income tax credit per exemption if claimant has income less than \$15,000
- In addition to the income parameters, to qualify, a claimant must:
 - Be considered a resident for income tax purposes
 - Not have been a convicted felon in state prison for any portion of the year
 - File a completed form with the Tax Commission
- A separate form will be created for claimants who do not file income taxes

Restore Full State Sales Tax Rate on Food

- The sales tax rate on unprepared food and food ingredients (e.g. groceries) would return to the full state sales tax rate of 4.85% from the currently reduced rate of 1.75%

Repeal Certain Exemptions

- Remove certain existing sales tax exemptions to make the sales tax a broader consumption tax
- The following exemptions would be repealed:
 - Construction materials for life science research facility (material converted to real property only)
 - Construction materials for new airport in 2nd class county (material converted to real property only)
 - Electricity to ski resorts for lifts
 - Vehicles used for temporary sporting events
 - Admissions to college athletic events
 - Textbooks purchased by a student (not including a college book store; seller sales primarily textbooks)
 - Certain electricity produced from a new alternative energy source
 - Gold, silver, platinum (bars, coins, etc.; not legal tender; content 50%+ gold, silver, or platinum)
 - Primarily unassisted cleaning of property (coin operated laundry, etc.)
 - Use of unassisted amusement device
 - Vending machine food sold for \$1 or less under certain circumstances
 - Car wash that does not include cleaning the interior of the vehicle
 - Sales to a public transit district (includes construction materials converted to real property)
 - Fuel sold to a common carrier railroad and used in a locomotive engine
- The following exemption would be repealed in 2022:
 - Construction materials for Salt Lake International Airport (material converted to real property only)

Repeal the Sales Tax Exemption on Motor and Special Fuel

- Remove existing sales tax exemption on motor and special fuels (gasoline and diesel, does not include aviation fuel) to make the sales tax a broader consumption tax
- Tax would be imposed at the distributor level on the wholesale price of gasoline at the existing sales tax rate (4.85%)
- Tax would be used to fund transportation in the medium term as a user fee until future user fee options that rely on more advanced technology become viable

Broaden the Sales Tax Base by Charging Sales Tax on Certain Additional Services

- Include certain services in the tax base to make the sales tax a broader consumption tax and providing more similar treatment to goods and services
- Newly taxed services would be those primarily consumed by the end user to minimizing tax pyramiding
- The following services would be included in the tax base:
 - Maintenance and repair of real property (e.g. landscaping, painting, cleaning)
 - Installation of tangible personal property
 - Veterinary services (with agriculture exemption)
 - Newspaper publishing
 - Taxi and limousine service
 - Peer to peer ride sharing
 - Scenic and sightseeing transportation
 - Tour operators
 - Portrait photography services
 - Photofinishing laboratories
 - Sports and recreation instruction
 - Exam preparation and tutoring
 - Fine arts schools
 - Miscellaneous schools and instruction (e.g. yoga studios, public speaking training)
 - Motor vehicle towing
 - Parking lots and garages
 - Language schools
 - Miscellaneous personal services (e.g. wedding planning, dating services)
 - Automobile driving schools
 - Software as a Service (excluding custom business software programming)
 - Streaming media
 - Shipping and handling when part of a taxable sale
- Sales or use tax would be due from the end user of these services if the end user is in Utah
- Businesses (whether in-state or out-of-state) providing the services would collect and remit the tax
- Businesses collecting and remitting the tax would be eligible to retain a portion of the sales tax collected as a vendor discount to minimize the compliance burden
- Task force will consider additional policy options to minimize the compliance burden on very small businesses
- Task force will consider policy options to minimize impact on cities and counties

Increase the State Motor Vehicle Rental Tax

- Increase the state motor vehicle rental tax from 2.5% to 4.0%

Fund Public Education School Lunch Program from Education Fund

- Deposit the current funding source for school lunch, a portion of liquor markup profits, into the General Fund

Establish Meaningful Funding Security for Public Education and Remove the Constitutional Restriction on Income Tax

- Amend the Utah Constitution to allow for needed flexibility for funding all of state government
- Continue to fund public education at its current level and create an alternative, more stable, funding mechanism for public education
- Fund more of higher education from the General Fund

Fiscal Assumptions:

Estimated revenue impacts for FY2021 are based on the most direct data accessible assuming a certain set of assumptions. Data sources include the Utah State Tax Commission, the U.S. Economic Census, the Bureau of Labor Statistics' Consumer Expenditure Survey, and information collected and analyzed by the Office of the Legislative Fiscal Analyst.

Assumptions include the following:

- Estimates for the value of tax exemptions are based on a variety of direct and indirect data sources compiled by the Utah State Tax Commission and the Office of the Legislative Fiscal Analyst. Amounts were originally calculated in FY2017 and were escalated to estimates for FY2021 using 4.6% assumed growth.
- Estimates for the revenue from services are based on the 2012 U.S. Economic Census, grown forward to FY2021 using 4.6% assumed growth.
- Tax incidence modeling assumes percent of individual income spent on certain goods and services based on data from the Consumer Expenditure Survey.
- The value of the exemption on motor and special fuel assumes a pump price of \$2.85 per gallon for gasoline and \$3.50 for diesel; the analysis removes the federal and state gas taxes before applying the sales tax rate.
- Tax incidence modeling does not account for effect on businesses. Approximately \$50 million of the tax change will be paid by businesses. Businesses will be affected by the lower income tax rate, the sales tax on gas, a portion of the expansion of sales tax to services, a portion of the repeal of sales tax exemptions, and the restored sales tax on food. Businesses account for approximately 31% of purchased gasoline; we do not have reliable data on the percentage of food or certain services purchased by businesses. Change in business tax incidence may affect consumers if businesses raise or lower their prices due to tax changes.
- The average decrease in total tax incidence may be slightly inflated due to the exclusion of non-resident filers in the average calculations of the Grocery Tax Credit.
- The average decrease in household tax incidence is a sum of each individual component, independent of the other components of the proposal. A simultaneous model, including interaction between the components, may slightly change household tax incidence.

10/22/19 Update - Fiscal Impact:

Options*	Est. Total Impact FY21	Est. Ind. Impact FY21	Est. Bus. Impact FY21
Income Tax			
Reduce income tax rate (4.59%)	(\$396,000,000)	(\$354,000,000)	(\$42,000,000)
Expand Utah Dependent Personal Exemption	(\$95,000,000)	(\$95,000,000)	
Create Social Security credit	(\$18,000,000)	(\$18,000,000)	
Create Grocery credit	(\$146,000,000)	(\$146,000,000)	
Total	(\$655,000,000)	(\$613,000,000)	(\$42,000,000)
Sales/Other Tax			
Restore full sales tax on food	\$250,000,000	\$250,000,000	
Repeal certain exemptions	\$16,500,000		\$16,500,000
Repeal exemption on motor and special fuel	\$240,000,000	\$165,500,000	\$74,500,000
Tax certain services	\$65,000,000	\$65,000,000	
Increase motor vehicle rental tax	\$4,500,000	\$4,500,000	
Total	\$576,000,000	\$485,000,000	\$91,000,000
Budget Shifts			
Fund school lunch from Education Fund (\$55M shift)			
Net fiscal impact	(\$79,000,000)	(\$128,000,000)	\$49,000,000

*Proposal also includes a constitutional amendment to remove spending restrictions for income tax revenue.

Effective 3/18/2016

52-4-202 Public notice of meetings -- Emergency meetings.

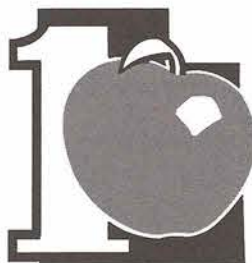
- (1)
 - (a)
 - (i) A public body shall give not less than 24 hours' public notice of each meeting.
 - (ii) A specified body shall give not less than 24 hours' public notice of each meeting that the specified body holds on the capitol hill complex.
 - (b) The public notice required under Subsection (1)(a) shall include the meeting:
 - (i) agenda;
 - (ii) date;
 - (iii) time; and
 - (iv) place.
- (2)
 - (a) In addition to the requirements under Subsection (1), a public body which holds regular meetings that are scheduled in advance over the course of a year shall give public notice at least once each year of its annual meeting schedule as provided in this section.
 - (b) The public notice under Subsection (2)(a) shall specify the date, time, and place of the scheduled meetings.
- (3)
 - (a) A public body or specified body satisfies a requirement for public notice by:
 - (i) posting written notice:
 - (A) at the principal office of the public body or specified body, or if no principal office exists, at the building where the meeting is to be held; and
 - (B) on the Utah Public Notice Website created under Section 63F-1-701; and
 - (ii) providing notice to:
 - (A) at least one newspaper of general circulation within the geographic jurisdiction of the public body; or
 - (B) a local media correspondent.
 - (b) A public body or specified body is in compliance with the provisions of Subsection (3)(a)(ii) by providing notice to a newspaper or local media correspondent under the provisions of Subsection 63F-1-701(4)(d).
 - (c) A public body whose limited resources make compliance with Subsection (3)(a)(i)(B) difficult may request the Division of Archives and Records Service, created in Section 63A-12-101, to provide technical assistance to help the public body in its effort to comply.
- (4) A public body and a specified body are encouraged to develop and use additional electronic means to provide notice of their meetings under Subsection (3).
- (5)
 - (a) The notice requirement of Subsection (1) may be disregarded if:
 - (i) because of unforeseen circumstances it is necessary for a public body or specified body to hold an emergency meeting to consider matters of an emergency or urgent nature; and
 - (ii) the public body or specified body gives the best notice practicable of:
 - (A) the time and place of the emergency meeting; and
 - (B) the topics to be considered at the emergency meeting.
 - (b) An emergency meeting of a public body may not be held unless:
 - (i) an attempt has been made to notify all the members of the public body; and
 - (ii) a majority of the members of the public body approve the meeting.
- (6)

- (a) A public notice that is required to include an agenda under Subsection (1) shall provide reasonable specificity to notify the public as to the topics to be considered at the meeting. Each topic shall be listed under an agenda item on the meeting agenda.
- (b) Subject to the provisions of Subsection (6)(c), and at the discretion of the presiding member of the public body, a topic raised by the public may be discussed during an open meeting, even if the topic raised by the public was not included in the agenda or advance public notice for the meeting.
- (c) Except as provided in Subsection (5), relating to emergency meetings, a public body may not take final action on a topic in an open meeting unless the topic is:
 - (i) listed under an agenda item as required by Subsection (6)(a); and
 - (ii) included with the advance public notice required by this section.
- (7) Except as provided in this section, this chapter does not apply to a specified body.

Amended by Chapter 77, 2016 General Session

COMING TO ORDER

A Guide to Successful School Board Meetings



Support Utah Public Schools
... where learning comes first!

UTAH SCHOOL BOARDS ASSOCIATION

860 East 9085 South
Sandy, Utah 84094
801-566-1207

www.usba.cc

DEDICATION

This book is respectfully dedicated to the stalwart men and women who have and are serving the children and families of Utah as members of their local boards of education. Sometimes unfairly maligned and always under valued, they have set an example of dignified unselfish public service focused on the needs of the children. Thanks to their service, the history of public education in Utah is the story of honorable citizens putting aside their personal agendas and coming together for the common good.

The aim of this book is to make school board service throughout the state easier and more effective. Used as a reliable resource, this book can help boards and their staffs improve and make the most of their only place and opportunity to accomplish their important work - the formal school board meeting.

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AUTHORSHIP

Coming to Order is adapted from a book of the same title published in 2006 by the Illinois Association of School Boards and is published by the Utah School Boards Association under a licensing arrangement with IASB.

This adaptation for USBA was edited under the direction of the 2006 USBA Public Relations Committee made up of Bonnie Palmer, Stacy Brooks, Nancy Kennedy, and Ed Dalton and the 2007 USBA Public Relations Committee made up of Stacy Brooks, Nancy Kennedy, Mark Marsh and Dixie Allen.

USBA staff members who contributed most directly to the manuscript for this publication included Richard Stowell, Terri Farr and Chad Harris.

The law firm of Burbidge & White, LLC contributed many hours of legal review to make this publication as helpful and current as possible.

Cautionary Note - State laws that govern the meetings of public bodies are constantly amended by the legislature and subject to frequent interpretation by the courts. Therefore, for information regarding these laws, please rely on your local attorney or on publications that are frequently updated such as *Convening Meetings Which Are Open to the Public* which is updated annually by Burbidge & White, LLC.

FOREWORD

Much of the public image of the Board is created at School Board meetings

The term “school board” is virtually synonymous with “meetings.” In fact, the board can truly be said to exist only when its members are engaged in a lawful meeting. Between meetings, a school board’s authority is asserted through minutes that describe actions taken by the board and by the policies and resolutions adopted at a meeting. A meeting, in other words, is the only lawful means available for a school board to perform its duties and exercise its powers. For that reason, a school board needs to be good – very good – at conducting meetings.

The purpose of this book is to help boards have good meetings, which raises such questions as: What is a good meeting? What are the ingredients that make a meeting good?

In answer to the first question, most school boards probably feel that a meeting is a good one if the board is able to accomplish the following:

- Transact essential business;
- Get the meeting over at a reasonable hour;
- Experience courteous, democratic processes and decision making;
- Produce policies that reflect the board’s best thinking and community values.

In answer to the second question, consider this

list of ingredients as factors that determine whether the board is able to accomplish those meeting goals:

- Compliance with the *Open and Public Meetings Act* and other legal requirements;
- Effective leadership by the presiding officer;
- Effective participation by individual members;
- Efficient procedures for transacting routine business necessary to keep the district functioning;
- Well-understood rules of order and procedures for policy making;
- A focus on board work as opposed to staff work;
- A mutually supportive relationship with the superintendent;
- Public participation that is orderly, democratic and constructive;
- Good record keeping, including both minutes and policies, that enables the board to speak with a clear and authoritative voice.

This book reviews the factors listed above, and with the use of improved practices, board meetings should help the board accomplish the goals of the district, as well as to achieve a feeling of satisfaction with the way meetings are conducted.

Richard C. Stowell
Executive Director
Utah School Boards Association

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1 – THE IMPORTANCE OF GOOD MEETINGS

For all their variety and wide differences of opinion, most school board members share common wishes for their schools. Most of them want students who are learning, a community that is supportive, a superintendent who provides effective leadership and sound management, a staff that is capable and energetic, parents who are engaged in their children's education, and a budget that is balanced year after year after year.

However, many of those same board members are puzzled as to what the school board can do to pursue those aspirations. After all, the only venue where the school board truly exists is in a board meeting. How can a board bridge the apparent gap between the boardroom and the classroom? How can a school board sitting in a meeting influence what goes on in the school — and do it without actually being in the school?

The answer to all of those questions is the same:

The school board that is serious about pursuing high aspirations for its schools must learn how to use its meetings to get the job done.

This is a difficult realization for many board members who, as shakers and movers in their private lives, are accustomed to rolling up their sleeves and getting things done through direct action. For them, a meeting may seem the antithesis of action — a place where people talk but don't actually perform real work.

Unfortunately, the members of some boards have never agreed on a definition of "board work" or on the steps necessary to get focused on that work. Consequently, a great deal of board meeting time is devoted to rehashing work performed by the staff or analyzing events that the board cannot control or problems that the board itself cannot resolve.

High-performing school boards have found, however, that *meeting* and *work* are not mutually exclusive terms. Those boards know that the board

meeting is where they do their work and they make certain that precious meeting time is devoted to matters the board considers important.

Hopefully, the result is an agenda that focuses on real "board work," namely:

- defining the district's purposes and setting a direction, which are then codified in board policy;
- checking to be sure the district's purposes and direction are consistent with community aspirations and values and staff capabilities and resources;
- using policy statements to delegate authority to the superintendent and staff so they understand the limitations on that authority;

ELEMENTS OF SUCCESSFUL SCHOOL BOARD WORK

Members of a school board probably feel good about the work they are doing when the board:

1. **Stays focused** on making policy and monitoring compliance and progress. Policy describes what the board and community expect from the schools and the standards by which the superintendent, staff and other participants are required to function in pursuing those expectations. In addition to putting its expectations and standards into clear language, the board checks for compliance and progress and determines whether changes are called for.
2. **Efficiently handles** the routine actions required for day-to-day operations.
3. **Engages the community** in a continuing effort to accommodate differences of opinion and competing democratic values. Doing what is best for students and best for the community often pits desirable values against one another. The school board is the mediator.
4. **Models what is important** by the way it treats individuals and groups. Actions speak much louder than words. A board that respects the value of public education will demonstrate that respect by the way in which it treats its schools and the people who work there.
5. **Insists on a free flow** of information to and from the community. The board shares information and listens.
6. **Accepts responsibility** for its own work, including meetings, agendas and the rules by which it functions.

- monitoring performance and compliance with board policy to ensure that the superintendent and staff are taking the district in the right direction and operating the district in a manner consistent with community values;
- demonstrating a sense of responsibility for its own procedures and its own performance.

In an effort to describe the essential work of school boards, the Utah School Boards Association has adopted its *Foundational Principles of Effective Governance* (see *Appendix A*).

Different school board members, of course, may have different priorities or different definitions of what makes a school board meeting “successful.” Some will judge meetings by their length, some by the amount of rancor encountered, some by whether they feel good about “getting something done.”

While those criteria may be valid measures of success, the fact remains that every school board needs and deserves an agenda that addresses real “board work.” Combined with adequate rules of order and an effective

presiding officer, such an agenda ensures that:

- routine business is handled in a routine business-like fashion;
- unusual business is handled fairly and in a manner consistent with district policy;
- everyone is made to feel welcome, including staff, students and members of the general public;
- focus is on constant improvement in pursuit of all school district aims — student performance, student assistance, financial health, employee morale, public confidence and support, etc.
- the board energizes the school district by sharing power with the administration and staff and holding the administration and staff responsible for the proper use of that power.

An agenda that focuses on real board work can unleash surprising power by liberating board members and energizing the staff and community in pursuit of common ends. You will know you have such an agenda when the board’s meetings focus on:

IMPROVING SCHOOL BOARD MEETINGS

How can a school board improve its meetings? Here are some steps to consider.

1. Make everyone attending the meeting feel welcome and valued.
2. Handle efficiently but lawfully the routine decisions required to support day-to-day district operations.
3. Shift board attention away from problem solving toward improving organizational performance. That is, treat most decisions as policy decisions rather than as solutions to problems that the staff should be solving. The board’s policy choices can then guide the staff as it deals with specific problems.
4. Monitor district compliance with board policy. If compliance is not important, then the policy probably isn’t either.
5. Share information with the community as well as with people attending the meeting.
6. Engage the community in a continuing effort to reflect its best interests and values in setting policies and standards for the schools. Public support will grow as district aims and programs become aligned with community values.
7. Accommodate differences of opinion and competing democratic values. Doing what is best for students and best for the community often pits desirable values against one another. The school board is the mediator.
8. Energize the school district by clearly delegating authority to the administration and staff for pursuing the community’s vision for the schools. Then hold them accountable for results and for the proper use of that authority.
9. Seek constant improvement in pursuit of all school district aims — student performance, student assistance, financial health, employee morale, public confidence and support, etc.
10. Focus on the future, which can be changed, rather than on the past, which cannot.
11. Accept responsibility for the quality of board meetings, the agenda and the rules by which the board functions.

TEN MEETING TIME WASTERS

There must be one million ways to waste time at a meeting. Here are ten of the more popular time wasters.

- 1) **Straying from the agenda.** Discussion of agenda item A can remind someone of a related problem called B. It is the President's job to keep the discussion focused on A and leave B for another time.
- 2) **Arguing among board members** or between board members and members of the audience. Although board members should be free to express their thoughts and feelings to one another, not much gets done when emotions take over. And the board should not be exchanging comments with the audience when conducting business at a regular board meeting.
- 3) **Focus on minutia.** Obsession with small matters means the big matters get short shrift. And there is no end to the number of small matters that compete for the attention of board members.
- 4) **Doing over what was done wrong the first time.** Boards should feel free to admit mistakes and make corrections. But most mistakes that need to be corrected occur when the board makes decisions that should have been delegated to experts on the staff.
- 5) **Attempts at unanimity.** Efforts to find a common ground don't always succeed. Sometimes people just disagree. Vote and move on, accepting the fact that sometimes you will be on the losing side.
- 6) **Rehashing the past.** The past cannot be changed. Forgive and forget or be prepared for a long and acrimonious meeting.
- 7) **Failure to delegate.** If a decision is not delegated to the staff, then it will end up on the board agenda. Who do you wish to hold accountable? This could be one of those decisions that need to be done over (see item 4).
- 8) **Failure to use policy.** A board has two options when presented with a problem — call the superintendent's attention to the guidance provided in board policy or attack the problem head on and solve it. Solving all of the problems that come up at school will run a meeting into the wee hours.
- 9) **Failure to adopt clear rules of order.** If the board has no rules governing its meeting procedures, then it's fair to expect chaos rather than order. It can take longer to debate how we will debate the issue than the debate itself.
- 10) **Small talk.** It's a good idea to be informal and friendly and enjoy the meeting, but discussions of family and current events can go on too long.

- the future rather than the past;
- what the board and community value and want rather than how they are going to get it;
- student learning;
- measures of all kinds of performance — academic, fiscal, social and political;
- policies rather than problems.

The remainder of this book examines various aspects of school board meetings — the planning and preparation, the rules of order and other elements of conducting a meeting, recording the meeting, the essential provisions for the public and news media. Through all that, the over-riding focus needs to be on the content or subject matter of board meetings. Board work, in other words.

2 – THE AGENDA – A ROAD MAP TO SUCCESS

The vast majority of school board members would surely agree that board meeting time is a precious resource.

For one thing, board members tend to be busy people who have private lives to lead — lives that include families, jobs, and numerous other interests and demands. Moreover, every school board has only a finite amount of time available for its work.

One definition of a successful meeting, therefore, is: “the board made good use of the available time.”

This special concern with time is what makes the meeting agenda so important. The agenda is a road map or a plan of what the board intends to accomplish at the meeting. The agenda, therefore, reflects the board’s priorities by allocating time to each item of business, whether it involves receiving a report, discussing a policy issue or voting on a staff recommendation.

The agenda also reflects how the board defines its

work. That is, if the board expects the superintendent and staff to address the needs of the district’s clients, the meeting agenda will focus on policy statements that empower the staff to do just that. On the other hand, if the board prefers to have client needs and problems brought to the board for action, the agenda will focus on actions resolving specific problems.

How the board defines its work has a significant impact on how the agenda is structured, the nature of items included on the agenda and the amount of time devoted to each item.

Preparing the agenda

The agenda is essential to a successful school board meeting. A good agenda lays out the tasks before the board, discourages unfortunate surprises, fosters the orderly conduct of business, and ensures that the most time is devoted to the most important topics.

When the agenda is distributed along with copies of supporting documents well in advance of the meeting, members of the board can prepare themselves for a productive meeting.

For better or worse, the agenda reflects how the board and superintendent view their respective roles and responsibilities. For example, an agenda will primarily include policy decisions as action items if the school board:

- establishes a clear mission and a coherent set of goals for the school district;
- delegates to its superintendent the authority necessary to pursue the district’s mission and goals;
- regularly monitors progress toward district goals, and holds the superintendent responsible for results.

Administrative matters may be found on the agenda as items of information, but rarely if ever for board action.

On the other hand, a board that takes on administrative decisions will likely find its agenda crowded with problems related to daily operations. And sometimes the routine problem will turn out to be a highly emotional issue or one with technical dimensions that the board is not prepared to handle.

Most school boards rely on their board presidents to work with the superintendent in preparing the agenda

SCHOOL BOARD MEETING AGENDA

The Board President is responsible for focusing the Board meetings’ agendas on appropriate content. The superintendent shall prepare agendas in consultation with the Board President.

The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before School Board action. Any Board member may request the withdrawal of any item under the consent agenda for independent consideration.

Items submitted by School Board members to the Superintendent or the President shall be placed on the agenda. District residents may suggest inclusions for the agenda. Items may be added to the agenda at the beginning of each meeting upon unanimous approval of those Board members present; no action will be taken on such items.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each School Board member well in advance of each meeting, except a meeting held in the event of an emergency.

The Board President shall determine the order of business at regular School Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Excerpted and adapted from PRESS Policy 2:220, Illinois Association of School Boards

for each meeting. However, every member of the board should feel responsible for the agenda, ensuring that:

- the agenda reflects board work (as opposed to staff work);
- the superintendent is able to get board action on items essential for district operations;
- board members are clear about how they can place items on the agenda;
- board members receive the agenda and related materials with sufficient time before the meeting to allow for adequate preparation;
- the agenda provides for a meeting of reasonable length (neither too long nor too short).

The superintendent may begin to develop a draft of the next agenda the day after a board meeting. Matters that need to go on the agenda would most likely include unfinished business from the last meeting, items of a recurring nature, and items that might show up on a cal-

endar of annual actions that need to be taken.

The superintendent may keep a running file of activities and events to be reported or acted upon at the next board meeting. The superintendent also should consult with other administrators and staff for input as needed and keep track of board member requests and suggestions for agenda item inclusions. The draft agenda should be reviewed with the board president before it is finalized. Some superintendents prepare an informational letter to accompany the agenda.

Some boards have found it helpful to assign board members or staff members to present a particular item on the agenda, starting with the pledge of allegiance and continuing through the new business for discussion. The superintendent and board president make the rotating assignments while being aware of particular board members or staff members whose expertise or interest could be helpful in introducing a particular agenda item. Of course, action items are always assigned to board members since they are the only ones legally able to do the

A BALCONY AGENDA

One hallmark of a successful school board is the ability to distinguish between board work and staff work.

Closely related to that hallmark, of course, is the willingness to consistently use that ability. That is, successful boards choose to do the board's work and empower staff to do the staff work.

One powerful way to distinguish board work from staff work is to think about the board as functioning from a "balcony perspective." In this metaphor, the balcony is distinguished from the dance floor. Board members who wish to have the value of the balcony perspective — the ability to see the big picture, the ability to see the horizon (the future), the ability to connect with the entire community, the ability to powerfully tell the district's story — must discipline themselves to resist the allure of the dance floor — the place where the day-to-day work of the district is done.

The board should be concerned that its agenda is focused on the valuable work that only the board is empowered to do. The agenda must not engage the board in simply rehashing or second-guessing the work of the staff.

A school board is well-advised to look closely at its meeting agenda and ask: "Is this board work?" or "What part of this is board work?" Once they are assured that

most agenda items are truly of a "balcony perspective," board members can be confident that they are doing the work that is uniquely theirs.

Another way to assess the agenda is to ask if it is focused on the "what" vs. the "how." On any given item, the board's job is to define what benefits or services the district is being asked to deliver. The "how" is best left to the staff.

For example: **What** we want are students who can read. **How** to deliver that end — instructional methods, curriculum considerations, time on task — should be left largely to the discretion of the staff, the trained experts in these matters.

Typically, the determination of the **what** (or ends) is a values-driven matter of judgment. "Ends" is the kind of work well suited to a seven-member board working from "the balcony." The matter of "how" (or means) is the kind of task best suited to a staff that can be expected to apply professional expertise and be held accountable for results. Staff work is the activity of "the dance floor."

A successful board insists that its agenda stays focused on ends and the goals of the district. Such an agenda enables the board to avoid the alluring distractions of day-to-day operations.

board's business. When the board agenda comes out, board members and staff members alike know that it is their individual responsibility to be ready to lead the discussion, and if appropriate, as a board member, make a motion to complete the action on that specific item of business.

If specific legal wording is required as part of a motion on any action item, the superintendent or board attorney includes the required wording as part of the agenda for board members to consider before they get to board meeting. Board members who have questions about their assigned action item can call the superintendent or the staff before board meeting to clarify the issue and receive additional information. Such agenda assignments in no way obligate a board member to make a motion that he/she is not ready to make but do tend to move the meeting along in an organized, professional manner.

An overloaded, haphazard agenda can be dangerous. Too many items should not be squeezed into a single ses-

sion. The board president and the superintendent should evaluate each item to determine if it is truly board work. Some items may be more appropriately handled by the administration. The board should be clear about why each item is on the agenda — for a decision, for review, for information.

It is recommended that a deadline for locking up the agenda be established, perhaps one week before the next board meeting. Late items, except in an emergency, should be saved for the next meeting rather than jammed into the agenda at the last minute. Good meetings rarely begin with unexpected material littering the board table. Good communication between the superintendent and the board president can help to alleviate any last-minute crisis and avoid most surprises.

Annual agenda for recurring business

School board meetings address a wide variety of matters, many of which occur at about the same time each

CONSTRUCTING AN ANNUAL AGENDA CALENDAR

Every school board operates on an annual schedule. By law, meetings must be scheduled annually for a regular time and place. And there are certain things that must be done at certain times throughout the year to keep the schools in business. An annual calendar cannot be avoided.

However, a school board can take advantage of the way in which key events reoccur at regular times. By planning ahead, the board can arrange to get its essential work done when it's needed and still provide plenty of time to address the issues and concerns that members really want to address.

That is perhaps the major benefit of an annual agenda calendar. By taking responsibility for its own agenda, the board can assure attention to improving its leadership and similar discussions that often get crowded out by the crush of essential duties. The annual calendar also provides assurance that no essential duty will be neglected.

Although school boards all share the same 12-month year, no two annual calendars will be exactly alike. There are just too many variations in where boards choose to put their focus and the timing of when things get done.

The sample calendar provided in *Appendix B* illustrates just one way in which a school board and superintendent might choose to organize their work. There are many variations that a board might adopt.

Here are some issues that a board and superinten-

dent should keep in mind as they plan their own calendar:

- 1) The school board and superintendent should develop separate calendars that can be joined to create the agenda for each meeting. The superintendent should know which items of a business nature need to be handled at each meeting and should be held responsible for seeing that those matters appear on the appropriate agendas. The board, on the other hand, should hold itself responsible for scheduling governance issues, such as monitoring of policy compliance, assessment of district performance, board self-evaluation, and similar matters.
- 2) Some of the action items on the superintendent's agenda may be included in a "consent agenda" for expediency and for distinguishing between board work and staff work. Which items go on the consent agenda will depend on board policy.
- 3) Agendas for both the board and the superintendent would include such major items of business as approval of the budget, consideration of teacher contracts, evaluation of the superintendent, and approval of school and district improvement plans.
- 4) The school board should schedule times to review and assess progress with district mission, vision, goals, val-

month or each year. Usually the superintendent and the business administrator develop a schedule of the board's major obligations for the year ahead. Utah law establishes a number of key dates; the board adds its own dates for meetings and a variety of personnel matters. Local circumstances create additional deadlines. A review of board minutes over the past several years will suggest a list of recurring items and the dates when they must be considered. Keeping a complete record for one year will serve as a basis for planning a master calendar for the following year. The "annual agenda" will prove useful in identifying items for each meeting.

The school board also can use the annual agenda to make time for planning and evaluation, matters that it might otherwise never get around to. The board might set aside time, for example, to address goals and track progress toward achieving them.

A wise board also will include a schedule for monitoring policy in its annual calendar. For the selected poli-

cies reviewed at each meeting, the superintendent can be asked; (a) is the district in compliance with this policy? and (b) does the policy need to be updated or modified?

For more suggestions, see "*Constructing an Annual Agenda Calendar*" below.

Also, *Appendix B* suggests some topics that might go on the board meeting agenda each month.

Consent agenda

A portion of the agenda may be designated for "consent" agenda items. The consent grouping on the agenda will be used for those items that do not require board discussion. It may also include items for which the law requires board action but which the board rightfully delegates to the staff.

In order to comply with the *Open and Public Meetings Act* mandate that minutes contain "the sub-

ues and beliefs.

5) The board also should schedule times each year for monitoring district compliance with board policies and to assure alignment of policy with district mission, vision, goals, values and beliefs.

6) In addition to monitoring compliance with existing policies, the school board should devote time at every meeting (if possible) to studying the need for new policy statements and the adequacy of existing policy. That is, does the board now provide adequate policy guidance for the superintendent and staff in such areas as maintaining financial health of the district or in administering student athletics? Further, are existing policies current with any changes in the law or in district needs?

7) The board and superintendent should establish times throughout the year when they will handle the various steps involved in board self-evaluation and evaluation of the superintendent's performance.

8) Some key events that most boards will want to include in their annual calendars are:

- Dates when the board expects to receive CRT and U-PASS scores from the Utah State Board of Education.

- Dates when reports on study/discussion topics are to be available for board review.

- Dates in each month when regular board meetings or workshops are planned.

- Dates for the board to report to the community on the health of the school district, including financial health, student achievement, and progress toward goals.

- Dates for major district events that board members need to be aware of, such as high school graduation.

- Dates for board training activities, including both local and the annual conference and regional workshops of USBA.

9) Remember that unexpected items will come up that need to be added to an agenda in any given month.

10) For months with several time-consuming items listed, consider scheduling a board workshop or a second board meeting to allow adequate discussion. Some big decisions, such as approving district goals or adopting the budget, may deserve the extra attention.

See *Appendix B* for an example of how an annual calendar might look.

stance of all matters proposed, discussed, or decided,” a board should announce or provide copies of each item on the consent agenda before voting on it.

Some action items that are likely candidates for the consent agenda include:

- approve the minutes of previous meeting(s);
- approve current bills for payment;
- approve contracts for new employees;
- approve contracts for goods and services;
- approve policy decisions that have been previously discussed.

Some items that might appear on the consent agenda at one time may not be appropriate at another time, depending upon previous discussions and other factors. Moreover, certain items that appear routine may, in fact, deserve separate treatment. Examples might include the letting of an extremely large contract for construction or

the approval of a negotiated agreement with the teachers union.

In any case, board policy should allow any member to remove items from the consent agenda for separate discussion and action.

For more about the consent agenda, see “*The Mechanics of Consent*” below. Also see *Appendix C, “Items on Consent Agenda Need School Board Standards.”*

Agenda format options

The superintendent and the board should cooperatively establish the general format of the agenda for regular meetings. Although school board agendas tend to be quite similar, agenda organization is not regulated by law. Rather, each school board should adopt a format that will meet its own needs and preferences. For

THE MECHANICS OF CONSENT

To expedite business at a school board meeting, many boards choose to use a consent agenda. A consent agenda consists of those items that the board believes do not need to be individually discussed.

A consent agenda consists mostly of items that:

- are routine in nature, or
- are ministerial tasks that the staff should handle or to which the board adds little or no value, or
- have been discussed previously.

With the consent agenda the board can get more done in less time because it can discharge a host of items with one vote. The key is to have a good list where appropriate items are placed on the consent agenda, and items worthy of specific consideration are not.

The mechanics—When a board chooses this device, the regular agenda for a school board meeting includes the action item: “Consent Agenda.” The consent agenda and supportive materials are appended to the regular agenda. The location of the consent agenda on the regular agenda should be determined by the board in cooperation with the superintendent.

Typically, the board establishes in its policies the kinds of items that should or should not go on the consent agenda. Prior to each meeting, the board president and superintendent can jointly determine which items will go on the consent agenda based on the policy. It is

essential, however, that any member of the board be allowed to remove any item from the consent list any time before the vote to approve.

At the meeting, the consent agenda might be addressed as follows:

President: “The consent agenda is our next item of business. Does any member wish to discuss any item on the consent agenda or remove any item for separate consideration?”

Any Member: “I would like to remove from the consent agenda the revisions to board policy number IICA.”

President: “Board policy IICA is removed from the consent agenda and placed under Items for Board Action. If there are no other removals, the chair will entertain a motion to approve the remaining items listed on the consent agenda.”

Any Member: “I move approval of items on the consent agenda.”

President: “If there is no discussion, all those in favor? All opposed?”

The minutes of the school board meeting would include the approved motion as stated and list all of the items which appear on the consent agenda.

EXHIBIT A – SOME OPTIONAL AGENDA FORMATS

Following are a number of agenda format options. Each has strengths and weaknesses. Note that the board should have policies that provide guidance as to how the agenda for each meeting will be constructed and how the order of business may be altered.

Traditional Agenda

- | | | |
|---------------------------------|-------------------------------|------------------|
| 1) Call to order | 5) Public participation | 9) Old business |
| 2) Roll call of members | 6) Report from superintendent | 10) New business |
| 3) Approval of minutes | 7) Personnel Items | 11) Adjournment |
| 4) Communications and petitions | 8) Payment of bills | |

Alternative Agenda

- | | | |
|-------------------------|-------------------|----------------------------|
| 1) Call to order | 4) Communications | 7) Information and Reports |
| 2) Approval of minutes | 5) Consent agenda | 8) Adjournment |
| 3) Public participation | 6) Action items | |

Opening with Reports

- | | | |
|-------------------------|----------------------------|-----------------|
| 1) Opening of meeting | 5) Committee reports | 8) Old business |
| 2) Approval of minutes | 6) Superintendent's report | 9) New business |
| 3) Communications | 7) Consent agenda items | 10) Adjournment |
| 4) Public participation | | |

Focus on Policy Making

- | | | |
|--------------------------------------|--|---|
| 1) Call to order and roll call | c) Change in regular meeting dates | 9) Communications |
| 2) Special presentations | 6) Monitoring district directions * – ends statements, including values, mission, vision and goals | 10) Reports from superintendent and staff |
| 3) Public comment | 7) Monitoring policy compliance * | 11) Announcements |
| 4) Routine action – consent agenda | a) Personnel policies – reports and discussion | 12) Adjournment |
| a) Bills | b) Board action on policy revisions from previous meetings | * A board might review some of its ends statements and compliance with specified groups of policies at each meeting. Action on ends statements and policies that need to be modified should probably be delayed to a future meeting after affected parties have been consulted. |
| b) Employment contracts | 8) Policy development * | |
| c) Contract bids | a) Discussion of student athletics standards | |
| d) Inter-fund loans | b) Action on fund balance policy statement | |
| e) Minutes | | |
| f) Student disciplinary actions | | |
| 5) Routine action – individual items | | |
| a) Contract with new principal | | |
| b) Payment of building contractor | | |

Focus on Student Performance

- | | | |
|--|---|--|
| 1) Call to order and roll call | 8) Student Learning and Support Services – Action Items * | tunity for members to talk about student performance. However, there also will be related issues that call for board action, such as personnel and facilities, and these issues should be set apart. In most cases, action items will rely heavily on superintendent recommendations or on previous board discussions. |
| 2) Call for executive session and return to open session | 9) School board calendar – new topics for future meetings | |
| 3) Communications | 10) Adjourn | |
| 4) Special presentations | | |
| 5) Public comment | * If a school board wants to focus its meetings on student performance, one step is to provide ample oppor- | |
| 6) Consent agenda | | |
| 7) Student Learning and Support Services – Discussion * | | |

example:

- Board business can be divided into action items and report items or it can be divided into old business and new business. Does the board prefer one of these approaches or some other?
- Does the board wish to deal with action items early in the meeting or wait until it has heard reports from the superintendent, staff and community?
- Will citizens who wish to address the board be allowed to do so early in the meeting?
- Which items will be put on the consent agenda and which will be reserved for individual discussion and action?

It is advisable to keep action items clearly separate from information items in the order of business. For example, “old” or “unfinished” business should contain those items which the board has discussed or studied at earlier meetings and is ready to vote upon. “New” business should contain items that the board will discuss for the first time but vote on at a subsequent meeting.

When a standard agenda format has been agreed upon, board policy should call for a majority vote of members present in order to alter or temporarily suspend the order of business.

Several possible formats for board agendas are presented in *Exhibit A* on page 9.

Scheduling agenda items

Many boards consider it good practice to dispose of routine items early in the meeting. Others are eager to do their most important work early when members have more energy and creativity, so they save routine items for later in the evening.

At the same time, if it seems likely that one topic might dominate a meeting, it may be better to hold it awhile and get other priority work accomplished first.

A board agenda that is focused on board work will relate to many existing board policies. It is helpful for the agenda to list those policies relating to a particular agenda item directly on the agenda. This will allow board members to refresh their understanding of exist-

ing policy and will allow board conversation on the agenda item to move forward more efficiently. This discipline will also help the board and those responsible for agenda preparation to maintain the focus on board work. If there are no existing policies that relate to the agenda item, the board will want to consider whether the item is appropriate board work or whether the district needs a policy providing direction in the area.

Allocating time

Although it may not always be possible to adhere to it, a schedule for consideration of items keeps the meeting moving. Each agenda should include a beginning time as well as the anticipated ending time. In estimating the amount of time needed for each item, experience is probably the best teacher. While it is difficult to predict accurately how much time will be spent on any given item, the effort will help the board, collectively, to agree on the importance of various items. Naturally, the time schedule should not be adhered to at the expense of giving careful consideration to important matters. Meetings generally should not last longer than two or three hours.

Problems are created when a board spends too much time on small emergencies and gives short shrift to important, long-range subjects. A board, of necessity, must spend time on items that are both urgent and important. However, it is easy for a board to spend too much time on matters that are urgent, but not essential board business, such as fulfilling legal obligations that in reality are more staff work than board work.

Scheduling closed meetings

A closed meeting that will produce an action item for the public meeting probably should be scheduled in advance of the public meeting. Boards cast doubt on their sincerity when they meet in closed session late in the evening and then return to open session to take final action. On the other hand, if no formal action is required, it may make sense to hold the closed meeting later in the evening.

3 – SOME LEGAL REQUIREMENTS FOR MEETINGS

Utah school board meetings must be planned and conducted in compliance with state law. The following is a review of the broad statutory requirements. Resources listed at the end of this chapter may provide more detailed insights. Many of the issues raised here should already be addressed in local school board policies or covered by the advice of local legal counsel.

NOTE: Laws regulating school board meetings are continually changing. Therefore, this book should not be treated as authoritative on matters of law. Rather, any question involving the law should be taken up with the board's attorney.

The law on Open Meetings

Public policy in Utah requires that meetings of all public bodies, including school boards be conducted openly. The *Open and Public Meetings Act* requires that except in an emergency all meetings be held at times and places convenient to the public and provides for public notice of all meetings.

Utah law requires that a quorum of the school board must be present in order to conduct business. (A quorum for a seven-member school board is four members. A quorum for a five-member board is three.)

The *Open and Public Meetings Act* clearly applies to more than official meetings where business is transacted. Discussions leading up to formal decisions, as well as the voting itself, must be in public. (Particular topics may be discussed in closed meetings, but other requirements of the *Open and Public Meetings Act* apply to these meetings as well.)

Types of meetings and their notice requirements

In general, Utah law recognizes several types of meetings at which business is transacted: For example, regular, special, reconvened, emergency, closed and rescheduled meetings. All school board meetings, whether open or closed, must satisfy the notice and record keeping requirements contained in the *Open and Public Meetings Act*.

A summary of the notice and agenda requirements for the various types of meetings is provided in *Exhibit B*.

Annual meeting schedule – Most school board business is transacted at regular meetings held in accordance with a pre-arranged schedule. The *Open and Public Meetings Act* provides that where the board schedules regular meetings on an annual basis, it must give notice of the time and place of those meetings.

The *Open and Public Meetings Act* requires that at the beginning of each fiscal or calendar year, the school board must give public notice of the schedule of its regular meetings, including the date, time, and place of those meetings, by posting the schedule at the district administrative office and by providing this notice to a newspaper of general circulation in the district or by providing the notice to a local media correspondent. Beginning April 1, 2008, notice also must be posted on the Utah Public Notice Website. Boards must also give notice of their meetings to the mayor (or mayor's designee) for each municipality located entirely or partly within the District.

Individual meetings – In addition to the meetings scheduled on the annual schedule, a school board may also schedule other meetings ("special meetings"), or reschedule a meeting on the annual schedule to another date ("rescheduled meetings"). Whether a particular meeting is included on the annual schedule or not, the board must also give public notice of each individual meeting at least 24 hours before the meeting. This notice is provided by posting the notice at the District office or where the meeting will be held, and must include the date, time, location, and agenda for the meeting. After April 1, 2008, the notice must also be posted on the Utah Public Notice Website. The notice must also be given to either one newspaper of general circulation within the District, or to a local media correspondent. Notice must also be provided to the mayor (or mayor's designee) for each municipality located entirely or partly within the District. The agenda must be reasonably specific about the topics to be considered, and each topic must be listed under an agenda item.

Rescheduled meetings – A school board is at liberty to reschedule a regular meeting or to change its regular meeting schedule. However, public notice of any such meeting must be given as set forth above regarding individual meetings.

EXHIBIT B - NOTICE AND AGENDA REQUIREMENTS

Annual Meeting Schedule

Public Notice: Given annually when the board adopts its regular meeting schedule, by posting at the District office or where the meeting will be held. Includes dates, times, and locations. Beginning April 1, 2008, also posted on the Utah Public Notice Website.

Notice to News Media: Given to either one newspaper of general circulation within the District, or to a local media correspondent.

Agenda: Not required for the annual meeting schedule.

Particular Board Meetings

Public Notice: Must be posted at least 24 hours before the meeting at the District office or where the meeting will be held. Includes date, time, location, and agenda. Beginning April 1, 2008, also posted on the Utah Public Notice Website.

respondent. If a qualifying newspaper or correspondent received electronic notice through a prior request through the Public Notice Website, that will satisfy this requirement.

Agenda: Must be reasonably specific about the topics to be considered, and each topic must be listed under an agenda item.

Notice to News Media: Given to either one newspaper of general circulation within the District, or to a local media cor-

Emergency Meetings

Public Notice: The best notice practicable must be given of the time, place, and topics to be considered.

Notice to News Media: The best notice practicable must be given of the time, place and topics to be considered.

Notice to Board Members: Before an emergency meeting may be held, an attempt must be made to contact all board members about the meeting (a majority of members must approve the meeting).

Agenda: The best notice practicable of the agenda must be given.

Electronic Meetings (if authorized by District policy)

Public Notice: Must be posted at least 24 hours before the meeting at the District office or where the meeting will be held. Also must be posted at the anchor location. Beginning April 1, 2008, also posted on the Utah Public Notice Website. Includes date, time, location, agenda, and how board members are to be connected to the meeting.

respondent. If a qualifying newspaper or correspondent received electronic notice through a prior request through the Public Notice Website, that will satisfy this requirement.

Agenda: Must be reasonably specific about the topics to be considered, and each topic must be listed under an agenda item.

Notice to Board Members: Must be provided at least 24 hours before the meeting.

Note: Individual Districts may adopt additional limitations and requirements regarding electronic meetings, which then must be complied with.

Notice to News Media: Given to either one newspaper of general circulation within the District, or to a local media cor-

Closed Meetings

Note: It is generally best, though not required, to hold a closed meeting in connection with an open meeting, and to combine the notice of the closed meeting with the notice of the open meeting.

Notice to News Media: Given to either one newspaper of general circulation within the District, or to a local media correspondent. If a qualifying newspaper or correspondent received electronic notice through a prior request through the Public Notice Website, that will satisfy this requirement.

Public Notice: Must be posted at least 24 hours before the meeting at the District office or where the meeting will be held. Beginning April 1, 2008, also posted on the Utah Public Notice Website. Includes date, time, location, and agenda.

Agenda: Must be reasonably specific about the topics to be considered, and each topic must be listed under an agenda item.

Recommended but Not Required

Public Notice: Districts are encouraged to post public notice of meetings on the Internet.

notice to the media by electronic means and also to provide notice to any media agency which has made a periodic written request for such notice.

Notice to News Media: Districts are encouraged to provide

Reconvened meetings – A reconvened meeting is a continuation of a regular or special meeting. When the board is not able to complete its work within a reasonable length of time or an agreed-upon closing, or when more information is needed, the board adjourns the meeting to a specified day and time and continues the meeting at that time.

A meeting is properly adjourned to a later time by adopting a motion, such as:

I move that this meeting be temporarily adjourned and reconvene on January 17, 2008, at 7:30 o'clock p.m., in the Board of Education Office.

A reconvened meeting may be further adjourned any number of times so long as the final meeting can be traced through the minutes back to a regular or special meeting. Obviously, it would rarely make sense to adjourn a regular meeting to a date beyond the next regular meeting date.

Notice of a reconvened meeting should be given in the same manner as notice of an individual meeting.

Emergency meetings – Faced with an emergency requiring immediate attention, the school board can call an emergency meeting so long as an attempt to contact all board members is made and a majority agree to hold the meeting and the District provides best public notice practicable of the time and place of the meeting and of the topics to be considered at the meeting.

Study sessions – Regular meetings are typically devoted to recurring business matters; special meetings often are called for specific issues or study sessions. Some school boards employ a “retreat” concept to emphasize the focus on discussion as opposed to formal action or decision making. Such sessions are entirely lawful so long as all statutory requirements are met for such matters as notice, agenda and record keeping. The board also should ensure that study sessions and retreats meet the requirement for times and places that are convenient to the public.

Closed meetings – School board business is public business that must be deliberated in meetings open to the public. The *Open and Public Meetings Act*, however, provides exceptions. The school board, by adopting a proper motion, may convene in a closed meeting to discuss certain specific topics listed in the law.

Closing a meeting does not waive any public notice requirements, whether it is a special meeting or part of a regular meeting. Moreover, final actions must be taken in open meeting; the closed session is limited to discussion.

Topics which a school board may discuss in a closed meeting are presented in *Exhibit C* on page 14. A detailed description of closed meeting requirements is contained in *Handbook for School Board Members: Convening Meetings Which Are Open to the Public*, a booklet available upon request from the Utah School Boards Association.

Verbatim recordings – School boards must keep a verbatim audio or audio and video recording of every closed meeting, and may also make and keep minutes of the meeting, unless the meeting deals exclusively with the character, performance, or ability of individuals or the deployment of security personnel and devices. The recordings and minutes are privileged under state law but may be reviewed by a judge in the case of legal proceedings related to the *Open and Public Meetings Act*.

Public hearings

Utah school boards may hold hearings.

Some hearings are usually held in closed sessions, such as the hearing relating to a student expulsion case or employee discipline or termination. Public hearings, on the other hand, include a variety of hearings required by law to give citizens an opportunity to voice their opinions, such as budget hearings, as well as hearings initiated by school boards to obtain public input on some key issues.

Hearings involving student disciplinary issues are beyond the scope of this book, but are addressed briefly in *Appendix D*.

Public hearings are open meetings conducted by the local board of education to present information and gather public comment. As noted, many such hearings are necessary to satisfy legal requirements in the state law or state board of education regulations. Unlike public meetings at which the citizenry generally observe the members of the board as they conduct business, a hearing is designed specifically to gather citizen viewpoints.

School boards are advised to consult with their local attorney to determine when they may be required to conduct public hearings. Required hearings include such matters as school district budget adoption; tax levies that require truth-in-taxation hearings; and amendment of a tax levy; and proposed school closures or school boundary changes.

For some suggestions regarding the preparations and procedures for public hearings, see *Appendix E*.

Agendas

The *Open and Public Meetings Act* requires that an agenda be posted at least 24 hours prior to each meeting. Although the school board may at the discretion of the presiding board member discuss items not listed on the agenda of a meeting, if such items are raised by the public during the meeting, final action may not be taken on a matter not on the agenda. In the context of emergency meetings, where the notice of topics given was the best notice practicable, there may be circumstances where the school board can permissibly take action on items not listed.

Web publishing of notices

At present, the *Open and Public Meetings Act* encourages, but does not require, school districts to make public notices available by the Internet, and to provide notice to media representatives by electronic means. Beginning April 1, 2008, public notices of meetings must be posted on the Utah Public Notice Website. That website will enable newspapers or media correspondents to subscribe to notices; if a notice has been sent to a qualifying newspaper or media correspondent under such a subscription, then the requirement of notice to the media has been satisfied.

Minutes of meetings

The *Open and Public Meetings Act* requires the school board to keep an audio or audio and video recording and written minutes of all open meetings, and an audio or audio and video recording of all closed meetings except for two limited exceptions. The *Open and Public Meetings Act* requires that minutes include:

- the date, time and place of the meeting;
- school board members recorded as either present or absent;
- the substance of all matters proposed, discussed, or decided by the board, which may include a summary of comments made by board members;
- a record, by individual member, of each vote taken;
- the name of each person who is not a board member who was recognized by the presiding board member and presented testimony or comments to the board and the substance, in brief, of that testimony or comments;
- the vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, the

reason for the closed meeting, and the location of the closed meeting;

- any other information that a board member requests be included.

School board minutes also should include a record of all motions, the member making the motion and the second.

Minutes are submitted to the school board at the next board meeting for correction (if necessary) and approval. Minutes of an open meeting must be made available for public inspection within a reasonable time after the board has approved them.

Minutes of a closed meeting are privileged.

Minutes are covered in more detail in *Chapter 7, "Recording the Meeting."*

EXHIBIT C – AUTHORIZED REASONS FOR CLOSED MEETINGS

1. Discussion of the character, professional competence, or physical or mental health of an individual;
2. Strategy sessions to discuss collective bargaining;
3. Strategy sessions to discuss pending or reasonably imminent litigation;
4. Strategy sessions to discuss the **purchase, exchange, or lease** of real property when public discussion of the transaction would disclose the value of the property or prevent the school board from completing the transaction on the best possible terms;
5. Strategy sessions to discuss the **sale** of real estate when:
 - a. Public discussion of the transaction would disclose the value of the property or prevent the board from completing the transaction on the best possible terms; and
 - b. The board has previously given notice that the property would be offered for sale; and
 - c. The terms of the sale are publicly disclosed before the board approves the sale;
6. Discussion regarding deployment of security personnel, devices, or systems; or
7. Investigative proceedings regarding allegations of criminal conduct.

Public recordings

The *Open and Public Meetings Act* provides that any person may record any public school board meeting by film or tape or other means, subject only to “reasonable rules” of the school board. Boards usually make rules to ensure that the recording process does not interfere with the meeting or the rights of other parties. In fact, reasonable requests for special support, such as seating, writing surfaces, lighting, and access to electrical power, should be accommodated.

Public access television stations may record and broadcast local school board meetings. Boards can welcome this as one more way to connect with their communities.

Board member use of e-mail

The use of e-mail by members of school boards raises a number of *Open and Public Meetings Act* questions. Although board members can use e-mail lawfully for certain purposes, it may not be used to conduct board business unless the board has adopted a rule authorizing an electronic meeting as provided by law.

Limiting board member e-mail to disseminating information and messages that do not involve deliberation, debate or decision making will help to avoid *Open and Public Meetings Act* violations. If so authorized, board member e-mail messages could contain:

- agenda item suggestions (but not discussion of whether to add the item to the agenda);
- reminders regarding meeting times, dates, and places;
- board meeting agenda or public record information concerning agenda items; or
- individual responses to questions posed by the community, administrators or school staff.

Establishing board procedures

State law governing local school boards requires the board “to adopt bylaws and rules for its own procedures” and to “make and enforce rules necessary for the control and management of the district’s schools.” It can be assumed that this duty applies to the adoption of rules or policies for the conduct of meetings. Although the various laws identified in this book prescribe numerous steps that boards must follow, there remains wide discretion in the actual conduct of meetings.

For example, a board may by adopting a policy on electronic meetings allow its members to attend meetings via telephone conference call and speakerphone provided that everyone, including the public, can hear the conversation and the board complies with all other requirements of the law.

School board members should periodically review and discuss how the board would like to operate, i.e., how they have agreed to do business. These agreements should be included in the board policy manual. While such agreements should ensure compliance with legal requirements, they should also describe the procedures desired by the board. Such topics would include procedures for agenda development, the election of officers, establishing priorities and goals, planning, superintendent evaluation and the maintenance of board member relationships.

A school district should make its policies and procedures available to the public. By including these board process policies in the policy manual available for public inspection, the board helps all interested parties understand how the board operates.

Many boards post their policy manuals on their Web sites, which makes their policies easily available to virtually everyone. Also, the Web version of a policy can be quickly updated following board action.

4 — PLANNING THE MEETING

School boards are often portrayed as dealing mostly in dull matters that have little to do with students and learning. And it's true that boards are required to perform numerous duties holding little interest for the average citizen.

It is also true that some boards never seem to get beyond the routine or the trivial. The few people who attend the meetings of such boards find the proceedings understandably dull.

On the other hand, a preoccupation with routine administrative actions would probably be welcome to the school board that's constantly beset with controversies and pressures from special interest groups.

The fact is, Utah school boards face such a wide variation in public response that some boards are trying to attract more people to their meetings while other boards are privately wishing more people would stay home.

Some school boards allow people and forces other than the board itself to set the tone for their meetings. As a result, the school board reacts to whatever drama unfolds once the meeting begins.

However, boards that choose to take the initiative find they are able to maintain a positive tone for their meetings no matter what topics or problems might come up. What is their formula for keeping the initiative and staying abreast of events? The formula is not a mystery. These boards feature a single-minded focus on the unique work that can be done only by the elected school board.

Supporting that single-minded focus on board work are policies for board meetings that reflect the board's real values, a presiding officer who is fair but focused on results, and some skillful communications planning.

The bottom line: A board meeting with time and conversation spent on the major educational issues facing the board and community can be the most engaging board meeting of all.

Setting the tone — a game plan

Recognizing that the best defense against boredom and chaos alike is a good "game plan," some boards and their administrative staffs consciously set a positive tone for each board meeting. While every board agenda includes problems that have to be solved and duties that have to be performed, school boards concerned about

their public relations find ways to engage in positive and meaningful work.

It helps, of course, if someone on the board or administrative staff has the ability to plan public presentations in a way that engages people and gets a message across. But here are some examples that do not require advanced levels of showmanship:

- 1) **Focus on programs.** Have staff members explain the benefits or results of an instructional program. Use charts, slides, videos or whatever props might help demonstrate the program.
- 2) **Focus on students.** Involve students in ceremonies to open the meeting (e.g., present the flag, Pledge of Allegiance). Call attention to students and take every opportunity to recognize commendable performance by individuals or groups.
- 3) **Focus on teachers and other staff.** People like to know what's going on in the classrooms and board members need to know, too. Some teachers are truly gifted at explaining what they are doing and why it's good for students.
- 4) **Displays.** Some boards go to great lengths to set up exhibits of student work, school projects, effective programs, or explanations of important concepts (bus routing, if that's important locally). The exhibit can be briefly explained or discussed at an appropriate time during the meeting. Moreover, such exhibits can then go "on the road" to businesses, clubs, churches, and other locations to reach an even wider audience.
- 5) **School board honors.** A successful school district represents the efforts of many people, salaried and non-salaried. Nothing could be more positive or do more to dramatize the school board's values and priorities than giving frequent thanks to those who serve the schools. Citizen volunteers and employees alike deserve recognition for dedicated service. A special time on every agenda can be reserved for honoring individuals who are retiring, members of advisory committees, and parents who help out at school. Gestures ranging from trophies and plaques to simple resolutions are no doubt equally appreciated if presented with a sincere statement of gratitude.
- 6) **Impact.** Any time a board discusses an issue or takes an action, somebody is affected — students, parents

or staff. Wise boards ensure that the president or the superintendent explains the reasoning behind any decision or discussion that is sensitive or important to people.

- 7) **Focus on student achievement.** A school board needs to monitor district performance against stated goals. This involves looking at relevant data and improvement plans. Making this discussion understandable and interesting for parents and taxpayers can pay big dividends.

It is quite common for school boards and their staffs to schedule two or more meetings on the same day, thus requiring wise planning for food and needed breaks. It is much better to start a series of meetings one-half hour earlier and to allow a half hour break than to have board members and the staff quietly munching in front of their

PLANNING INTERESTING MEETINGS

Whatever devices a board might select to communicate the positives at meetings, there are several keys to success:

- 1) **Select topics for special programs** that people want to know about. This means careful listening to the questions that people ask. Some school districts use opinion surveys. Focusing on things that people don't care about is a major source of boredom and leads school officials to wrongly conclude that people are apathetic. People are not apathetic about schools. They just see things from a different angle than do professional educators.
- 2) **Publicize special events** at board meetings and work at building public interest in them. There is very little in this world that sells itself.
- 3) **Put the special event near the top** of the agenda. This not only sets a positive tone for everything that follows, it won't force people to sit through routine board business that they don't care about. (To say that all citizens should be interested in budgets, buses, bills and bond issues is idealistic, but not very realistic.)
- 4) **Don't overdo it.** The special event should be to the point and long enough to get across its message. But it should not force the board to meet beyond a reasonable hour of adjournment. Boards that regularly use special events may not get by with just one meeting a month.

guests as the board proceeds with the important business at hand. Somehow a board member or superintendent with a half-eaten sandwich in hand or mouth does not generate confidence or portray professionalism to the public in attendance, no matter how long the meetings have lasted that day.

See "Planning Interesting Meetings" below for more suggestions on the public relations potential of school board meetings.

Communications between meetings

Most superintendents communicate regularly with board members between meetings. Memoranda, newsletters, telephone calls, e-mail and personal contacts can keep board members informed about administrative problems and decisions. This practice takes time, but in the long run it avoids surprises at board meetings and generally maintains a good working relationship between the superintendent and the board. Also, it tends to reduce the need for lengthy reports at board meetings.

Meeting packets

The superintendent's office should distribute board packets several days prior to each meeting. Timing of distribution should be agreed upon by the board and superintendent. The packet should include the agenda and any necessary supporting documents for each agenda item, such as factual data, staff reports and administrative recommendations where appropriate. Previous meeting minutes should also be included in the packet, as well as any other informational items, such as correspondence to the board.

In some districts, the packet is distributed along with copies of the agenda to building principals, parent organization leaders, teachers organizations, news media and other interested organizations and citizens. One effective step toward effective communications and understanding of the board's work is to share the agenda and any supporting documents that are not confidential with people who regularly attend the board's meetings.

Confidential materials — The board packet can contain confidential materials pertaining to individual students or employees or to pending litigation or other materials exempt from the *Freedom of Information Act*. Such materials, obviously, should be excluded from packets distributed beyond the board. In some districts, confidential material is gathered and/or packaged separately. In some cases, extremely sensitive material may await distribution until the board meeting and may even be col-

SOME REALITIES OF SCHOOL BOARD MEETINGS

Certain realities govern the planning of most school board meetings. Among those realities are these:

- 1) **Utah law requires that** certain tasks be approved or set in motion by the school board even where the board delegates those tasks to the superintendent. For this reason, many school boards have adopted the “consent agenda” to handle many of the routine decisions that the superintendent must bring to the board. (*The consent agenda is described in Chapter 2.*)
- 2) **Much school district business** is driven by the calendar. By certain deadlines, for example, the school board must vote on a district budget, adopt a tax levy, or notify employees who will not be rehired for the next school year. These recurring events are numerous and need to be scheduled well in advance. Many school boards have begun using an “annual agenda calendar” to schedule regular events and to ensure that important matters will be handled at the appropriate times. (*The annual agenda is described in Chapter 2.*)
- 3) **School board meetings reflect** the power structure of the school system. A few school boards insist on

retaining as much authority as possible for themselves. Others defer to the superintendent and rarely assert themselves. Still others use policy statements to express their aims for the district and thoughtfully delegate authority to the superintendent for the pursuit of those aims. How a board views the use of authority has a dramatic effect on topics selected for the agenda, the time devoted to them, and whether the topics call for board action or are merely informational.

- 4) **School board meetings are held** in public but they are not public meetings. That is, they are not intended for public participation, other than a limited amount of public commentary regulated by board policy. Board meetings are designed for members of the board to transact business by discussing issues and voting on formal motions or resolutions.
- 5) **Notwithstanding item 4 above**, the school board meeting is the single most important factor in molding the board’s public image. Every meeting sends messages about the school board, its values and culture that are more powerful than any words can convey.

lected following board disposal of the matter.

In any case, confidential material should be clearly labeled as such before it is distributed to board members.

Supporting documents — Superintendents are properly expected to make policy recommendations to the board. Many boards expect comment and advice from the administration on every agenda item. These recommendations can be in the form of the superintendent’s letter or an administrative staff memorandum. Although the board may act otherwise, having the superintendent’s recommendation together with supporting documents sharpens the issues, provides precise wording for certain motions and resolutions, and speeds action at the meeting. Recommendations should be stated in language that can be incorporated into motions; i.e., they should offer suggested wording for motions, where possible.

The superintendent in a small district probably will write most of the supporting documents for action items on the agenda. In larger districts, the administrator in charge of that area of school operation may write the commentary on each subject. When a viewpoint going

to the board is independent of the superintendent, such as from an advisory committee, consultant, or employee union, the superintendent should also give his or her views either orally or in writing.

Other enclosures — A variety of reports may be enclosed with the agenda. These documents flow into every board office in a heavy stream. The superintendent should take responsibility for their screening and distribution. It is helpful to differentiate the purpose of each item:

- for board action
- for board monitoring of policy compliance and performance
- for general information.

If each item is identified as to its purpose, board members will be able to use their time more effectively.

Communications enclosed with the board packet fall into two broad categories:

- those originating within the school system, such as reports from principals, department heads, the head custodian, or the business administrator;

- those originating outside the system, such as reports, letters, and requests from government agencies, community committees and organizations, and individual citizens.

All should be prepared in the weeks preceding the meeting. Copies can be collected and held in reserve long before the agenda is completed. The enclosures can be organized and collated for mailing with other material.

Top priority goes to the reports and requests that provide background for board decisions. They must be included with the meeting material in every case.

Next in importance comes monitoring reports or material which informs the board about the impact of its policies, followed by information about issues that will need action in coming weeks, and finally information that improves the board's overall understanding of education and its own functions.

If time is running out and some reports cannot be finished soon enough for the meeting, they should be developed in the above order and leftovers postponed until the next meeting.

It takes time to teach good agenda-making procedures to the staff, to the public, and to individual board members. At first, the effort to plan ahead may seem unnecessary, but as time passes and the board finds itself gaining more time to discuss important issues, the value of a carefully planned agenda will become evident.

Distributing the meeting packet

The *Open and Public Meetings Law* requires that the agenda be posted at least 24 hours in advance of each regular meeting and that the agenda be included in the public notice for a special meeting. The Law also encourages such posting to include a posting on the Internet and use of other electronic means to provide notice.

School systems employ a variety of agenda distribution and posting plans that comply with these distribution requirements in the *Open and Public Meetings Law*. Agendas may be mailed to board members, newspapers, radio and television stations, and representatives of interested employee and citizen groups and presidents of the local PTAs during the week prior to a board meeting. Some districts deliver them by hand or through a messenger service.

Some districts also use electronic distribution through e-mail. Other districts are using Web-based distribution of agenda materials and board packets. These

systems typically include different levels of access to the information for board, staff and the public.

Agendas also can be posted in school buildings and copies sent to all school administrators in the system. Of course, the agendas should normally be delivered to board members before they are released to the press or other recipients. The board and the superintendent should jointly determine who will receive copies of the agenda and supporting materials.

The meeting room

With few exceptions, Utah law requires school boards to conduct all their meetings such as work sessions and closed sessions at the same location as the regularly scheduled public board meeting if they are all to be held on the same day. Most school boards specify a meeting room that is part of, or adjacent to, the district's central administrative offices. Some boards rotate meetings among schools. Some board meeting rooms are specially designed for meetings. Some double as conference rooms for the staff, while others are an extension of the superintendent's office. Boards in many small districts meet in cafeterias, multi-purpose rooms, libraries, resource centers, or other settings that serve other uses when the board is not in session.

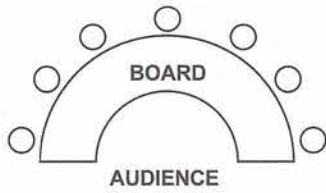
All of these sites comply with the law because they are specified when the board announces its schedule of regular meetings. Apart from the question of public convenience, the place where the board meets is important because physical arrangements can affect the conduct of business.

Physical arrangements — Because of the range in the sizes and resources of school districts, it is difficult to recommend "the ideal" physical facility for the board meeting room. However, administrators and board members charged with the responsibility for providing this facility should recognize the importance of the board-meeting environment.

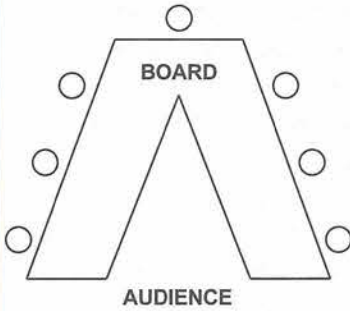
Some of the general considerations include:

- 1) Parking facilities should be ample, well-lighted and close.
- 2) There should be ready access to school records such as board minutes, budget documents, the administrative procedures manual and *Robert's Rules of Order* (Revised Edition). The board policy manual should be available at each board meeting.
- 3) Coat racks should be adequate and conveniently located; they may be permanent or moveable.

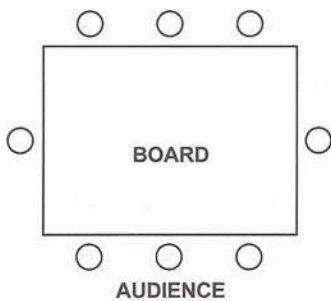
EXHIBIT D – SEATING ARRANGEMENTS



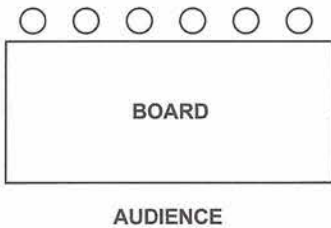
This arrangement is perhaps ideal; the audience can see each member of the board, yet board members can speak directly to one another with good eye contact.



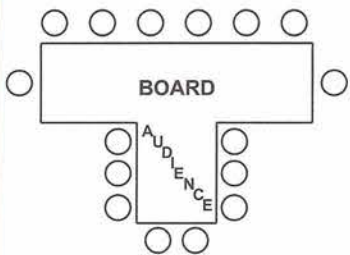
This variation is also close to ideal. The difference is in the V-shaped table which retains good eye contact among board members as well as between the board and the audience.



Encircling a table probably establishes the best eye contact among members, but it isolates the audience. It's useful for boards that attract no visitors to meetings.



Putting board members along one side of the table opens the meeting up so the audience can see and hear. However, eye contact among members is made more difficult. Board members speak to the audience and not to one another.



Tables arranged in a T may be useable with a small audience. However, eye contact among board members is not good with this arrangement, and some members of the audience may forget they are there to observe, not deliberate.

- 4) Restrooms should be readily accessible.
- 5) The room should be large enough to comfortably accommodate everyone who attends, including the normal provisions for board members, staff, news media and whatever audience is typical for the district. In the event of an unusually large crowd, a larger facility located near the boardroom should be available.
- 6) The meeting should be readily accessible to people with disabilities and the district should be prepared to provide assistance to those who need it.

Also, some boards post a copy of the district mission statement and their board goals on the wall of the regular board meeting room.

The physical setting can contribute heavily to the tone of the meeting. The room should be well lighted, ventilated, and kept at a comfortable temperature. Consideration should be given to the color scheme and appointments. A comfortable, pleasant atmosphere should prevail.

The board meeting room should be comfortable, but not sumptuously furnished. Seating arrangements for visitors should be comfortable. Visual aids should be easily visible and those that are frequently used, such as wall charts, district maps, overhead transparencies, and video and computer equipment, should be readily accessible.

Seating arrangements — Everyone present should be able to see and hear others in the room. The board and the superintendent should be seated next to each other and where the audience can easily see them. The table at which the board members sit should be large enough so that they can spread out their papers. Comfortable chairs, water, large-type nameplates, scratch pads and pencils should be provided for each member. In a large room a public address system should be provided with sufficient microphones so that each board member can be heard. A floor microphone and a lectern may be provided for public participation.

A variety of seating arrangements are in practice. It is essential to ensure that board members can see and hear one another. It also is important that the audience be able to see and hear the board. Most boards sit in an open alphabet arrangement facing the audience (board table shaped in U, T, V or D).

Seating should be available at or near the board table for staff who will be making reports to the board or answering board questions and for outside consultants who have been invited to address or speak with the board.

Various seating arrangements, along with their advantages and disadvantages, are illustrated in *Exhibit D*.

The major criteria for selecting a seating arrangement should be:

- Can all members of the board establish eye contact with one another?
- Can the audience see and hear all members of the board?

Improved sight and sound can be obtained in some boardrooms by elevating the board table on a platform or stage.

Committee meetings may have a more casual arrangement with board, staff and other participants all sitting together around the table.

News media — Careful consideration also should be given to the news media. They should be made to feel welcome and be provided with the necessary facilities to do their work: a comfortable chair at a table at the front of the room, pencils, paper, and drinking water. A complete agenda plus copies of relevant background materials also should be provided. See *Chapter 9*.

Regular recording and broadcasting of meetings by public television and others has caused many boards to alter their seating arrangements somewhat to accommodate cameras and necessary equipment. Broadcast meetings can be a good opportunity to connect with the community, but the board needs to be careful to preserve the decorum of its meeting.

Public participation

The board should adopt a policy establishing reasonable rules to govern public participation. These rules frequently include time limits and provide the board president with broad discretion to regulate participation. Many boards will provide copies of its public participation policy and meeting agenda to the public at every board meeting. Often they are placed on a table near the entrance to the board meeting room.

The board should always remember that a board meeting is a public meeting — a meeting conducted in public, but not a meeting of the public. There is no obligation that the board answer questions asked or enter into a dialogue with the public during the meeting. Issues raised during public participation may be added to future agendas or addressed by administrative staff, as appropriate. If the issue is appropriate for board consid-

EXHIBIT E — SOME SUGGESTED SECURITY MEASURES

- Every effort should be made to hold the meeting in a room of sufficient size to adequately accommodate the anticipated crowd.
- Steps should be taken to ensure that buildings and grounds are safe and well-lighted.
- A member of the administrative staff may be assigned responsibility for knowing emergency telephone numbers for ambulance, hospital, police, fire department, or paramedical services.
- The police department may be requested to have personnel on hand throughout the evening or the board can hire special security staff for this purpose.
- Every member of the board should be aware that, in desperate circumstances or as a last resort, the board president can and should obtain police assistance to maintain order. Such occurrences are so rare that a board anticipating any difficulty would be well-advised to have its attorney on hand to ensure that the board is on sound legal ground in obtaining police assistance.

eration, it should be considered as a future agenda item. This will give the concern the full, thoughtful, well-prepared discussion the public deserves.

Chapter 8 deals with public participation in some detail.

Security

When a large crowd is expected to attend a school board meeting, some common sense security measures are in order. Citizens coming on school district property are, in a sense, the guests of the school board and are entitled to reasonable efforts to provide for their safety. Moreover, where a controversy is involved, the board may want to ensure its ability to maintain order and conduct the business at hand. Security measures, of course, will vary from community to community.

Some security measures for boards to consider are provided in *Exhibit E*.

The board president's responsibilities

The most visible responsibility of the school board president, of course, is to preside at meetings. But the president is, first and foremost, a member of the board. Like any other member, therefore, the president is expected to participate in discussions and to vote on all motions.

In addition to presiding at meetings, Utah law requires the board president to “appoint all committees, and sign all warrants ordered by the board to be drawn upon the business administrator for school moneys.” (Utah Code §53A-204).

Many school boards also enact policies that impose additional duties on the president. For example, some boards expect their presidents to serve as the board's official spokesperson in contacts with the news media and community and to represent the board on other boards or agencies. Further, school boards that use committees often make the president responsible for appointing the members of such committees and/or serving as an ex-officio member of all committees.

The president plays a key role in the successful operation of a board of education meeting. He or she sets the tone and climate for the meeting through fair, reasonable and impartial treatment of all members. (A good sense of humor is a genuine asset.) When board meetings deal with highly controversial issues, when a discussion of a routine matter suddenly becomes charged with emotion, or when an irate speaker makes derogatory remarks about the board or superintendent, the ability of the president to remain calm and keep the meeting under control is essential.

Presidential effectiveness

Before each meeting, the president should confer with the superintendent to build the agenda, identify potential trouble spots, and review any items that may need additional information.

During the meeting, the president should establish a businesslike tone by sticking to the agenda and the time allocation for each item. The meeting should start on time, keep moving, and adjourn at a reasonable hour. Late arriving board members who discover that the meeting has begun will soon catch on. On the other hand, punctual members also catch on if meetings never

start until ten minutes after the announced time. This means meetings risk being delayed longer and longer.

Private conversations and digressions among board members also should be discouraged at the board table. The president must stay in command of the meeting, keep the discussion on the topic, and control the length of individual comments. When discussion on an agenda item exceeds the time allocated, the president should consider postponing a decision until after further study.

The school board should have written policies for conducting board meetings, and the board president should strictly follow them. Policies and procedures pertaining to school board meetings should be reviewed regularly and revised as needed.

While the president is expected to vote on all matters that come before the board, some restraint is necessary in order to maintain the impartiality demanded of the chair. The president should not attempt to unduly influence the board. For this reason, some board policies require the president to relinquish the chair to a president pro tem in order to make or second a motion. (This should be rare.) The president should not return to the chair until the motion is disposed of.

Because emotions are contagious, the board president should project a positive and enthusiastic attitude at board meetings. Lethargy and indifference also are catching. The president must learn to subjugate personal feelings and maintain a consistent attitude that provides stability. As presiding officer, the president is a facilitator who not only controls the meeting, but also more importantly, creates an environment for decision making. The president should not dominate the meeting, but should give every member a reasonable opportunity to speak, debate, or challenge the rulings of the chair. No president should be offended by a challenge and should immediately, in accordance with parliamentary procedure, ask that the entire board vote on the challenged ruling. In order to meet these demands, the president must do adequate homework and be well informed about each agenda item.

Selecting a president

There are various ideas about who should be president and how frequently an individual should be re-elected. Some boards regularly rotate this position among the

membership. Other boards expect the most senior or longest serving member to assume the position. Still other boards have been led by a particular member for so long that it apparently doesn't occur to them that someone else could assume the position. Year after year they automatically return the same person to the presidency.

Quality of leadership should be the determining factor in deciding who should serve as the board's president and for how long. There should be no assurance or divine right that any individual will be elected or re-elected. Neither should tenure automatically be for one term if a person is providing satisfactory leadership. A school board that has a good president should keep him or her for as long as the person is willing to serve.

Another line of thought asserts that the presidency should not be in the hands of one member too long.

Regardless, school boards should not play "musical chairs" with the board presidency. The practice of taking turns or using longevity to determine the board's presidency is a sad commentary on the board's respect for leadership. The presidency should not be a "popularity contest." Rather, the board should seek a presi-

dent who has the knowledge and skills to do the job well.

Among the characteristics to look for in a good president:

1. The president typically speaks for the board and should be able to subordinate personal views and represent those of the collective board.
2. The president must be adept at communicating with the news media. Because the majority of the public does not attend school board meetings, most people rely on news media coverage of school board meetings for their information. The extent and quality of that coverage can be greatly improved by the president who properly, openly, candidly, and honestly deals with the media.
3. The president should possess the skills necessary to preside over a meeting. This would include a basic knowledge of both parliamentary procedure and the laws regulating board meetings.
4. The president must understand and respect the roles of the board and superintendent as defined in board policy.
5. The president must be a person who avoids playing one member or group against another. At times it may be tempting to do so to pursue a particular goal. On certain issues where there is a divided board and strong feelings, it is difficult to rise above these differences and reach a majority conclusion.
6. The president must be a leader, but not so far ahead of the other board members or constituents as to appear to abandon them or their interests. The president personifies the board. If the president is good, the board will be viewed as good. If the president is weak or ineffective, the public will view the board in that light.
7. If conditions are right, the board president can capitalize on the visibility of the office to be a very effective cheerleader for the district, and especially for the superintendent and staff.

DUTIES OF THE BOARD PRESIDENT

In addition to participating in board meetings in a manner equal to all other board members, including the ability to make and second motions, the board president's duties include the following:

- preside at all meetings;
- appoint all committees;
- authorize by signature all board-approved expenditures of school moneys.

Also, many school boards assign the president additional duties, which are always at the pleasure of the board majority. For example:

- prepare board meeting agendas in concert with the superintendent;
- serve as the board's official spokesperson to the media;
- represent the board on other boards or agencies;
- serve as a non-voting ex-officio member of all board committees.

The vice president

A Utah school board also is required to elect a vice president who performs the duties of the president in the event of a vacancy or if the president is unavailable to act. A board is well-advised to select a vice president who has many of the same skills and qualities of the president. The term of office for both the president and vice president is two years.

The superintendent

The law requires each local school board to “appoint a district superintendent of schools who serves as the board’s chief executive officer.” The superintendent’s term of office is two years.

The business administrator

The law requires each local school board to appoint a business administrator whose term of office is also two years.

The board member’s responsibilities

The major responsibility of each board member is to be prepared. This means studying the agenda and supporting documents. Any questions or need for more information should be referred to the superintendent or board president before the meeting. There should be no surprises at the board meeting! If a board member has received a complaint or is dissatisfied with the agenda, he or she should call the superintendent prior to the meeting and try to resolve the problem.

Raising issues with the superintendent or board president ahead of the meeting also allows them time to develop thoughtful answers that might not be possible without time to gather information.

Also, a board member who is not thoroughly prepared may be embarrassed at the meeting and cause needless delay in reaching decisions on agenda items.

The board should devote most of its time to major issues and policy discussion and strictly avoid conversation, discussion, or debate with members of the audience; members should not “play” to the audience. A school board member does not represent a particular area, interest or group. Each member must work for the welfare of all the children in the district and base decisions on what is best for the total community rather than a particular area, vested interest group, or organization.

School board members sometimes demand more information before voting on a tough issue or additional time to study the matter. Board members, of course, must feel reasonably comfortable with their votes. Sometimes this means trusting the judgment of the superintendent or other staff expert. Sometimes it means delaying a decision for further research. And sometimes it means recognizing that a decision must be made quickly without all the desirable facts on hand.

When a board member refuses to vote without further information, other members of the board will listen closely to determine which reason best explains the abstention:

- the abstaining member disagrees with majority sentiment and wants to block a decision;

DUTIES OF THE BUSINESS ADMINISTRATOR

(UTAH CODE §53A-3-303)

Subject to the direction of the district superintendent of schools, the district’s business administrator shall:

- (1) attend all meetings of the board, keep an accurate record of its proceedings, and have custody of the seal and records;
- (2) be custodian of all district funds, be responsible and accountable for all money received and disbursed, and keep accurate records of all revenues received and their sources;
- (3) countersign with the president of the board all warrants and claims against the district as well as other legal documents approved by the board;
- (4) prepare and submit to the board each month a written report of the district’s receipts and expenditures;
- (5) use uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of

Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Title 63, Chapter 38, Utah Budgetary Procedures Act;

- (6) prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
- (7) assist the superintendent in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
- (8) insure that adequate internal controls are in place to safeguard the district’s funds; and
- (9) perform other duties as the superintendent may require.

- the member failed to adequately study the information already provided;
- it truly is advisable to postpone the decision pending further research or study.

Some other important responsibilities for the individual board member include:

- know and follow board policies that govern meeting procedures;
- keep an open mind in board deliberations;
- be prepared to compromise where possible to reach a decision the entire board can support;
- respect the confidentiality of privileged information that is made available in closed meetings or in written material from the superintendent — leaking information to favored friends violates the trust of both the board and the individuals whose reputations might be harmed;
- don't be afraid to ask questions when you don't understand or to ask "why?" when you don't know the reason for something.

Also see *Appendix F, "Making the Board Meeting Work is Every Member's Job."*

The superintendent's responsibilities

Before the board meeting, the superintendent should meet with the board president to establish the agenda, clarify any points of concern, and provide a list of people who have asked permission to address the board and the subjects of their interests.

Also prior to the meeting, the superintendent should meet with the top administrative staff. At this time the completed agenda is distributed and plans made for staff participation in presenting items.

During the board meeting the superintendent's involvement will depend on the nature of the agenda items and the expectations of the board. The superintendent's role must be clearly spelled out in the board policy manual. The superintendent should not dominate board meetings, of course. His or her chief roles are to coordinate the preparation of the agenda and carry out decisions made at the board meeting.

The superintendent should not be expected to repeat orally at length what was already written and mailed in advance. However, he or she can clarify complicated matters to the public, as well as the board. Other staff members should speak at meetings only at the request of the superintendent. If the superintendent is to be held accountable, board communications with

the staff must be through the superintendent. However, wise superintendents utilize the expertise of appropriate staff members by involving them in presentations at board meetings.

During the meeting the superintendent should take notes about action taken by the board that will require staff implementation.

Administrative recommendations — When the agenda is planned, the superintendent should make a recommendation or take a position on most action items. During the board meeting, members of the board discuss and vote on these recommendations. In general, boards tend to approve the recommendations made by their superintendents, assuming that the superintendent has adequately researched the issue and weighed the alternatives in light of existing board policy.

Where a recommended decision has financial implications, care must be taken to align board decisions with available district resources, such as staff, facilities and operating funds. Steps may be needed to find the necessary resources by reprioritizing existing programs or seeking new sources for funds.

If the board rejects all or a part of the superintendent's recommendation, the board should ask the superintendent to return to the board with a revised recommendation. When the final board decision is made, the superintendent is obligated to support and implement the board's decision.

Following the meeting, the superintendent is accountable for seeing that board decisions are carried out and is delegated the authority necessary for doing so. Some decisions will require immediate implementation, others can be delayed. There may be a time lag between board action and implementation. Variables to be considered by the superintendent include: the board's priorities; resources available, such as the size of the administrative staff; the need for a timetable; and the scope of the assignment. If the superintendent has an adequate administrative staff, much of the work can be delegated. In a small school district, the superintendent probably will do most of the work and will need to establish priorities. A timetable that lists tasks, dates started, and dates to be completed is useful. Deadlines must be realistic. Tasks that require several months to complete need to be carefully scheduled and monitored. In future meetings, the superintendent can make progress reports to the board on how its decisions are being implemented.

Monitoring administrative performance — The school board relies heavily upon the superintendent for leadership and action. The board is the "governing" body

and the superintendent is the “manager” of the enterprise. This means the board must place a good deal of trust in the superintendent. But a school board must be satisfied that the superintendent is managing the district within board policies.

Here are some questions that each board must resolve for itself:

- 1) Is our board making the decisions that it ought to be making, or is it bogged down with administrative decisions? Is the superintendent making policy decisions?
- 2) Does the board receive effective leadership from the superintendent in the form of information, advice, and recommendations on board actions?
- 3) Do the board and superintendent understand and support one another? Is there mutual trust and respect?
- 4) What kinds of problems are coming to the board? Would they be more readily solved by adequate policies and planning?
- 5) Is the board adequately informed about the district's problems, progress, accomplishments, and needs? Do board members and the superintendent agree on what the schools are supposed to accomplish?
- 6) Do board members feel comfortable with the programs and operations of the school district? Are they comfortable with the work of the superintendent? Is the feeling based on fact, informed opinion, or blind faith?

A board that does not have satisfactory answers to the above six questions probably should consider reviewing the board-superintendent relationship and installing a system for monitoring performance of both the board and superintendent. An effective monitoring and evaluation system benefits the board and the superintendent because it forces them to sit down together and spell out their respective roles and responsibilities and to agree on how the performance of those responsibilities will be evaluated. USBA has had experience over a number of years with both board and superintendent

Sample Policy — Board Attorney

The School Board may enter into an agreement for legal services with a specific attorney or law firm. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services. The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, or Board President, are authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may authorize a specific member to confer with legal counsel on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to consider the matter.

The School Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

*From PRESS Policy 2:160,
Illinois Association of School Boards*

evaluations and would be glad to assist any Utah school board with either or both of these processes.

The school board attorney

Few school boards are able to function without ready access to legal counsel. The job of the school administrator, too, is fraught with a growing number of legal pitfalls.

Most boards, however, find they do not need an attorney in attendance at all meetings (although some do). Rather, matters needing legal study are referred to counsel through the superintendent, or the attorney is asked to be on hand whenever a particular matter makes it advisable. In any event, each school board should have a policy that sets forth how it will fill its needs for legal assistance. Board members need to know how they will select and work with an attorney.

The sample policy above provides some options.

6 – CONDUCTING THE MEETING

Establishing a quorum

School board business may be transacted only at lawfully constituted meetings. Action may be taken only on items listed on the agenda published prior to the meeting.

The transaction of business requires the presence of a quorum, which is a majority of the board membership. For a seven-member board of education, at least four must be present; for a five-member board of education, at least three members must be present. If a quorum is present, the board may proceed to the business at hand. If a quorum is not present, a meeting cannot be held. Once the roll call is completed, the presiding officer declares that a quorum is not present and announces that the meeting cannot begin. All business must await the next regular meeting or until a special meeting is called.

If the president is absent or refuses to perform duties of the office, the vice president chairs the meeting. In the absence of both officers, another person is appointed to function as chair.

Methods of action

Most matters coming before a school board are acted upon following a motion and acceptance for board consideration (usually by a “second.”). The substance of the motion is generally established and written into the minutes.

In some instances such as the approval of a school bond, a formal board resolution is required. Where a resolution is required, the motion and second should be to adopt a resolution pre-written to conform to legal specifications. Even when not required, resolutions can be helpful in documenting the exact action taken by the school board. A resolution also is appropriate for giving complicated instructions, for covering a number of items in a single action or for a one-time situation, such as naming a new building. Resolutions, of course, become an integral part of the minutes.

Deliberating proposed actions

On issues requiring board action, some school boards require that a motion or resolution be properly intro-

duced before engaging in discussion. Other boards, however, seem to feel this requirement is an unnecessary formality and prefer to let the deliberations lead into a formal motion for action. There are no laws bearing on this choice of procedure; each board should establish procedures that best facilitate its own work.

Requiring a motion prior to discussion is one way to speed-up the meeting, because it quickly identifies what the discussion is about and tends to prevent digressions. However, the requirement assumes that someone (usually the superintendent) has thoroughly researched the issue and is prepared to make a recommendation. Where the school board itself must talk out a complex question and arrive at an answer, the formal motion for action often cannot come ahead of the discussion.

On some issues, leading off with a motion can create other negative side effects. The motion assumes there are two clear-cut positions on the matter: you’re either for the motion or against it. Board members may influence one another’s views through discussion, but they can move to a middle ground only by amending the original motion. Depending on the relationship among the board members, there may be a tendency to come down hard on one side of the motion or the other. Yet, experience suggests that the best decisions are those that result from free deliberation and represent the combined thinking of all board members. An early motion can be counterproductive when the board needs to function as a “think tank” on a particular issue.

The early motion, on the other hand, appears to be a real help on routine business items or on items where the board expects the superintendent to exert strong leadership through research and recommendations. The key is board agreement regarding the appropriate process for the various items on the agenda.

Voting

A school board takes action by voting. If the minutes of the meeting do not show the results of a formal vote, in the eyes of the law no action was taken. Where there is a motion on the floor, and sensing that productive discussion has run its course, the president calls for the vote. As a member of the board, the president also is expected to cast a vote on each motion. The prevailing

vote represents the decision of the total board, even if the margin is 4 to 3 or 2 to 1.

Voting order — Because Utah state law does not require roll call votes, the most common method of voting is for the board president to call for “all in favor” and “all opposed”. The business administrator will record the individual votes if the vote is not unanimous. However, a board may choose to use a roll call vote if they feel that this individual voting process helps them toward settling a specific issue. The vote could be called alphabetically by last names or by seating arrangement in the board room.

It is mandatory for all members present to vote on a motion. They may vote “yes,” “no,” or “abstain.” (There are times when a member cannot come to a comfortable conclusion and decides not to vote.)

Vote required to carry a motion — When a vote is

taken on a motion before the board and a quorum is present, a majority of the votes of the members voting “yes” or “no” determines the outcome (i.e., abstentions are not counted). In the event of a tie vote, the motion is lost. When votes are entered in the minutes, “abstain” votes shall be recorded as such.

However, there are at least three exceptions. Two-thirds of the members of the school board who are present must vote in favor of holding a closed meeting. Utah law also requires that “school sites or buildings may only be conveyed or sold on board resolution affirmed by at least two-thirds of the members” — four members of a five member board, and five members of a seven member board (Utah Code §53A-3-402). In addition “an officer appointed or elected by a local school board may be removed from office for cause by a vote of two-thirds of the board” (Utah Code §53A-3-201).

MAKING SCHOOL BOARD DECISIONS

Much of what goes on in any school district is governed by state and federal law, financial constraints and local tradition. The fact remains, however, that decisions made by the school board create the environment in which all activities take place. Some boards make big decisions governing the overall mission of the district. Some make small decisions governing administrative detail.

Although the typical school board makes many different decisions, all of those decisions can be put into four general categories:

Policy decisions are the most important work of the board. The majority of a board’s time should be spent on policy development, monitoring and review. Written policies accomplish the following:

- articulate district direction and goals;
- delegate authority and define the limitations on that authority;
- establish board processes, including those for monitoring progress toward district goals and ensuring compliance with laws and with board policy.

The board is the only body in the public school system that is empowered to make policy decisions for its schools. Board members act as trustees for the community and all policies might be understood as expressions of that community’s aspirations for its public schools.

Problem solving decisions come in response to a crisis or opportunity that cannot be resolved by the superintendent or is not fully addressed in existing board policy. For example, in the face of declining enrollment, the typical school board would not expect its superintendent to make a final decision on which building to close. Although the superintendent would be expected to provide information and to make recommendations, the school board would make the final decision. The board most likely would deliberate the alternatives at length and rely on existing policy statements for guidance.

The problem-solving decision usually has an isolated, one-time impact. But not always. Such decisions can establish precedents that have the force of policy. For example, a school board’s decision to grant a benefit to one group of students may obligate it to grant it to another group in a similar situation.

Managerial decisions required of the local Utah school board are set forth in the statutes, most notably in Utah Code §53A-3-402. For example, a school board is required to:

- implement the core curriculum
- administer tests
- implement training programs
- enroll children in school
- establish school libraries
- establish a school safety traffic committee

Majority rule

School boards reach decisions in several ways. “Majority rule,” of course, is the bedrock of representative government and parliamentary procedure. Moreover, it is easy. Following a motion, a second and discussion, the board president calls for a vote. Then it’s just a matter of simple arithmetic.

Majority rule, however, can create problems. For one thing, simple arithmetic can be misleading. A unanimous vote, for example, makes it appear that the school board is 100 percent in favor of the motion. Yet, each of the seven voting members may have had substantial misgivings. Each board member goes through a mental process of weighing the pros and cons. The typical member may have decided to support the motion because the pros outweighed the cons by a slim margin.

The final tally, whether it’s 7-0 or 4-3, looks easy to the casual observer. This easy appearance can be a dis-

service to the board when the issue is controversial. A “yes” or “no” vote by itself can give the impression that board members didn’t consider all sides of the issue. The result: charges from disgruntled citizens that the board is unresponsive especially when the vote is reported like the score of a ballgame (7-0, 6-1, 4-3).

One way around this difficult situation is for each member to explain the reasons for his vote on sensitive issues. Another is for the president to summarize the pros and cons brought out in the discussion in an effort to describe the collective feelings of the board.

Majority rule has another disadvantage. It produces losers as well as winners. That is democracy in action, of course, and should not be harmful. The problem is that the position of the winners may not really be much better than the position of the losers and the best position of all may be somewhere between the two extremes.

Seven heads are almost always better than one and

With few exceptions, managerial duties such as these are delegated to the superintendent.

Where should the board spend its time? The law does not permit school boards to avoid taking action on many managerial duties. Where there is good communication and a high level of trust between the board and superintendent, combined with sound policies that set directions and establish parameters, these routine duties will consume only a small amount of time at board meetings. The board that uses a consent agenda can usually deal efficiently with most managerial duties.

Real room for improvement exists, however, in the distinction between policy decisions and problem-solving decisions. School boards that emphasize policy development should find themselves making fewer decisions in response to routine problems. Such boards find they can accomplish their aims most efficiently by delegating authority through their policies to the superintendent. The superintendent is then able to resolve a wider array of problems without bringing them to the board for action.

Conversely, a board that does not rely upon up-to-date written policies often finds its meetings running late into the night. This board’s superintendent lacks the guidance of board policy and must bring numerous problems to the board for discussion and action. The board then finds itself making the same decision over and over again,

often with inconsistent results. In contrast, a good policy development and review process allows the board to operate at the systemic level – dealing with mission, purpose, direction, and results.

Personnel decisions represent a special category of managerial decisions that sometimes causes discord. Most school boards delegate personnel matters to the superintendent and use their policies to express their desired standards for hiring, evaluation, compensation, discipline and dismissal. This approach avoids the quagmire that a board can encounter when it tries to wrestle directly with hiring or disciplining an employee other than the superintendent and business administrator. Actions regarding personnel, therefore, usually are found on the consent agenda, because a board is required by law to act on the approval of all employment contracts, salaries, benefits and dismissals.

However, board members sometimes disagree on whether they should become more directly involved in the hiring of a coach or filling some other position of special interest to one or more members. The issue of the board’s appropriate role must then be resolved before the board or administration can proceed.

The superintendent, of course, is an employee of the board, and only the board can handle personnel matters pertaining to its chief executive.

sometimes better than four, five, or six. That is why “consensus decision making” is gaining favor among many small groups.

Striving for consensus

On critical issues, such as the employment of a new superintendent or the decision to hold a tax referendum, many boards strive for a unanimous vote. A new superintendent needs to begin the new job with support from the entire board. A split vote on a decision to hold a referendum for a new building or a tax increase could guarantee the proposition’s defeat. (If the board is less than 100 percent behind a critical need, how can taxpayers be expected to support it?)

On such issues, it is recommended that both sides compromise by moving to a middle ground or a whole

new solution that everyone can support. Strive for consensus rather than majority rule, even if it means adopting everyone’s second choice.

Unanimous votes supporting the superintendent’s recommendations on routine agenda items may be typical, but not essential. Board members should vote their individual consciences on all matters, rather than form a coalition and vote alike on all issues. Political factions can be damaging to effective board operations. A 4-to-3 vote is not a problem unless the same persons vote as a bloc on most issues. A skillful board president will strive for a consensus, getting a motion on the floor that all or nearly all can support.

Making a decision by reaching a common ground among seven people usually takes longer than counting a show of hands. However, it may be faster than the debate that divides a board into bitter factions. Consensus deci-

EXHIBIT F — SOME PROCEDURAL GUIDELINES

The following guidelines have proven helpful to school boards:

- 1) A board should agree on and adopt an agenda format that it will follow at regular meetings.
- 2) Action items on the agenda require:
 - a motion by a board member;
 - a second to the motion (required by most boards, but not all);
 - a discussion of the motion by board members;
 - a vote by board members.
- 3) Other than the consent agenda, each motion should be limited to one idea or issue.
- 4) No new motion may be made while another is being discussed.
- 5) A motion may be amended and votes on the amendments must be taken before acting on the original motion.
- 6) Before a vote on a main motion is taken, business can be interrupted by a motion:
 - to table the main motion;
 - to postpone action;
 - to refer the motion to a committee;
 - to withdraw it from consideration;
 - to adjourn the meeting.

These subsidiary motions must be disposed of prior to action on the main motion.
- 7) Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
- 8) When the president senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
- 9) Some motions are not debatable, such as a motion to adjourn or to appeal a decision to the chair. See the “*Simplified Chart of Parliamentary Motions for School Board Members*” on page 32.
- 10) A board member, but no one else, may question a board procedure by rising to a point of order at any time. After the point is stated, the president issues a ruling that may be appealed to a vote of the full board. Board policy should specify the number of votes required to over-rule the president or to suspend a rule.
- 11) Before a motion is voted upon, it should be read aloud by the secretary.
- 12) The president, by virtue of membership on the board, is expected to vote on each issue before the board.
- 13) The president should indicate before each vote whether a simple or special majority is required.
- 14) The president should keep readily at hand a reference guide, such as the chart of parliamentary motions on page 32.

sion-making builds group cohesion and minimizes the risk of one or two members sabotaging the decision, because all members help shape the decision.

A consensus is reached when every member can agree to support the decision even though the decision may not have been anyone's first choice. Members with differing views discuss the issue until they reach a common ground.

In making decisions by consensus, it is essential that all members of the board:

- have ample information and time to study it;
- candidly share their views and listen to the views of others;
- attempt to find a decision that all members can support, not just a simple majority;
- agree to support the final decision.

Rescinding a board action

Sometimes one or more members of the board will decide that a decision they supported has turned out bad and they will want to undo the decision. Whether they can do so depends upon the circumstances.

A school board may rescind action it has taken unless that action has created rights for other persons that would be violated. That is, a board cannot usually undo a contract that it has lawfully entered into.

Moreover, it is not legal to rescind or alter a board action simply by rewriting the minutes that recorded the action. The board must vote on a new motion rescinding the earlier action.

Where a board member wants to rescind an action at the same meeting, most rules of order (including *Robert's Rules*) require that the board first adopt a motion to reconsider. And the motion must be introduced by a member who voted with the prevailing side on the original question. If the motion to reconsider is adopted by majority vote, then the board can discuss the issue and entertain a motion to rescind.

Alternatively, the matter may be addressed at a subsequent meeting. Assuming that the issue is placed on the agenda, a motion to rescind may be introduced at that time by any board member and adopted by a majority vote.

Tie votes — A tie vote can be perplexing, but the simple fact is this: a tie means the motion was defeated. If the stalemate is on an issue of special importance, the board may wish to reconsider it, but can do so at the same meeting only if the motion to reconsider is made by a board member who voted against the measure.

Any member of the board can present an alternative motion; however, the motion may be ruled out of order by the president or by vote of the board if the alternative is deemed too similar to the original defeated motion.

Parliamentary procedure

Each local school board is required to have procedures in place for carrying out its business. The board has some freedom in establishing these "parliamentary procedures," so long as the rules are in compliance with state laws. Many boards have a few key procedures in place and suggest that additional guidance will come from *Robert's Rules of Order Newly Revised* (Tenth Edition, Perseus Publishing, 2000). For example, a board may adopt a rule which permits the president to make or second a motion without leaving the chair, a rule that motions not require a second, and other rules which meet its needs and wishes. A board of education can operate quite informally and effectively so long as it agrees on these rules and incorporates them into its written policies.

Robert's Rules of Order includes a sub-set of rules for small assemblies (less than 12 persons) which can be readily applied to school boards. The rules for small assemblies support more informal procedures that, for example, allow the president to make a motion without vacating the chair and to vote on all questions.

Exhibit F presents some procedural guidelines that reflect wide practice among Utah school boards.

Also see the *Simplified Chart of Parliamentary Motions* on page 32.

It should be noted that in his 1973 book, *Parliamentary Procedure: Tool of Leadership*, King Broadrick offers this advice that can be applied to school board meetings:

"Slavish dedication to parliamentary law is likely to be nonproductive if not actually disruptive . . . you are soon in trouble if you interpret the manual literally. The hazard of literal and legalistic interpretation is that it will tend to make procedure more prominent and thus more important than the substantive issues under discussion."

For unusual problems, *Robert's Rules of Order Newly Revised* should be available for reference.

Adjourned meetings

Discussion of a particular item of business often cannot be completed at one meeting. Perhaps additional information is needed before action is taken. However, if the matter cannot wait until the next regular meeting, a

SIMPLIFIED CHART OF PARLIAMENTARY MOTIONS FOR SCHOOL BOARD MEMBERS

Motion & Order of Precedence	You say:	Debatable	Amendable	Vote Required
8. Adjourn	I move to adjourn	No	No	Majority
7. Recess	I move to recess for	No	Yes	Majority
6. Close Debate	I move the previous question	no	no	2/3
5. Postpone Definitely	I move to postpone the motion to	Yes	Yes	Majority
4. Refer to Committee	I move to refer the motion to	Yes	Yes	Majority
3. Amend the Amendment	I move to amend the amendment by	Yes	No	Majority
2. Amend or Substitute	I move to amend the motion by	Yes	Yes	Majority
1. Main Motion	I move to	Yes	Yes	Majority
Reconsider		Yes	No	Majority
Rescind		Yes	Yes	Majority (with notice)
Incidental Motions – no order of precedence. Arise incidentally and decided immediately				
Point of Order (to enforce rules)	Point of Order	No	No	None
Parliamentary Inquiry	Parliamentary question	No	No	None
Withdraw or Modify a Motion	I withdraw (or modify) my motion	No	No	Majority

motion to adjourn and reconvene again at a specified time and place is good procedure. This eliminates the legal necessity for notifying members of a special meeting.

Note that public notice, including an agenda, must be given at least 24 hours before a reconvened meeting as well as for a special meeting except in an emergency situation.

A regular meeting scenario

When the president calls a regular meeting to order, much of the work should already have been done. The administrative staff has compiled information regarding each item of business and distributed it to members of

the board. Members should have studied the agenda material prior to the meeting, know in advance the major issues the board will be discussing and deciding, know the questions they want to ask, and begin to form their views by the time the meeting starts. It's good practice for board members to reserve final judgment on issues until the full board has an opportunity to deliberate.

Each school board is free to establish its own order of business and rules of order, but the following scenario is more-or-less typical of how a Utah board might deal with routine business.

NOTE: The following scenario omits a consent agenda in order to illustrate a full range of items.

1. Call to order

President (rapping for attention): "The meeting will now come to order."

Some boards begin each meeting with a pledge to the flag or other appropriate ritual.

2. Roll call

The business administrator is required to record in the minutes the names of members present and those absent. The roll may be called formally out loud or the business administrator may just silently record the names present

and absent. If a quorum is present (three or four depending on board size), the board proceeds to the business at hand. If not, no business can be legally transacted and the meeting cannot begin.

3. Approval of the minutes.

Most school boards save a great deal of time by having minutes distributed with the agenda packet, eliminating the need to read them at the meeting.

President: "Are there any corrections or additions to the minutes of our last meeting (date)?"

At this point a member is free to suggest any changes to the minutes that may be more in accord with the facts or other changes in the interests of clarity or accuracy.

The minutes must always reflect the truth and must state exactly what action was taken. Any action of the board may be reviewed, reconsidered, reversed or rescinded by vote on a new motion. Failure to approve the minutes of a meeting does not rescind any previous action, because the sole purpose of the minutes is to relate what happened. Failure to approve the minutes cannot change what actually occurred. Neither may any board action be rescinded nor altered by amending or correcting the minutes because the minutes would not then truthfully state the facts. See *Chapter 7, "Recording the Meeting."*

4. Monthly report of the business administrator.

The school business administrator is required by law to render a monthly report to the board of education of the district's receipts and expenditures. A wise board will have agreed upon an appropriate format for its financial monitoring reports. Although a board action is not usually called for on the report, the report should be incorporated in the minutes, at least by reference.

5. Approval of current claims for payment.

Any member: "I move that the current claims as shown on the list submitted in the amount of \$_____ be approved."

Another member: "I second the motion."

President: "Is there any discussion?"

All claims approved by the board for payment must be shown in the minutes. A certified copy of the minutes, signed by the president and business administrator authorizes the business administrator to issue checks in payment of the approved bills.

In a few small districts, members of the school board physically examine the bills themselves prior to or at the meeting before voting to pay them.

The most common practice is to distribute a list of claims with the agenda packet. Board members can examine the list and direct inquiries to the business administrator in advance of the meeting.

Many board members feel it is not productive to haggle over the current bills because bills have to be paid anyway. Board policies typically set basic purchasing standards and administrative procedures authorize specific administrators to make purchases of specific types or within specified amounts. The key questions for boards are: Do the superintendent and staff comply with board policy in making purchases? Does board policy need to be revised or clarified?

Board members should feel comfortable with the bills, regardless of whether they review them personally

or know that they are reviewed with sound internal procedures.

6. Approval of new employees. Most school employees work under annual contracts, meaning that the board approves their salaries once each year. This annual approval must be clearly recorded in the minutes (yeas and nays), and salary schedules and individual contracts must be incorporated in the minutes directly or by reference. Once the various negotiated agreements, salary schedules, contracts, and other wage arrangements are approved and recorded, the board need not take action on individual pay at subsequent meetings unless alterations are called for. The initial approval of the budget at the beginning of the fiscal year authorizes the payment of salaries and wages each pay period to the specified employees. The approval of new employees allows them to be paid at the salary level accepted by the board.

The board, of course, may be called on to approve payments to substitute teachers and other temporary employees from time to time unless salary schedules for those temporary employees have been previously approved.

7. Report of the superintendent.

President: "We will now hear the report of our superintendent."

As the chief executive officer of the board, the superintendent should be called upon to make regular monthly reports. Many of the issues or problems the superintendent presents may have a direct bearing on decisions to be made when the board considers the action items.

The superintendent also may present to the board communications from any accrediting or governmental agency. This would include, for example, reports received from the State Board of Education, the State Department of Health, or the North West Accrediting Association. Also, any communications or reports from local organizations desiring to coordinate with the school district should be presented to the board by the superintendent at this point in the meeting.

8. Public participation.

President: "We have with us tonight (naming the individuals or organizations waiting to be heard) who wish to present a matter for consideration by the board."

Or, "Do we have anyone present this evening who wishes to address the board?"

The president may indicate the nature of the business if the president knows what it is.

Occasionally individual citizens or committees representing service and civic organizations request to be heard at meetings of the school board in order to present some matter on which action by the board is desired. The school board, by policy, may require that such requests be made through the secretary of the superintendent or the superintendent and that the nature of the matter to be presented be indicated on the agenda. See *Chapter 8, "Inviting the Public to the Meeting."*

This is a good opportunity to demonstrate the desire of the board and administration to deal fairly and openly with the citizenry. To what extent the board acts on the public's expressions of concerns or petitions is for its members to determine. It is likewise a matter for the board to decide what action, if any, is warranted or desirable after the members of the community have been heard. Most boards, by policy, reserve action until a later meeting.

The board president should thank those who have presented and be certain they know their concerns will be constructively addressed.

9. Notices and communications.

President: "Are there any notices or communications that should be presented to the board at this time?"

The superintendent occasionally receives petitions and special requests. These or any other communications that might properly be considered by the board as a whole should be referred to at this time. To save time, communications can be distributed with the agenda and the oral report eliminated. Should any matter presented warrant action, the proposal should be embodied in an appropriate motion under "New Business."

10. Items for board action.

President: "The board will now consider action on the following item(s)."

Note that the board may take action only on items listed on the agenda.

11. New business for board discussion.

President: "We are now ready to consider new business."

The agenda should list items of new business coming before the board for deliberation. Such items are often being introduced to the board for the first time. Although action on an item of new business is lawful if the item is listed on the agenda, the common practice is to delay action until a later meeting. The agenda or supporting material should include the superintendent's recommendation for handling each item. It is frequently appropriate to refer new business items to the superintendent or a committee for further study prior to final action at a later meeting.

Under "New Business" the board also considers motions resulting from requests and petitions presented earlier in the meeting.

12. Announcements.

President: "Are there any announcements to report?"

This may include a call for a special meeting of the board, announcement of special school events, parent-teacher meetings, civic meetings, school board association workshops, or similar news.

13. Adjournment.

President: "If there is no further business to come before the board, the meeting stands adjourned."

The meeting also may be adjourned upon the passage of a motion to adjourn made by one of the board members.

7 – RECORDING THE MEETING

The purpose of minutes

A school board can transact business or take official action only by majority vote at a legal meeting. When the meeting is over, what assurance does the board have that its votes will actually set official actions in motion? The answer: The minutes of the meeting.

An important concept for board members to keep in mind is that in most instances the school board speaks only through its official minutes. If it isn't in the minutes, the school board didn't do it.

Through its minutes, for example, the school board directs its business administrator to pay the bills and tells the county clerk how much to levy in taxes. Minutes of school board meetings, therefore, represent a good deal more than an historical record of who said what. They represent the only evidence that a board performed its lawful duties and did so in the manner prescribed by law.

Because board minutes have the status of legal documents, it is essential that they be accurate and complete. State law directs that the business administrator keep an accurate record of all board proceedings.

Courts look to the minutes in deciding disputes. Important actions of the school boards, such as the dismissal of an employee, call for the guidance of an attorney. It follows that the record of such actions, including the wording of any motions or resolutions, should be prepared with legal counsel.

The recording secretary

The taking, transcribing and filing of school board minutes should be the responsibility of a competent recording secretary. This may be the business administrator, the superintendent's secretary or some other staff member.

The secretary should record every motion that is made, the person seconding the motion, and should be able to repeat the motion accurately. A draft of the minutes should be made as soon after the meeting as possible. As the board's chief executive officer, the superintendent should review the draft before the final copy is prepared. The board secretary should do the same.

During the meeting, the secretary recording the minutes must be located in a position where it is easy to

both see and hear all participants. If the secretary who records the minutes is the same person who prepared the agenda items, there should be no problem about the secretary being informed and knowledgeable about the agenda.

Recording the minutes

State law requires that a recording and an official set of board minutes be kept to record all transactions of the school board. The *Open and Public Meetings Act* lists a number of items that must be included in the recording and minutes.

Board meeting minutes should be as brief as possible, but must provide a clear and accurate record of each board action as well as a summary of the discussion. In the interests of brevity, lengthy discussions may be briefly summarized, but motions and resolutions must be carefully worded and appear in the record exactly as the board acted upon them.

Documents that the board acts upon, such as budgets, written plans, and lengthy resolutions, need not be repeated in the minutes. Copies can be filed with the minutes or they can be incorporated in the minutes by reference to a clearly distinguishing title and/or indexing number. As an alternative, copies of such documents can be filed in a packet with the minutes for each meeting.

In any case, the related document must be kept on file in order to make the record of the board's action complete. The minutes need to properly identify the document and where it is filed.

All the board's resolutions, awards of contracts, approval of executive actions, policy adoptions and other actions can be numbered consecutively in chronological order of occurrence. Marginal notations or brief subject titles can be used to indicate the location of the more important items. They will be useful in searching for specific actions.

Disposition of a motion – The minutes should record the manner of disposing of each motion before another motion is made and recorded. This does not apply to subsidiary motions pertaining to the motion before the board, such as motions to amend, substitute, or table. Any unrelated motion is out of order when a motion is before the board. If the presiding officer does not

remember that a motion is before the board, it is the duty of the secretary or other member to remind him or her that such is the case.

The words "Passed" or "Carried" following the statement of a motion in the minutes are not sufficient. In fact, state law requires that the minutes record the votes of individual members on each vote taken by the board.

Each separate action should be recorded in the minutes in one or more separate paragraphs.

What recordings and minutes should include

The *Open and Public Meetings Act* requires that minutes of all open meetings must include:

- 1) the date, time, and place of the meeting;
- 2) school board members recorded as either present or absent;
- 3) the substance of all matters proposed, discussed, or decided by the board, which may include a summary of comments made by board members;
- 4) a record, by individual member, of votes taken;
- 5) the name of each person who is not a board member who was recognized by the presiding board member and presented testimony or comments to the board and the substance, in brief, of that testimony or comments;
- 6) the vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, the reason for the closed meeting, and the location of the closed meeting; and
- 7) any other information that a board member requests be included.

Type of meeting - The minutes should open with a statement as to whether the meeting is a regular, reconvened, special or emergency meeting and the time (date and hour) and place of the meeting. If it is an adjourned meeting, the minutes should show the date of the meeting from which the adjournment was taken. If the minutes pertain to a rescheduled or special meeting, the notice of the meeting should be included in the minutes by reference or by attaching a copy. This will assist in countering any attack upon the legality of the meeting.

Reports and actions - Most open board meeting minutes will include some or all of the following:

- 1) Notation of any board members who arrive late or leave early, including a record of the time.
- 2) Notation of presentations from delegates or visitors

who have oral communications or petitions to present, along with a record of any actions by the board referring such matters to committees or to the superintendent for study.

- 3) Statement of written communications and petitions read, such as those from service clubs, parent-teacher groups, teacher organizations, pupil groups, churches, or individuals, and a record of any subsequent action. Each document should be dated.
- 4) Record of reports from committees and members of the board.
- 5) Record of reports requested from administrative staff, such as the business administrator, the architect, the athletic director, or the school nurse. If written, the reports may be numbered and filed as documents and reference made to them in the minutes by file and document number.
- 6) Record of reports from the superintendent.
- 7) Record of motions and actions on unfinished business taken from the table by the board.
- 8) Record of motions and actions on matters of new business.
- 9) Record of any motion to close the meeting to the public and the votes of individual members on the motion; record of the times at which the meeting was closed and re-opened. (Separate minutes of the closed session must be recorded, except where state law provides a specific exception.)
- 10) Record of the motion to adjourn.

Note that the record for all motions should include the members making the motion and the second.

Monthly statements - The business administrator is required to monthly present the board with a written report of the district's receipts and expenditures. The report may include information on (1) amounts budgeted, (2) amounts expended to date, (3) current bills, and (4) unexpended balance for each of the major budgetary funds and extra-curricular activity accounts. Although a board action is not usually called for on the report, the report should be incorporated in the minutes, at least by reference.

Current bills - Even if the bills are incorporated in a consent agenda, a list of the audited invoices submitted for board approval may be incorporated in the minutes. Where invoices are too numerous to list individually in the minutes, the total amount approved can be recorded with a reference to a separate itemized list. The record may show each itemized amount, to whom paid, for

what purpose, and the budgetary item debited.

Contingent or special business – The school board frequently adopts resolutions in order to set complex transactions in motion. These resolutions must be incorporated in the minutes directly or by reference. It is good practice to introduce each resolution with a formal motion and to record the “yes” or “no” vote of each member, even though law does not always require the latter.

Resolutions most often brought before school boards are these:

- 1) Authorizing the issuance and sale of tax anticipation warrants, interest bearing orders, bonds or other obligations against the district. Such resolutions must be legally sound and may require the advance approval of bond counsel.
- 2) Authorizing the establishment of revolving funds or the rules governing the handling of student activity funds or other trust funds.
- 3) Authorizing “a person or persons designated,” usually the superintendent, to prepare a tentative budget for the coming year.
- 4) Adoption of the annual budget. This action must follow a public hearing. Boards of education are required to adopt a budget before June 30 of each year.
- 5) Authorizing the certification of the tax levy.
- 6) Authorizing the acceptance of bids for maintenance, repairs, alterations, or new construction.
- 7) Authorizing the acceptance of bids for furnishing, supplies, equipment, or services (other than those furnished by teachers or regular employees).
- 8) Ratifying teacher contracts. This is required in the employment of new teachers or where an increase in compensation is being authorized for teachers who hold continuing contracts.
- 9) Granting leaves of absence to administrators or teachers.
- 10) Submitting a public question to referendum.
- 11) Adopting the superintendent’s contract.
- 12) Adopting the business administrator’s contract.
- 13) Recording the retirement of employees.

Initiating a referendum

When a board calls for an election, whether to vote upon increasing the tax rate or any other matter that must be submitted to a referendum of the voters, the

minutes must show a meeting of the board and its order or resolution calling the election. The full resolution calling the election must cite the statute that authorized the referendum and must be incorporated by reference in the minutes of the meeting.

When the school board business administrator certifies the public question to the election authority (county clerk or election commission), the certification must include the form of the public question, a certified copy of the board’s resolution, and the date on which the resolution was adopted.

Adjournment to another date

If adjournment is to another date, the time and place of the reconvened meeting must be specified in the minutes. A copy of the board’s agenda should be attached to the minutes.

Other official requirements

Approval of minutes – Although there is no requirement in statute for this action, it is advisable that the minutes be approved at the next regular meeting of the board, so that any inaccuracies may be corrected promptly. Minutes must accurately reflect what happened. A board cannot amend its previous actions by amending its minutes, although many actions can be rescinded or revised by subsequent actions.

Certification of minutes – The business administrator, as keeper of the board records, should certify the minutes of meetings as being the lawful record of board actions. Special certification forms may be adopted for this purpose.

Amendments to minutes

A board may amend its minutes at any time to conform to what in fact occurred at a given meeting. Amendments may be made to the minutes even though the membership of the board has changed and a long period of time has elapsed. However, the board may not amend its minutes so as to change the action taken. It may only change the record of such action in order that the record may correctly reflect what transpired at the meeting.

Courts are reluctant to allow the amendment of minutes by oral evidence, but it may be concluded that minutes may be amended where they are shown to be deficient, and any relevant evidence may be introduced to establish a definitive record.

Distribution of minutes

Minutes of each meeting should be duplicated and distributed to the members of the board with the agenda for the next meeting. In some districts the minutes are distributed to all board members as soon as possible after the meeting. Either practice provides members an opportunity to study the minutes carefully and to retain a copy for their personal files. It also makes it unnecessary to consume meeting time with an actual reading of the minutes. The minutes may be approved as circulated, or corrected and then approved.

The minutes of closed meetings present a different problem. Because of their confidential nature, and because disclosure of certain matters can be devastating, some boards prefer to avoid distribution, even to members. In place of distribution, minutes may be shared at a subsequent closed meeting and then collected. Other boards distribute the minutes but collect them at the next meeting.

Storing and indexing of recordings and minutes

Because recordings and minutes of school board meetings are official records, each school district is responsible for maintaining these records. The district may also devise some system for indexing the minutes of its school board meetings so that specific actions or topics can be located.

Storing minutes – One of the more traditional methods for storing minutes in a convenient manner is the minutes book. Such books are typically loose-leaf of convenient size with a heavy, stiff cover. Books and paper filler, 8 ½ inches by 11 or 14 inches, are readily available and it may be convenient to have pages printed as blank forms to be filled with regular and recurring preliminary data.

Where meeting materials are usually voluminous, some business administrators find it helpful to store meeting packets complete with agendas, approved minutes and other official documents related to each meeting.

The board's official copy of the minutes, signed by the president and business administrator as approved, should be kept in a secure location usually in the superintendent's office. Documents that belong to or with the minutes should be kept in the same location. This also applies to old minutes. Even after they are not needed for reference, minutes should be preserved as part of the school district's permanent record.

The minutes of closed meetings should be kept in a separate confidential file and may only be made public pursuant to court order.

Indexing – Usually the minutes are filed in a minute book with numbered pages, bound annually, and placed in a convenient location. A chronological index, arranged by meeting dates, may be developed each year and bound with the official copy of the minutes for that period.

In addition, a more meaningful, topical or subject index is recommended. The needs of the school system will determine the degree of sophistication required. A subject index can go either on separate pages bound with the minutes or in a card file or computer file. In either case, the subjects listed should be in alphabetical order. A data base or word processing file has an advantage over the bound pages because an entry for each new item can be inserted in its appropriate place without disturbing the alphabetical arrangement of the items. If the index is kept on pages of the minutes book, a computerized version should be maintained to provide for convenient updating.

Search engines now available in most data base and word processing programs make it easy to search records for key words or phrases.

Where minutes and other records are stored electronically, the need for regular back-ups goes almost without saying. Moreover, means for public viewing of the electronic files must be provided during regular business hours unless print versions of the public records also are available.

A simple way to trace a subject back to an appropriate meeting is to put the meeting date on all documents approved or adopted by the board. Just type, print, or stamp "Adopted: (date)" on all policies, resolutions, salary schedules, contracts, and other documents. In this way, the document itself is referenced to the minutes of the appropriate meeting.

Minutes are public records

The minutes of school board meetings are public records. As such, the board has an obligation to see that its minutes are retained permanently and that the public is given access to the minutes under reasonable controls.

Board minutes, like other open records, should be made available for inspection at the school board's official place of business during normal office hours. It is essential that inspection is under the supervision of a responsible employee and that none of the official record be removed from the premises.

Some school districts require advance notice (24 hours) from persons wishing to inspect board minutes or other available school records. It is proper to charge an amount sufficient to cover costs where copies are requested.

Open meetings - The minutes of open meetings must be made available for public inspection within a reasonable time, according to the *Open and Public Meetings Act*. That may be after the minutes have been approved by the board. However, some boards wisely make unapproved minutes available much earlier than that when requested by a news reporter or other citizen. There is nothing to be gained by delaying access to minutes; in fact, delay can fuel inaccurate rumors. Unapproved minutes should usually be just as accurate as approved minutes if the recording secretary is competent.

Closed meetings - The minutes of closed meetings

are confidential unless ordered to be disclosed by a court. In the case of employee terminations or student discipline proceedings, these records are not to be shared with the public. In the instance of school discipline of a student or employee, if requested by the employee or student, the tape recorded record of the hearing should be provided to the subject employee or the student's parents or guardians or if the student is an emancipated minor or 18 or older to the student. A written decision of the board should also be shared with the subject employee or student. The general public or news media are not entitled to receive copies of these documents from the school district or board of education.

Government Records Access Management Act - A citizen can make an informal request to see board meeting minutes. Under provisions of the *Utah Government Records Access and Management Act*, access to minutes of a public board meeting should be available.

8 — INVITING THE PUBLIC TO THE MEETING

Wise school boards work at making members of the public feel welcome at board meetings and use at least some of their meetings as opportunities for communicating with parents, community leaders, organizations, and other citizens. As the meeting proceeds, the board president and/or the superintendent provide brief explanations as to what the board is doing and why.

See *Chapter 4* for suggestions on planning interesting meetings.

On the other hand, the wise board also recognizes that only members of the board are entitled by law to take part in deliberations. A meeting is the only means by which the board can carry out its duties and conduct official business. The board cannot allow disruptions or treat its regular meetings as open forums or town meetings. (In contrast, a special meeting might be designed as a public hearing; see *page 13*.)

Also see *Appendix E*.

Community engagement in general

For some school boards, the board meeting is the primary vehicle for board engagement with the community. In some small districts, meetings may represent the board's only formal communications vehicle beyond the community contacts of individual board members and staff.

In other districts, boards use a variety of strategies for staying on the same wavelength as their communities. For them, the board meeting provides an opportunity for members to discuss policy issues and take formal action. Insight into what the public wants is acquired through surveys, citizens committees, focus groups, hearings and other activities designed to gather such insights.

For all boards, regardless of their differing aims and strategies, the board meeting is a necessary mainstay of political and public relations health.

Public participation at board meetings

Welcoming visitors — A cordial atmosphere is in the best interests of everyone. Business goes most smoothly when board members and visitors feel comfortable with one another.

Citizens who attend board meetings, unless they do so regularly, are likely to feel uneasy or even intimidated.

The board and administration can intensify that uneasiness by ignoring the visitor, or worse, seeming to question the visitor's right to be there.

Or they can dissolve the tension with a cordial welcome.

Wise boards and administrators treat all visitors with courtesy and respect, welcoming them to board meetings as thoughtfully as they would to their own homes. A large turnout can make it impossible for someone to welcome each citizen individually, but the effort should be made with early arrivers at least, and the board president can open the meeting with a brief statement welcoming the audience.

It is also a common courtesy to provide each member of the audience with a copy of the printed agenda and a copy of the board policy on public participation, as well as any background materials that will help the visitor understand what the board is doing.

A number of school boards prepare a printed pamphlet for visitors at board meetings. While the pamphlet does not prevent controversial issues from arising at board meetings, it can help keep board meeting procedures themselves from becoming the center of controversy. An effective pamphlet makes it clear that the board acts, not arbitrarily or capriciously, but in accord with fair and sensible rules. Such pamphlets typically explain the rights and responsibilities of citizens, including the board's rules for citizen participation in meetings. A pamphlet might also describe how the board handles "new business" and what steps the board follows in developing or revising its policies.

Contents also can include the address and telephone number of the board office, pictures of board members, general information about board meetings, and an explanation of the board's powers and duties. The pamphlet also should encourage citizen interest in the schools.

It is part of the board's responsibility to help educate people about how it conducts business for the citizens and children of the district. In addition to giving first-time guests an understanding of board operations, a school board pamphlet can encourage confidence in the board as an elected body and help people understand how and when their concerns may receive attention.

Plenty of extra copies of the pamphlet should be made available to visitors at each meeting. Additional

copies can be distributed throughout the community and published on the district's Web site.

Procedures for hearing citizens — Every school board should adopt policies and procedures for hearing citizens in a manner that does not obstruct the conduct of business. The board policy manual should include a section on public participation at board meetings. Depending upon the number of people who typically attend meetings and ask to address the board, citizen participation may be loose and informal or strictly regulated.

Provisions for citizen participation may vary from meeting to meeting. Some boards schedule an extra meeting each month just to discuss critical issues and to get public comments. Procedures for citizen participation at such a meeting can be less restrictive than those necessary for a regular business meeting. The aim, of course, is always to get work accomplished and to keep democracy from becoming anarchy. As a practical matter, the degree of regulation called for is a function of numbers and emotions, how many people wish to address the board and the sensitivity of the topic.

The *sample policy on page 42*, provided by the Board of Education of Jordan School District, presents both a board policy and its accompanying administrative procedures governing public participation at different types of meetings.

Effective public participation frequently depends upon the ability of the presiding officer to use the broad discretion delegated to the board president by the board in its public participation policy. The president must have the authority to (a) require speakers to identify themselves, (b) enforce time limits, and (c) rule inappropriate comments out of order (such as personal attacks on individual students, employees, or other citizens).

Citizens who attend a meeting in order to address the board should not be forced to sit through the entire meeting. What started out as a mild inquiry can become wild hostility after a couple of hours on a hard chair. Therefore, public participation should be early on the agenda.

All members of the board should be fully attentive when a citizen is addressing the board and should feel free to ask questions for clarification. Moreover, if the president or superintendent can resolve a citizen's question or concern immediately, then they should.

Sometimes, however, issues raised by citizens at board meetings call for subsequent follow-up and response at a later time. While it is always important to reassure those addressing the board that their concerns were heard, the board that takes action before there is time to study and discuss the matter often regrets it.

Rather than make a promise that might have to be broken, the president or superintendent should first summarize or paraphrase the issue so that the speaker will know that he or she was heard and understood. Then the president should thank the speaker and assure him or her that the matter will be fully examined and an appropriate response made as promptly as possible.

It is essential to note that the meeting must remain under control. It is not always easy to allow all voices to be heard while preserving the essence of the meeting for policy-making deliberations and decisions. While the president bears primary responsibility for protecting the decorum and civility of the meeting, all members of the board must cooperate. See *page 13* for a discussion of public hearings.

Petitions and delegations — Citizens who feel strongly on specific issues may choose to present the school board with their views buttressed with the supporting signature of other citizens. In general, a school board should accommodate group petitions in the same fashion as it hears individual citizens. A summary of points to keep in mind:

- 1) Delegations grow up around sensitive issues and sometimes express themselves with harsh words and demands. Special tact is essential.
- 2) Rather than let itself be stampeded into a quick action it may later regret, the board should stick to its established procedure for putting the matter on the agenda for study and future deliberation and action.
- 3) Regardless of the delegation's size or number of signatures, a group petition does not necessarily represent the community's prevailing view. If necessary, this can be determined through community surveys or public hearings. However, a petition may represent a minority view that is legitimate and fully deserving of school board accommodation. Moreover, a minority view can soon become a popular cause if it is treated callously.
- 4) Whatever action the board ultimately decides to take, the petitioners are entitled to a full explanation of the reasons.

Some tips for dealing with pressure groups or controversies that could become heated are presented on *pages 44-45*.

Closed meetings and the public

Closed meetings create public relations problems for governing bodies of all kinds, even where the meeting is in full conformity with the law. Most common problems occur when the board goes into closed session during a

public meeting and leaves people waiting interminably for the public meeting to reconvene. Or the board goes into closed session at the end of a long public meeting, then reconvenes to take formal action after everyone else has gone home...or goes into closed session by asking the audience to leave the room, even if it means standing in the hall or outside in the rain.

Some boards simply make excessive use of closed meetings, creating the impression that they are hiding

from the public. Boards also raise questions about their motives when they routinely approve actions with unanimous votes without deliberation or explanation.

Avoiding these affronts to the public and the news media is not always easy, but here are some suggestions:

1) Hold a closed meeting at the end of a regular public meeting when the board expects to take no formal action as a result. This permits the public meeting to proceed without interruption.

JORDAN SCHOOL DISTRICT Statement of . . . P O L I C Y

Number: A8
Effective: 9/13/04
Revision: 11/23/04

SUBJECT: Public Participation at School Board Meetings

I. Board Policy

It is the policy of the Board to conduct all business in compliance with the open meeting law set forth in Utah Code §52-4. Further, it is the intent of the Board to facilitate communication with District patrons and others by establishing orderly processes for receiving public comment.

II. Administration Policy

Guidelines for meetings and public comment shall be as follows:

Guidelines

A. School Board Meetings

1. School board meetings, other than closed sessions, shall be open to the public.
2. Meetings shall be advertised by posting meeting agendas at the district office and in local schools, by notifying the news media, and other appropriate means such as the District Web site.
3. When controversial issues or items of high public interest are pending, opportunities for public comment shall be provided at one or more meetings prior to the meeting where official Board action is taken.
4. Providing time for public comment.
 - a. The Board may receive public comment upon certain Action items after a motion is made but prior to taking a vote.
 - b. The Board may receive public comment on Information and Discussion items after the item has been presented and the Board has had opportunity for comment and discussion.
 - c. The Board may receive patron comments on non-agenda items during the Patron Comments portion of the meeting.
5. Decisions not to receive public comment.
 - a. The Board may determine not to receive public comment on agenda items in the following circumstances:
 - (1) Public comment was received on the item during one or more previous school board meetings or public hearings and additional opportunity for comment is not considered necessary.
 - (2) A decision not to receive public comment was announced prior to the meeting due to the volume and/or nature of the business on the agenda.
 - b. Decisions not to receive public comment shall be printed in the Board agenda or announced by the Board President at the beginning of the meeting.
6. Requirements and limitations for addressing the Board.
 - a. Patrons must indicate that they wish to address the Board on the sign-up sheet provided. Patrons must list their names, the agenda item or topic they wish to address, and note whether they are representing themselves or a group. Patrons shall sign up to speak no later than 15 minutes after the meeting begins.
 - b. If several individuals are concerned with the same issue and share the same opinion, they are required to select a spokesperson to represent the group, indicate if they hold or are seeking an elected or appointed position and whether they are a patron of the District.
 - c. Individuals shall be allotted a maximum of 3 minutes to address the Board. Group representatives shall be allotted a maximum of 6 minutes.
 - d. Patrons presenting highly detailed or complex information are asked to provide a written outline of their comments for the Board.
 - e. Patrons may not address the Board on the same issue more than once in a 3-month period.
 - f. The Board will not take public comment on personnel issues during board meetings. Communications regarding personnel issues should be sent in writing to: Board of Education, Jordan School District, 9361

2) When a closed meeting must be held during or at the beginning of a public meeting, move the board to another room and let the audience remain in the regular meeting room. This won't apply, of course, where no one attends board meetings.

3) Where a closed meeting will lead to an immediate vote on a sensitive issue, consider holding the session before the scheduled time of the public meeting. This procedure calls for special notice both to board mem-

bers and the public to announce the earlier time.

4) Be sure visitors understand the reason for the closed meeting and the fact that it is a lawful reason.

To keep closed meetings in conformity with the law while avoiding serious public relations problems, remember that a board can close a meeting only upon formal motion and vote at a public meeting. The president should explain both the legal basis and practical necessity for closing the meeting. If reconvening an open meet-

South 300 East, Sandy, UT 84070-2998.

7. Representatives from PTA, School Community Councils, JEA, JCPA, governmental agencies, and legislators who wish to address the Board should contact the Superintendent's Office and ask to be assigned time on the agenda. Whenever possible, such requests should be submitted one week prior to the meeting.
8. Minutes shall be kept of all regular school board meetings. After the minutes are officially approved by the Board, which is generally at the next meeting, the minutes are open for public inspection in the Deputy Superintendent for Business Services office during office hours. Fees may be charged for duplicating minutes. (See policy DP367—District Records Management.)

B. Board Study Sessions

1. Study sessions shall be scheduled as necessary for the Board to review and discuss pending issues.
2. The study session agenda shall be posted in the district office and the news media shall be notified of the date, time, place and agenda at least 24 hours in advance.
3. No official Board action shall be taken during a study session.
4. Study sessions shall be open to the public but time shall not be provided for public comment.
5. Minutes shall be kept of all study sessions. Following official approval, study session minutes are open to the public.

C. Closed Sessions

1. Closed sessions shall be held pursuant to Utah Code §52-4-4:
 - a. Personnel issues including discussion of character, professional competence, and the physical or mental health of an individual.
 - b. Deployment of security personnel, devices, or systems.
 - c. Collective bargaining.
 - d. Litigation issues.
 - e. Discussion of purchase, exchange, lease, or sale of real property.
 - f. Investigation of alleged criminal misconduct.
 - g. Discussion by a county legislative body of commercial information as defined in Utah Code §59-1-404.

2. A notice of the closed session shall be posted in the district office and the news media shall be notified of the date, time, place and purpose of the meeting at least 24 hours in advance.
3. Closed sessions are not open to the public or news media.
4. Records of the meetings shall be consistent with state law.

D. Public Hearings

1. At its discretion, the Board may schedule public hearings for the purpose of receiving public comment on topics of high public interest or concern.
2. Public hearing notices shall be posted in the district office and local schools, the news media shall be notified, and other notification provided as appropriate.
3. Prior to the hearing, the Board shall announce the procedures for receiving public comment. With the aim of giving equitable treatment to all interested parties, the Board shall allot time per speaker based on the number of speaking requests received and the amount of time available.
4. Groups shall be asked to select one spokesperson to address the Board on their behalf. A group representative shall be allotted twice as much time as an individual speaker.
5. Each speaker shall be heard only once during the hearing. If more than one hearing is held on the same issue, patrons may speak at only one of the hearings unless they are expressing a new or changed point of view.
6. Minutes of public hearings shall be prepared in summary form. After official approval by the Board, summary minutes are open to the public. A verbatim transcript of the proceedings will not be prepared.

These policies have been developed and approved by the Jordan School District Board of Education for exclusive use within Jordan School District. Any use by a person or organization outside of Jordan School District is not authorized by the school district. Jordan School District bears no responsibility for such unauthorized use or adaptation of the policies of Jordan School District. Any party copying or revising these policies for its own use does so at its own risk and responsibility as to applicability and legal sufficiency.

ing after a closed meeting, the president should affirm that no board action was taken during the closed meeting.

Handling complaints and criticisms

The typical school board member wants to do what is right and live in harmony with the rest of the community. However, many citizens hold the board of education

responsible not only for its own acts, but for the acts of all the employees and students who represent the district.

How school officials respond to complaints and criticisms has a profound impact on the conduct of school board meetings, not to mention the peace of mind of individual board members. In some districts, school board members rarely hear complaints, and even more rarely are they asked to intervene. Board meetings are

TIPS FOR HANDLING CONTROVERSY AND PRESSURE GROUPS

School boards occasionally find themselves facing a sensitive issue or confronted by some form of pressure group. The key to surviving such situations is preparedness.

First, be sure members of the board understand the situation. That is, different tactics may be appropriate for different situations:

- A few parents want to complain about bus routes that the administration has declined to change;
- A large group of angry parents wants to challenge the elimination of a program for gifted students;
- A local chapter of a national pressure group expects to use board meetings as a platform to air its views.

If the board handles the situation correctly, most people who attend the meeting will believe the district is in strong and caring hands of a competent school board. They might not like your decision, but they will leave the meeting with the comfortable belief that there are policies and procedures to allow for public input in an orderly manner.

Although different types of situations probably can be handled best by different procedures, here are some tips that might help in any situation.

- 1) Be sure all board members and the superintendent know in advance of a situation arising at a meeting.
- 2) Find out which item on the agenda the visitors would like to address. If everyone wants to speak about one item, the board by appropriate motion might move that item up on the agenda as a courtesy to all attending.
- 3) Every board should have a policy on how it will hear public comments, particularly at a meeting where numerous people wish to speak. Such policy might require those who would like to address the board to sign in, giving name, address, telephone number and other relevant information. Board rules might include:

- Set a time limit for each person to speak. Assign someone on the board to keep track of the time and signal when time is up.
 - Ask the people addressing the board not to repeat the substance of what someone before them has said.
 - Make it clear that the purpose is for the board to receive input, not to engage in debate. There just isn't time to answer questions that require detailed explanations.
 - Reaffirm the board's official position on the matter, if you already have one. This will help clarify people's expectations of your position. Designate someone as the spokesman when some comment or clarification is appropriate.
- 4) Plan to meet in a room large enough to accommodate all visitors. A small packed room will create the atmosphere of a larger issue than a big room (the gym?) which dwarfs the crowd.

Angry people

School boards deal with people's most treasured possessions — their money and their children. Sometimes, that means that people become fearful — and angry. When that happens, it behooves board members to remember that:

- Most people do not have access to all the information available to board members, so they are rarely as well-informed about what schools are doing and why;
- It is normal for parents and students to mourn when the board takes something important away from them (such as closing their school), and anger is a normal stage of mourning.

The board that closes a school (for example) should be prepared to deal with expressions of anger and provide people with opportunities to vent their feelings in

notable in such districts for the absence of controversy.

In other districts, a meeting of the school board represents a regular forum for airing gripes of all sorts against the schools, its employees and students. Outside of meetings, board members are beleaguered with calls from unhappy constituents.

Some of the difference can be explained by differences among communities. For example, some communities tend to generate more dissent and more political

activism than others. Levels of criticism vary with the issues facing any given school board. Closing a school can become an explosive issue in even the most passive of communities.

Fortunately, there are some things that boards can do to reduce the severity of criticism, especially when it's aired at an official board meeting. Generally, board members should address community concerns, while the superintendent and staff should resolve customer com-

non-destructive ways. Because anger is a product of fear, school officials should strive to eliminate fear to the greatest extent possible by providing information and assistance in dealing with change.

Protest groups

In an article that she wrote for *Illinois School Board Journal*,* community relations professional Julie Armantrout set forth a number of recommendations for school boards that face a protest group that wants to use board meetings to complain or as a platform for communicating its views. Among her suggestions were these:

- Hold board meetings in an appropriate setting. Formality and ceremony communicate the seriousness of board business and give the board stature.
- Encourage board members to dress in a manner that reflects the dignity of the board's position and the power bestowed upon it.
- Begin meetings by providing visitors with a warm welcome. Even if you anticipate trouble, don't provoke problems by appearing to be rigid, uncommunicative, disinterested or insensitive.
- Provide an opportunity for public input early in the meeting. Making opponents sit and seethe through a long meeting just adds to the animosity. Also, allowing protesters to speak early and leave prevents them from having the last word with the media.
- Have all speakers identify themselves. Politely ask if they represent themselves or a group. If a group, clarify its nature for your audience and the press. Ask the speaker about the nature of the organization, its membership, where it is headquartered, and if it is profit or non-profit.
- Put a time limit on remarks. Publish the time limit in your board brochure and also verbally notify attendees before the public participation portion of the meeting. Don't set yourself up for a 20 minute harangue.

- Confine public participation to a specific portion of the agenda.
- Control meetings. Close the back portions of the auditorium to prevent hecklers from sitting in the shadows. Break up cadres of detractors by having speakers come to a microphone to address the board. If question cards are used, stop when all cards have been used. Don't solicit additional verbal input.
- Never hold a public debate with an antagonist. Listen carefully and answer in a calm, factual manner. Repeat your answer several times if necessary.
- Defer complex questions such as those involving budget figures. Tell the questioner it is important that he/she be provided with accurate, comprehensive information. Ideally, ask the questioner to set up an appointment with an administrator so that questions can receive the attention they deserve.
- When you must say "no," say it firmly. Waffling indicates a lack of board resolve. Give the reasons and, if appropriate, offer to re-evaluate when further information becomes available or if the situation changes.
- When making a controversial decision, note that the decision is based on facts and reflects the collective judgment of the board after full consideration of the information currently available.
- Do not indicate sympathy from the board table. Avoid the empathetic glance, the shrugged shoulders, and other indications that you are a reluctant participant in the board's decision. A protest group will take this as an indication that it can cut you off from the board, and will target you for intense lobbying.
- Avoid the temptation to play to the audience. Don't let protestors turn a board meeting into a popularity contest.

* "Board Strategies for the Protest Group Wars," by Julie Armantrout, *Illinois School Board Journal*, March-April 1995.

plaints from students and parents. Complaints from or about staff should be investigated and resolved privately by the superintendent whenever possible.

Research shows that the most supportive constituent is not one who has never complained, but one who has had a complaint handled in a fair, constructive manner. By the same token, complaints that have been ignored and allowed to fester have been known to grow and drive school board members from office. It behooves every board, therefore, to establish official board policies for handling complaints and criticisms. Such procedures serve the best interests of both the school district and the citizen who needs to deal with the district.

There are variations in the ways that different school boards and school administrations deal with complaints and criticisms. Based on local custom, such variations are probably all effective in meeting local needs. However, effective board policies for dealing with complaints and criticisms all have certain principles in common.

The attitudes of school officials — Experienced board members and administrators know there are some people who just like to complain and others who have their own personal or political reasons for attacking the school system. They also know, however, that other complaints frequently arise out of (a) genuine differences of opinion or (b) a failure of the school system to communicate accurate information.

An effective attitude or posture for school officials is one that treats all complaints as legitimate, provides an open mind, and makes no promises that can't be kept. Where a complaint stems from a misunderstanding, the solution is usually to provide accurate information. Where the complaint stems from different values or beliefs, the solution involves negotiation, communication and tact. There must be a mutual understanding that people don't readily change their values or beliefs, and the best one can hope for is that the parties will agree to disagree.

Avoiding complaints — Although the schools touch many people in sensitive areas of their lives, some complaints are produced needlessly by the school establishment itself. Most notable failures occur when:

- 1) The school board, by its policies and its actions, does not emphasize to all employees the vital importance of human relationships, especially relationships with parents.
- 2) People who are directly affected by a decision to change bus routes, close a school, or drop a program are not given an opportunity to speak up before the

board takes final action. Many boards find they do not hear from affected citizens until it is too late, usually because they rely on passive communications devices, such as public hearings or news reports. Boards that truly want to avoid serious controversy take active measures to inform and involve the people who will be affected. Active measures include personal contact by telephone, in person, or personal letter; ad hoc advisory committees; public opinion research, and intensive information campaigns. Different communities respond to different approaches.

- 3) Staff members who must implement a board decision have failed to determine who needs to know what. For example, people who are affected by a change in bus routes should find out about it long before the morning when the bus comes 15 minutes earlier. Orderly internal communication from board to superintendent to staff to students and parents leads to effective external communication and avoids many of the causes of complaints and criticisms.
- 4) A member of the school board, usually one who was just recently elected, wants to be known as "the people's representative" and seeks out complaints and criticisms from citizens, students, and staff. Such activities interrupt the orderly communication described above and undermine the ability of school employees to solve problems.

School boards that display any of the four weaknesses described here probably find their meetings crowded with people's problems and exceedingly long. No board, of course, avoids all types of complaints and criticisms indefinitely.

Different procedures for different problems — Criticisms come in different shapes and sizes. It's not unusual for policy decisions to attract the concerns of groups of neighborhood residents, members of an organization, or an employee union. Such groups will typically ask to appear on the board meeting agenda and procedures for responding were discussed earlier in this chapter.

School boards also must have procedures for handling the concerns of individuals. These usually are more personal in nature, for example, a student's grades. Individual problems can come from employees as well as parents, students, and other community members. Boards find it most effective when they establish somewhat different procedures for accommodating the concerns of groups, individual citizens, and employees. All

such procedures should require efforts to resolve complaints at the lowest organizational level possible and not allow citizens, students, or employees to make “end runs” around supervisory personnel to the school board.

School boards or even individual members that do not require complaints to be resolved by the staff can play havoc with their schools. Meetings become crowded with matters that could easily be resolved by a teacher or principal. Administrators and supervisors find they have no real power to make and enforce decisions, so the schools drift into a kind of non-managed status. Chaos displaces orderly internal communications. Thus begins a vicious cycle as the board undercuts its staff and breaks down communications, begetting still more complaints.

Policies for handling complaints

Complaints pursuant to law – The law provides a variety of remedies for students, parents, employees and others who believe they have been injured by acts of the school district. For example:

- 1) A number of civil rights acts and regulations require the school board to provide a grievance procedure. Examples include Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title VII of the Civil Rights Act of 1964.
- 2) To help protect the school district against lawsuits, a school board must adopt a variety of policies prohibiting sexual harassment of students and employees, guaranteeing equal educational and employment opportunities, and accommodating individuals with disabilities.
- 3) Most school boards that recognize employee associations probably have negotiated grievance procedures that provide an appeal process for the employee who believes the administration has misinterpreted or misapplied the terms of the contract.

All of these complaints pursuant to law are beyond the scope of this book.

Policies for public complaints – Most school districts have installed uniform grievance procedures to accommodate the complaints and grievances that arise in day-to-day school operations as well as those covered under state or federal laws. Policies covering public complaints in general or those directed at curriculum or instructional materials typically refer the complainant to the uniform procedure for handling such matters.

It behooves the school board to check occasionally to see if its policies and the grievance procedures are

working. (If the procedure is not working, of course, the complaints may show up at board meetings!) To make a complaint policy work, board members must cooperate by referring citizens to it and by insisting that school employees do everything they can within reason to make it work.

Some general policy considerations for employee complaints – It is essential for boards to recognize the importance of organizational ethics. No employee, for example, should be permitted to bring a complaint about his or her supervisor to a higher level without the direct involvement of that supervisor. Except in rare instances, an employee who goes around the immediate supervisor to the principal, superintendent, or a board member with such a complaint may be guilty of unprofessional conduct. Board policy must clearly discourage such undercutting.

An exception would be where the employee believes the supervisor to be the problem, such as in the case of sexual harassment, or when the employee knows of illegal activities or significant violations of board policy.

In some districts, particularly large ones, the procedure for handling employee complaints stops with the superintendent, an assistant superintendent, or the building principal. In other districts, certain types of concerns can be brought before the board. A school board should be careful when approached by employees unless the grievance procedure has been followed.

Superintendents frequently bring other members of the staff, administrators and teachers to make reports at board meetings on various projects. Moreover, members of the board and members of the faculty and staff frequently know one another socially. In such relationships, the discussion of general educational or school district concerns can be entirely ethical and even desirable. However, an employee who uses such a relationship to lobby for the board member’s support or to plant seeds of doubt about other employees or administrators is not being ethical and neither is the board member who listens for very long.

It should be noted that a school employee may be a parent or member of the community, as well as an employee, and may well have the same concerns as any community member. Every employee, therefore, would have the same right to enter complaints and appeals as any other parent or community member so long as the issues raised are related to those roles and not to the role of employee.

Complaints about employees – Most boards listen

freely to the complaints of citizens who follow proper procedure with one important exception. A board should not entertain personal attacks on employees, board members, or other individuals at public meetings. If the board abides by civil rules of conduct, it should expect others to do the same. It's up to the president to halt efforts at sarcasm or other unprofessional conduct by members of the board, thereby retaining the moral right to impose the same standards on visitors. The board is obligated to protect its employees against unjustified criticism or unproven charges.

Complaints against individual teachers and administrators should be brought up through the chain of command. If the superintendent brings the matter to the attention of the school board, Utah law permits discussions in a closed meeting. This should be informational in nature since the matter may later come before the board for review. The major point is that school employees have legal rights that should not be jeopardized by entertaining complaints in public that may or may not be accurate.

Where a complaint is being lodged against the superintendent, of course, the board finds itself without access to the superintendent's impartial counsel. This is one

issue that cannot be referred to the administration for study and recommendations. Complaints regarding the superintendent should be reviewed with legal counsel. Should the board decide to hear the complaint, the hearing should be closed and the superintendent should be given ample opportunity to respond.

In hearing complaints lodged against school employees, the board may be well-advised to have legal counsel present to ensure that the meeting is lawfully conducted and that the employee's rights are not abridged. Some employee agreements contain provisions about complaints against employees.

Conversely, school boards sometimes face large contingents of students and/or parents who show up at public meetings to demonstrate support for an employee who has been disciplined or fired. While it is important to acknowledge the public's right to petition, the board and administration cannot legally divulge the details of personnel actions. This will not be a popular stance; in fact, it may incite an audience appealing on behalf of an individual with wide support. It is essential, therefore, to obtain the aid of legal counsel in explaining why the board cannot comment on confidential matters involving personnel.

9 – WORKING WITH THE NEWS MEDIA

Chances are that most people know very little about school boards in general or their own school board in particular. Research shows that few people can name even one member of their school board.

Good team players tend to labor in anonymity.

School board news

Most board members make little news by themselves. That is, individual members recognize that they have no authority to act on behalf of the district and no official role outside of a legal school board meeting. They defer to an officially designated spokesperson, usually the superintendent, to speak on behalf of the district or the board president to speak on behalf of the board. However, a board member is a board member 24 hours a day, seven days a week in the eyes of the public and news reporters. Some board members have learned that what they say away from board meetings may represent news, especially if it's in the form of criticism or about a topic that may be controversial.

Experience shows that a school board's greatest opportunities to make news as a board revolve around meetings. Where meetings are dull, news coverage will be dull, and the community won't learn much about its school board.

An exception to the dull meeting syndrome is the sudden explosion of excitement when someone stands up to berate a board member or school employee. When everything else seems dull or remote or overly technical by comparison, a brief emotional outburst by a board member, employee, or district patron can become the primary focus for news coverage.

But news coverage of board meetings does not have to be dull or sensational. Informative and interesting stories about school board policy are possible and can be highly effective in reaching school district constituents.

Obtaining news coverage that provides the community with accurate insights into the work being done by the school board is a challenge in most communities. News media sometimes assign their least experienced reporters to cover school boards. Only a relative handful of reporters specialize in school governance and the legal and practical dimensions of the problems facing school boards.

The challenge facing many school boards and super-

intendents in small towns is that their local newspapers and radio stations often can provide no staff at all to cover school boards. They are able to report only what is provided by school officials, and don't report what is not provided. School board news, in other words, goes unanalyzed and unreported unless the school district itself has a staff member trained to write news.

Working with reporters

The amount of effort school officials devote to working with the news media probably depends upon the relative importance of news coverage in the district's total communications program. Some school districts supplement news coverage with newsletters, Web pages, cable access TV channels, annual reports, advisory committees, public speaking, key communicator networks, and other activities designed to keep all employees and citizens informed.

The amount of effort called for in dealing with the news media also varies with the individual reporter. Experienced, capable reporters want to be as knowledgeable about school board issues as board members and administrators themselves. But they need cooperation and a little guidance in understanding the issues. Reporters new to covering school boards usually need help in much the same way that newly-elected board members need help. Most will welcome assistance; some won't. In either case, school officials are well advised to offer any or all of the following to the new or inexperienced reporter:

- Provide the reporter with a packet of detailed information about the district, its schools and current issues.
- Offer the reporter materials to read on Utah school law and finance in general and on local budget and finance in particular.
- Take the reporter on a tour of schools and other district facilities to meet key staff members. The reporter should see students and staff at work.
- Invite the reporter to attend board study sessions or workshops on appropriate topics.
- The superintendent and staff specialists should be available to meet with the reporter to provide information on laws, board policies, administrative procedures, and other topics relevant to school board meetings.

- As new issues come before the district, spend extra effort helping the reporter acquire an understanding of the basic facts, alternative courses of action, and any relevant laws or other constraints. Whenever possible, arrange these discussions in advance of the meeting. Also make sure a knowledgeable source is available immediately after board meetings and the next morning for follow up.

In many cases, school officials have themselves to blame when an ill-informed reporter produces an inadequate news story. The aim of effective news media relations should be to encourage accurate reporting of the major issues confronting the school board. A school board's work is enhanced when interested citizens understand the dimensions of a problem or the pro's and con's of the board's proposed action. Effective news reporting is a big help, even when it is absorbed by only a handful of key people.

Unfortunately, a few school boards get news coverage that is unduly negative. There appear to be a number of reasons for this:

- Boards invite suspicion by closing meetings too often and for reasons that are not clear. The aim should be to build mutual respect and trust.
- Similarly, boards that routinely pass every agenda item unanimously with little or no discussion can expect reporters to draw their own conclusions.
- Some boards make it difficult for reporters to obtain information. The aim should be to help reporters get the information they need. Don't make reporters dig for bad news. And don't make them file a Freedom of Information Act request for every item they want. Save FOIA procedures for requests that are controversial or require a lot of staff time to complete.
- In some districts, no one in particular is assigned responsibility for helping reporters. The aim should be to keep this important responsibility from falling between the chairs.

In some districts, the responsibility for working with the news media may be assigned to the school board president or other member. More often, however, the task is assigned to the superintendent, who may in turn delegate it to a community relations officer or other administrator. One advantage of placing this responsibility in the hands of a staff member rather than a board member is that good media relations call for daily effort. In other words, it is best considered an administrative task, although the board president may be called upon from time to time to address the media on behalf of the

total board.

Board policy can clarify how these responsibilities will be handled. Often the board president is authorized to speak for the board and the superintendent is authorized to speak for the administration and staff.

The steps that school officials can take to encourage effective news coverage of board meetings fall into four categories: preparation in advance of board meetings; providing for reporters at meetings; handling interviews properly, and follow-up. Here is a checklist of some considerations in each category:

Preparing for news coverage

- 1) Don't surprise the news media. Be sure reporters know about the meeting, including the agenda and any closed session that may be called for.
- 2) Assign someone to meet with the reporters prior to the meeting to review the agenda. Be sure reporters understand the issues facing the board to help them follow board discussion. But don't predict what action the board will take. If this briefing can be held several days before the meeting, news reports in advance of the meeting will help the public understand the issues coming before the board. But don't provide material to the media before it is provided to all members of the board.
- 3) Don't play favorites among news media; get to know all the reporters and be sure reporters know whom they can call for more information.
- 4) Determine whether any of the news media have special needs in covering the meeting. Some may need access to telephones or other equipment. An early evening deadline for a morning newspaper or the 10 p.m. television news may make it advisable to put newsworthy issues early on the agenda. Needs of this sort are determined by talking with reporters, not by guesswork.
- 5) Hold periodic seminars or news briefings on the district budget, student testing, staff evaluation procedures, and other complex topics.
- 6) Don't be afraid to point out items on the agenda that are of special significance and why. But don't be surprised if reporters find other things more important.

During the meeting

- 1) Be sure reporters are supplied with all the same materials that are provided board members, with the exception of confidential items.

- 2) Seat reporters at a table located where they can see and hear without straining.
- 3) Make a knowledgeable administrator available to answer questions of reporters throughout the meeting.
- 4) Encourage the board president to summarize major points of discussion and make sure everyone in the audience, reporters included, understands the action taken by the board on each issue.

Handling follow-up interviews

- 1) The superintendent, community relations officer, and board president might schedule a brief meeting with the media following the meeting if the hour is reasonable. Reporters may have questions that need clarification.
- 2) Staff members who make presentations to the board can be made available for interviews following the meeting or the next day.
- 3) Be mentally prepared for interviews, but do not memorize answers. Be conversational and polite, but stay on guard. Think through your answers before speaking. Never become angry at a question.
- 4) Be honest and direct, even if it hurts. People remember dishonesty long after they've forgotten the facts.
- 5) Do not speak "off the record".
- 6) If you honestly don't know the answer to a question, say so. If you promise to find an answer and call the reporter, do it promptly.
- 7) Don't say "no comment." If confidentiality prevents

your answering, explain why.

- 8) Speak plain but correct English. You want to be understood, but don't want your words to make you sound like a simpleton.
- 9) Conversely, don't dump heaps of education jargon or acronyms on reporters; they don't like it and readers can't understand it.
- 10) Be brief and focus on your major points, especially with radio or television reporters. The broadcast media may give you only ten seconds of airtime, perhaps 30 seconds on a slow news day.

Follow up

- 1) If you've promised to call a reporter who had to leave the meeting early, do it promptly. Know and respect deadlines.
- 2) Try to see all reporters before they leave the meeting in the event there are any unanswered questions.
- 3) If possible, see that the business administrator is available to reporters who need to check the wording of motions and other factual matters.
- 4) Keep the press informed as decisions of the board are implemented by the administration in the days and weeks following the meeting.
- 5) Remember, the reporting process is highly subjective. The merits of what will be covered, how it will be covered, and where and how it will be presented are all subjective decisions made by any number of reporters and editors. Your knowledge of that process will directly affect the outcome of the news.

10 – THE NEW TEAM: REORGANIZING THE SCHOOL BOARD

Following each election of new members in even-numbered years, every Utah school board has an opportunity to start over.

Utah school boards reorganize by electing officers following the election even if no new members are being seated. After electing officers the new board is ready to conduct business.

Seating the new board

The retiring president can act as temporary chairman for the new board, unless someone else is selected, which the board may do at its discretion. The temporary chair retains power until a successor is elected.

The retiring board is generally understood to continue in existence until the new board is organized, and that occurs as soon as the new board elects its own president and vice president and thus becomes a body duly constituted to transact business.

Oath of office

“The term of office for an individual elected to a local board of education is four years beginning the first Monday in January after the election. A member of a local board of education is ‘qualified’ when the member takes or signs the constitutional oath of office” (Utah Code §20A-14-203). The appropriate oath of office is: “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” (Utah State Constitution Article IV, Section 10).

Election of officers

School board officers are the president and vice president who are elected to terms of two years. These officers are elected at the board’s organizational meeting.

The organizational meeting of the new board is chaired by a president pro tem and the president of the board is the first officer to be elected. The president must be a member of the board.

Nominations need not be seconded, but may be to show support for the candidate. If only one member is nominated, the business administrator is instructed to cast a unanimous ballot for that member, who is thereupon

declared elected. The president pro tem then relinquishes the chair to the newly-elected president. If two or more members are nominated, the election for president and vice president must be by an open vote and not by any form of secret ballot. There is no provision in the law for a secret vote, and the declared public policy of the state as expressed in the *Open and Public Meetings Law* is that actions of public bodies be taken openly.

Typically, voting continues until one member receives a majority of the votes cast.

The newly-elected president then takes over the duties of the chair, and the board proceeds to elect a vice president in the same manner it elected its president. The vice president, who also must be a member of the board, performs the duties of the president when the presidency is vacant or when the president is absent or unable to perform them.

Both the president and the vice president play key roles in the effective functioning of the school board. Individuals selected for these key positions should be fully aware of the responsibilities involved and possess the requisite skills. See *Chapter 5, “Roles and Responsibilities.”*

Absence of officers — If the president is absent from any meeting or is unable or unwilling to perform his/her duties, the vice president serves as president pro tem.

In the absence of both officers, any other member of the board may be appointed president pro tem.

Establishing regular meetings

All school boards are required to hold regular meetings and public notice of the schedule must be given at least once a year.

Adoption of policies

Board policy development and adoption is the primary responsibility of the school board. Every board should have a process for keeping its policy manual current. This process should include the opportunity for staff and community input. The board’s annual agenda should include schedules for both reviewing policy appropriateness and monitoring policy compliance. See *“Constructing an Annual Agenda Calendar”* on page 6.

The school board policy manual provides the conti-

nunity needed by the board and the district during a change in membership on the board. New board members should make it a priority to become familiar with the contents of the board policy manual. The board should maintain and make available copies of its policy manual to every new board member, as well as to all candidates for the board.

Moreover, school board meetings cannot be successful unless members of the board agree on procedures for conducting board business. These procedures should be found in the board policy manual.

Unfortunately, new board members often don't know how the board operates or believe they do not have the opportunity to influence how the board operates. They can feel frustrated in their attempts to contribute to the work of the board. Every board member must have the opportunity — through the board policy development, adoption and review process — to suggest changes in how the board operates.

See the sample policy “*Board Policy Development*” below.

Board structure and committees

Committees are popular with some school boards. Committees appear to be most useful in gathering and summarizing information, identifying alternatives and making recommendations to the full board. However, a

committee cannot be empowered to act for the board; its authority is limited to making recommendations or advising the board. A board has no authority to delegate its discretionary powers even to a committee of board members.

Standing committees — Some school boards create standing committees made up of staff and citizens who are not members of the board. Some committees of this type are required by state law, including school traffic safety committees.

Special or ad hoc committees — There are times when a special or temporary committee can prove useful, provided it is established for a specific purpose and with a predetermined life-span. After the committee has made its report and recommendations to the full board, it should be thanked and disbanded. The decision to create a special committee should be made with input from the superintendent to be sure board and staff roles and responsibilities are understood. The charge to the committee should be very clear, so that the committee does not misunderstand the extent of its authority.

Citizens advisory committees — School board governance requires solid connections with the community. One way to do this is through a citizens advisory committee. These board committees can be used to gather information about community aspirations for its children and its schools. Creating and working with citizens advi-

Sample Policy — Board Policy Development

School Board governance requires written policies. Written policies ensure legal compliance, establish board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the process for monitoring progress toward District ends.

Policy Development

Anyone may propose new policies, changes to existing policies, or elimination of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others may be made to the Board President or the Superintendent.

A Board Policy Committee will consider all policy suggestions and provide information and recommendations to the Board.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will be affected by a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation.

The Superintendent shall seek the counsel of the school attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when appropriate for a consent agenda because no Board discussion is required, or to meet emergency conditions or special events. Further Board consideration will be given at a subsequent meeting(s) and after opportunity for community input.

The School Board policies are available for public inspection in the administrative office during regular office hours. Copy requests should be made under the District's Access to Public Records Policy.

Board Policy Review and Evaluation

The School Board will monitor its policies and consider whether any modifications are required. The Board may use an annual policy review calendar.

From PRESS Policy 2:240, Illinois Association of School Boards

sory committees has become a science that is beyond the scope of this book.

It must be noted here, however, that the role of any committee must be purely advisory to the board (or to the administration). Legally binding decisions may be made only by the board of education. Committee members must understand the advisory and temporary nature of their role from the outset.

New member orientation: helping the new member get on board

Change isn't easy for anyone, but it is a fact of life for school boards. Every other year, most school boards gain at least one new member, many get two or three, and some acquire a new majority of four or more new members.

While transitions generally are made smoothly, there are bound to be conflicts as school boards are faced with the biennial game of New Board/Old Board. Wise boards anticipate the certainty of change and make plans for a smooth transition. They consider both procedure and board dynamics.

A machine does not function efficiently with parts missing. A school board does not function efficiently with members who are not prepared to contribute. A school board, therefore, has an obligation to itself and to the community to help the newly elected member become a contributing part of the board team.

The new board member faces an awesome task in

acquiring the factual knowledge, conceptual understanding, and interpersonal skills that characterize the productive school board member. In addition to individual effort, the task calls for teamwork, and many school boards adopt policy providing for getting the new member "on board" as rapidly as possible. Workshops sponsored by school boards associations or other agencies can help the inexperienced board member become familiar with school board governance, school finance, school law, and other broadly applicable matters. Much of the knowledge a board member needs, however, is available only at the local level in the form of policies, financial statements, minutes of past meetings, administrative procedures, and the like.

The entire school board should take responsibility for encouraging board member development and providing for new board member orientation. Training and orientation sessions for new school board members need not involve all members of the board, although even the most experienced veteran should find the "refresher course" helpful. Typically, the superintendent and board president work most closely in orienting the new member, with help as needed from other board members and other administrators.

School boards are in the business of education. New and experienced board members should take advantage of training and development opportunities to become better board members and to model life-long learning for the students in their district.

Some school boards take steps to ensure that new

SOME MYTHS DEBUNKED

Myth: Following each school board election, the newly-organized board must approve the board policies.

Truth: Board policies continue in force for so long as they are on file and available for public inspection or until the school board votes to rescind or amend.

Myth: The board president votes only to break ties.

Truth: The president was elected as a board member by voters of the district and has a right and obligation to vote on all questions before the board.

Myth: The board president has full authority to adjourn a meeting, close a meeting, change the agenda, call a recess, or make other decisions.

Truth: Adjournment, closing a meeting and changing the agenda call for a motion and vote. (In fact, certain changes to the agenda could be illegal no matter how arrived at.) Board policy might give the president special powers, but those powers are always subject to change at the discretion of the board majority.

Myth: A resignation by a board member or staff member is not effective until approved by the board at a lawful meeting.

Truth: Resignations are effective when received in writing. Board approval has no legal effect, although a board might pursue a remedy at law where an employee resignation represents a contractual violation.

members come on board with early preparation; others have found innovative ways to make new member training useful to a wider audience. Consider the following for example:

- Plan one or a series of orientation sessions with board candidates before the election. The winning candidate will be a jump ahead in the learning process. In addition, the campaign is more likely to focus on worthwhile issues as candidates make use of the accurate information they have acquired.

- Where possible, make formal presentations open and appealing to as many people as possible. Some school districts develop videos or other audio-visual presentations to orient new board members and invite the public to view the presentations.

School boards function properly only when members are knowledgeable.

Appendix H presents a model program for orienting new members.

Filling vacancies

Utah state law gives a local school board 30 days after a vacancy on the board occurs to appoint another

board member to fill the remainder of the vacating board member's term. Otherwise the county legislative body or municipal legislative body in a city district will appoint the new board member. However, if the vacancy occurs more than 14 days before the filing deadline for the next board election and there are still two years remaining of the vacating board member's term of office, the vacancy will be filled by an interim appointment followed by an election to fill a two-year term. In other words, the interim appointee or another eligible candidate must file and be elected to complete the term of the vacating board member.

Two weeks before appointing a person to fill a vacancy, the local school board must give a public notice of the vacancy. The notice must include the date, time, and place of the meeting where the vacancy will be filled, the contact person who is accepting names for consideration, and the deadline for submitting a name. Members appointed to fill vacancies must live in the same school board precincts as their predecessors (Utah Code §20A-1-511).

A systematic approach to the filling of vacancies is described in *Appendix I*.

11 – EVALUATING THE SCHOOL BOARD MEETING

School boards that want to do a good job of governing their districts and seeing that their schools are properly managed cannot escape the importance of their meetings. For all practical purposes, a school board exists only while it is convened in a legal meeting.

If things are not going right, there is only one place to begin looking for the problem. Look at how meetings are conducted, how decisions are made, and how crises are handled.

A school board can set up a regular procedure for evaluating its meetings. Once a year or once every two years is probably sufficient for a systemic review of how things are going if things are going reasonably well. If there are trouble signs, an immediate evaluation is in order.

There are a number of ways to approach the evaluation of school board meetings. A board with members who are generally compatible and comfortable with one another and the superintendent can use a “do it yourself” method. All they need is a checklist of major factors in effective board meetings to serve as a springboard for open discussion. Checklists are available from a variety of sources or one can be drawn up locally. *Exhibit G* provides an example.

A variation of the “do it yourself” approach is to ask each board member to rate the board’s performance on a list of items. Then have one member or the superintendent tally the results. Areas of disagreement will merit particular attention. A sample instrument for monitoring the quality of board meetings is provided in *Exhibit H*.

EXHIBIT G – SOME SYMPTOMS OF BIGGER PROBLEMS

Use this checklist to see if your board displays some of the symptoms of ineffective board meetings. Once you have identified some symptoms, the next step in eliminating them is to seek out the real causes by scheduling a meeting to evaluate meetings. Or use the form in *Exhibit H* to launch a board discussion.

- Decisions that should be made by the administration show up on the agenda for board action.
- Major policy decisions that should be made by the board are being made by the staff.
- Items brought up for action by board members catch the superintendent by surprise.
- Items brought up for action by the superintendent catch board members by surprise.
- Some board members seem to receive more information from the superintendent than others.
- The press is regularly critical of closed meetings or other board procedures.
- Board meetings are being used as a platform to reach the public by members of the board or representatives of special interest groups.
- Meetings run too long.
- Meetings don’t run long enough.
- In spite of lengthy discussions, decisions don’t get made.
- There is disagreement as to what the board actually decides.
- Significant meeting time is spent discussing items previously decided.
- Disagreements concerning parliamentary procedure stymie board decision making.
- Meetings produce ill will among board members or between board members and superintendent.
- Board decisions frequently produce unanticipated criticism.
- Citizens and employees persist in contacting board members to get their school problems resolved.
- The board frequently takes action without referring to its existing policies.

If your school board regularly experiences any of these problems, an evaluation of how the board operates may be beneficial.

EXHIBIT H – BOARD MEETING EVALUATION

Meeting date: _____

Instructions:

S = Satisfactory, I = Needs Improvement, and U = Unsatisfactory

- | | | | |
|--|--------|-------|---|
| 1) Board members were prepared for the meeting. | S | I | U |
| 2) Our agenda was well-designed. | S | I | U |
| 3) The board stuck to its agenda. | S | I | U |
| 4) Each board member was given an adequate opportunity to participate in discussion and decision making. | S | I | U |
| 5) The board's treatment of all persons was courteous, dignified, and fair. There was a respectful atmosphere. | S | I | U |
| 6) We practiced good parliamentary procedure. | S | I | U |
| 7) The board demonstrated a sense of responsibility for excellence in governing the district. | S | I | U |
| 8) The board adhered to its adopted governance style as follows: | | | |
| a) Emphasized the future and the total community: | ___Yes | ___No | |
| b) Encouraged diversity in viewpoints: | ___Yes | ___No | |
| c) Exercised leadership more than overseeing administrative detail: | ___Yes | ___No | |
| d) Maintained a clear distinction between the roles of board and staff: | ___Yes | ___No | |
| e) Worked for group agreement and responsibility: | ___Yes | ___No | |

Additional comments:

Evaluator: _____ Date: _____

A school board can use this form – or one of its own making – to monitor the quality of its meetings and the policies that govern those meetings. Such a form enables a board to ask: *How are we doing? What are the things we can do better?* The form is best used immediately following adjournment by asking each member to fill out a copy and turn it in to the president or secretary to be compiled. However, rather than use the form following every meeting, the board might do so only when there are concerns about meeting quality. The president might be authorized to distribute the form when any member expresses concerns. If necessary, the president can present the findings at the next meeting, or other steps for board self-evaluation and/or improvement may be undertaken.

A board that is badly split should hire a process facilitator who can help members deal with conflict constructively. Board meetings will never improve until all members agree to work at it. The object is to draw all members of the board into an agreement on how meetings should run and then see that meetings actually are run that way. Open discussion is essential.

Help is available for the school board that finds itself with procedural problems it cannot solve alone. Consultants are available from the Utah School Boards Association and other sources to help in such situations. With an USBA staff member, the board can conduct its self-evaluation in a training session for a frank and open discussion.

A board also may feel the need for objective analysis. One approach to obtaining third-party opinions is to involve employees and citizens in rating the board's performance on a list of items. Such opinions can bring deficiencies to light, but might not produce solutions. Again, outsiders who are experienced at working with boards can bring impartial thinking to the evaluation. Hopefully, this publication will provide the board with most of the information and insights needed to conduct an effective evaluation.

It should be noted, however, that many of the problems that surface in board meetings are not related to meeting procedures. A poor working relationship with the superintendent, for example, can produce various difficulties at meetings. Unless the board and superintendent have agreed on what is board work and what is staff work, the superintendent may be bringing numerous administrative decisions to the board for action.

By the same token, board deci-

sions that backfire may be symptomatic of decisions made under pressure or with inadequate information. That is, a board may not follow good procedures when it responds immediately to the demands of citizens or employee groups. Or the board may simply rush through a decision with too little information, fail to explore alternatives, or make no effort to hear from people affected by the decision.

One thing seems clear: If there is anything wrong with the way a school district is governed, it will show up in the meetings of its school board. An evaluation of school board meetings, therefore, can have ramifications for all school district operations. A breakdown in the

relationship between a teacher and a parent ... the inability of a faculty curriculum committee to agree on a reading text ... an inefficient bus route ... these matters are easily attributed to employee performance. But many of them can also be traced back to the fact that the school board was not prepared to make the right policy decision at the right time because its meetings were poorly planned.

And, conversely, successful school board meetings are a clear indicator of excellence in local school board governance and a successfully operating public school district.

ADDITIONAL READING

The following materials are available for review through the web site of the Utah School Boards Association at www.usba.cc or at the USBA Office (801-566-1207)

The ABC's of Boardmanship: a handbook for school board members, Utah School Boards Association, 2006

Handbook for School Board Members: Convening Meetings Which Are Open to the Public, Burbidge & White, L.L.C., 2007

Utah Public Schools: Where Does Your Tax Money Really Go? Utah State Office of Education and Utah School Boards Association, 2004

Parliamentary Procedure At A Glance, by O. Garfield Jones, Hawthorn/Dutton, 1971

The History of Public Education in Utah, by John Clifton Moffitt, 1946 (This book is out of print, but is available in the USBA library.)

The following books are available through the web site of the Illinois Association of Schools Boards at www.iasb.com. They may be purchased through the IASB Online Bookstore.

Boards That Make a Difference, Second Edition, by John Carver, Jossey-Bass Publishers, 1997

Re-inventing Your Board by John Carver and Miriam Mayhew Carver, Jossey-Bass Publishers, 1997

Robert's Rules of Order Newly Revised, Tenth Edition. Perseus Publishing, 2000

Webster's New World Robert's Rules of Order, Second Edition. Robert McConnell Productions, 1999

Leading Without Power: Finding Hope in Serving Community, by Max De Pree. Jossey-Bass Publishers, 2003

School Board Leadership 2000, by Gene Royer, Brockton Publishing, 1996

The following book is available through the web site of the National School Boards Association, www.nsba.org. It may be purchased through the NSBA Online Bookstore.

Becoming a Better Board Member: A Guide to Effective School Board Service, Third Edition. National School Boards Association, 2006

APPENDICES

Appendix A

Utah School Boards Association FOUNDATIONAL PRINCIPLES OF EFFECTIVE GOVERNANCE

As the corporate entity charged by law with governing a school district, each School Board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the Board:

1. The Board Clarifies the District Purpose

As its primary task, the Board continually defines, re-defines and articulates district ends to answer the recurring question — who gets what benefits for how much?

2. The Board Connects With the Community

The School Board engages in an ongoing two-way conversation with the entire community. The purpose of the conversation is to enable the board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for continuous improvement, and to inform the community of the district's performance.

3. The Board Employs a Superintendent and a Business Administrator

The Board employs and evaluates two people — the Superintendent and Business Administrator — and holds them accountable for the performance of the school district. The Board delegates authority to the Superintendent for employing and evaluating district staff.

4. The Board Delegates Authority

The Board delegates authority to the Superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written policies that designate Board ends and define operating limits.

5. The Board Monitors Performance

The Board constantly monitors progress toward district ends and compliance with written Board policies.

6. The Board Takes Responsibility for Itself

The Board, collectively and individually, takes full responsibility for Board activity and behavior. Board deliberations and actions are limited to Board work, not staff work.

Appendix B

Some Possible Annual Agenda Items

Here are some examples of items that a school board and superintendent may decide to include on the board meeting agenda each month. See “*Constructing an Annual Agenda Calendar*” on page 6.

The items listed on this “annual calendar” are merely suggested as possibilities. Except for those items required by law, many of which involve important deadlines and should be included in any school board’s annual agenda, many of the items listed here can probably be handled just as well at different times.

January

- Swear in newly elected board members. (Only in odd numbered years)
- Elect board president and vice president. (Only in odd numbered years)
- Swear in board president and vice president.
- Review board goals and objectives.
- Make final arrangements for attending USBA State Convention.

February

- Consider a resolution to sell building bonds.
- Study need for policy or adequacy of policy in selected areas.
- Review superintendent and business administrator evaluation policy and procedures.

March

- Confirm the sale of building bonds.
- Appoint Leader Preparation Program (LPP) Candidates for next year.
- Approve Professional Leave Requests for next year.
- Study need for policy or adequacy of policy in selected areas.
- Remind board, superintendent, and business administrator to attend USBA Region meeting.

April

- Present Teacher of the Year awards.
- Establish board meeting schedule for the coming year.
- Review and adjust district fee schedules for the next school year.
- Study need for policy or adequacy of policy in selected areas.
- Report on board’s attendance at NSBA convention including possible new ideas for implementation.

May

- Thank PTA organization for their volunteer service this school year.
- Approve retirement requests.
- Consider superintendent’s recommendations for administrative appointments.
- Review the need for policy in consideration of actions at the Utah State Legislature.
- Review graduation attendance and speaking assignments.
- In closed session the board and the superintendent evaluate the work of the business administrator.

June

- Conduct budget hearings for old and new budgets.
- Adopt final legal budget for current year.

continued

June *continued*

- Discuss and adopt tentative budget for next fiscal year.
- Appoint or re-appoint business administrator (every other year).
- Ratify or reject certified negotiated agreement for the coming year.
- Set administrative salary schedule for the coming year.
- Ratify or reject classified negotiated agreement for the coming year.
- Evaluate School Professional Development Plans, School Improvement Plans, Elementary Reading Achievement Plans, and School Trust Lands Plans.
- Study need for policy or adequacy of policy in selected areas.
- In closed session the board evaluates the superintendent.

July

- Appoint or re-appoint superintendent (every other year).
- Set the tax rates for the coming year.
- Study need for policy or adequacy of policy in selected areas.

August

- Conduct a board self-evaluation (best handled in a training session).
- Study need for policy or adequacy of policy in selected areas.

September

- Review, evaluate and set board goals (best handled in a training session).
- Review tentative attendance numbers and their ramifications.
- Study need for policy or adequacy of policy in selected areas.

October

- Review official attendance numbers and their ramifications.
- Receive official testing reports for U-PASS and AYP.
- Study need for policy or adequacy of policy in selected areas.
- Remind board, superintendent, and business administrator to attend USBA Region meeting.

November

- Approve school calendar for the next school year.
- Study need for policy or adequacy of policy in selected areas.
- Remind board, superintendent and business administrator to register for USBA State Convention.

December

- Receive and approve or disapprove the Independent Financial Audit Report and report to the public on the district's financial health.
- Approve or disapprove the District Annual Financial Report.
- Study need for policy or adequacy of policy in selected areas.

Appendix C

Items on Consent Agenda Need School Board Standards

State law requires the school board to take official action on a wide variety of matters that often include routine duties delegated to the superintendent and staff. However, because many of these duties are essential to the day-to-day functioning of the district, the school board cannot fail to act on them.

The presence of these board duties on the agenda explains in large part why many people find school board meetings to be deadly dull. Duties in this category include the formal approval of such things as minutes of the previous meeting, bills for payment and all contracts (including employment contracts).

Although most of these essential but routine tasks fall in the category of “staff work,” they can consume an inordinate amount of time at board meetings. In fact, some boards appear to focus their discussions primarily on work that must be (or already has been) performed by the superintendent and other staff.

(A good test of whether a task is staff work — and a candidate for the consent agenda — is whether the board must rely on the superintendent to put the item on the board meeting agenda.)

It does appear that the trend is for boards to spend decreasing amounts of time on these routine actions, perhaps because they find so many other matters demanding their attention. Some boards ensure that required actions are disposed of in short order simply by adopting the superintendent’s recommended actions with little or no discussion.

One growing practice is for school boards to roll many of the routine items into a single vote, using what is known as a “consent agenda.” That is, members of the board agree that none of the items on the consent agenda require separate discussion or action. The board adopts all of the measures with one vote.

Boards with consent agendas treat items on that agenda as essentially “staff work” and devote most of their meeting time to dealing with major policy questions, developing goals, refining and checking for compliance with school board policies, and monitoring district progress.

One critical aspect: It is critical that the term “consent” imply that every member consents to the consent agenda. Any member of the board must be empowered to remove any item from the consent agenda to be dealt with separately for any reason or no reason at all. Most boards wisely allow any member to pull any item from the consent agenda without a vote.

Once removed from the consent agenda, an item is then treated the same as any separate agenda item.

On the negative side, it is easy for a board to overlook the importance of clearly communicating to the superintendent and staff what it expects in the handling of these routine consent agenda items. That is, some or all members of the board may have some minimum standards in mind that the staff is expected to meet as a condition for routine board adoption. But if the board does not express those standards in advance, the superintendent and staff have no opportunity to address them.

Waiting until it is time to vote at a board meeting for a member to voice those expectations is a form of second-guessing likely to cause a rift between board and staff. If there is any chance, therefore, that an item placed on the consent agenda might become a topic of board questioning, then the school board should provide the superintendent with policy guidance in advance.

Moreover, the concept of “due diligence” suggests that board members need to know what they are voting upon. For that reason, board members often need to ask questions.

When a board member has questions about any agenda item — including any item on the consent agenda — good practice suggests a telephone call to the superintendent or other knowledgeable administrator who can answer the question. Getting questions answered in advance will save meeting time and should enable the board member to vote yes or no with a clear understanding of the issue.

What are some of the routine board actions that might reasonably be placed on a consent agenda and what sorts of standards might a board establish to govern them? Consider these:

continued

Approve the annual school calendar

Board policy can direct the superintendent to develop a calendar that has the support of the teachers union (it may be a negotiated item), provides adequate emergency days, articulates with other key schools and other community groups, and meets all legal requirements. If the board wishes to judge the annual calendar by any other criterion, that criterion should be added to the policy by board vote. With these standards in place and with assurances from the superintendent that the recommended calendar complies with those standards, the calendar should be appropriate for the consent agenda.

Approve bills for payment

Bills represent legal obligations and ordinarily must be paid, but the business administrator needs board action authorizing payment. Moreover, routine expenditures that were included in the budget when the board approved it have, as a policy matter, already been authorized. Any substantial expenditure that is unbudgeted was most likely addressed prior to the actual expenditure (or should have been). If the board is concerned about the staff's spending decisions, the focus should be on standards for such decisions that can be written into policy and the matter addressed as a separate item.

On the other hand, a small district may not have the financial expertise and staffing essential for thorough internal controls. In these situations, board members may feel a need to review expenditures listed among approved bills and to let the superintendent know if they have questions or concerns. (Again, these issues should be handled with a phone call prior to the meeting.) Board members should feel comfortable with the bills, regardless of whether they review them personally or know that they are reviewed with sound internal procedures.

Approve contracts for goods and services

Contracts of all kinds must be approved by the board and signed by the board president, including employment contracts as well as contracts for goods and services. Before putting contracts on the consent agenda, it would be prudent for the school board to enact policies that stipulate the dollar amount of contracts that the superintendent can authorize (even though the board must give final approval) and set forth any standards the board might want, such as those banning conflicts of interest and requiring compliance with state laws.

Approve employment contracts

Staff positions should usually be included in the approved budget, so the only real issue is who will be selected for employment. Most boards prefer to hold the superintendent accountable for hiring and developing a competent staff so they do not become involved in employment decisions. However, such boards often use policy to state their intent for the district to hire the best and avoid favoritism. In the hiring of coaches, for instance, a board might set forth in policy its goals for the athletic program, indicating whether winning is more or less important than wide participation and the teaching of values. If compliance with such policies is checked from time to time, employment contracts may be prudently added to the consent agenda.

Select textbooks

Although a school board rarely has the expertise necessary to select textbooks — and would be ill advised to take this choice away from its teachers and staff even if it did — a board does need to ensure that the selection meets certain standards. First, it may be prudent for board policy to address the process for selecting textbooks—that is, who should be involved in the decision. The board might want to stipulate that no parent group should react unfavorably to the selection, or that textbooks must meet certain standards of both morality and academic excellence.

Once the board's criteria are expressed in policy, the staff can be turned loose with the task of textbook selection. The staff's final choice can be put on the board's consent agenda if the superintendent believes that the board's criteria have been met.

Approve budget and tax levy

The superintendent and staff must do the heavy work of projecting expenses and estimating income for the annual district budget. Members of the board can pore over the budget and usually come up with ways to cut a few dollars here and there. However, in the final analysis, the budget belongs to the superintendent and staff. They know most about what is in the budget and they have to live with it. The board must approve a budget, and then approve a tax levy to provide the local share of the budgeted revenue. Some boards also work hard at establishing priorities to guide the budget making process.

Budget development involves endless talking and

consulting, including a public hearing on a tentative budget. Even the tax levy may require a truth in taxation hearing.

Notwithstanding — even though the talking and discussing may be over by the time the board finally votes to approve — the budget and tax levy probably should **not** go on the consent agenda. Both items are just too big and important.

However, the district budget needs a clear statement of board policies governing staff choices. That is, does the board insist on a balance between income and expenditures? Is the budget expected to reflect school board goals? What are the criteria by which the school board judges the budget — and can the superintendent assure the board that the budget meets those criteria? Some school boards test the budget primarily by evaluating the assumptions on which the staff based its projections for enrollment, expenses, revenue and other key factors.

Other decisions that a school board might consider for a consent agenda:

- approve employment decisions - hiring, transfers, lay-

offs, notices to remedy, dismissals;

- set salaries (usually as negotiated with unions);
- adopt resolution putting public policy issue on the ballot (i.e., tax rate increase);
- suspend/expel students;
- approve construction and repair of buildings;
- approve school boundary changes.

Note that many of these issues involve weighty choices. Some of them reach the voting stage only after several months of discussion and public and staff involvement. Whether any of these decisions call for separate action or can go on a consent agenda probably depends on how big the decision is and the comfort level of the individual board and superintendent.

Avoid the rubber stamp: Regardless of what the board puts on its consent agenda, the board president should regularly explain to the community what is on the agenda, why it is there, the kind of preparation that preceded placement of the issue on the consent agenda, and any relevant board policies governing the matter.

Appendix D

The Student Expulsion Hearing

Because its primary functions are to set policy and monitor its execution, the school board is largely a legislative body. The board enacts policies governing all aspects of school operations in its legislative capacity, including student conduct.

However, the school board must shift from its legislative role to a judicial role when a student is recommended for expulsion or when a student decides to contest a suspension. The board may serve as “judge and jury” in weighing the evidence and deciding whether a student shall be removed from school.

The decision to expel a student can be made by the school board following an opportunity for a hearing. To ensure that the board and its decision are impartial, it is essential that:

- Members of the board should not be involved in investigative activities or preliminary discussions leading up to the expulsion recommendation.
- The student must be allowed to dispute evidence and in most instances cross-examine witnesses presented by the administration.
- The student must be allowed to present witnesses and other evidence.
- The board must not assume the role of prosecutor.
- The hearing must be conducted in a manner that does not violate the student’s right to due process.

Although the student must be allowed to have legal counsel and to present evidence, both federal and state courts have consistently held that a student expulsion hearing need not take the form of a judicial trial. Moreover, although there may be exceptions, rules of evidence do not usually apply. Where issues regarding the conduct of the hearing or the admissibility of evidence arise, the individual presiding over the hearing must decide those issues. Many boards employ an attorney to

guide them through hearings or to be the hearing officer for that reason.

There may be situations where the board might want to make a decision on guilt before listening to arguments regarding the punishment, or a board may simply wish to conduct all expulsion hearings in a bifurcated manner.

In the majority of expulsion cases, guilt is not a serious issue. Administrators rarely recommend expulsion until or unless it is clearly established that the student actually committed the wrongdoing. Evidence that the student did commit the act must be presented to the board, of course, and entered into the record even if it is not a serious issue. Such evidence should be entered into the record even when the student admits to the act in case the student later changes his or her story.

Most student disciplinary actions are contested on the issue of whether expulsion is appropriate for the misconduct or whether there are extenuating circumstances that make expulsion inappropriate. That is, the student and parents and their attorney are more likely to argue that (a) the school rule calling for expulsion is too severe or (b) there were mitigating circumstances that warrant a less severe punishment.

Decision and formal action – The student or his attorney must be given an opportunity to present evidence, including their own witnesses, and to cross-examine witnesses presented by the administration. Both sides also should be allowed to make closing statements if they wish. Those statements can relate to the student’s guilt or the appropriate punishment. Any hearing officer report should fully describe all evidence and statements. Following closing statements, the board should have heard all the evidence there is to hear.

It would never be appropriate to conduct or discuss a student disciplinary case in public session. The board should meet in a closed session to conduct hearings or consider hearing officer reports. Where the board itself conducts the hearing, other parties involved should be excused before the board begins deliberations as to guilt or innocence. In those cases where the superintendent makes the case for expulsion, the superintendent or his

* Excerpted from chapter two, “Roles and Responsibilities,” in *The School Official’s Guide to Student Disciplinary Hearings*, Second Edition, by Gene Cartwright, Allen Schwartz and Alan Mullins. Copyright 2002, Illinois Association of School Boards.

designee should be excluded from the board's deliberations.

The board's attorney does not have to be excluded from the deliberations if the attorney acted as the hearing officer. There is no conflict of interest in acting as the hearing officer and the board's advisor because the hearing officer acts as a neutral. However, the attorney should be excluded from deliberations if the attorney presented the case for expulsion at the hearing because that activity is not neutral.

Board members discuss the issues and evidence among themselves in a closed session and attempt to arrive at a consensus as to whether the student is guilty of the alleged violations and then whether the student (if guilty) should be expelled or otherwise disciplined.

Although board members should not be influenced by the student's past record in determining guilt or innocence, past record is important in determining whether to expel and, if so, for how long. It is imperative that the punishment fit the misconduct. It is also important that the board have a consistent discipline policy, but that does not mean that all students have to receive the same punishment for the same misconduct. The individual's record, particularly discipline history, should be examined - but only after guilt is established. Just as a three-time offender receives a more severe sentence than a first-time offender in criminal court, a student who is a disciplinary problem should receive a stronger form of discipline. Likewise, there may be mitigating factors about the misconduct that may be reason to give a less severe punishment. The board can consider all those factors and does not have to give the same punishment for the same offense in all cases.

The school board's final step is to convene in a public session and formally vote on a motion or resolution to expel, if expulsion is the consensus arrived at in closed session. Typically, the student's name is not used in a public session. Rather, some other designation, such as a student number, is used to identify the student. Naturally, the student and parents should be notified by written notice of the board's action.

Written decision - School boards are not required to produce written decisions in expulsion or suspension proceedings. Hearings may be recorded by court reporter or tape recording. Although recording is not required, it is recommended that the hearing at least be audio-taped in case the student contests the board's decision. The student should be allowed to record the proceedings if desired, in which case the school board should arrange for its own recording.

Hearing officers

Utah law authorizes school boards to use hearing officers to conduct student disciplinary hearings, except the final determination to expel a student must be made by the board. The hearing officer may be an attorney, school employee or an independent third party.

Many boards prefer to use hearing officers because it reduces the number of meetings members must attend and because it is easier to schedule hearings for one hearing officer than for a number of board members.

The hearing officer must conduct the expulsion hearing in essentially the same fashion as the school board would. The difference is that the hearing officer cannot and should not substitute his or her judgment for the judgment of the full board. Only the full board can expel. The school board takes action based on a written summary of the evidence submitted by the hearing officer. An inaccurate or biased presentation of the evidence is a good target for litigation.

Thus, the hearing officer's report to the board should provide the full flavor of the evidence. It must report the evidence presented by both sides. Although the report probably should not draw conclusions or make a recommendation one way or the other, the hearing officer should offer observations regarding the evidence. For example, the board should know what evidence came from eye witnesses and what is based on hearsay or second-hand information. In addition, since the board is not able to observe witnesses, it would be proper for the hearing officer to make observations regarding the credibility of witnesses.

The board may and should, so as to avoid discussing confidential information about students in public, consider the hearing officer's report in closed session only. The board should not call upon the hearing officer for additional comments or clarification. To do so would invite arguments in the case and an unconscious attempt to influence the school board. The hearing officer's role is not adversarial or advocacy - it is fact finding. If the hearing officer's report falls short, then a full board hearing should be convened to cover the points that are unclear in the report, or the report should be sent back to the hearing officer to re-convene the hearing to cover those points.

After deliberating on the hearing officer's report in closed session, the board should announce its action in public meeting in such a way as to not disclose the student's identity.

Appendix E

Public Hearing Procedures

Preparations – A public hearing should be treated the same as any other school board meeting in terms of a convenient time and place, public notice and record keeping. School board hearings can sometimes be held as part of a regular board meeting, although some hearings are required to be held on separate dates, presumably as special meetings. Some hearings involve special procedures for giving public notice, although in some cases the notice required for any regular or special meeting will meet statutory requirements. In cases where the law requires the board to conduct a public hearing, the law also generally imposes special notice requirements.

Location of a hearing, of course, should be selected to accommodate the number of people expected to attend. If the regular meeting place of the school board is not suitable, a school library or gym could be used. In addition to location, equipment needs should be assessed. Consider the following: a lectern, recording and public address equipment, and audio-visual equipment to accommodate the presentation of maps, charts, graphs, lists, etc.

Minutes and a recording are required by the *Open and Public Meetings Act*, and some speakers may also provide their comments in writing. These written presentations should be maintained along with the recording of the meeting. If desired, designate someone to take the names of those persons wishing to testify at the hearing or direct speakers to sign up to testify before the hearing. Participants and the public may be invited to sign in as they enter the hearing room. This is especially useful where a record is desired of individuals and groups who are interested in the subject of the hearing.

The order of persons testifying at the public hearing should also be predetermined. It is recommended that district officials testify first, then persons representing organizations, followed by individuals. An alternative system would follow a first-come, first-served order using the sign-in sheet. If several individuals from the same group or with similar views desire to speak, the board may consider having one or more individuals express the views to the board and the others merely agree.

Conducting the hearing – After the hearing is called to order, the board president should welcome the public. Members of the school board can be introduced if appropriate. An opening presentation should be made on behalf of the board explaining the purpose of the hearing. The school board's rules and procedures governing the hearing should be explained for the benefit of the public and any witnesses. Such rules should include reference to the order in which speakers will be called. If the board anticipates a large number of people wishing to testify, it may be necessary to limit the time for each speaker. Limiting statements to three to five minutes encourages speakers to be focused and direct, and permits more people to testify.

A public hearing is usually over when all who wish to speak have been heard or when all the facts needed to reach a decision have been assembled. Before adjournment, the board president or superintendent might make concluding remarks on behalf of the board, explaining how the information collected at the hearing will be used and thanking the audience and the witnesses for attending and for sharing their views.

The hearing is ended following a motion and a vote to adjourn.

Appendix F

Making the Board Meeting Work is Every Member's Job

By CLAYTON F. THOMAS

The effective school board is one that aggressively tackles its work as a unified group.

Each school board, of course, consists of individuals who may or may not care about the success of the total group—or its public image. Some members are proud to be a part of the board and take personal responsibility for making meetings productive. Other members have personal axes to grind or simply prefer to be doing something else.

Look around at the school boards you know. Note that some boards seem able to weather just about any crisis. They display little hesitancy or awkwardness in dealing with the most controversial issue in public meetings. They respond to issues as a team and emerge with solutions that leave individual members still on friendly terms with one another. No matter what the issue, the board survives intact.

Other boards never quite learn to work as a group. They have difficulty resolving the simplest problems. Their hesitancy or internal bickering give their constituents a bad impression. Such boards may spend an inordinate amount of time in executive sessions—perhaps arguing among themselves.

The difference? On the successful board, each member feels responsible for productive meetings. The responsibility is not left entirely to the board president.

It goes almost without saying that the responsible board member comes to meetings prepared, abides by the board's rules of procedure, and respects the total board's goals and policies. Certainly nothing is more disconcerting than a board member who unseals his agenda packet at the start of the meeting. (The sound of a tearing envelope is a warning to all that someone is not prepared.) Even more difficult is the member who pursues a separate agenda.

In addition to these basic considerations, there are many ways in which the individual member influences the behavior of the total board, for better or worse. Here

are some suggestions for the board member who wants to exercise a positive influence in making board meetings productive and upgrade the public's perception of the school board:

- 1) Use appropriate communications skills.
- 2) Deal constructively with conflict.
- 3) Deal constructively with uncooperative board members.
- 4) Help new board members become part of the group.
- 5) Encourage your board to evaluate its meetings.

1. Using communications skills

If things did not go well at your last board meeting, ask yourself how you could have helped. Did you talk too long? Were you willing to share ideas and feelings? Did you truly listen to others' ideas and feelings? Did you seek the opinions of others who were reluctant to speak? When each member feels a sense of responsibility for a successful meeting and uses reasonably appropriate communication skills, success is easily attained.

Some of the essential communication skills are *paraphrasing* in order to ensure understanding of ideas, *listening for feeling* in order to comprehend how people feel, and *giving feedback* to explain your own thoughts and feelings. Fortunately these skills are not difficult to acquire. They just take practice.

• **Paraphrasing.** The process of restating in your own words what others say and then checking it out with them is called paraphrasing. For example, after listening to a member expound on the school tax rate, you might paraphrase him or her by saying, "Then you are not in favor of tax rate increase, is that right?" Note that the paraphrase ends in the form of a question in order to check out the accuracy of your paraphrasing. A small amount of practice will improve your skill, but it also will demonstrate that paraphrasing is possible *only if you are actually listening*. Therefore, focusing on paraphrasing eliminates the need to focus on listening as a skill. Listening becomes a byproduct of paraphrasing.

continued

This article is reprinted from the July-August 1981 issue of *The Illinois School Board Journal*. Clayton Thomas is a professor emeritus in the Department of Educational Administration and Foundations at Illinois State University, Normal.

• **Listening for feeling.** It is important to recognize that feelings are communicated just as ideas are, although not always with words. Facial expressions, gestures, body language, and voice tones as well as words are clues to a person's feelings. When impressions of a person's feelings are received, they can be checked out with such statements as:

"You seem upset by what I said. Are you?"

"Am I correct that you are disappointed in our decision?"

It is important that your perception of someone's feelings be expressed as a question, not as a statement of fact.

Many times feelings are obvious but never acknowledged by either party—even though we know that these feelings are at least as important as thoughts or ideas. The significance of listening for and acknowledging feelings is that it is an excellent way to dissipate or prevent conflict. When negative feelings are identified early, they can be dealt with before a major explosion occurs. Checking out feelings also allows us to correct any misconception we might have about a person's feelings before we act inappropriately.

• **Giving feedback.** The ability to communicate our own ideas and feelings to others, particularly when these feelings are negative, is an important skill for board members. Most often, feedback is intended to change someone else's behavior. Therefore, feedback must be presented in a non-threatening manner. If feedback produces a defensive reaction, little behavior change will occur. On the other hand, the feedback cannot be so subtle that it passes unnoticed. The difference between feedback that generates a defensive reaction and that which creates a more favorable response is not the frankness of the comments. Being "politely frank" with a person can be just as unproductive as being blatantly obnoxious.

Perhaps the most important feedback skill is the ability to use *descriptive* feedback as opposed to that which is judgmental. Almost without exception, a judgmental statement intended to change another person's behavior will create resistance to change. When you say to a person who frequently uses profanity that he "is vulgar," you have made a judgmental statement. That is, you have judged the person and found him vulgar. The recipient of such a statement is likely to respond in kind with, "Your manner of speech isn't so ___ good either."

A more productive approach is to describe the impact that profanity has on you, such as: "I have listened to you for 20 minutes and you have used that word six times and each time I felt like leaving." Such

feedback is not presented as a universal truth, but as one person's observation and reaction. As such, it does not put the profanity-user on the defensive. The statement leaves the recipient free to accept or not accept your feedback. It may generate some negative responses, but the seed will have been planted. The recipient will now have information about the impact of his behavior which may help him change.

It should be noted that descriptive feedback may also be one's feeling as a result of the other's behavior. In the previous example, the statement, "I feel like leaving" is such a statement. Comments such as, "It upsets me," "I became anxious," or "I wanted to cry" fall into the same category. When using feedback statements reflecting your personal feelings, it is still important to be descriptive. To say, "I feel you are vulgar" is not different than saying, "You are vulgar."

In either case it is judgmental. It would be far better to say, "Your use of profanity disturbs me," which describes your feeling as a result of the behavior.

2. Dealing with conflict

Each board member is a product of his or her own unique experiences in life. Consequently, each has different values and goals, making some conflict inevitable. The challenge for the school board member is to recognize that conflict has many positive aspects and to learn how to deal with conflict so that negative features are minimized.

One positive feature of conflict is that it results in better decisions because individuals are forced to defend their positions. Open discussion allows many members to influence the decision. (Seven heads are better than one.) Conflict also stimulates people to get involved. This involvement not only improves the decisions, it gives members a chance to drain off any feelings of hostility.

It is important to recognize the positive values of conflict, because a feeling that conflict is undesirable usually results in sweeping disagreements under the rug. The result is a latent form of conflict that smolders for long periods of time, sapping the energies of the board. Eventually it bursts into heated arguments that further deteriorate relationships.

Board members must learn to bring differences out in the open early and interact in a productive manner. This requires a combination of group processes and individual skills. Bringing conflict to the surface can be done by any member of the board who senses a conflict that needs discussing. In doing so, it is important not to

make judgmental statements or assess blame. These opinions can come later.

For example, it is constructive to say, “I’m unhappy with the district’s textbook policy.”

It is destructive to say, “Last year’s board used poor judgment in developing what is obviously a lousy textbook policy.”

In the first example (which describes your feelings) the natural response is simply, “Why are you unhappy with the policy?” In the second case (which judges both the policy and the previous board) the natural tendency for veteran board members is to defend the policy, saying, “I suppose you think you can do better.” The ensuing conflict will be a win-lose venture in which the losers will be unhappy and seek their revenge at another time. In the long haul, everyone will probably lose.

Once a conflict is brought to the surface, it is best dealt with openly in a problem-solving session where ideas are expressed and feelings shared. The aim should be to reach a consensus on the issue. This does not mean a unanimous vote is essential nor does it mean everyone has to agree. “Consensus” simply means that:

- All board members have expressed their opinions and feelings, and
- Everyone is willing to support the decision or at least willing to go along with the decision without sabotaging it.

Of course, some decisions reached by consensus must subsequently be voted on to become a matter of official record.

Most people instinctively try to avoid conflict. During a discussion of conflict issues, it helps to keep in mind some of the ways that we typically avoid dealing effectively with conflict issues. In fact, it would help to permanently display a list of these behaviors in the school board meeting room. We are all guilty of these destructive behaviors when conflict arises and need to be reminded from time to time:

- making attacking statements (e.g., “that’s stupid”)
- interrupting
- talking in the third person (i.e., *they* think, rather than *I* think)
- muddying the waters
- changing the topic
- withdrawing from the discussion

The behaviors that help deal constructively with conflict are:

- listening and trying to understand
- stating your own ideas, opinions and feelings

As strange as it may seem, a common characteristic of most people in conflict situations or when dealing with controversial issues is to avoid admitting their own feelings. Such statements as “The citizens won’t accept a district-wide sex education program” represent a common way of copping out. Such a statement does not provide a good point of discussion, because the speaker has not expressed his own feelings. For example, does the speaker feel that sex education is valuable and should be implemented? Or does the speaker dislike the program on moral or religious principles? Maybe the speaker likes the program but believes the community’s response will be too unfavorable. Each of these interpretations of the statement suggests a different course of action or different topic of discussion for the board. Therefore, the sooner everyone’s position is known, the sooner the group can come to grips with the real issue. Again, this involves a sincere effort to state your own ideas and feelings.

3. Working with the uncooperative member

Passing judgment on the behavior of others is always a dangerous practice. Attempting to change that behavior is even more so. Most of us generally behave as we do because (1) we are not aware of how our behavior is being perceived and (2) we are acting out some basic need, such as a need for belonging or status within the group.

In considering ways to deal with the uncooperative board member, one thing is worth remembering: we can only change our own behavior, not the behavior of others. If we expect others to do something different, we must ourselves do something different first. For example, *telling* people that they need to prepare for meetings, consider all the options before deciding, avoid becoming involved in administrative matters, or speak respectfully to others will not have much impact. However, *doing* something—such as holding new board member orientation sessions where a “problem” member plays a leadership role—may have an impact.

Sharing your negative feelings in a positive way rather than giving advice may motivate an individual to reconsider his behavior. Keep in mind that many times behavior can be improved by meeting an individual’s basic needs for belonging and for recognition and status within the group. Ask yourself, “What have we done to make the uncooperative board member feel he or she

continued

belongs?" "What have we done to meet the ego-status needs of the individual?" Answers to these two questions, accompanied by appropriate behavior changes on your own part, frequently produce surprising results.

4. Helping the new board member

Newly elected board members come to their first meetings as "outsiders" with ideas to share and a strong desire to belong. To be sure, a few come with their armor polished and their axes sharpened. In either case, the first objective of incumbent board members should be to achieve a level of "belonging" for each new member.

Each new board member, whether he is conscious of it or not, must find an answer to the question, "Who or what am I to be in this group of board members?" Until such feelings and emotions are dealt with, the individual will have difficulty functioning as a part of a team.

As new members struggle to establish an identity within the group, their behavior may take different forms. Some may be aggressive, some may be humorous, and others become listeners.

Eventually, each member finds a comfortable role which seems appropriate for this particular group. Once this role is found, the member will begin to feel a part of the group and begin to seek a share of the power and influence that the board of education controls as a group. The new members' behavior at this stage may consist of fencing, testing each other out, or over aggressiveness. These behaviors among new board members are normal, but some tension will be evident.

During this period of getting acquainted, all members of the board will be preoccupied with their own feelings and less able to listen to each other. Yet, this process of each board member and each board going through these growing pains is the way a board becomes a real group

capable of a team effort.

In reaching a comfortable level of mutual trust, each member's attitudes and skills are important. The goal is to lead the new member to a sense of personal responsibility for the performance of the total board. To achieve this, each incumbent board member must feel partially responsible for helping the new member acquire a feeling of belonging.

Part of the task is accomplished by providing the new member with information and opportunities to acquire knowledge and skills. The rest of it depends on patience, understanding, and involvement.

5. Evaluate your meetings

It is a wise board of education that frequently takes stock of its meetings. A few minutes of discussion before adjourning can alleviate many potential problems. Talking about how the meeting went (not what was decided) can help all members, particularly new members.

For example, if the meeting took longer than expected, discuss why. If you felt you had insufficient information to make a good decision, share your concern. If you were able to achieve consensus early consider why the board seemed so productive.

It is far better to discuss these items as a group than it is to talk about them as you leave the meeting or complain to your spouse when you get home. This occasional self-analysis by a board should not take the place of an annual evaluation involving the superintendent. It will, however, make an annual evaluation much less traumatic.

These five steps should help any group of board members work together more effectively. In fact, if only one member puts them into practice with persistence, the beneficial results can be startling.

Appendix G

Board Members: Code of Ethics

As a school board member:

- 1) I will be a staunch advocate of free public education.
- 2) I will uphold and enforce all laws, state board rules and regulations and court orders pertaining to schools. Desired changes should be brought about only through legal and ethical procedures.
- 3) I will make decisions in terms of the educational welfare of children and will strive for public schools which can meet the individual needs of all children regardless of their ability, race, sex, creed or social standing.
- 4) I will join with my fellow members on the board, the staff, the community and the students in continuing study of the nature, value and direction of contemporary education in our society in order to facilitate needed change in our schools.
- 5) I will work unremittingly to help the people of my community understand the importance of public education and the need to support it.
- 6) I will strive to ensure that people are accurately informed about our schools, and I will try to interpret to the staff the aspirations of the community for its schools.
- 7) I will recognize that my responsibility is not to run the schools, but, together with my fellow board members, to see that they are well run.
- 8) I will confine my board action to policy making, planning and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
- 9) I will arrive at conclusions only after discussing all aspects of the issues at hand with my fellow board members assembled in meeting.
- 10) I will recognize that authority rests with the whole board assembled in legally authorized meetings and will make no personal promises nor take any private action which may compromise the board.
- 11) I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- 12) I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools.
- 13) I will vote to appoint, upon proper recommendation by the appropriate administrative officer, the best trained technical and professional personnel available.
- 14) I will support and protect school personnel in proper performance of their duties.
- 15) I will refer all complaints to the chief administrative officer and will act on such complaints at legally authorized meetings only after failure of an administrative solution.

Appendix H

A Model for Orienting New Board Members

One of the USBA Foundational Principles of Effective Governance states that “the school board takes responsibility for itself,” meaning its own procedures, activities and behaviors. An essential part of any board’s activities should be the orientation and training of newly-elected members.

Following is a comprehensive list* of areas that might be covered during the orientation of new school board members. Each school board should review this list to determine what is applicable locally and take action to ensure that new members are adequately prepared to take their seats at the board table.

Orientation to the Board: These items are generally the school board’s areas of expertise and, therefore, should be the board’s responsibility in the orientation process. Often, the board president will take the lead for this part of the orientation process with the assistance of the superintendent and other members of the board.

- 1) A personal copy of the written board policy manual and explanation of its use, development, review, etc., including the following:
 - A copy and explanation of the district’s mission, vision, values and beliefs, and/or educational philosophy.
 - A copy and explanation of the district’s latest short- and long-range goals, along with related needs assessment results.
 - An explanation of school board organization (including officers and standing or ad hoc committees, if any).
 - An explanation of any policies governing board member conduct and activities (i.e., Board Code of Conduct, travel expenses, conflict of interest, professional development).
 - An explanation of how board meetings are conduct-

*This list of orientation and reference materials has been adapted with permission from the December 1994 issue of *School Leaders’ Bulletin*, published by the Nebraska Association of School Boards.

ed, including parliamentary procedures used, *Open and Public Meetings Act* requirements, placing items on the agenda, superintendent’s informational packets, etc.

- A discussion about the board’s need to speak with one voice, the authority of the board vs. the authority of any individual board member, the chain of command, etc.
 - An explanation of board processes, such as gathering community input, monitoring district progress, self-evaluation and communication with the media.
- 2) A historical summary of the board’s current work, including minutes from the past year’s board meetings.
 - 3) An explanation of the superintendent’s informational packets.
 - 4) An explanation and list of board and board member development opportunities available throughout the year including USBA’s New Board Member Workshop and the Annual Conference.

Orientation to Board/Superintendent Roles and Relationships: These items are generally shared areas of expertise between the board and superintendent, and, therefore, should be a joint responsibility in the orientation process.

- 1) Clarification of roles and responsibilities including discussion about “Who decides” particular types of issues.
- 2) Explanation of how authority is delegated to the superintendent.
- 3) Explanation of the administrative procedures manual.
- 4) A copy of the superintendent’s job description and performance-based contract and discussion of how it evolved.
- 5) A copy of any superintendent evaluation materials and discussion of how and when they are used.
- 6) An explanation of how communication flows between board members and superintendent and

how to use the chain of command.

- 7) A review of written board policies governing the board/superintendent relationship.

Orientation to the District: These items are generally the superintendent's areas of expertise and responsibility in the orientation process.

1) School Finance

- A copy of the district's budget. Explanation of how, when and by whom it is prepared; how the district's mission and goals are translated into a dollars and cents plan; where the money comes from, where it goes and how it is spent.
- An explanation of financial accountability processes: how funds are accounted for; how expenditures are authorized; what financial reports are provided and how to interpret them, etc.
- An explanation of the state's financial plan and what it means in terms of local district budget.
- Data on district per pupil cost and expenditures.
- An explanation of the assessed valuation and tax structure of the district.
- An explanation of the funding process for the school district.
- A description of the district's student enrollment trends and projections.
- Data on the existing bond indebtedness of the district and when various building debts will expire.
- Information on federal and state aid to your district's education program.

2) School District Facilities and Transportation

- A list showing the number, location, and condition of schools and other buildings owned and/or operated by the district.
- An explanation of construction projects contemplated and in process.
- A description of the district's building maintenance program.
- An explanation of the student transportation system — the number, condition and maintenance program of district-owned vehicles and/or the contract for transportation services.
- A description of the geographic boundaries and attendance zones of the school district.

3) School Curriculum and Instruction

- An explanation of curriculum standards required by

state law and implemented by the State Board of Education.

- Copies of recent state and/or accrediting agency evaluations.
- An explanation of the district's overall curriculum program.
- An explanation of local school improvement initiatives (what, why, who, how).
- An explanation of the educational organization of the district, including student groupings, departmentalization, team-teaching, shared pupils/teachers, etc.
- An explanation of how elementary and secondary curricula are coordinated.
- Student dropout statistics.
- Information on standardized testing, recent test results and the uses of test results.
- Data on the percentages of students who go on to college or other post high school programs.
- Documents showing teacher-pupil ratio and median class size for the district and for appropriate sub-groupings.
- An explanation of the district's program for exceptional children: those with higher or lower than normal mentality, impaired sight or hearing, and emotional, neurological and other problems.
- Data on age and condition of textbooks and other school equipment.
- A description of libraries, technological tools and other instructional materials in use now or planned for the future.
- A listing of extra- and co-curricular activities in the district.

4) Administration and Staff

- A copy of the job description of the superintendent, business administrator and other top administrators.
- An organization chart of the school district's management structure.
- An explanation of personnel recruitment and hiring procedures.
- A copy of staff salary schedules and fringe benefit programs, including data on average and median salaries of teachers and administrators.
- Data on staff-administrator ratios.
- A copy of the district's collective bargaining agree-

continued

ment(s), and a brief history of the recent collective bargaining activities in the district.

- An explanation of the district's evaluation criteria and procedures for administrators, teachers and support staff.
- An explanation of the district's orientation program for new teachers.
- An explanation of the district's staff development program.

5) School-Community Relations

- An explanation of programs, activities and interests of education-oriented groups and associations (i.e., PTA, booster clubs, education foundations, advisory committees.)
- An explanation of the district's public relations program, how it is coordinated, and what activities regularly take place.

Appendix I

Screening Candidates to Fill a School Board Vacancy

Every school board at one time or another must face the task of filling a vacancy. In many cases, the remaining members find themselves in a recruitment mode, trying to find someone they want who is willing to serve.

However, where two or more people are interested in filling the school board vacancy, the challenge facing the board is obviously quite different. Here the remaining members must make a choice that's bound to displease someone. For boards in this situation, there are some simple procedures that can eliminate the confusion and emotion that often surround screening and choosing appointments and make the process go quickly and smoothly.

It's important to note that a school board has 30 days in which to fill a vacancy. If the board fails to act within that time, "the county legislative body, or municipal legislative body in a city district shall fill the vacancy by appointment" (Utah Code §20A-1-511). In either case, the appointed member serves until the next regular election, at which time he/she may file and be elected to a new term. However, if the vacancy occurs more than 14 days before the filing deadline for the next board election and there are still two years remaining of the vacating board member's term of office, the vacancy will be filled by an interim appointment followed by an election to fill a two-year term. In other words, the interim appointee or another eligible candidate must file and be elected to complete the term of the vacating board member.

The process of screening candidates and making an appointment should have at least two purposes:

- ensure selection of the most qualified applicant;
- avoid haggling and hard feelings.

In addition, a vacancy presents a school board with a challenge to maintain its standards for excellence and to set an example for the staff. Put another way, if administrators are expected to do a good job of selecting staff members for employment, the board should do a good job of handpicking a board member for appointment.

To begin, members of the board must agree in advance on the qualifications they will seek in a new member. These qualifications can vary from board to

board, depending upon how members view their role and the kinds of problems facing the district. One approach is to appoint the person who can be of most help to the board. However, this criterion may not be suitable for all boards. Another board might place highest value on intellectual capacity. Another might want someone with influence in the community.

In any event, the board should produce a list of attributes that all members can agree on and then use that list to evaluate candidates.

The rating sheet on page 78 includes a list of attributes that might be appropriate where the board wants to appoint a person who can most help the board with its work. The list of attributes ranges from "desire to serve" to "knowledge of schools and board organization" and "availability."

Each school board should determine for itself the qualifications it will seek. The important thing is that all members of the board must be committed to the attributes. If different members are evaluating candidates by different criteria or different standards, they are bound to disagree on who is the best appointee. The result will be the emotional hassle that the board should strive to avoid.

With these criteria in hand, the board can set about recruiting and screening, a process that can be carried out in as little as two weeks. Here are the steps:

- 1) At least two weeks before filling the vacancy, announce the vacancy through the news media and ask interested persons to notify the board president.
- 2) The total board interviews each candidate. The board may not interview a person applying to fill an elected position in a closed meeting (Utah Code §52-4-205). Each board member uses a rating sheet as a guide in asking questions and evaluating responses. Interviews are designed, of course, to determine how well the candidate fulfills the board's agreed-upon criteria. See the Candidate Evaluation form on page 78.
- 3) Following the interviews, each board member individually lists all of the candidates who are acceptable —

continued

that is, those who meet the qualifications.

- 4) The board president tabulates the results and determines which candidates show up on all the lists — or at least those which show up most frequently. The aim is to get the top three candidates.
- 5) At this point the board may adjourn to give each member time to consider the top candidates with the intent of making a selection at the next regularly scheduled board meeting. If the 30 day deadline comes before the next regular board meeting the board will need to schedule a special meeting for the appointment.

Conducting interviews

Probably the critical part of the process is the interview. Here is where board members must decide how well each candidate measures up. Questioning properly is extremely important.

For example, in determining a person's level of interest, the board can examine past school activities. Does the candidate take part in parent organizations? Attend board meetings? Has the candidate ever run for board election?

Candidates might receive credit for experience in fraternal organizations, because this indicates a desire to serve the community. It might also score high if the candidate can display some knowledge of the schools and how the board functions.

The board might ask the candidate to identify district priorities. This indicates knowledge of the district's direction and major concerns. The candidate might also be expected to know the difference between board work and staff work and to respect the superintendent's role as distinct from the board's role.

A board might also look for people with different

School Board Candidate Evaluation

1. Unsuitable
2. Fair
3. Good
4. Excellent
5. Outstanding

Candidate's Name _____

Interview Date _____

Subject	1	2	3	4	5	Comments
A. Desire to serve and past interest in school activities						
B. Fraternal organization experience						
C. Governmental experience						
D. Knowledge of schools and board organization						
E. Identification of board's priorities						
F. Non-parochialism attitude and history						
G. Relationship of livelihood to board duties						
H. Attitude toward board teamwork						
I. Attitude toward board/administrator relationship						
J. Daytime availability						
K. Evening availability						
CONSENSUS RATING						

skills and perspectives, such as management experience.

On the other hand, if a candidate exhibits a concern for only one school or neighborhood or other signs of narrow thinking, the board can ask deeper questions. The aim here would be to get a person who wants to represent the entire district and to avoid those with axes to grind.

If the school board is prepared, a vacancy can be viewed as an opportunity to help the district rather than a hassle filled with confusion and politicking.

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USBA Conference January 9-11, 2020

	<u>Curtis</u>	<u>Cory</u>	<u>Jeff</u>	<u>April</u>	<u>Shawn</u>
Mileage Reimb.	\$ 242.44	\$ 242.44	\$ 242.44	\$ 242.44	\$ 242.44
Lodging	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00
Conference Fee	\$ 495.00	\$ 495.00	\$ 495.00	\$ 495.00	\$ 495.00
Meals	<u>\$ 20.00</u>	<u>\$ 20.00</u>	<u>\$ 20.00</u>	<u>\$ 20.00</u>	<u>\$ 20.00</u>
Total	\$1,157.44	\$1,157.44	\$1,157.44	\$1,157.44	<u>\$1,157.44</u>
					\$5,787.20

	Price	Nights	Total
Hotel Cost	200	2	400
Conference Fee			495

NSBA Conference April 4-6, 2020 (Estimated Costs)

	<u>Curtis</u>	<u>Cory</u>	<u>Jeff</u>	<u>April</u>	<u>Shawn</u>
Mileage Reimb.	\$ 242.44	\$ 242.44	\$ 242.44	\$ 242.44	\$ 242.44
Parking	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00
Flight	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00
Ground Transp.	\$ 150.00	\$ 150.00	\$ 150.00	\$ 150.00	\$ 150.00
Lodging	\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00	\$ 720.00
Conference Fee	\$ 765.00	\$ 765.00	\$ 765.00	\$ 765.00	\$ 765.00
Meals	\$ 233.00	\$ 233.00	\$ 233.00	\$ 233.00	\$ 233.00
Total	<u>\$2,570.44</u>	<u>\$2,570.44</u>	<u>\$2,570.44</u>	<u>\$2,570.44</u>	<u>\$ 2,570.44</u>
					\$12,852.20

362

	<u>Price</u>	<u>Nights</u>	<u>Total</u>
Hotel	\$ 240	3	\$ 720
Conference Fee			\$ 765
Flight (Depart Apr 3, return Apr 6)			\$ 400
Ground Transportation			\$ 150
Meals			\$ 233

	<u>3-Apr</u>	<u>4-Apr</u>	<u>5-Apr</u>	<u>6-Apr</u>
Meals	\$ 20.00	\$ 71.00	\$ 71.00	\$ 71.00
	State	Tier 1	Tier 1	Tier 1



Wayne High School Badger Basketball Schedule 2019 - 2020



November 26	Tuesday	Wayne @ Gunnison*	4:00, 5:30, 7:00
December 11	Wednesday	Valley @ Wayne	4:00, 5:30, 7:00
December 13	Friday	Wayne vs Rich (SVC)*	8:30 pm
December 14	Saturday	Wayne vs Whitehorse(SVC)*	4:30 pm
December 18	Wednesday	Bryce Valley @ Wayne	4:00, 5:30, 7:00
December 20	Friday	Wayne @ Piute	4:00, 5:30, 7:00
January 2	Thursday	Diamond Ranch @ Wayne	5:30, 7:00
January 4	Saturday	Water Canyon @ Wayne	1:00, 2:30
January 8	Wednesday	Wayne @ Escalante	5:30 (varsity only)
January 10	Friday	Wayne @ Milford	4:00, 5:30, 7:00
January 14	Tuesday	Panguitch @ Wayne	4:00, 5:30, 7:00
January 16	Thursday	Green River @ Wayne* (Endowment Game)	4:00, 5:30, 7:00
January 17 -18	Friday/Saturday	Sophomore Tourn @ Valley*	TBA
January 23	Thursday	Wayne @ Valley	4:00, 5:30, 7:00
January 25	Saturday	Wayne @ Bryce Valley	4:00, 5:30, 7:00
January 29	Wednesday	Piute @ Wayne	4:00, 5:30, 7:00
January 31	Friday	Wayne @ Diamond Ranch	5:30, 7:00
February 6	Thursday	Wayne @ Water Canyon	5:30, 7:00
February 8	Saturday	Escalante @ Wayne	5:30 (varsity only)

*Non-Region

February 13	Thursday	Region Tournament @ Higher Seeded Site
February 14 & 15	Friday & Saturday	Region 20 Tournament @ TBA
February 21 & 22	Friday & Saturday	1A State Playoff @ TBA
February 26 - 27	Wednesday-Saturday	1A State Tournament @ SVC & RHS



Wayne High School Lady Badger Basketball Schedule 2019 - 2020



November 22	Friday	Wayne vs Tabiona (SVC)*	7:00 pm
November 23	Saturday	Wayne vs Tintic (SVC)*	6:00 pm
December 4	Wednesday	Wayne @ Panguitch	5:30 & 7:00
December 12	Thursday	Milford @ Wayne	4:00, 5:30, 7:00
December 13	Friday	Tournament @ Valley (JV & Varsity)*	
December 14	Saturday	Tournament @ Valley (JV & Varsity)*	
December 19	Thursday	Piute @ Wayne	5:30 & 7:00
December 21	Saturday	Wayne @ Water Canyon	1:00 & 2:30
January 3	Friday	Bryce Valley @ Wayne	4:00, 5:30 & 7:00
January 8	Wednesday	Green River @ Wayne (Endowment Game)	5:30 & 7:00
January 9	Thursday	Escalante @ Wayne	5:30 & 7:00
January 10 & 11	Friday/Saturday	Soph. Tourn @ Escalante*	TBA
January 15	Wednesday	Wayne @ Valley	4:00, 5:30, 7:00
January 17	Friday	Panguitch @ Wayne	5:30 & 7:00
January 22	Wednesday	Wayne @ Milford	4:00, 5:30, 7:00
January 24	Friday	Wayne @ Piute	5:30 & 7:00
January 30	Thursday	Water Canyon @ Wayne	5:30 & 7:00
February 1	Saturday	Wayne @ Bryce Valley	4:00, 5:30, 7:00
February 5	Wednesday	Wayne @ Escalante	5:30 & 7:00
February 7	Friday	Valley @ Wayne	4:00, 5:30, 7:00

*Non-Region

February 13	Thursday	Region Tournament @ Higher-Seeded Team
February 14 - 15	Friday & Saturday	Region 20 Tournament @ TBA
February 21- 22	Friday & Saturday	1 st Round State Tournament @ TBA
February 26 - 29	Wednesday - Friday	1A State Tournament @ Richfield



Wayne High School Wrestling Schedule 2019-2020



December 6	Friday	Moab Tournament
December 7	Saturday	Moab Tournament
December 10	Tuesday	Milford @ Wayne
December 11	Wednesday	Wayne @ Panguitch
December 13	Friday	Desert Hills Tournament
December 14	Saturday	Desert Hills Tournament
December 17	Tuesday	Richfield @ Wayne
December 20	Friday	Manti Tournament
December 21	Saturday	Manti Tournament
January 4	Saturday	Milford Tournament
January 7	Tuesday	Kanab @ Wayne
January 10	Friday	Gunnison Tournament
January 11	Saturday	Gunnison Tournament
January 15	Wednesday	Wayne @ Piute
January 18	Saturday	Wayne Tournament
January 12	Tuesday	Wayne @ Piute
January 21	Tuesday	Gunnison @ Wayne
February 1	Saturday	Divisionals
February 7 & 8	Friday & Sat	State at SVC

Varsity @ 7:00 pm
J.V. @ 6:00 pm

Admissions and Attendance: *Eligibility and Admissions Requirements*

Minimum Age—

Except as provided for in Policy FBAB, Military Children, the District may enroll children in school who are at least five years of age before September 2 of the year in which admission is sought.

[Utah Code § 53G-4-402\(6\) \(20198\)](#)

Student Residency (Parent or Guardian Resides in Utah)—

The ~~D~~istrict of residence of a minor child whose custodial parent ~~or legal guardian~~ resides in Utah is:

1. The ~~S~~chool ~~D~~istrict in which the custodial parent ~~or guardian who has legal custody of the child~~ resides; or
2. The District in which the child resides;
 - a. While in the custody or under the supervision of a Utah state agency, [local mental health authority, or substance abuse authority](#);
 - b. While under the supervision of a private or public agency authorized to provide child placement services by the state of Utah;
 - c. If the child is married or has been determined to be an emancipated minor by a court of law or authorized administrative agency;
 - d. 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
 - e. The child is receiving services from a health care facility or human services program (as defined by [Utah Code § 26-21-2](#) and [Utah Code § 62A-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\(1\), \(2\) \(20198\)](#)

[Utah Admin. Rules R277-621 \(January 9, 2018\)](#)

A "responsible adult resident" is an individual who is 21 years of age 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\(1\) \(20198\)](#)

Alternative District of Residency—

Procedure

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\(1\) \(January 9, 2018\)](#)

[Utah Code § 53G-6-302\(2\)\(b\)\(iii\), \(iv\) \(2019~~8~~\)](#)

For alternative district requests, the District designates the District Superintendent as its review official.

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\(2\) \(January 9, 2018\)](#)

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\(5\) \(January 9, 2018\)](#)

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\(6\) \(January 9, 2018\)](#)

Requirements

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\(3\), \(4\) \(January 9, 2018\)](#)

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\(7\) \(January 9, 2018\)](#)

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\(3\) \(January 9, 2018\)](#)

The Board of Education or its designee may periodically re-evaluate the student's eligibility for educational services from the District.

[Utah Admin. Rules R277-621-4\(4\) \(January 9, 2018\)](#)

Students Attending a Private Human Services Program

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\(1\), \(2\) \(January 9, 2018\)](#)

Student Residency (Parent or Guardian Does Not Reside in Utah)—

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:

1. The child is either married or has been determined to be an emancipated minor by a court of law or authorized state administrative agency;
2. 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 § 62A-4a-606](#);
3. The child is in custody or under the care of a Utah state agency;

[Utah Code § 62A-4a-606\(3\) \(2018\)](#)

4. 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
5. 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:

- a. 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
- b. The child is prepared to abide by the rules and policies of the ~~school~~ ~~ed~~District; and
- c. The person with whom the child resides in the ~~ed~~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
- d. One of the following two sets of circumstances exists:
 - i. 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
 - ii. The child's parent ~~or guardian~~ 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\(3\) \(20198\)](#)

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.

Durable Power of Attorney—

In certain circumstances identified above, a durable power of attorney must be obtained before a child can 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.

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:

1. Assume responsibility for any fees or other charges related to the child's education in the District, and
2. Provide the District with all requested financial information needed to determine eligibility for fee waivers, if those are claimed.

[Utah Code § 53G-6-302\(4\) \(20198\)](#)

[Utah Code § 75-5-103 \(2018\)](#)

Forms for this power of attorney and for acceptance of custodianship are provided below.

Guardianship for Residency Purposes—

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 ~~or legal guardian~~ 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 and notarized statement by ~~all persons recognized under the law as the child's parent(s) or legal guardian(s)~~ which states that:

1. The child's presence in the district is not for the primary purpose of attending the public schools;
2. The child's physical, mental, moral or emotional health would be best served by transfer of guardianship to a Utah resident;
3. 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;
4. The affiant consents and submits to suspension or termination of parental or guardianship rights;
5. 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;
6. The affiant designates the responsible adult resident as agent to accept service of process and notice; and
7. It is the affiant's intent that the student become a permanent resident of the District under the supervision of the responsible adult.
8. The responsible adult must also submit a signed and notarized affidavit stating that:
9. The affiant is a resident of the school district and desires to become the guardian of the student;
10. 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;
11. 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
12. The affiant accepts the parent or prior guardian's appointment of agency.

Forms for the affidavits of the parent and the responsible adult are provided below. If the child's custodial parent ~~or legal guardian~~ cannot be found in order to execute the statement required under subsection (6), then the responsible adult resident must submit a signed and notarized 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.

The student who lives with the responsible adult must submit a signed and notarized affidavit stating that:

1. 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
2. The child will abide by rules and policies of the district and schools.

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.

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.

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.

Intentional submission to the District of fraudulent or misleading information under this policy is punishable under [Utah Code § 76-8-504](#).

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:

1. void any guardianship, authorization, or action which was based upon the false or misleading information; and
2. 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, and other unpaid school charges, together with any related costs of recovery.

[Utah Code § 53G-6-303 \(20198\)](#)

Appeal of Guardianship Denial—

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 \(20198\)](#)

Termination of Guardianship—

A guardianship designation issued by the District may be terminated, and the authority and responsibility of the prior custodial parent ~~or legal guardian~~ may be restored, upon submission to the District of:

1. a signed and notarized statement by the person who consented to the guardianship which requests termination of the guardianship, or
2. a signed written request by the designated guardian requesting termination of the guardianship.

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.

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

1. void any guardianship, authorization, or action which was based on the false or misleading information, and
2. 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, and other unpaid school charges, along with any related costs of recovery.

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 \(20198\)](#)

Tuition—

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 \(20198\)](#)

Tuition for Education Outside of the District—

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 \(20198\)](#)

Eligibility and Admissions Requirements—

All documents submitted for proof of guardianship shall be kept by the District until the student has reached the age of eighteen (18) unless the District receives a valid court order to do otherwise.

[Utah Code § 53G-6-303\(9\) \(2019\)](#)

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)

“Open Enrollment” for Utah Resident Students—

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.

For purposes of “open enrollment,” the following definitions apply:

1. “Early enrollment” means:
 - a. prior to the third Friday in February for admission for the next school year to a school that is not a student's school of residence; or
2. “Early enrollment for grade reconfiguration” means
 - a. application prior to November 1 for admission for the next school year to a school that is not a student's school of residence if:
 - i. the school district is doing a district wide grade reconfiguration of its elementary, middle, junior, and senior high schools; and
 - ii. the grade reconfiguration described in Subsection (1)(b) will be implemented in the next school year.
3. “Late enrollment” means application:
 - a. after the third Friday in February for admission for the next school year to a school that is not the student's school of residence; or
 - b. for admission for the current year to a school that is not the student's school of residence.
4. “Nonresident student” means a student who lives outside the boundaries of the school attendance area.

5. "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.
6. "School of residence" means the school that a student is assigned to attend based on the student's place of residence.
7. "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 \(20198\)](#)

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.

The ~~School~~ Board shall provide written notification to the parents ~~or legal guardians~~ 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, junior, and senior high schools; and the grade reconfiguration will be implemented in the next school year.

The ~~School~~ 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.

In order for a Utah student to attend a District school other than the student's school of residence, the nonresident student's parent ~~or guardian~~ must submit an application to the District on a form provided by the State Board of Education.

To be considered as an "early enrollment" application, the student's parent ~~or guardian~~ 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 \(20198\)](#)

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\(5\) \(20198\)](#)

Notice of Acceptance or Rejection of Application—

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\(4\)\(b\)\(v\), \(vi\) \(20198\)](#)

Denial of Enrollment Appeal—

Denial of initial or continuing enrollment of a nonresident student may be appealed to the Board. 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 \(20198\)](#)

Standards for Application—

Acceptance or rejection of an application shall be determined on an individual basis. Standards applied to each application include at least the following:

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.

The District shall maintain heterogeneous student populations if necessary to avoid violation of constitutional or statutory rights of students.

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.

The District shall consider the willingness of prospective students to comply with District policies.

The District shall consider whether an applicant's brother or sister is attending the requested school or another school in the District.

The District may give preference to applicants from students residing within the District over applications from students who do not reside within the District.

The District may consider whether the requested transfer is needed for the student's health or safety.

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).

Standards may not include previous academic achievement, athletic or other extra-curricular ability, 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 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-6-403 \(20198\)](#)

Posting of School Enrollment Information—

For each school, the District shall post the following information on the District website:

1. The school's maximum capacity;
2. The school's adjusted capacity;
3. The school's projected enrollment used in calculating the open enrollment threshold;
4. The school's actual enrollment on October 1, January 2, and April 1;
5. The number of nonresident student enrollment applications for the school;
6. The number of nonresident student enrollment applications accepted; and
7. The number of resident students transferring to another school.

[Utah Code § 53G-6-403\(5\) \(20198\)](#)

Participation in Interscholastic Competition—

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.

Termination of Enrollment—

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:

1. the student graduates;
2. the student is no longer a Utah resident;
3. the student is suspended or expelled from school; or
4. the District determines that enrollment within the school in question will exceed the open enrollment threshold during the coming school year.

However, even when the open enrollment threshold will be exceeded, 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, junior high school, or high school into which the nonresident school feeds, until graduation.

[Utah Code § 53G-6-402\(11\) \(20198\)](#)

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\(7\) \(20198\)](#)

Transportation—

The parent ~~or guardian~~ 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 \(20198\)](#)

Withdrawal of Enrollment—

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:

1. Submitting notice of intent to enroll the student in the student's school of residence for the subsequent year.
2. Submitting notice of intent to enroll the student in another nonresident school for the subsequent school year.

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 superintendent shall immediately notify the student's district of residence.

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 \(20198\)](#)

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. Such action shall be recorded in the minutes of the meeting.

[Utah Code § 53G-6-306 \(20198\)](#)

Returning Charter School Students—

The parent of a student residing in the District but enrolled in a charter school may withdraw the student from the charter school for enrollment in the student's school of residence in the following school year if an application for admission is submitted to the District by June 30. If the application is submitted after June 30 for the following year or is submitted for the current year, the student may enroll in a school in the District which has adequate capacity in the student's grade level (for elementary students) or the core classes that the student needs to take (for secondary students). (These determinations shall be made following regulations issued by the State Board of Education.)

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\(7\), \(8\) \(20198\)](#)

Exception to Open Enrollment Requirements for DCFS Cases—

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\(12\) \(2019~~8~~\)](#)

Required Identification—

Upon enrollment of a student for the first time in a particular school in the District, that school shall notify in writing the person enrolling the student that within 30 days he or she must provide the school with either a certified copy of the student's birth certificate, or other reliable proof of the student's identity and age, together with an affidavit explaining the inability to produce a copy of the birth certificate. If the affidavit appears inaccurate or suspicious, the school shall immediately report such concerns to the Bureau of Criminal Identification within the Department of Public Safety. If a person enrolling a student fails to comply with this requirement, the school shall notify that person in writing that unless he or she complies within ten days the case shall be referred to the local law enforcement authority for investigation. If the person fails to comply within the ten-day period, the school shall refer the case to the Bureau of Criminal Identification within the Department of Public Safety.

[Utah Code § 53G-6-603 \(2018\)](#)

Missing Child—

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 \(2018\)](#)

Transfer Students—

Within fourteen (14) days after enrolling a transfer student (simultaneously 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.

[Utah Code § 53G-6-604 \(2018\)](#)

[Utah Code § 53E-3-905\(2\) \(2018\)](#)

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) 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.

[Utah Code § 53G-6-602 \(2018\)](#)

[Utah Code § 53G-6-604 \(2018\)](#)
[Utah Code § 53E-3-905\(2\) \(2018\)](#)

Health Examinations—

The Board shall implement ~~rules~~[policies](#) as prescribed by the Department of Health for vision, dental, abnormal curvature of spine, and hearing examinations of students attending the District's schools.

Qualified health professionals shall provide instruction, equipment and material for conducting the examinations.

Upon written request from any parent ~~or guardian~~ 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.

The school shall give notice in writing to a student's parent ~~or guardian~~ of any impairment disclosed by the examination.

[Utah Code § 53G-9-402 \(20198\)](#)

Credits and Records Transfer—

The District shall accept credits from accredited secondary schools [and](#), accredited special purpose schools ~~and the Utah Electronic High School~~.

[Utah Code § 53G-7-206 \(20198\)](#)
~~[Utah Code § 53E-10-603\(3\) \(2018\)](#)~~

Graduation—

The District shall award a diploma to a nonresident student attending school within the District during the semester immediately preceding graduation if the student meets graduation requirements generally applicable to students in the school.

[Utah Code § 53G-6-406 \(20198\)](#)

Placement of Transfers—

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.

Expelled Within Twelve Months—

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\(3\) \(20198\)](#)

Student Identification Number—

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.

Signature _____ Signature _____
 Printed Name _____ Printed Name _____

THIS POWER OF ATTORNEY DOES NOT CONFER LEGAL GUARDIANSHIP

On this _____ day of _____, 20____, personally appeared before me _____, who is (are) personally known to me or proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is (are) signed, and acknowledged to me that (s)he (they) signed it voluntarily and for its stated purpose.

NOTARY PUBLIC

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.

Signature _____ Signature _____
Printed Name _____ Printed Name _____

On this _____ day of _____, 20____, personally appeared before me _____, who is (are) personally known to me or proved to me on the basis of satisfactory evidence to be the person(s) whose name is (are) signed, and acknowledged to me that the that (s)he (they) signed it voluntarily and for its stated purpose.

NOTARY PUBLIC

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 of the State of Utah that the foregoing is true and correct.

Signed _____

Executed on: (date) _____

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 of the State of Utah that the foregoing is true and correct.

Signed _____

Executed on: (date) _____

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 of the State of Utah that the foregoing is true and correct.

Signed _____

Executed on: (date) _____

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 of the State of Utah that the foregoing is true and correct.

Signed _____

Executed on: (date) _____

Coordinating Services for School-Age Youth

Evidence of Licensing Authority for Resident Students—

Any human services program which serves students of the school district who are subject to compulsory education or otherwise entitled to educational services as a student with disabilities must provide an educational services plan that includes evidence satisfactory to the Board of Education of licensure and that the students served shall receive appropriate educational services under the applicable laws.

[Utah Code § 62A-2-108.1\(24\) \(2019\)](#)

Standards for Accepting Educational Services Plan—

An Educational Services Plan must include the following information provided by the human services program:

1. the number of children served by the human services program estimated to be enrolled in the District;
2. the ages and grade levels of children served by the human services program estimated to be enrolled in the District;
3. the subjects or hours of the school day for which children served by the human services program are estimated to enroll in the District;
4. the direct contact information for the purposes of taking custody of a child served by the human services program during the school day in case of illness, disciplinary removal by a school, or emergency evacuation of a school; and
5. the method or arrangements for the transportation of children served by the human services program to and from the school.

The Educational Services Plan, in order to obtain approval for licensing, must also include the following information provided by the District:

1. enrollment procedures and forms;
2. documentation required prior to enrollment from each of the child's previous schools of enrollment;
3. if applicable, a schedule of the costs for tuition and school fees; and
4. schools and services for which a child served by the human services program may be eligible.

[Utah Code § 62A-2-108.1\(3\) \(2019\)](#)

Evidence of licensure for Students Whose Guardian or Parent Resides Outside of Utah—

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If the human services program serves any children whose custodial parent(s) or legal guardian(s) resides outside the state, then the program shall also provide evidence satisfactory to the Board of Education, in addition to licensure, that all costs for educational services to be provided for those students, including tuition and school fees approved by the local school board, shall be borne solely by the program.

[Utah Code § 62A-2-108.1\(42\)](#) (20189)

If the Board finds the evidence of licensure and costs to be satisfactory, then within thirty (30) days, the Board shall issue a letter of approval to the provider of services. Failure to respond to a proposed plan within forty-five (45) days may be deemed as acceptance.

[Utah Code § 62A-2-108.1\(53\), \(6\)](#) (20198)

If the Board finds the evidences of licensure and/or costs to be unsatisfactory, then within thirty (30) days the Board shall issue a letter of disapproval that states the specific requirements the program must meet to obtain approval status. A copy of the letter shall also be provided to the licensing authority. Failure to respond to a proposed plan within forty-five (45) days may be deemed as acceptance.

[Utah Code § 62A-2-108.1\(54\), \(6\)](#) (20198)

Health Requirements and Services *Vision Screening*

Vision Screening at Enrollment—

A child under ~~eight~~ nine years old entering a public school for the first time in this state must present one of the following to the school:

1. A completed vision screening form/certificate signed by a licensed physician, optometrist, or other licensed health care professional approved by the Division of Services for the Blind and Visually Impaired, State Office of Rehabilitation, stating/certifying that the child has received an adequate vision screening ~~to determine the presence of amblyopia or other visual defects~~; or
2. A written statement signed by ~~at least one~~ parent ~~or legal guardian of the child~~ that the child will not be screened ~~ing violates the personal beliefs of the parent or legal guardian before attending public school in the state.~~

The District may ~~shall~~ conduct free vision screening clinics for children who are at least ~~aged~~ 3 1/2 years old but not yet 16 ~~to nine~~ years old who enrolled at a school within the boundaries of the District pursuant to Utah Code § 53G-9-404.

A volunteer who serves as a vision screener for a free vision screening clinic for a qualifying child must be either trained by a school nurse or complete the Department of Health online training module, hold a certificate issued by the Division of Services for the Blind and Visually Impaired, or and must be directly supervised by a school nurse or an outside entity conducting screening for the District consistent with Department of Health regulations ~~individual with a certificate issued by the Division. A vision screening volunteer may not market, advertise, or promote a business in connection with assisting at the screening clinic.~~

[Utah Code § 53G-9-404 \(2019\)](#)

Health Requirements and Services

Medical Treatment

School Consent to Medical Treatment—

The school in which a minor student is enrolled may consent to medical treatment of that student, provided:

1. The person having the power to consent as otherwise provided by law cannot be contacted.
2. Actual notice to the contrary has not been given by that person.

[Utah Code § 78B-3-406\(6\)\(c\) \(20197\)](#)

Form of Consent—

Consent to medical treatment under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment.

Administering Medication—

Employees of the District may administer medication to a student during periods when the student is under the control of the school, subject to the following conditions:

1. The District has received a current written and signed request to administer the medication during regular school hours to the student from the parent, ~~legal guardian~~, or other person having legal control of the student.
2. The student's physician, dentist, nurse practitioner or physician assistant has provided a signed statement describing the method, amount, and time schedule for administration, and a statement that administration of medication by school employees during periods when the student is under the control of the school is medically necessary.
3. Oral, topical, and inhalant medication may be administered by assigned school personnel. Medications requiring other routes of administration will not be given by school personnel except in emergency situations, with the exception of glucagon, see policy below. In non-emergency situations, medications requiring other routes of administration must be given by a registered nurse, with the exception of glucagon, see policy below.
4. All medication that is to be given at school, with the exception of medication that is required in an emergency situation, must be furnished by the parent ~~or guardian~~ and delivered to the school by a responsible adult.

5. All prescription medication must be in the original container labeled by the pharmacy with the name of the student, the name of the physician, the name of the medication, the amount to given (dose), and the duration of the treatment. Over-the-counter drugs must be in the original bottle and labeled with the student's name.
6. All medication provided to the school is to be kept in a secure location.
7. Insofar as possible, one person should be assigned the responsibility of administering student medication.
8. A record including the type of medication, amount, and the time and day it was administered should be kept for each student receiving medication at school. The person administering the medication should sign the record each time medication is given.
9. Elementary and middle school students are not to carry or self-administer medication on school premises unless it has been authorized under Policy FDACB (for ~~asthma or~~ diabetes medication) or FDACC (for epinephrine) or Policy FDACD (for asthma medication) or is expressly ordered by the student's physician because of potentially life-threatening circumstances, including, but not limited to, asthma medication, diabetes medication, glucagon and epinephrine.
10. Authorization for administration of medication by school personnel may be withdrawn by the school at any time following actual notice to the student's parent ~~or guardian~~.
11. School personnel who provide assistance under this policy in substantial compliance with the physician's or dentist's written statement and the District are not liable, civilly or criminally, for any adverse reactions suffered by the student as a result of taking the medication or discontinuing the administration of the medication pursuant to this policy.

[Utah Code § 53G-9-502 \(20198\)](#)

The Board shall consult with the Department of Health and other health professionals to determine:

1. Designation of employees who may administer medication.
2. Proper identification and safekeeping of medication.
3. Training of designated employees.
4. Maintenance of records of administration.

[Utah Code § 53G-9-502\(1\)\(a\) \(20198\)](#)

Administration of Glucagon—

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The following provisions govern administration of glucagon in place of the provisions set forth above under "Administering Medication." A glucagon authorization shall include a signed statement from a parent ~~or guardian~~ of a student with diabetes:

1. Certifying that glucagon has been prescribed for the student;
2. Requesting that the student's public school identify and train school personnel who volunteer to be trained in the administration of glucagon; and
3. Authorizing the administration of glucagon in emergency situations to the student.

After receiving a glucagon authorization from a student's parent ~~or legal guardian~~, the school shall:

1. Within a reasonable time, train two or more school personnel who volunteer to be trained in the administration of glucagon, with training provided by the school nurse or another qualified, licensed medical professional;
2. Allow all interested personnel to receive training in the administration of glucagon. Training in the administration of glucagon shall include:
 - a. Techniques for recognizing the symptoms that warrant the administration of glucagon;
 - b. Standards and procedures for the storage and use of glucagon;
 - c. Other emergency procedures, including calling the emergency 911 and contacting, if possible, the student's parent ~~or guardian~~.
3. Retain for reference the written materials prepared for training personnel;
4. Permit a student and/or school personnel to possess or store prescribed glucagon so that it will be available for administration in an emergency;

A person who has received glucagon administration training may administer glucagon at a school or school activity to a student with a glucagon authorization if:

1. The student is exhibiting the symptoms that warrant the administration of glucagon; and
2. A licensed health care professional is not immediately available.

A person who administers glucagon in accordance with this policy shall direct a responsible person to call 911 and take other appropriate actions in accordance with his or glucagon administration training.

School personnel who provide or receive training under this policy and pursuant to [Utah Code § 53G-9-504](#) and act in good faith are not liable in any civil or criminal

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action for any act taken or not taken under the authority of [§ 53G-9-504](#) with respect to the administration of glucagon.

[Utah Code § 53G-9-504 \(20198\)](#)

[Utah Code § 53G-9-502\(4\) \(20198\)](#)

Administration of Seizure Rescue Medication—

The following provisions govern administration of seizure rescue medication in place of the provisions set forth above under “Administering Medication.” “Seizure rescue medication” is medication prescribed by a health care professional which is given as set out in a student’s seizure rescue authorization while a student is experiencing seizure activity. It does not include medication given intravenously or intramuscularly.

A “seizure rescue authorization” is a student’s Section 504 accommodation plan which:

1. Certifies that
 - a. A prescribing health care professional has prescribed a seizure rescue medication for the student; and
 - b. The student’s parent ~~or guardian~~ has previously administered the student’s seizure rescue medication without complication in a setting outside of medical supervision; and
 - c. The student has previously ceased having full body prolonged or convulsive seizure activity as a result of receiving the seizure rescue medication; and
2. Describes the specific seizure rescue medication authorized for the student, including the indicated dose and instructions for administration; and
3. Requests that the student’s school identify and train school personnel who volunteer to be trained to administer seizure rescue medication; and
4. Authorizes a trained school employee volunteer to administer seizure rescue medication to the student.

After receiving a seizure rescue authorization from a student’s parent ~~or legal guardian~~, the school shall:

1. Inform school employees of the opportunity to be a school employee volunteer to administer seizure rescue medication;
2. Provide for training of each volunteer in the administration of seizure rescue medication, with training provided by the school nurse or another qualified, licensed medical professional. The training shall be according to the program developed by the Utah Department of Health, which will include:

- a. Techniques for recognizing the symptoms that warrant the administration of a seizure rescue medication;
 - b. Standards and procedures for the storage of a seizure rescue medication;
 - c. Other emergency procedures, including calling 911 and contacting the student's parent or guardian;
 - d. An assessment to determine competency to administer seizure rescue medication;
 - e. An annual refresher training component; and
 - f. Written materials describing this information.
3. Retain for reference the written materials prepared for training personnel; and
 4. Permit school personnel to possess or store prescribed seizure rescue medication so that it will be available for administration.

A volunteer school employee who has received the required training may administer seizure rescue medication to a student with a seizure rescue authorization if:

1. The student is exhibiting a symptom, described on the student's seizure rescue authorization, that warrants the administration of a seizure rescue medication; and
2. A licensed health care professional is not immediately available.

A person who administers a seizure rescue medication in accordance with this policy shall direct a responsible person to call 911 and take other appropriate actions in accordance with the seizure rescue medication administration training.

A volunteer school employee who in good faith administers a seizure rescue medication in accordance with this policy and [Utah Code § 53G-9-505](#) is not liable in a civil or criminal action for an act taken or not taken under that authority.

Policy FHA, Safe Schools, and Policy FHAA, Safe Schools: Alcohol and Drugs do not apply to the possession of a seizure rescue medication.

[Utah Code § 53G-9-505 \(20198\)](#)
[Utah Code § 53G-9-502\(4\) \(20198\)](#)

Civil Liability Immunity—

School personnel shall substantially comply with the health care professional's written statement in order that they and the District and Board may take full advantage of the immunity from liability granted under [Utah Code § 53G-9-502\(3\)](#).

[Utah Code § 53G-9-502\(3\) \(20198\)](#)

Application of Sunscreen—

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If a student is unable to self-apply sunscreen, a volunteer school employee may apply the sunscreen on the student if the student's parent ~~or legal guardian~~ applies-provides written consent for that assistance. If such consent has been given, neither the volunteer school employee nor the District are liable for an adverse reaction suffered by the student as a result of sunscreen application or for discontinuing the application of sunscreen at any time.

[Utah Code § 53G-9-208\(3\), \(4\) \(20198\)](#)

Health Requirements and Services: Student Self-Treatment for ~~Asthma or~~ Diabetes

Student Self-Administration of ~~Asthma or~~ Diabetes Medication

Under Policy FDAC, elementary and middle school students are prohibited from carrying or self-administering medication on school premises except in certain limited circumstances. However, elementary and middle school students may carry and self-administer prescription or non-prescription ~~asthma or~~ diabetes medications provided that the ~~school has been provided a student's parent or guardian has previously provided the school with a written request authorization statement and a~~ written health care provider ~~approval statement as provided below.~~

The written ~~parent statement request~~ must state that the parent ~~or guardian~~ authorizes the student to have and ~~use self-administer~~ the ~~asthma or~~ diabetes medication ~~while and must~~ acknowledge ~~ing~~ that the student is responsible for, and capable of, possessing and self-administering the ~~asthma or~~ diabetes medication.

The health care provider ~~approval statement~~ must specifically identify the prescription or nonprescription ~~asthma or~~ diabetes medication ~~prescribed or~~ authorized for the student's use and must state that:

4) ~~the provider finds that~~ it is medically appropriate for the student to possess or possess and self-administer the ~~asthma or~~ diabetes medication and that the student should be in possession of diabetes ~~keep the~~ medication ~~with or readily available to him or her~~ at all times.

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If the medication is to be stored other than on the student's person, the student or parent ~~guardian~~ shall inform the school nurse or administration where the medication will be kept to enable access for emergency use.

The student shall only use prescription ~~asthma or~~ diabetes medication as directed by a health care provider's written orders, and shall use non-prescription ~~asthma or~~ diabetes medication in accordance with the manufacturer's instructions.

[Utah Code § 53G-9-503 \(2018\)](#)
[Utah Code § 53G-9-506 \(2019\)](#)

Medication Sharing Prohibited

No student is permitted to sell, share, or otherwise give to others any medication, prescription or non-prescription. Violations of this policy are subject to disciplinary action under the school's drug policies.

Health Requirements and Services: Student Self-Application of Sunscreen

Student Self-Application of Sunscreen

Under Policy FDAC, elementary and middle school students are prohibited from carrying or self-administering medication on school premises except in certain limited circumstances. Sunscreen is a compound topically applied to prevent sunburn. Some sunscreen may be regulated by the Food and Drug Administration (FDA) and therefore might be considered a medication. Whether or not a sunscreen is regulated by the FDA, students shall be allowed to possess and self-apply sunscreen without being required to have parent, ~~or physician,~~ or physician assistant authorization.

[Utah Code § 53G-9-208\(1\), \(2\) \(20198\)](#)

Peer Sunscreen Application Prohibited

No student is permitted to apply sunscreen to another student.

Youth Suicide Prevention

Establishment of Youth Suicide Prevention Program—

In collaboration with the public education suicide prevention coordinator appointed by the State Board of Education, the District shall implement a youth suicide prevention program for students in secondary grades. (Grades 7 through 12 and grade 6 if that is part of a secondary model.) This program shall be coordinated with the training programs and initiatives relating to bullying, cyber-bullying, hazing, abusive conduct, and retaliation and shall include programs and training to address:

1. Bullying and cyber-bullying;
2. Prevention of youth suicide;
3. Increased risk of suicide among youth who are not accepted by family for any reason, including lesbian, gay, bisexual, transgender, or questioning youth;
- 2.4. Youth suicide intervention;
- 3.5. Postvention for family, students, and faculty;
- 4.6. Underage drinking of alcohol;
- 5.7. Methods of strengthening the family; and
- 6.8. Methods of strengthening a youth's relationships in the school and community.

In implementing this program and related training, the District shall refer to and as appropriate make use of the model programs developed by the Department of Health and the state suicide prevention coordinator.

[Utah Code § 53G-9-702\(2\), \(3\) \(20198\)](#)

[Utah Admin. Rules R277-620-3-B\(3\) to \(6\) \(October 9 December 10, 20148\)](#)

Youth Suicide Prevention Training—

Each licensed employee of the District shall complete a minimum of two hours of professional development training on youth suicide prevention every three years, using the training materials adopted by the District.

[Utah Code § 53G-9-704 \(20198\)](#)

Student Data Protection

Definitions—

1. **“Aggregate Data”** means data that:
 - a. Are totaled and reported at the group, cohort, school, school district, region, or state level with at least 10 individuals in the level;
 - b. Do not reveal personally identifiable student data; and
 - c. Are collected in accordance with board rule.
2. **“Biometric Identifier”**
 - a. Biometric identifier means a:
 - i. Retina or iris scan;
 - ii. Fingerprint;
 - iii. Human biological sample used for valid scientific testing or screening; or
 - iv. Scan of hand or face geometry.
 - b. “Biometric identifier” does not include:
 - i. A writing sample;
 - ii. A written signature;
 - iii. A voiceprint;
 - iv. A photograph;
 - v. Demographic data; or
 - vi. A physical description, such as height, weight, hair color, or eye color.
3. **“Biometric Information”** means information, regardless of how the information is collected, converted, stored, or shared:
 - a. Based on an individual’s biometric identifier; and
 - b. Used to identify the individual.
4. **“Cyber security framework”** means:
 - a. the cyber security framework developed by the Center for Internet Security found at <http://www.cisecurity.org/controls/>; or
 - b. a comparable IT security framework.

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4.5. **"Data Breach"** means an unauthorized release of or unauthorized access to personally identifiable student data that is maintained by an education entity.

5.6. **"Data Governance Plan"** means a comprehensive plan for managing education data that:

- a. Incorporates reasonable data industry best practices to maintain and protect student data and other education-related data;
- b. describes the role, responsibility, and authority of an education entity data governance staff member;
- c. Provides for necessary technical assistance, training, support, and auditing;
- d. Describes the process for sharing student data between the District and another person;
- e. Describes the process for an adult student or parent to request that data be expunged including how to respond to requests for expungement;
- f. describes the data breach response process; and
- g. Is published annually and available on the District's website.

7. **"Destroy"** means to remove data or a record:

- a. In accordance with current industry best practices; and
- g-b. rendering the data or record irretrievable in the normal course of business of the District or a third-party contractor.

6.8. **"Disclosure"** means permitting access to, revealing, releasing, transferring, disseminating, or otherwise communicating all or any part of any individual record orally, in writing, electronically, or by any other communication method.

7.9. **"Expunge"** means to seal or permanently delete data so as to limit its availability to all except authorized individuals, as described in board rule made under Utah Code § 53E-9-306.

8. **"Information Technology Systems Security Plan"** means a plan incorporating policies and process for:

- a. system administration;
- b. network security;
- c. application security;
- d. endpoint, server, and device security;
- e. identity, authentication, and access management;

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- ~~f. data protection and cryptography;~~
- ~~g. monitoring, vulnerability, and patch management;~~
- ~~h. high availability, disaster recovery, and physical protection;~~
- ~~i. incident responses;~~
- ~~j. acquisition and asset management; and~~
- ~~k. policy, audit, and e-discovery training.~~

9.10. **“Metadata Dictionary”** means a record that:

- a. Defines and discloses all personally identifiable student data collected and shared by the education entity;
- b. comprehensively lists all recipients with whom the education entity has shared personally identifiable student data, including:
 - i. The purpose for sharing the data with the recipient;
 - ii. The justification for sharing the data, including whether sharing the data was required by federal law, state law, or a local directive; and
 - iii. How sharing the data is permitted under federal or state law; and;
- c. Without disclosing personally identifiable student data, is displayed on the education entity's website.

40.11. **“Optional Student Data”** means student data that is neither necessary student data nor data which the District is prohibited from collecting (as described in **Prohibited Collection of Student Data**, below).

- a. “Optional student data” includes:
 - i. Information that is related to an IEP or needed to provide special needs services but is not “necessary student data”;
 - ii. Biometric information; and
 - iii. Information that is not necessary student data but is required for a student to participate in a federal or other program.

12. **“Significant data breach”** means a data breach where:

- a. An intentional data breach successfully compromises student records;
- b. A large number of student records are compromised;
- c. Sensitive records are compromised, regardless of number; or

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~~iii.d.~~ The surrounding circumstances make the breach significant as determined by the District.

Utah Code § 53E-9-301 (20198)
Utah Admin. Rules R277-487-42 (DecemberMarch 193, 20189)

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District Responsibilities—

The District shall annually provide a training regarding the confidentiality of student data to any employee with access to education records as defined in FERPA.

~~District employees shall annually submit a certified statement to the District's student data manager, which certifies that the employee has completed the District's required student privacy training and understands student privacy requirements.~~

The District shall designate an individual to act as a student data manager to fulfill the responsibilities of a student data manager described in **Requirements for Student Data Manager**, below.

If possible, the District shall designate a records officer pursuant to the Government Records Access and Management Act as defined in Utah Code § 63G-2-103(245), as the student data manager.

The District shall designate a District Information Security Officer.

The District shall implement a cyber security framework.

The District shall create and maintain a District:

1. Data governance plan; and
2. ~~Information Technology Systems Security Plan; and~~
3. 2. Metadata dictionary.

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By ~~July~~October 1 annually, the District shall enter all student data elements shared with third parties into the State Board's metadata dictionary.

By October 1 annually, tThe District shall provide the State Superintendent with evidence that the District has implemented a cyber security framework and the name and contact information of the District Information Security Officer~~a copy or link to the District's Information Technology Systems Security Plan by October 1 annually.~~

The District shall provide the State Superintendent with a copy or link to the District's data governance plan by October 1 annually.

The District shall publicly post the its definition of directory information as defined in FERPA and describe how a student data manager may share personally identifiable information that is directory information. By October 1 annually, the District shall provide the State Superintendent with a copy of or a link to the District's definition of directory information.

Created: 8 July 2016
Modified: ~~18 May 2018~~ 25 January 22 May 2019

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~~Utah Admin. Rules R277-487-2 (July 10, 2017)~~
~~Utah Admin. Rules R277-487-3 (July 10, 2017)~~

The District shall establish an external research review process to evaluate requests for data for the purpose of external research or evaluation.

~~Utah Code § 53E-9-303 (20198)~~
~~Utah Admin. Rules R277-487-2 (December March 103, 20189)~~
~~Utah Admin. Rules R277-487-3 (December March 103, 20189)~~

Student Data Ownership and Access—

A student owns the student's personally identifiable student data.

The District shall allow a student or a student's parent (or in the absence of a parent an individual who is acting as the student's parent) to access the student's student data which is maintained by the District. A student may download, export, transfer, save, or maintain the student's student data, including a document.

~~Utah Code § 53E-9-304 (20198)~~

Data Retention—

The District shall classify all student data which it collects under an approved records retention schedule. The District shall retain and dispose of all student data in accordance with an approved records retention schedule.

If no existing retention schedule governs student disciplinary records collected by the District:

1. The District may propose to the State Records Committee a retention schedule of up to one year if collection of the data is not required by federal or state law or Board rule; or
2. The District may propose to the State Records Committee a retention schedule of up to three years if collection of the data is required by federal or state law or State Board rule, unless a longer retention period is prescribed by federal or state law or State Board rule.

The District's retention schedules shall take into account the District's administrative need for the data.

Unless the data requires permanent retention, the District's retention schedules shall require destruction or expungement of student data after the administrative need for the data has passed.

A parent or adult student may request that the District amend, expunge, or destroy any record not subject to an approved retention schedule and believed to be inaccurate, misleading, or in violation of the privacy rights of the student. The District shall process such a request following the same procedures outlined to amend a student education record under FERPA, as set out in Policy FE "Right to Amend Records."

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~~Utah Admin. Rules R277-487-4 (DecemberMarch 103, 20189)~~

Notification in Case of Breach—

If there is a release of a student's personally identifiable student data due to a ~~security~~significant data breach, the District shall notify:

1. The student, if the student is an adult student; or
2. The student's parent ~~or legal guardian~~, if the student is not an adult student.

~~Utah Code § 53E-9-304(2) (20198)~~

Within 10 business days of the discovery of a significant data breach (either by the District or by third parties), the District shall report the significant data breach to the State Superintendent.

~~Utah Admin. Rules R277-487-3(12) (DecemberMarch 103, 20189)~~

Prohibited Collection of Student Data—

The District may not collect a student's:

1. Social Security number; or
2. Criminal record, except as required in Utah Code § 78A-6-112 (Minor taken into custody by peace officer, private citizen, or probation officer).

~~Utah Code §53E-9-305(21) (20198)~~

Student Data Disclosure Statement—

If the District collects student data into a cumulative record it shall, in accordance with this section, prepare and distribute to parents and students a student data disclosure statement that:

1. Is a prominent, stand-alone document;
2. Is annually updated and published on the District's website;
3. States the necessary and optional student data the District collects;
4. States that the District will not collect the student data described in **Prohibited Collection of Student Data**, above;
5. Describes the types of student data that the District may not share without a data authorization;
6. Describes how the District may collect, use, and share student data;
7. Includes the following statement: "The collection, use, and sharing of student data has both benefits and risks. Parents and students should learn about these benefits and risks and make choices regarding student data accordingly.";
8. Describes in general terms how the District stores and protects student data; ~~and~~and

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—States a student’s rights under the student data protection statutes; ~~and~~

9. ~~For students in grades 9 through 12, requests written consent to share student data with the State Board of Regents according to Utah Code § 53E-9-308(6)(c).~~

[Utah Code § 53E-9-305\(2\)\(3\) \(2019\)](#)

Student Data Disclosure Statement Recipients—

The District may collect the necessary student data of a student into a cumulative record only if the District provides a student data disclosure statement to:

1. The student, if the student is an adult student; or
2. The student’s parent, if the student is not an adult student.

[Utah Code § 53E-9-305\(4\) \(2019\)](#)

Optional Student Data Collection—

The District may collect optional student data into a cumulative record only if it:

1. Provides, to an individual described in **Student Data Disclosure Statement Recipients**, above, a student data disclosure statement that includes a description of:
 - a. The optional student data to be collected; and
 - b. How the District will use the optional student data; and
2. Obtains a data authorization to collect the optional student data from an individual described in **Student Data Disclosure Statement Recipients**, above.

[Utah Code § 53E-9-305\(5\) \(2019\)](#)

Student Biometric Identifier and Biometric Information Data Collection—

The District may collect a student’s biometric identifier or biometric information if the District:

1. Provides, to an individual described in **Student Data Disclosure Statement Recipients**, above, a biometric information collection notice that is separate from a student data collection notice and which states:
 - a. The biometric identifier or biometric information to be collected;
 - b. The purpose of collecting the biometric identifier or biometric information; and
 - c. How the District will use and store the biometric identifier or biometric information; and

Created: 8 July 2016
Modified: ~~18 May 2018~~ 25 January 22 May 2019

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2. Obtains written consent to collect the biometric identifier or biometric information from an individual described in **Student Data Disclosure Statement Recipients**, above.

[Utah Code § 53E-9-305\(6\) \(20198\)](#)

Sharing Student Data—

The District may not share a student's personally identifiable student data without written consent, except in conformance with the requirements of this policy and with the Family Educational Rights and Privacy Act ("FERPA") and related provisions under [20 U.S.C. §§ 1232\(g\)](#) and [1232\(h\)](#).

[Utah Code § 53E-9-308 \(20198\)](#)

Requirements for Student Data Manager—

The District will designate a student data manager who shall:

1. Authorize and manage the sharing, outside of the District, of personally identifiable student data for the District as described in this section;
2. Act as the primary local point of contact for the state student data officer described in [Utah Code § 53E-9-302](#); and
3. Fulfill other responsibilities described in the [District's](#) data governance plan ~~of the student data manager's education entity~~.

[Utah Code § 53E-9-308\(2\) \(20198\)](#)

Permitted and Prohibited Sharing of Student Data by Student Data Manager—

A student data manager may share the personally identifiable student data of a student with the student and the student's parent. Otherwise, a student data manager may only share a student's personally identifiable student data from a cumulative record in accordance with federal law or as follows. Such data may be shared with:

1. A school official;
2. An authorized caseworker, in accordance with this policy, or other representative of the Department of Human Services; or
3. A person to whom the District has outsourced a service or function:
 - a. To research the effectiveness of a program's implementation; or
 - b. that the District's employees would typically perform.

A student data manager may share a student's personally identifiable student data from a cumulative record with a caseworker or representative of the Department of Human Services if:

1. The Department of Human Services is:

- a. legally responsible for the care and protection of the student; or
 - b. providing services to the student; and
2. The student's personally identifiable student data is not shared with a person who is not authorized:
 - a. to address the student's education needs; or
 - b. by the Department of Human Services to receive the student's personally identifiable student data; and
 3. The Department of Human Services maintains and protects the student's personally identifiable student data.

A student data manager may share a student's personally identifiable student data to improve educational outcomes for the student where the student is:

1. In the custody of or under the guardianship of, the Department of Human Services;
2. Receiving services from the Division of Juvenile Justice Services;
3. In the custody of the Division of Child and Family Services;
4. Receiving services from the Division of Services for People with Disabilities; or
5. Under the jurisdiction of the Utah Juvenile Court.

A student data manager may share aggregate data.

A student data manager may not share personally identifiable student data for the purpose of external research or evaluation except as follows: If a student data manager receives a request to share data for the purpose of external research or evaluation, the student data manager shall:

1. Verify that the request meets the requirements of 34 C.F.R. § 99.31(a)(6);
- ~~1.2.~~ Submit the request to the District's external research review process; and
- ~~2.3.~~ Fulfill the instructions that result from the review process.

If the student data manager is informed that the State Board of Education intends to share student data collected by the District with the Utah Registry of Autism and Developmental Disabilities, the student data manager shall give notice to the parent of each student whose data is to be shared of the State Board's intention to share the data. This notice shall be provided at least 30 days before the State Board is to share the data. If a parent requests that the State Board not share the data, the student data manager shall relay that request to the State Board.

A student data manager may share personally identifiable student data in response to a subpoena issued by a court.

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In accordance with State Board of Education rule, a student data manager may share personally identifiable information that is directory information.

[Utah Code § 53E-9-308 \(20198\)](#)

Third Party Contractors—

The District may provide a third-party contractor with personally identifiable student data received under a contract with the District strictly for the purpose of providing the contracted product or service within the negotiated contract terms.

When contracting with a third-party contractor, the District shall require the following provisions in the contract:

1. Requirements and restrictions related to the collection, use, storage, or sharing of student data by the third-party contractor that are necessary for the District to ensure compliance with the provisions of the Student Data Protection Act and State Board of Education rules;
2. A description of a person, or type of person, including an affiliate of the third-party contractor, with whom the third-party contractor may share student data;
3. Provisions that govern requests by the District for the deletion of the student data received by the third-party contractor from the District;
4. Except as provided in this policy and if required by the District, provisions that prohibit the secondary use of personally identifiable student data by the third-party contractor; and
5. An agreement by the third-party contractor that, at the request of the District, the District or its designee may audit the third-party contractor to verify compliance with the contract.

A third-party contractor's use of personally identifiable student data shall be in accordance with [Utah Code §§ 53E-9-309, 53E-9-310](#) and FERPA.

If the District contracts with a third-party contractor to collect and have access to the District's student data, the District shall monitor and maintain control of the data.

If the District contracts with a third-party contractor to collect and have access to the District's student data, the District shall notify a student and the student's parent or guardian in writing that the student's data is collected and maintained by the third party contractor.

~~Utah Admin. Rules R277-487-3 (July 10, 2017)~~ [Utah Admin. Rules R277-487-3 \(DecemberMarch 103, 20189\)](#)

~~Utah Admin. Rules R277-487-11 (July 10, 2017)~~ [Utah Admin. Rules R277-487-11 \(DecemberMarch 103, 20189\)](#)

[Utah Code § 53E-9-309 \(20198\)](#)

[Utah Code § 53E-9-310 \(20198\)](#)

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Student Conduct Policy: Electronic Devices

[Note that before an acceptable use policy is adopted or revised, a school board must provide reasonable public notice and must hold at least one public meeting or hearing regarding the policy. (Utah Admin. Rules R277-495-3(6) (April 8, 2019).) In addition, school boards are required to encourage schools to involve teachers, parents, students, school employees and community members in developing local school policies. (Utah Admin. Rules R277-495-3(3) (April 8, 2019).) Moreover, school community councils are to make recommendations regarding safe technology use and digital citizenship. (Utah Code § 53G-7-1202(3)(a)(ii)(D).) Therefore, this model policy may be used as a framework but should not be adopted without meeting the public notice and hearing requirements and the form of the adopted policy should reflect the input from the various groups identified.]

Purpose—

While in some instances the possession and use of electronic ~~communication devices or other electronic devices or objects~~ by a student at a school may be appropriate, often the possession and use of such devices or objects by students at school can have the effect of distracting, disrupting and intimidating others in the school setting and leading to opportunities for academic dishonesty and other disruptions of the educational process. The purpose of this policy is to vest in school administrators authority to enforce reasonable rules relating to such objects or devices in the public schools. Some electronic devices used by students may be owned by the District and provided to students for their use. This policy also addresses standards for student use of such District-owned devices.

Utah Admin. Rules R277-495-3 (April 8, 2019)

Definitions—

1. “Electronic devices” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including:

a. A smart phone;

b. A smart or electronic watch;

c. A tablet; or

a-d. A virtual reality device, any type of computer or computer-like device (for example, a tablet) or any device which is used for audio, video, or text communication or recording (such as beepers, pagers, mobile phones with and without picture-taking capacity, smart phones, Blackberries, iPhones); and

Utah Admin. Rules R277-495-1.B (April 7, 2014)

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~~Utah Admin. Rules R277-495-2(2), (April 8, 2019)
Utah Admin. Rules R277-495-4(1)(a) (April 8, 2019)~~

~~b.e. _____ Hands-free devices (such as those using Bluetooth connections) connected to devices listed above in (a).~~

2. "District-owned electronic device" means

~~a. Any electronic device which is identified as being owned by the District and provided, issued, or lent, or otherwise provided to a student by the District.~~

~~Utah Admin. Rules R277-495-1.D (April 7, 2014) Utah Admin. Rules R277-495-2(6) (April 8, 2019)~~

3. "Guest" means an individual who is not a student, employee, or designated volunteer of the District who is on school property or at the site of a school-sponsored activity or event.

~~Utah Admin. Rules R277-495-2(3) (April 8, 2019)~~

4. "Inappropriate matter" means pornographic or indecent material as defined in Utah Code § 76-10-1235(1)(a).

~~Utah Admin. Rules R277-495-2(4) (April 8, 2019)~~

~~3-5.~~ _____ Individualized suspicion

- a. Information that an individual has violated a policy;
- b. This is generally required for a constitutional search (including a search of personal belongings);
- c. Exceptions are possible when the privacy interests implicated by a search are minimal and where other safeguards are available;
- d. This standard is not as exacting in the public school setting as in criminal law.

~~4-6.~~ _____ Instructional time

- a. Hours during the school day designated as such by the school or school district.

~~5-7.~~ _____ Lunch time

- a. Time period in either elementary or secondary schools designated for lunch;
- b. This may, in elementary schools, be combined with a noon time recess.

~~6-8.~~ _____ Medical reasons

- a. A student's illness, with or without a health care professional's documentation;
- b. A student's recurring illness or medical problem(s).

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~~7-9.~~ 7-9. Parent/~~legal guardian~~

- a. The person(s) who has legal responsibility for the ~~child~~student's education.

~~8-10.~~ 8-10. Pass time

- a. The period designated in secondary schools between classes or to allow students to move between classrooms.

~~9-11.~~ 9-11. Reasonable suspicion

- a. Reasonable suspicion need not be based on a single factor, but can be based on the totality of the circumstances;
- b. It can be based on the aggregate effect of all information available at the time of a search;
- c. It does not require absolute certainty, but only "sufficient probability," the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely.

~~10-12.~~ 10-12. Recess

- a. Time periods designated in elementary school for exercise or outside activity regardless of whether or not it is designated as instructional time by the school.

~~11-13.~~ 11-13. School or school events

- a. This includes the hours that make up school day, e.g. from 7:40 a.m. until 2:30 p.m., during students' individual courses or during the entire period of the elementary/intermediate school day
- b. This includes field trips
- c. This includes extended school-sponsored trips or activities
- d. This includes school-provided transportation to and from curricular activities and extracurricular activities, including athletic events

Use of District-Owned Electronic Devices—

District-owned electronic devices must be used in accordance with the specific rules and conditions related to the issuance of the device to the student, including rules on care and maintenance of the device, any restrictions on personal uses of the device, and rules relating to installation or use of software on the device. Students may not use any District-owned electronic device to access inappropriate matter, nor may students use any District-owned electronic device to hack (obtain unauthorized access or interfere in any way with) any network or any electronic device. Students may not use any District-owned electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Regardless of location, use of District-owned electronic

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devices must comply with Policy EEB (regarding internet use), Policy FGAD (regarding bullying, cyberbullying, and hazing), and other student conduct policies.

~~Utah Admin. Rules R277-495-4.A(2)-(5), B(6) (April 7, 2014)~~ Utah Admin. Rules R277-495-4(1)(b), (c), (f) (April 8, 2019)

District-owned **electronic** devices are the responsibility of the students to whom they are issued, both with respect to loss or damage of the device and with respect to misuse of the device. When the recipient student allows another to use a District-owned **electronic** device, the recipient student is jointly responsible for any misuse of the device.

~~Utah Admin. Rules R277-495-4.B(4) (April 7, 2014)~~ Utah Admin. Rules R277-495-4(2)(d) (April 8, 2019)

Students have no expectation of privacy regarding the contents or use of District-owned **electronic** devices. The devices shall have filtering software or other restrictions in place to prevent students from accessing inappropriate **material**. However, the failure of such filtering software or mechanisms does not prevent a student from being disciplined for accessing inappropriate **material**. Teachers or administrators may directly or remotely view, control, search, or otherwise access District-owned **electronic** devices at any time.

~~Utah Admin. Rules R277-495-4(1)(c) (April 8, 2019)~~

District-owned **electronic** devices remain the property of the District. Use of a District-owned **electronic** device in violation of any District policy may result in the device being confiscated from the student, which may result in missed assignments, inability to complete required assessments, and possible loss of credit or academic grade consequences, in addition to any other appropriate disciplinary sanctions.

~~Utah Admin. Rules R277-495-4.B(3), (4) (April 7, 2014)~~ Utah Admin. Rules R277-495-4(2)(b), (4)(c) (April 8, 2019)

Use of Student Electronic Devices—

Student electronic devices may be used during the school day, during school-sponsored activities or school-provided transportation as follows:

- ~~12.1.~~ 13.1. Students may have electronic devices in their possession during the regular school day.
- ~~13.2.~~ 14.2. The devices must remain out of sight during instructional time AND be turned off OR on a silent mode.
- ~~14.3.~~ 15.3. During the school day, if students intentionally use or respond to electronic devices during instructional time or during times of prohibited use identified by teachers, electronic devices may be confiscated.
- ~~15.4.~~ 16.4. Devices may be retrieved by individuals designated by the school. Students may also be subject to school discipline.
- ~~16.5.~~ 17.5. A school shall, by written policy, establish a warning schedule for student violations which all school employees shall follow. Exceptions may be

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made for individual students or for specific time periods as warranted. Time periods shall be interpreted with flexibility.

~~17.6.~~ Student electronic devices must be either turned off or held in a secure place by the teacher, as determined by individual teacher, during class quizzes, tests and standardized assessments unless specifically allowed by statute, regulation, student IEP, or assessment directions.

~~Utah Admin. Rules R277-495-4.B(1) (April 7, 2014)~~

7. Student electronic devices inappropriately used or disclosed may be subject to search by school administrators based on reasonable suspicion.

~~18.~~ Utah Admin. Rules R277-495-4(2)(a), (b), (4)(c) (April 7, 2019)

[Policy may allow for differences based on grade levels or age of students.]

Exceptions to the above use limitations regarding student electronic devices shall be made consistent with District and school policies, but in the judgment and discretion of individual teachers. Specific potential exceptions are as following:

1. Medical reasons

a. School administrators may give permission for students to possess electronic devices for good cause shown if the devices do not distract from the instructional or education process.

2. Parent request

a. Parent(s) may request that a student possess an electronic device on active mode at all times during the school day, with the exception of during course or subject tests and standardized assessments. Teachers shall grant such requests for good cause shown. (Good cause may include medical needs or unusual family situations.)

i. Parents shall make requests for exceptions to the school district/ school policy to the school principal, designee or individual teacher. Schools shall have forms available at the main office and in the counseling center for parent/student requests.

3. Teacher permission

a. A teacher may permit a student to have an electronic device in his possession at all times during a regular school day, including during assessments, based on a written § 504 plan, an IEP or legitimate circumstances as determined by the individual teacher.

4. Emergency

a. Students may use electronic devices in situations that threaten the health, safety or well-being of students (including themselves), school employees or others.

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Utah Admin. Rules R277-495-4.D(4) (April 7, 2014) Utah Admin. Rules R277-495-4(4)(d) (April 8, 2019)

Students may not use any electronic device to access inappropriate matter while on school property or while using District connectivity. Students may not use any electronic device to hack (obtain unauthorized access or interfere in any way with) any school network or any District electronic device or electronic device of a person associated with the school. Students may not use any electronic device in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, or guests. Use of student electronic devices at school must comply with Policy EEB (regarding internet use). Regardless of location, use of student electronic devices in relation to other students, staff, or any individual connected with the school must comply with Policy FGAD (regarding bullying, cyberbullying, and hazing), and other student conduct policies. Misuse of student electronic devices in a manner that causes disruption at school or school-sponsored activities may result in discipline under the school disciplinary policies (including where warranted suspension or expulsion) and may result in notification to law enforcement authorities.

Utah Admin. Rules R277-495-4.A(2), (4), (5), B(6) (April 7, 2014)

Utah Admin. Rules R277-495-4(1)(c), (2)(b), (f) (April 8, 2019)

Use of a student electronic device in violation of this or other District policies may result in confiscation of the device as provided herein and in such other disciplinary sanctions as provided for under this or other student conduct policies. In addition, where such use is in violation or believed to be in violation of an applicable law, regulation, or ordinance, school administrators or teachers may notify law enforcement or other appropriate authorities and the student may be subject to criminal or other penalties provided by law.

Utah Admin. Rules R277-495-4.B(2) (April 7, 2014) Utah Admin. Rules R277-495-4(2)(c), (e) (April 8, 2019)

Consequences for Violation of Policy—

Students will receive one warning prior to discipline for violation of this policy, as determined by the school.

Designated individuals, upon identification, may retrieve their child/student's electronic device during school hours or by appointment.

A school may impose other consequences for a student's violation of the electronic device policy only following notice of such policy to the school community. Such penalties are not exhaustive and more than one penalty may be imposed, if warranted. Such penalties may include:

1. loss of electronic device privileges
2. disciplinary letter
3. in-school suspension

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4. suspension
5. loss of extracurricular or honor privileges or recognition

If students are defiant and will not cooperate with school administrators and/or will not surrender electronic device(s), the designated school administrator may take appropriate action for the safety and well-being of the student and other students or employees at the school. The school principal or designee shall notify a parent immediately of additional penalties.

Utah Admin. Rules R277-495-4(2)(b), (c), (4)(c) (April 8, 2019)

Reporting misuse of electronic devices—

Students should report any misuse of electronic devices by an employee to the principal or other appropriate administrator. Students should report misuse of electronic devices by other students to a teacher or an administrator. Misuse of electronic devices by guests should be reported to the principal or other appropriate administrator.

Utah Admin. Rules R277-495-4(4)(b) (April 8, 2019)

Training—

Each school shall, within the first 45 days of each school year, provide school-wide or in-classroom training to students that covers:

1. The District's internet and electronic device policies (Policies FGAB and EEB);
2. The importance of digital citizenship;
3. The District and school's student conduct and discipline policies;
4. The benefits of connecting to the internet and using the school's internet filters while on school premises; and
5. The discipline related consequences of violating internet and electronic device policies.

Utah Admin. Rules R277-495-5 (April 8, 2019)

Notice to Students and Parents of Policy—

A copy of this policy shall be made available in printed form at the District offices and a copy of this policy or a clear electronic link to this policy shall be made available on the District's web site. Individual school policies shall be made available in printed form at the school offices and a copy of those policies or a clear electronic link to those policies shall be made available on the school's web site. Parents and students shall receive annual written notice of District and school electronic device policies, which may be satisfied by the website posting, publishing the policy in a school handbook or directory, sending the policy to the student's home or any other reasonable means.

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~~Utah Admin. Rules R277-495-3.D (April 7, 2014)~~ Utah Admin. Rules R277-495-3(4), (5)
(April 8, 2019)

Parents and students shall receive notice of changes in District or school electronic device policies in a timely manner and through reasonable means.

A copy of the most current policy shall always be available in the main office of the school and shall be posted online on the school website, if a school has a website.

Schools may require that parents return a copy of the policy with signature indicating that parents have had access to the policy.

Information to parents should include exceptions to the policy and potential consequences for students. Information to parents shall provide clear information of how best to contact students during school hours or activities, in lieu of immediate contact by electronic device.

Students and parents shall be notified that law enforcement may be contacted, at school's discretion, if circumstances warrant such contact.

Confiscated Student Electronic Devices—

Only licensed school personnel (unless other employees are specifically identified in policy) may confiscate student electronic devices. Licensed school employees are discouraged from searching or reviewing material or numbers stored on student electronic devices except with reasonable suspicion that would warrant a search. Licensed school employees may search an electronic device based on their reasonable suspicion that the student has violated this policy or another District policy. To the extent justified by the nature of the violation for which the reasonable suspicion exists, the search may include text messages, photo files, and calls (recent, missed, or dialed).

Schools will do their best to guard and protect confiscated student electronic devices, but are not responsible for loss, damage, theft.

Schools will make a good faith effort to notify parent(s) or designated individuals that a student's electronic device is in the school's possession and, time and resources permitting, will maintain possession of such devices until the end of the school year, at which time the school may dispose of the device. Prior to disposal of devices, schools shall attempt to clear all personal data.

Creative and Innovative Uses for All Electronic Devices—

With prior approval of the Principal, individual teachers and school employees may use electronic devices to communicate effectively with students and parents and to enhance instruction. Such uses might include:

1. notifying absent students of assignments;

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2. communicating with parents when students excel or if students fall behind or are absent;
3. parents notifying school when students are absent or tardy;
4. teachers notifying students of news articles or events that would enhance discussion or student research;
5. providing immediate feedback to students on written work or assignments.

Other Provisions—

Picture taking or video or audio recording by students is strictly forbidden in school or school activity private areas, such as locker rooms, counseling sessions, washrooms, and dressing areas. Students are further prohibited from using electronic devices to transmit any such recordings. Students are prohibited from using electronic devices ~~in any way which would cause~~ invasions of the reasonable privacy expectations of students or school staff or ~~guest~~ any person present at the school.

Utah Admin. Rules R277-495-4.D(1) (April 7, 2014)

Utah Admin. Rules R277-495-4(4)(a) (April 8, 2019)

Students bring their electronic devices on school property or to school activities at their own risk. The school is not responsible for lost, stolen or damaged student electronic devices.

Students are strictly responsible for their own electronic devices. If devices are borrowed or taken and misused by non-owners, device owners are jointly responsible for the misuse of the device and policy violation(s) committed with the device.

Students and parents should be informed and understand that confiscated electronic devices may be subject to search by school officials.

A student's penalties for violation(s) of an electronic device policy provision may vary depending upon the intentional nature of the violation, other disciplinary actions the student may have received and specific circumstances of the violation.

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Student Discipline

[Note: [Utah Admin. Rules R277-609-4](#) requires local educational agencies such as school districts to develop a comprehensive plan or policy for student and classroom management and school discipline, and to include administration, instructional and support staff, students, parents, community councils, and other community members in policy development and intervention. The model student discipline policies provide a framework but are not able to address all elements required by the State Board regulation. Individual Districts should consider the regulation in tailoring the model policies to implement the particular approaches identified in the collaboration with the above-listed groups.]

General authority—

If a particular type of conduct has the effect of disrupting the learning atmosphere, it should be subject to regulation. The Board possesses discretion in promulgating regulations for the proper conduct of students.

[Utah Code § 53E-3-501\(1\)\(b\)\(v\) \(20198\)](#)
[Utah Admin. Rules R277-609-1 \(August/May 78, 20178\)](#)

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Comprehensive conduct and discipline plan—

The District shall, with input from administration, instructional and support staff, students, parents, community councils, and other community members, develop a comprehensive plan for student and classroom management and school discipline. This plan shall meet the content requirements set forth in [Utah Admin. Rules R277-609-4\(3\)](#).

[Utah Admin. Rules R277-609-4 \(August/May 78, 20178\)](#)

Relation of school discipline rules to other policies—

Rules and procedures shall prohibit corporal punishment and shall restrict the use of reasonable and necessary physical restraint as set forth in these policies and pursuant to [Utah Code § 53G-8-302](#) and [Utah Administrative Rules R277-609](#). Policies shall include written procedures for the suspension and expulsion of, or denial of admission to, a student, consistent with due process and other provisions of law, including [Utah Code § 53G-8-204](#) et seq. Moreover, all rules and procedures shall be consistent with all other policies of the Board, and all state statutes and federal laws governing school discipline, including [Utah Code § 53G-8-203](#), [Utah Code § 53G-8-204](#) and Section 504 of the Rehabilitation Act of 1974 ([29 U.S.C. § 794](#)).

[Utah Code § 53G-8-203 \(20198\)](#)

Revising discipline rules—

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In adopting or revising the District's rules and regulations, the school board shall solicit input from various interest groups at the school and in the community, including district employees, parents ~~and guardians~~ of students, and students.

[Utah Code § 53G-8-202\(2\)\(a\) \(20198\)](#)

Emergency Removals—

Students may be removed from regular classes or District premises for non-disciplinary health, safety, and welfare reasons when the Board or its designee determines that an emergency exists.

Any student removed from school for any "emergency" reason who is in a condition that threatens his or her own welfare or the welfare of others shall be released to the student's parent or guardian, the parent's or guardian's representative, or other proper authority, including, but not limited to, law enforcement officers and medical personnel.

The District shall make reasonable efforts to notify the parent or guardian prior to removing a student from school premises for emergency reasons. If the parent cannot be notified prior to the removal, the parent shall be notified as soon as possible after the removal and the reasons for it.

Students with Disabilities—

Removal of a student with a disability for any of these reasons shall be used only in emergency situations and shall not exceed ten school days. Consecutive ten-day removals are prohibited, unless the Special Education Committee determines that the student poses an immediate threat to the safety of himself or others, or disrupts the safety of the learning environment. If the parents appeal the Special Education Committee's decision and refuse to permit a change in placement, the District may seek a court injunction to remove a dangerous student with a disability for more than ten consecutive days.

If emergency removals, suspensions, or removals to alternative education total 10 school days in a year, the Special Education Committee shall review the student's IEP, unless the discipline management portion of the IEP specifies otherwise.

Teacher's Authority—

A teacher may send a student to the Principal's office in order to maintain effective discipline in the classroom. The Principal shall respond by employing appropriate discipline management techniques.

A teacher may remove from class a student who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class. Not later than the third class day after the day on which the student is removed from the class, the Principal shall

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schedule a hearing to be attended by the Principal or the Principal's designee, a parent or guardian of the student, the teacher, and the student.

Following the hearing, whether or not all requested parties are in attendance after valid attempts to require their attendance, the Principal shall take one or more of the following actions:

1. Suspend the student for a period not to exceed six school days.
2. Place the student in an alternative education program.
3. Place the student back in the class.

If the student is removed by the teacher a second time within the same semester, the student may be returned to that class only by action of the Superintendent at the Principal's request. If the student is removed by the teacher a third or subsequent time within the same semester, the student may be returned to that class only by action of the Board at the request of the Superintendent.

Corporal Punishment—

A school employee may not inflict or cause the infliction of corporal punishment upon a student.

[Utah Admin. Rules R277-608 \(September 21, 2017\)](#)
[Utah Code § 53G-8-302\(1\) \(20198\)](#)

The term "corporal punishment" means the intentional infliction of physical pain upon the body of a student as a disciplinary measure.

[Utah Code § 53G-8-301\(1\) \(2018\)](#)

Appropriate Conduct—

A school employee may use of reasonable and necessary physical restraint in self-defense or when otherwise appropriate to the circumstances to:

- 1) obtain possession of a weapon or other dangerous object in the possession or under the control of a student;
- 2) protect the student or another individual from physical injury; or
- 3) remove from a situation a student who is violent; or
- 4) protect property from being damaged, when physical safety is at risk.

A school employee may also use less intrusive means, such as a physical escort, to address these types of circumstances. (A "physical escort" is temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.)

Policy FHAF sets forth specific provisions governing the use of physical restraint with students.

[Utah Code § 53G-8-301\(2\) \(2018\)](#)

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[Utah Code § 53G-8-302 \(20198\)](#)
[Utah Admin. Rules R277-609-4\(3\)\(k\) \(August](#)
[May 78, 20178\)](#)

An employee of the District may not be subjected to any sanction for failure or refusal to commit an act prohibited by this policy.

[Utah Code § 53G-8-302\(4\) \(20198\)](#)

Policy FDD regarding Child Abuse Reporting and Investigation shall apply to complaints made to the District regarding improper or unauthorized use of corporal punishment.

[Utah Code § 53G-8-303 \(2018\)](#)

Limitation—

This policy does not restrict the use of physical contact which is considered to be reasonable discipline for purposes of behavior reduction intervention and which is also in compliance with state regulations and District policies adopted pursuant to [Utah Code § 53E-7-2024](#) regarding provision of education for students with disabilities.

[Utah Code § 53E-7-2024 \(20189\)](#)

Disciplinary Record—

Disciplinary records shall be made available to parents/legal guardians or the student, whichever is appropriate, pursuant to the District's student records policy.

Collection and Reporting of Incident Data—

School personnel shall collect data with regard to incidents which occur on school grounds while school is in session or during a school-sponsored activity and which involve (1) suspension or expulsion of a student, or (2) arrest of a minor or (3) "other law enforcement activities" (defined below).

For this reporting requirement, "other law enforcement activities" means a significant law enforcement interaction with a minor that does not result in an arrest, including (1) a search and seizure by an SRO, (2) issuance of a criminal citation, (3) issuance of a ticket or summons, (4) filing a delinquency petition, or (5) referral to a probation officer.

The report of the incident shall also include information on the student or minor's age, grade level, race, sex, and disability status. To collect the data, school personnel shall use the form established by the State Superintendent in consultation with law enforcement agencies.

The District shall report the data to the State Superintendent in a timely manner as required by the State Superintendent. Beginning with the 2020-21 school year, the District shall report the data compiled for each school year to the State Superintendent on or before September 1 of the year in which the school year ended.

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[Utah Code § 53E-3-516 \(2018\)](#)
[Utah Admin. Rules R277-912-2 \(February 7, 2019\)](#)

Notice of rules—

A copy of the rules and procedures shall be made available to all students at the time of their enrollment in the school. If a school makes significant changes to its discipline rules and procedures, written notice of the adopted and revised discipline rules and procedures shall be distributed to all new and continuing students. In the case of all new, continuing or transfer students, a copy of the rules and procedures shall be mailed to the student's parents ~~or legal guardian~~.

[Utah Code § 53G-8-204 \(20198\)](#)

Board review of school discipline rules—

Each school shall file a copy of its school discipline rules and procedures with the Board within thirty days after adoption of the rules and procedures. The Board shall review the rules and procedures filed by each school and may require the school to modify any rule or procedure that is not consistent with Board policy or state statutes on discipline in the public schools.

[Utah Code § 53G-8-202 \(20198\)](#)
[Utah Code § 53G-8-203 \(20198\)](#)

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Safe Schools

The following definitions shall apply under this policy—

1. "Suspension" means removal of a student from the student's regular classroom assignment for a definite period of time.
2. "In-school suspension" means temporary reassignment, for a specific period of time, to a designated suspension classroom within the school.
3. "Short-term suspension" means exclusion of the student from the school, school grounds, and school activities and functions for a specific period of time that is equal to or less than 10 school days.
4. "Long-term suspension" means 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.
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.~~ "Involuntary transfer" means 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.
- ~~6.~~
7. Closed Campus - This means that once a student arrives at school, he/she is not allowed to leave the campus.
- ~~7-8.~~ "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.
- ~~8-9.~~ "Disruptive behavior" means conduct which unreasonably interferes with the educational process or instruction of students in the classroom or elsewhere, including foul, profane, vulgar or abusive language.
Utah Code § 53G-8-205 (2018)
- ~~9-10.~~ "Bullying" means intentionally committing a written, physical, or verbal act that a reasonable person under the circumstances should know or reasonably foresee will have one of the following effects:
 - a. causing physical or emotional harm to the school employee or student;
 - b. causing damage to the school employee or student's property;
 - c. placing the school employee or student in reasonable fear of:

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- i. harm to the school employee's or student's physical or emotional well-being; or
- ii. damage to the school employee's or student's property.
- d. creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - i. the pervasiveness, persistence, or severity of the actions; or
 - ii. a power differential between the bully and the target; or
- e. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

[Utah Code § 53G-9-601\(2\) \(20198\)](#)

~~10-11.~~ "Communication" means the conveyance of a message, whether verbal, written, or electronic.

[Utah Code § 53G-9-601\(3\) \(20198\)](#)

~~11-12.~~ "Cyber-Bullying" 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 cyber-bullying.

[Utah Code § 53G-9-601\(4\) \(20198\)](#)

~~12-13.~~ "Hazing" means a school employee or student intentionally, knowingly, or recklessly committing an act that:

- a. meets one of the following:
 - i. endangers the mental or physical health or safety of a school employee or student; or
 - ii. 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;
 - iii. 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

- iv. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either;
- b. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in any school or school sponsored team, organization, program, club, or event; or
- c. is directed toward a school employee or student whom the individual who commits 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 individual who commits the act also participates.

The conduct described 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 \(2011\)](#)
[Utah Code § 53G-9-601\(5\) \(2019\)](#)

~~13.14.~~ 14.14. "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.

~~14.15.~~ 14.15. "Weapon" means "dangerous weapon," which includes any firearm or any object that is used for, or is readily capable of, causing death or serious bodily injury. "Firearm" means a pistol, revolver, shotgun, short barreled shotgun, rifle or short barreled rifle, or any device that could be used as a dangerous weapon from which is expelled a projectile by action of an explosive. The following factors are used in determining whether an object other than a firearm is a dangerous weapon:

- a. the location and circumstances in which the object was used or possessed;
- b. the primary purpose for which the object was made;
- c. the character of the wound, if any, produced by the object's unlawful or improper use;
- d. the manner in which the object was unlawfully or improperly used;
- e. whether the manner in which the object is used or possessed constitutes a potential imminent threat to public safety; and
- f. the lawful purposes for which the object may be used.

Possession of a weapon 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.

[Utah Code § 76-10-501 \(2015\)](#)
[Utah Code § 76-10-505.5 \(2013\)](#)

~~15-16.~~ "Unlawful conduct" means any conduct by a student which 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: the crime of harassment occurs when a student, with intent to frighten or harass another, communicates in writing a written or recorded threat to commit any violent felony.
[Utah Code § 76-5-106 \(1995\)](#)
- b. Burglary: burglary means entering or remaining in a building or any portion of a building with the intent to commit an additional crime.
[Utah Code § 76-6-202 \(2012\)](#)
- c. Theft: 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 \(1973\)](#)
- d. Criminal mischief: criminal mischief means intentionally damaging, defacing, or destroying the property of another; or 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 \(2012\)](#)
- e. Assault: assault means an attempt, with unlawful force or violence, to do bodily injury to another.
[Utah Code § 76-5-102 \(2015\)](#)
- f. Gang activity.
[Utah Code § 76-9-801 to 804](#)
[Utah Code § 76-9-901 to 907](#)
- g. Willfully defaces or otherwise damages school property.
[Utah Code § 53G-8-212 \(2019~~8~~\)](#)

~~16-17.~~ Making a false alarm: a student makes a false alarm if he or she initiates or circulates a report or warning of any fire, impending bombing, or other crime or catastrophe, knowing that the report or warning is false or baseless and is likely to cause the evacuation of any building or public transport; improper activation of school alarms or safety systems.

[Utah Code § 76-9-105 \(2017\)](#)

~~17-18.~~ Disrupting the operation of a school: Disrupting the operation of a school occurs when a person, after being asked to leave by a school official, remains on school property for the purpose of encouraging or creating an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of the school.

[Utah Code § 76-9-106 \(1992\)](#)

~~18-19.~~ Terroristic Threats: A student commits a terroristic threat if the student threatens to commit any offense involving bodily injury, death, or substantial property damage, and:

- a. Threatens to use a weapon of mass destruction or hoax weapon of mass destruction; or
- b. The student acts with intent to:
 - i. Influence or affect a government or unit of government or intimidate or coerce a civilian population; or
 - ii. Cause action of any nature by an official or volunteer agency organized to deal with emergencies; or
 - iii. 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 \(2013\)](#)

~~19-20.~~ "Sexual Harassment" means unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, when:

- a. Submission to or rejection of the conduct affects the student's academic performance, participation in school-sponsored activities, or any other aspect of the student's education; or
- b. The conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive education environment.

See Policy FHAB.

Publication of Safe Schools Policy—

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 ~~or guardian~~.

[Utah Code § 53G-8-204\(2\)\(a\) \(20198\)](#)

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\(2\)\(b\), \(c\) \(20198\)](#)

CLOSED CAMPUS

All Wayne School District schools have a closed campus. Each school principal shall develop procedures to allow for students to leave campus during the school day.

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Conduct Warranting Discipline—

A student may be disciplined for the conduct described below. The type of the discipline imposed will depend on the nature of the particular conduct.

1. 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.
 - i. Any unlawful conduct, as that is defined above.
 - ii. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language.
 - iii. Willful destruction, defacing, or damaging of school property.
 - iv. 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.
 - v. Disruptive behavior, as that is defined above.
 - vi. Possession or use of pornographic material on school property that would constitute a misdemeanor offense under [Utah Code § 76-10-](#)

- [1235](#). (This includes accessing such material through the District computer network or by using any District-owned device.)
- vii. Bullying, abusive conduct, cyberbullying, retaliation, and making false allegations of bullying, bullying or retaliation. See Policy FGAD.
 - viii. Any use of an electronic device or camera to record sounds 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 involved in prior violations of this policy.
 - 1. The use of any device or any electronic device or camera to threaten, intimidate or embarrass another or to capture and transmit test information or any other information in a manner constituting fraud, theft or academic dishonesty will result in an immediate suspension of not less than three (3) days nor more than ten (10) days.
 - ix. The use of any device in a manner which may be physically harmful to another person, such as shining a laser in the eyes of another student, will result in an immediate suspension of not less than three (3) days nor more than ten (10) days. When a student repeatedly engages in such behavior, the punishment may be increased as is appropriate.
 - b. 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 FHAA.
 - c. 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. "Tobacco products" includes an electronic cigarette as that has been defined by state law ([Utah Code § 76-10-101](#)).
 - d. 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 FHAA.
 - e. Engaging in, assisting, permitting, or otherwise being involved in hazing, as provided by the District's policy prohibiting hazing, Policy FHAC.
[Utah Code § 53G-8-205\(1\) \(20198\)](#)
[Utah Code § 53G-8-602 \(2018\)](#)
[Utah Code § 53G-8-209 \(20198\)](#)
 - f. 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 \(2013\)](#)
[Utah Code § 76-6-103 \(1986\)](#)

- g. Engaging in conduct that contains the elements of any felony.
- h. Sexual Harassment.
- i. Gang-related activity: A “gang” as defined in this 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:
 - i. Wearing, possessing, using or distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other things which evidence membership in a gang.
 - ii. Use of a name associated with or attributable to a gang;
 - iii. Designating "turf" or an area for gang activity or occupation.

Be aware that there are challenging constitutional issues related to policies dealing with gang-related attire as the policy impacts students' First Amendment speech rights. A school should be able to document evidence of real and substantial problems caused by, or at least reasonably likely to be caused by, gang clothing. In designing a dress code, school authorities should focus on problems if they exist. A school may choose to develop a specific list of clothing and accessories that “evidence membership in a gang.” Such lists must be flexible to adapt to shifts in fashion styles. Students must be given ample notice of the list and any amendments. The policy should also include an appeals process that allows students to dispute that particular clothing deemed gang related is actually not gang regalia.

2. Conduct Which Requires Suspension or Expulsion

- a. A student shall be suspended or expelled from school for participation in any serious violation affecting another student or a 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:
 - i. The sale, control, delivery, transfer or distribution of a drug or controlled substance, as defined in [Utah Code § 58-37-2](#), an imitation controlled substance, as defined in [Utah Code § 58-37b-2](#), or drug paraphernalia as defined in [Utah Code § 58-37a-3](#) (See Policy FHAA);
 - ii. 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.

[Utah Code § 53G-8-205\(2\) \(20198\)](#)

[Utah Code § 76-5-102 \(2015\)](#)

[Utah Code § 76-5-102.3 \(2017\)](#)

3. 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 participates in any serious violation affecting another student or a 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 one of the following violations:
 - i. possession, control or actual or threatened use of a real weapon, explosive, or flammable device or material;
 - ii. the actual or threatened use of a look-alike or pretend weapon with intent to intimidate another person or to disrupt normal school activities.

[Utah Code § 53G-8-205\(2\)\(b\) \(20198\)](#)

4. Discipline Rules for Students With Disabilities

- a. Federal and state laws impose particular requirements regarding discipline of students identified as having a disability. Discipline of such students must comport with the requirements set forth below for students with disabilities.

Remedial Measures and Disciplinary Sanctions—

Following a determination that a student has committed a violation, the student may be subject to one of the following remedial measures or disciplinary sanctions, as is determined to be appropriate for the violation or as is required by the terms of this policy or other District policies.

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 is required.
- b. Continued school and class attendance accompanied by the student's parent or guardian 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 or guardian. The parent or guardian must agree to attend all of the student's classes for each day of the suspension. If the parent or guardian 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 semester.
- e. Voluntary transfer. 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.
- f. Withholding grade reports, diplomas and transcripts. If a school determines that school or district property has been lost or willfully cut, defaced or otherwise damaged by a student, the school may withhold the issuance of an official written grade report, diploma, or transcript of the student responsible for the damage or loss until the student or student's parent ~~or guardian~~ has paid for the damages.
 - i. If the student and the student's parent ~~or guardian~~ are unable to pay for the damages or if it is determined by the school in consultation with the student's parent ~~or guardian~~ that the student's interests would not be served if the parent ~~or guardian~~ were to pay for the damages, then the school shall provide a program of work 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.
 - ii. 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.
 - iii. No penalty may be assessed for damages which may be reasonably attributed to normal wear and tear.

[Utah Code § 53G-8-212 \(20198\)](#)

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 ~~or guardian~~ has received prior notice of the detention to take place on a particular school day.
 - i. The notice provided for under this policy need not be completed prior to detention of the student if detention is necessary for the student's health or safety.

[Utah Code § 53G-8-203\(2\) \(20198\)](#)

- b. Suspension.
- c. Involuntary transfer. Involuntary transfer to another school, campus, community-based alternative school or other special program within the District.
- d. Expulsion.

Authority to Impose Discipline—

The Board of Education hereby delegates to each school principal within the District the authority to suspend a student in the principal's school for up to ten (10) school days, in accordance with this policy.

The Board of Education hereby delegates to the superintendent the authority to suspend a student for up to one (1) school year.

The Board of Education has the authority to expel a student for a fixed or indefinite period.

[Utah Code § 53G-8-206 \(20198\)](#)

Procedure for Imposing Discipline—

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.

- 1. Short-term Suspension
 - a. Informal due process hearing. A school principal may suspend a student for up to ten (10) school days for a violation. Prior to imposing such a suspension, the school principal shall meet with the student, if possible, to discuss the incident(s) and to provide the student an opportunity to respond. The principal shall then determine whether a violation has occurred and whether suspension or other discipline is appropriate. In appropriate cases, the principal shall consider and offer the student alternatives to suspension, including in-school suspension and parental attendance with the student (where appropriate consent from teachers is obtained).
 - b. Short-term suspension pending due process hearing. If the school principal makes an initial determination that the violation warrants long-term suspension or expulsion, the school principal may recommend those sanctions and may impose a short-term suspension pending a hearing on whether those sanctions should be imposed.
 - c. Departure from school grounds. 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

~~guardian~~ or other person authorized by the parent or applicable law to accept custody of the student.

[Utah Code § 53G-8-206\(5\)\(a\) \(20198\)](#)

- d. Notice of short-term suspension. If a short-term suspension is imposed, the principal or assistant principal shall immediately provide notice to the student's parent ~~or guardian~~. Notice shall, if possible, be given by telephone. If reasonable efforts to contact the parent ~~or guardian~~ by telephone are unsuccessful, then written notice shall be sent to the parent ~~or guardian~~. The notice, whether verbal or written, shall include the following:
- i. That the student has been suspended.
 - ii. The grounds for the suspension.
 - iii. The period of time for which the student is suspended.
 - iv. The date, time and place for the parent ~~or guardian~~ and student to meet with the principal or assistant principal to review the suspension. 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.

Goss v. Lopez, 410 U.S. 565 (1975)

[Utah Code § 53G-8-206\(4\) \(20198\)](#)

- 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 for a period longer than ten days, that fact shall be included in the notice to the parent or guardian.
- f. Meeting to review suspension. At this meeting, the principal or assistant principal shall review with the parent ~~or guardian~~ and student the charges and evidence against the student and shall provide the student and parent ~~or guardian~~ with an opportunity to respond. 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 ~~or guardian~~ a plan to avoid recurrence of the problem.

[Utah Code § 53G-8-206\(5\)\(b\), \(c\) \(20198\)](#)

2. Long-term Suspension or Expulsion

- a. Due process hearing. If the principal or assistant principal recommends long-term suspension or expulsion, he or she shall notify the superintendent of that recommendation. The superintendent shall then schedule a hearing to be held with the student's parent or guardian, the student, and the superintendent or the superintendent's designee. The

hearing shall be scheduled to take place prior to the tenth day of the student's suspension where possible.

- b. Notice of hearing. The superintendent shall provide written notice of the date, time and place of the hearing to the student and his or her parent or guardian so as to afford a reasonable opportunity for preparation. 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. The statement of the charges 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)

- c. Conduct of hearing. The superintendent or the superintendent's designee shall preside at and conduct the hearing at the appointed time and place. The district and the student may each be represented by a person of their choice. Each side 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. 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. The determination shall then be placed in writing and mailed to the student and his or her parent ~~or guardian~~. Upon a finding that the student has engaged in conduct warranting discipline, the superintendent may determine what discipline or remedial measures are appropriate for the conduct. If the superintendent determines that the appropriate sanction is expulsion, then that sanction must be authorized by the Board of Education as set out below. Apart from expulsion, the superintendent may impose any of the available remedial measures or sanctions as are found to be appropriate. In determining the appropriate sanction, the superintendent shall consider whether alternatives to suspension are appropriate or available.

[Utah Code § 53G-8-206 \(20198\)](#)

[Utah Code § 53G-8-207 \(20198\)](#)

- e. Appeal. A student may appeal the determination of the superintendent to the Board of Education by filing a written notice of appeal with the superintendent within ten (10) days of the date the decision of the superintendent is mailed to the student. No further hearing will be held. The Board will review the evidence submitted to the superintendent and the written determination of the superintendent. The Board may affirm the

superintendent's decision or modify the Superintendent's decision. The Board's written decision will be issued within thirty (30) days of receipt of the student's written notice of appeal.

- f. Board evaluation of expulsion recommendation. If the superintendent recommends expulsion for an indefinite or definite period of time, then the superintendent will transmit that recommendation to the Board of Education along with the record of evidence submitted to the superintendent. The Board may review the recommendation based on this record or may at its sole discretion accept further evidence. 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\(3\) \(20198\)](#)

- g. 45-day review of mandatory one-year expulsions. 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 days of the imposition of the expulsion. This hearing shall be held before the superintendent or the superintendent's designee and shall be attended by the student and a parent ~~or guardian~~ of the student. At this hearing, the superintendent shall determine
 - i. what conditions must be met by the student and the student's parent ~~or guardian~~ for the student to return to school;
 - ii. 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 the student is placed in; and
 - iii. 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.
 - iv. If the superintendent or his or her 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, then the superintendent 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\(2\)\(b\) \(20198\)](#)

- h. 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\(3\) \(20198\)](#)

Evidence in Student Hearings—

All student disciplinary hearings shall be conducted by the Board or its designee in an executive session. All evidence presented in such hearings shall constitute student educational records and shall be treated as "confidential". 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.

Notification of Weapons on School Property—

Whenever a student is found on school property during school hours or a school sponsored activity in possession of a dangerous weapon and that information is reported to or known by the principal, the principal shall notify appropriate law enforcement personnel as well as school and district personnel who, in the good faith opinion of the principal should be informed.

[Utah Code § 53G-8-510 \(2018\)](#)

Education of Students Subject to Discipline—

The educational services that will be provided to students subject to discipline will depend upon the nature of the discipline.

1. Students subject to remedial measures. 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.
2. Parental responsibility for education. When a student is expelled or is suspended for more than 10 days, it is the responsibility of the parent's student ~~or guardian~~ to undertake an alternative education plan which will ensure that the student's education continues during the period of the suspension or expulsion. The parent ~~or guardian~~ 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. Costs for educational services not provided by the district are the responsibility of the student's parent ~~or guardian~~.
3. Review of student progress. The district shall contact the parent ~~or guardian~~ 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 \(20198\)](#)

[Utah Code § 53G-8-208\(4\)\(b\) \(20198\)](#)

4. Record of disciplined students. 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\(4\)\(a\) \(2019\)](#)

Readmission of Suspended or Expelled Students—

1. Suspended students. 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. At the discretion of the principal, the student may be readmitted if the student and the student's parent or guardian have agreed to participate in such a meeting. However, a suspension may not extend beyond ten (10) days unless the student and the student's parent or guardian 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. 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. 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. 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.

Information Regarding SafeUT Crisis Line—

The SafeUT Crisis line established by the State through the University Neuropsychiatric 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 (1) unsafe, violent, or criminal activities, or the threat of such activities at or near a public school, (2) incidents of bullying, cyberbullying, harassment, or hazing, and (3) incidents of physical or sexual abuse committed by a school employee or school volunteer. The Board shall inform students, parents, and school personnel about the SafeUT Crisis Line.

[Utah Code § 53B-17-1202\(1\) \(2019\)](#)

[Utah Code § 53B-17-1204\(4\) \(2019\)](#)

Response to ~~School-SafeUTty~~ and Crisis Line Reports—

The District shall respond to reports received through the ~~School-SafeUTty~~ and Crisis Line in accordance with models developed by the State Board of Education.

[Utah Code § 53G-8-203\(1\)\(i\) \(2019\)](#)

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Created:
Modified: ~~16 May 2018~~ 21 May 2019

FHA

Safe Schools

Emergency Safety Interventions

This policy governs the use of emergency safety interventions, which are used to address situations where a student presents an immediate danger (to self or others) but which are not used for disciplinary purposes.

Definitions—

“Emergency safety intervention” means the use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others, and the intervention is not for disciplinary purposes.

“Seclusionary time out” means that a student is:

1. Placed in a safe enclosed area by school personnel (the area must meet applicable health department and fire marshal regulations);
2. Purposefully isolated from adults and peers; and
3. Is prevented from leaving (or reasonably believes that the student will be prevented from leaving) the enclosed area.

“Physical restraint” means personal restriction that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, body, or head freely.

“Immediate danger” means the imminent danger of physical violence or aggression towards self or others which is likely to cause serious physical harm.

[Utah Admin. Rules R277-609-2\(3\), \(5\), \(8\), \(167\) \(AugustMay 78, 20178\)](#)

Emergency Safety Intervention—

An emergency safety intervention is using seclusionary time out or physical restraint when a student presents an immediate danger to self or others (not for disciplinary purposes). The District shall implement policies and procedures for the use of emergency safety interventions for all students which are consistent with evidence-based practices.

Physical restraint as part of an emergency safety intervention may not be used with a student except within the guidelines stated below under Physical Restraint. Mechanical restraint may not be used as part of an emergency safety intervention, except those which are protective, stabilizing or required by law, or any device used by a law enforcement officer in carrying out law enforcement duties, including seatbelts or any other safety equipment when used to secure students during transportation. Chemical restraint may not be used as part of an emergency safety intervention, except as prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional’s authority under State law, for the standard treatment of a student’s medical or psychiatric condition; and

Created: 8 July 2016

Modified: ~~14 May 2018~~ 15 February 2019

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administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law.

Seclusionary time out as part of an emergency safety intervention may not be used with a student except when a student presents an immediate danger of serious physical harm to self or others and within the guidelines stated below under Seclusionary Time Out.

For a student with a disability, emergency safety interventions may not be written into a student's individualized education program as a planned intervention unless school personnel, the family, and the IEP team agree less restrictive means have been attempted to address the qualifying circumstances (that is, circumstances where the student presents an imminent danger of physical violence or aggression towards self or others which is likely to cause serious physical harm) have been attempted, a functional behavior analysis has been conducted, and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

[Utah Admin. Rules R277-609-4\(3\)\(k\) \(August-May 78, 20178\)](#)

[Utah Admin. Rules R277-609-5 \(August-May 78, 20178\)](#)

Physical Restraint—

Physical restraint may only be used when a student presents a danger of serious physical harm to self or others. It may not be used as a means of discipline or punishment. The student may not be placed in a prone (face-down) or supine (face-up) position in physical restraint. No restraint may be used which obstructs the airway of a student or which adversely affects a student's primary mode of communication.

All physical restraint must be immediately terminated when the student either (a) is no longer an immediate danger to self or others, or (b) is in severe distress. The restraint must be for the minimum time necessary to ensure safety and the District's release criteria must be implemented. However, a student may not be physically restrained for more than 30 minutes.

[Utah Admin. Rules R277-609-4\(3\)\(k\)\(i\) \(August-May 78, 20178\)](#)

[Utah Admin. Rules R277-609-5 \(August-May 78, 20178\)](#)

Seclusionary Time Out—

A seclusionary time out may only be used for purposes of maintaining safety and may not be used as a means of discipline or punishment. Seclusionary time out shall be used for the minimum time necessary to ensure safety and shall end according to the District's release criteria. However, a student may not be placed in seclusionary time out for more than 30 minutes. In using seclusionary time out, any door must remain unlocked and the student must be maintained within line of sight of the employee using the seclusionary time out and the employee must confirm that the area meets applicable health department and fire marshal regulations.

[Utah Admin. Rules R277-609-4\(3\)\(k\)\(vii\) \(August-May 78, 20178\)](#)

Created: 8 July 2016

Modified: ~~14 May 2018~~ 15 February 2019

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[Utah Admin. Rules R277-609-5\(6\), \(8\) \(August-May 78, 20178\)](#)

Parental Notice—

When a crisis situation occurs that requires the use of an emergency safety intervention (physical restraint or seclusionary time out) to protect the student or others from harm, a school shall notify the student's parent or guardian and District administration immediately and in any event no later than the end of the school day. If a crisis situation occurs for more than 15 minutes, or if physical restraint or seclusionary time out is used for more than 15 minutes, the foregoing notice shall include that information.

The notice provided shall be documented in the student information system records.

The school shall, upon his or her request, provide to the student's parent or guardian a copy of any notes or additional documentation taken during a crisis situation. Within 24 hours of a crisis situation, the school shall notify the student's parent or guardian that such a request may be made. A student's parent or guardian may request a time to meet with school staff and administration to discuss the crisis situation.

[Utah Admin. Rules R277-609-4\(3\)\(k\) \(August-May 78, 20178\)](#)

[Utah Admin. Rules R277-609-5\(2\), \(4\), \(7\), \(9\) \(August-May 78, 20178\)](#)

[Utah Admin. Rules R277-609-8\(3\), \(4\) \(August-May 78, 20178\)](#)

ESI Committee—

The District shall establish an Emergency Safety Intervention (ESI) Committee with members appointed by the Superintendent and consisting of two or more administrators, at least one parent or guardian of a student enrolled in the District, and at least two certified educational professionals with behavior training and knowledge of state rules and District discipline policies.

The ESI Committee shall meet often enough to monitor the use of emergency safety intervention in the District, shall determine and recommend professional development needs relating to emergency safety intervention; and shall develop policies for local dispute resolution processes to address concerns regarding disciplinary actions.

The District shall collect, maintain, and periodically review documentation and other records of the use of emergency safety interventions at schools within the District, according to procedures defined by the State Superintendent of Public Instruction. Such documentation and records shall be provided annually to the State Superintendent. In addition, the District shall submit all required UTREx discipline incident data elements as part of the District's daily UTREx submission.

[Utah Admin. Rules R277-609-67\(6\) to \(10\) \(August-May 78, 20178\)](#)

[Utah Admin. Rules R277-309-8 \(May 8, 2018\)](#)

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Student Fees, Fines, and Charges

Definitions—

As used in this policy, the following definitions apply.

1. “Fee” means (a) something of monetary value (b) requested or required as a condition to a student’s participation (c) in an activity, class, or program which is provided, sponsored, or supported by a school. It includes money or something of monetary value raised by a student or the student’s family through fundraising.

Utah Admin. Rules R277-407-2(3) (April 8, 2019)

- a. “Something of monetary value” means a charge, expense, deposit, rental, fine, or payment (regardless of how it is described) in the form of money, goods, or services, whether it is directly or indirectly requested or required.

Utah Admin. Rules R277-407-2-15(a) (April 8, 2019)

For example, it includes:

- i. Charges or expenditures for a school field trip or activity trip, including related transportation, food, lodging, and admission charges;
- ii. Payments to a third party providing a part of a school activity, class, or program;
- iii. Supplies (classroom or student) or materials;
- iv. A fine, unless that fine is within the scope of the definition in Non-Fee Charges, below.

Utah Admin. Rules R277-407-2(15)(b) (April 8, 2019)

- b. “Requested or required as a condition of a student’s participation” means impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:
 - i. Fully participate in school or in a school activity, class, or program;
 - ii. Successfully complete a school class for the highest grade; or
 - iii. Avoid a direct or indirect limitation on full participation in a school activity, class, or program, including limitations created by:
 1. Peer pressure, shaming, stigmatizing, bullying, or the like; or
 2. Withholding or curtailing any privilege that is otherwise provided to any other student.

Utah Admin. Rules R277-407-2(14) (April 8, 2019)

- c. “Provided, sponsored or supported by a school” means an activity, class, program, fundraiser, club, camp, clinic, or other event that:

- i. Is authorized by the District or a District school, according to Board policy; or
- ii. Satisfies at least one of the following conditions:
 1. It is managed or supervised by the District, a District school, or a District employee;
 2. It uses, more than inconsequentially, District or a District school's facilities, equipment, or other resources; or
 3. It is supported or subsidized, more than inconsequentially, by public funds, including school activity funds or minimum school program dollars.
- iii. Is not a noncurricular club as defined by Policy FG.

Utah Admin. Rules R277-407-2(11) (April 8, 2019)

This definition applies regardless of the time or season of the activity, class, or program (for example, summer camps or clinics are sponsored by a school if the foregoing requirements are met).

Utah Admin. Rules R277-407-4(4) (April 8, 2019)

2. "Student supplies" means items which are the personal property of a student which, although used in the instructional process, are also commonly purchased and used by persons not enrolled in the class or activity in question and have a high probability of regular use in other than school-sponsored activities.
 - i. It includes pencils, paper, notebooks, crayons, scissors, basic clothing for healthy lifestyle classes, and similar personal or consumable items over which a student retains ownership.
 - ii. It excludes any such items if, to create a uniform appearance not related to basic function, the school imposes specific requirements such as brand, color, or a special imprint.

Utah Admin. Rules R277-407-2(16) (April 8, 2019)

3. "Textbook" means instructional material necessary for participation in a course or program, regardless of the format of the material. It excludes instructional equipment.

Utah Admin. Rules R277-407-2(19) (April 8, 2019)

- a. "Instructional equipment" means equipment or supplies required for a student to use as part of a secondary course that become the property of the student upon exiting the course, including course related tools or instruments.

Utah Admin. Rules R277-407-2(7) (April 8, 2019)

4. “Co-curricular activity” means an activity, course, or program, outside of school hours, that also includes a required regular school day program or curriculum.

Utah Admin. Rules R277-407-2(1) (April 8, 2019)

5. “Extracurricular activity” means an activity or program for students, outside of the regular school day, that both:
 - a. Is sponsored, recognized, or sanctioned by the District or a District school; and
 - b. Supplements or complements, but is not part of, the District’s required program or regular curriculum.

Utah Admin. Rules R277-407-2(2) (April 8, 2019)

Non-Fee Charges—

Certain items of monetary value provided in connection with students and schools are not considered fees.

Student Fines

A student fine is not a fee if it is specifically approved by the District and is imposed for one of the following:

1. Failing to return school property;
2. Losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior; or
3. Improper use of school property (including a parking violation).

[Utah Code § 53G-8-212 \(2019\)](#)

Utah Admin. Rules R277-407-2(15)(b)(iv) (April 8, 2019)

When fines have been assessed to a student for damaging or losing school property, the school shall not exclude the student from school for nonpayment but may withhold a transcript or diploma to obtain payment of such charges pursuant to the Board policy regarding defacing or damaging school property. However, a school may not withhold student records which are required for student enrollment or placement in a subsequent school. In addition, 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 nonpayment of damages.

[Utah Code § 53G-8-212 \(2019\)](#)

Utah Admin. Rules R277-406-12 (April 8, 2019)

Student Records

A school may impose a reasonable charge to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. However, no charge may be imposed for duplicating, mailing, or transmitting copies of school records to

an elementary or secondary school in which a former student is enrolled or intends to enroll.

Utah Admin. Rules R277-407-6(9)(b), (c) (April 8, 2019)

Non-Waivable Charges

A cost, payment, or expenditure that falls into one of the following categories is not a fee.

1. A personal discretionary charge or purchase, including:
 - a. A charge for insurance, unless the insurance is required for a student to participate in a school activity, class, or program;
 - b. A charge for college credit relating to successful completion of a concurrent enrollment class or an advanced placement examination; or
 - c. A charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item (unless requested or required by the school or District).
2. A charge which is subject to sales tax.
3. Payment for a school uniform unless the uniform policy requires clothing that is expensive or prescriptive. (See Policy FK.)
4. A charge for school lunch or breakfast.
5. A deposit that is a pledge securing the return of school property which is refunded upon return of the property.
6. A charge for a replacement for damaged or lost school equipment or supplies.

Utah Admin. Rules R277-407-2(10) (April 8, 2019)

Utah Admin. Rules R277-407-3(9) (April 8, 2019)

Utah Code § 53G-7-501(6)(c), (9) (2019)

Additional Discretionary Projects

A student may be required to provide materials or to pay for an additional discretionary project if the student chooses a project in lieu of or in addition to a required classroom project. This requirement is not considered a fee. However, the school may not require such an additional project as a condition for enrolling, completing, or receiving the highest possible grade for a course. (Such requirements would result in the project being a fee.) Schools shall avoid allowing high cost additional projects, particularly where authorization of an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Utah Admin. Rules R277-407-3(5) (April 8, 2019)

Donations of Supplies to an Elementary School

An elementary school or elementary school teacher may compile and provide to a student's parent a suggested list of student supplies for use during the regular

school day so that a parent may furnish, on a voluntary basis, those supplies for student use. Such a list must include and be preceded by the following language:

“NOTICE: 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.”

[Utah Admin. Rules R277-407-3\(1\)\(c\), \(6\) \(April 8, 2019\)](#)

[Utah Code § 53G-7-503\(2\)\(b\) \(2019\)](#)

Donations

For a donation not to be a fee, it must not affect the participation of an individual student. Donations are generally governed by Policy GF. Donations or contributions may be invited on forms provided to parents of students but must clearly state that donations and contributions are voluntary and are not required for participation in an activity or class.

[Utah Admin. Rules R277-407-7\(1\) \(April 8, 2019\)](#)

Students and families may be notified that they may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families. Any such payments are considered donations and are not fees. In order to accept such payments, schools shall require that the payment be clearly designated as made for the purpose of covering the costs of other students.

[Utah Admin. Rules R277-407-8\(2\)\(b\) \(April 8, 2019\)](#)

Authorizing Fees—

No fee may be charged by the District, a District school, or any District officer or employee unless the fee has been authorized by the Board as required in this policy and applicable law. This includes any and all fees as defined in this policy, including those related to curricular, co-curricular, and extracurricular activities.

[Utah Code § 53G-7-503\(1\) \(2019\)](#)

[Utah Code § 53G-7-505 \(2019\)](#)

[Utah Admin. Rules R277-407-3\(2\) \(April 8, 2019\)](#)

[Utah Admin. Rules R277-407-6\(1\) \(April 8, 2019\)](#)

Process to Adopt Fee Policies and Schedules

The Board shall annually adopt fee policies and a fee schedule in a public meeting held on or before April 1. The Board shall consult with stakeholders and shall encourage public participation in the development of the fee schedule and of waiver policies. Before taking action to approve the policies and fee schedule, the Board shall provide the opportunity for public comment on the proposed fee schedule during at least two public Board meetings. In addition to the notice required for a regular Board meeting, the Board shall provide notice of these meetings using the same form of communication regularly used by the District to communicate with parents (such as email, text, flyer, or phone call).

[Utah Code § 53G-7-505\(2\) \(2019\)](#)

Utah Admin. Rules R277-407-6(2) (April 8, 2019)

The Board shall annually review the District's policies on fees, waivers, fundraising, and donations.

Utah Admin. Rules R277-407-15(3) (April 8, 2019)

Fee Schedules

A fee must be included in the Board approved fee schedule in order to be charged. The fee schedule shall include the specific amount for each fee and a spending plan for each fee. The fee schedule shall include the maximum fees allowed per activity and per student. If there are multiple fees related to one activity, class, or program, the fee schedule shall include an easy to understand delineation of each of the fees and the fee total for the activity, class, or program. The fee schedule shall also include the District's fee waiver policy, including an easily understandable statement informing a parent that a student may be eligible to have one or more fees waived and may appeal a denial of a requested waiver.

Utah Code § 53G-7-505(3)(a) (2019)

Utah Admin. Rules R277-407-13(2)(a) (April 8, 2019)

Notice of Fee Policies and Schedules

The District shall provide annual written notice to a parent of each student attending school in the District of the current and applicable fee waiver policies and fee schedules. The District shall annually publish the fee waiver policies and fee schedules on each school's website and shall include a copy of these materials in registration materials (including providing them to a parent of a student who enrolls after the initial enrollment period). The written notice shall be in a form approved by the State Board of Education and shall also include:

1. For elementary schools:
 - a. School Fees Notice for Families of Children of Kindergarten through Sixth Grade
 - b. Fee Waiver Application (Grades K-6)
 - c. Fee Waiver Decision and Appeal Form
 - d. School fees poster for elementary school
2. For secondary schools:
 - a. School Fees Notice for Families of Students in Grades Seven Through Twelve
 - b. Fee Waiver Application (Grades 7-12)
 - c. Community Service Assignment and Notice of Appeal Rights
 - d. Appeal of Community Service Assignment
 - e. School fees poster for secondary school

[Utah Code § 53G-7-505\(3\)\(b\) \(2019\)](#)
[Utah Admin. Rules R277-407-6\(5\), \(6\), \(7\) \(April 8, 2019\)](#)

If the District's parent or student population in a single language other than English exceeds 20%, then the District shall also publish the fee waiver policies and fee schedules in that other language. If a student or parent's first language is not English, and the District has not published the policies and fee schedules in that other language, then a District representative will meet personally with each student's parent or family and make available an interpreter for the parent to understand the policies and fee schedules.

[Utah Admin. Rules R277-407-6\(6\) \(April 8, 2019\)](#)

Standards for Fees—

In setting fees, the Board shall establish the following maximum fee amounts:

1. The amount that a school may charge to a student in a year for each course, program, or activity.
2. The aggregate amount that a school may charge to a student in fees in a year.

These maximum amounts include the amount of revenue raised by a student through an individual fundraiser. (See Alternatives to Payment of Fees, below.)

[Utah Admin. Rules R277-407-6\(3\) \(April 8, 2019\)](#)

In order to preserve equal opportunity for all students and to limit diversion of money and school and staff resources from the basic school program, the Board's fee policies shall be designed to limit student expenditures for school-sponsored activities, including expenditures for activities, uniforms, clubs, clinics, travel, and subject area and vocational leadership organizations, whether local, state, or national.

[Utah Admin. Rules R277-407-6\(10\) \(April 8, 2019\)](#)

No fees may be charged in kindergarten through grade 6 in connection with regular school day instruction or activities (including assemblies and field trips.) Fees may be charged to students in grade 6 if those students are attending a school that includes any of the grades 7 through 12. A school that provides instruction to students in grades other than grades 6 through 12 may not charge fees to students in grade 6 unless for those students the school follows a secondary model of instruction.

[Utah Code § 53G-7-503\(2\)\(a\) \(2019\)](#)
[Utah Admin. Rules R277-407-3\(1\), \(3\) \(April 8, 2019\)](#)

Fees may be charged to elementary school students for activities which do not take place during the regular school day so long as participation in the activities is voluntary and does not affect a student's grade or ability to participate fully in any course taught during the regular school day.

[Utah Code § 53G-7-503\(2\)\(a\) \(2019\)](#)
[Utah Admin. Rules R277-407-4\(1\) \(April 8, 2019\)](#)

Textbook fees may be charged to secondary school students up through the end of the 2019-2020 school year. Beginning with the 2020-2021 school year, textbooks may not be sold to students and textbook fees may not be charged to secondary school students except for textbooks required for an Advanced Placement or concurrent enrollment course.

[Utah Code § 53G-7-602\(3\) \(2019\)](#)

[Utah Admin. Rules R277-407-12\(1\)\(a\) \(April 8, 2019\)](#)

All fees, including fees for co-curricular and extracurricular activities, must be within the maximum amounts established for the activity by the Board.

[Utah Admin. Rules R277-407-4\(2\) \(April 8, 2019\)](#)

A fee may not be imposed or increased in order to supplant or subsidize another fee. Beginning with the 2020-2021 school year, the amount of a fee may not be increased to offset the cost of fee waivers. Beginning with the 2021-2022 school year, the fee imposed on a student for a particular activity, course, or program cannot exceed the expense incurred by the school in providing that activity, course, or program.

[Utah Code § 53G-7-503\(3\) \(2019\)](#)

[Utah Admin. Rules R277-407-8\(2\)\(a\) \(April 8, 2019\)](#)

In establishing fee schedules, the Board may also review and consider the following as to each school in the District:

1. The cost to the school to provide the activity, class, or program;
2. The student enrollment;
3. The median income of families within the attendance area or enrolled at the school;
4. The number and monetary amount of fee waivers (designated by individual fee) annually granted in the prior three years;
5. The historical participation and school interest in certain activities;
6. The prior year fee schedule;
7. The revenue collected from each fee in the prior year;
8. Fundraising capacity;
9. Prior year community donors; and
10. Other resources available (including through donations and fundraising).

[Utah Admin. Rules R277-407-6\(4\) \(April 8, 2019\)](#)

Alternatives to Payment of Fees—

The Board recognizes and allows the following provisions in lieu of fee payment. (A “provision in lieu of fee payment” means an alternative to either payment of the fee or waiver of the fee.)

Utah Admin. Rules R277-407-2(12) (April 8, 2019)

Fundraising

Consistent with Policy GF, students may avail themselves of optional individual fundraising opportunities to raise money to offset the cost of the student's fees. Required individual fundraising is prohibited. Student membership in or participation on a team or group or in an activity may not be denied based on non-participation in any kind of fundraiser (individual or group).

Utah Admin. Rules R277-407-10 (April 8, 2019)

Service in Lieu of Fees

Students may choose (but may not be required) to perform community service in lieu of paying a fee.

Utah Admin. Rules R277-407-9(1) (April 8, 2019)

If elected by a student, the community service assignment shall be determined by the principal or other designee. The assignment shall be appropriate to the age, physical condition, and maturity of the student and service required shall be consistent with the federal Fair Labor Standards Act. The service must be credited at an hourly rate at least equal to the minimum wage and must be able to be performed within a reasonable period of time. Service assignments may include service within the school, including tutorial assistance to other students and assistance before or after school to teachers and other school personnel on school related matters.

Utah Code § 53G-504-2(a) (2019)

Utah Admin. Rules R277-407-9(2) (April 8, 2019)

A student who performs service in lieu of paying a fee may not be treated differently than students who pay the fee, and the service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

Utah Admin. Rules R277-407-9(3) (April 8, 2019)

Upon request of the student, the student's service credit shall be transferred to another school within the District or to another local education agency.

Utah Admin. Rules R277-403-9(4) (April 8, 2019)

Waiver of Fees—

A "waiver" means a full or partial release from the requirement of payment of a fee and from any provision in lieu of fee payment. (A "provision in lieu of fee payment" means an alternative to either payment of the fee or waiver of the fee.) All fees are subject to waiver. Non-fee charges (see above) are not subject to waiver.

Utah Code § 53G-7-501(13) (2019)

Utah Admin. Rules R277-407-2(12), (20) (April 8, 2019)

Utah Admin. Rules R277-407-8(1) (April 8, 2019)

“SSI” means “Supplemental Security Income for children with disabilities,” which is a benefit administered through the Social Security Administration that provides payments for qualified children with disabilities in low-income families.

Utah Admin Rules R277-407-2(17) (April 8, 2019)

“TANF” means “Temporary Assistance for Needy Families,” which is a program (formerly known as AFDC) which provides monthly cash assistance and food stamps to low-income families with children under age 18 through the Utah Department of Workforce Services.

Utah Admin. Rules R277-407-2(18) (April 8, 2019)

Eligibility for Waiver

A waiver shall be granted to a student if charging the fee would deny the student the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee.

Utah Code § 53G-7-504(1)(a) (2019)

Utah Admin. Rules R277-407-8(3) (April 8, 2019)

A student is eligible for waiver upon providing verification that:

1. The student qualifies for free lunch based on family income;
2. The student receives SSI;
3. The family receives TANF funding;
4. The student is in foster care through the Utah Division of Child and Family Services; or
5. The student is in state custody.

Utah Admin. Rules R277-407-11(1) (April 8, 2019)

A student who does not qualify based on the foregoing may also be granted a waiver if the student is not reasonably capable of paying the fee based on extenuating circumstances. Such circumstances might include exceptional financial burden, loss or substantial reduction of income, or extraordinary medical expenses.

Utah Admin. Rules R277-407-11(3) (April 8, 2019)

In the event that circumstances change for a student or family such that fee waiver eligibility no longer exists, the school may charge a proportional share of a fee or a reduced fee reflecting the change in eligibility.

Utah Admin. Rules R277-407-11(4) (April 8, 2019)

Process for Waiver

The principal, or the principal’s designee, shall review and make decisions regarding fee waiver requests, verifying eligibility as required (including obtaining the required documentation). The decision shall be made promptly and if possible before the fee becomes due. A family may not be subjected to unreasonable demands for re-qualification.

[Utah Code § 53G-7-504\(b\) \(2019\)](#)
[Utah Admin. Rules R277-407-6\(8\)\(a\) \(April 8, 2019\)](#)
[Utah Admin. Rules R277-407-8\(4\), \(8\)\(b\) \(April 8, 2019\)](#)
[Utah Admin. Rules R277-407-11\(2\)\(d\) \(April 8, 2019\)](#)

Parents shall be provided the opportunity to review available provisions in lieu of fee payment.

[Utah Admin. Rules R277-407-8\(10\)\(a\) \(April 8, 2019\)](#)

The waiver process shall be administered fairly, objectively, without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents. There shall be no visible indicators which could lead to identification of waiver applicants. The privacy requirements of FERPA apply and shall be followed. Other students may not assist in the waiver approval process. Students who receive a waiver may not be treated differently than other students. Students who receive a waiver may not be identified to other students and may not be identified to any other person (including staff members) who do not need to know of the waiver.

[Utah Admin. Rules R277-407-8\(5\) \(April 8, 2019\)](#)
[Utah Admin. Rules R277-407-9\(6\), \(7\) \(April 8, 2019\)](#)

The waiver application and associated required documentation shall incorporate and conform to the regulations issued by the State Board of Education, which will specify the forms of documentation and verification which are acceptable.

[Utah Code § 53G-7-504\(4\) \(2019\)](#)

In lieu of income verification, the school may rely on the following alternative forms of verification:

1. If the student's family receives TANF, a letter of decision from the Utah Department of Workforce Services which covers the period for which waiver is sought;
2. If the student receives SSI, a benefit verification letter from the Social Security Administration;
3. If the student is in state custody or in foster care, either or both of the following when provided by a case worker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department:
 - a. The youth in care required intake form;
 - b. The school enrollment letter.

[Utah Admin. Rules R277-407-11\(2\) \(April 8, 2019\)](#)

The principal or designee may grant a full or partial waiver or deny the request. Upon determination by the principal or designee, the parent shall be provided a written decision using the standard written decision and appeal form authorized by the State Board of Education. A full or partial denial decision shall

include the reasons for the denial and give notice of the procedure to appeal the decision.

Utah Admin. Rules R277-407-6(8)(b) (April 8, 2019)
Utah Admin. Rules R277-407-9(6)(e) (April 8, 2019)

Appeals of the principal's decision on the granting of fee waivers may be made to the superintendent. Appeals of the superintendent's decision may be made to the Board.

Utah Admin. Rules R277-407-8(10)(b) (April 8, 2019)

The requirement that a student pay a fee shall be suspended during any period when the student's eligibility for waiver is being determined or when an appeal of a denial of waiver is in process.

Utah Admin. Rules R277-407-8(10)(c) (April 8, 2019)
Utah Admin. Rules R277-407-9(6)(f) (April 8, 2019)

Addressing the Effect of Waivers

The District shall identify and address potential inequities due to the impact of the number of students who receive waivers with each of the District's Schools. The Board shall distribute the impact of fee waivers among the schools of the District so that no school carries a disproportionate share of the District's total fee waiver burden, including by sharing revenue among the schools to remedy that lost through waivers.

Utah Admin. Rules R277-407-8(2)(c) (April 8, 2019)
Utah Admin. Rules R277-407-13(2)(b), (3) (April 8, 2019)

Fee Collection—

Students may not be involved in the collection of fees.

Utah Admin. Rules R277-407-9(6)(d) (April 8, 2019)

Upon the request of a parent or student, the school may allow a fee to be paid through an installment payment plan. However, such a plan may not be suggested or recommended by school administration or staff.

Utah Admin. Rules R277-407-9(5) (April 8, 2019)

The District may pursue reasonable methods of collecting fees. However, the District may not, as a result of unpaid fees:

1. Exclude a student from school or from an activity, class, or program;
2. Refuse to issue a course grade; or
3. Withhold official student records, including written or electronic grade reports, diplomas, or transcripts.

Utah Admin. Rules R277-407-6(9)(a) (April 8, 2019)
Utah Admin. Rules R277-407-8(11) (April 8, 2019)

If the school has been provided with a copy of a court order allocating responsibility for school fees between a student's parents before the day on which

the school first issues a bill for a school fee, the school shall, upon request from either parent, separately bill each parent for the share of the fee that the parent is to pay under the court order. Each parent is liable only for the share of the fee the parent is required to pay under the court order, and regardless of whether the court order is provided to the school before or after the bill is issued for the fee, the school may not make a negative credit report relating to a fee about a parent who has paid the share of the fee required by the court order. The school may bill a parent for that parent's share of the fee even though the other parent has obtained a full or partial fee waiver.

[Utah Code § 15-4-6.7 \(2017\)](#)

Staff Training—

Employees of the District shall receive, on at least an annual basis, training on fee policies specific to the employee's job function. Such training shall make use of the resources and training materials provided by the State Superintendent.

[Utah Admin. Rules R277-407-15 \(April 8, 2019\)](#)

Reporting and Certification—

The District's annual year-end report to the State Superintendent shall include (1) a summary of the number of students in the District given fee waivers, the number of students who worked in lieu of a fee waiver, and the total dollar value of fees waived by the District; (2) a copy of the District's fee and fee waiver policies; (3) a copy of the District's fee schedule for students; (4) the notice of fee waiver criteria which is provided by the District to parents or guardians; and (5) a fee waiver compliance form for the District and each school (using the forms approved by the State Superintendent).

[Utah Admin. Rules R277-407-14 \(April 8, 2019\)](#)

The District and each school shall complete and submit such compliance forms as are required by the State Board of Education.

[Utah Admin. Rules R277-407-8\(9\) \(April 8, 2019\)](#)

Required Notices and Action—

The District and each school shall use the following standard forms as they are provided by the State Board of Education:

1. Standard parental notification letter (["School Fees Notice for Families of Students in Grades Seven Through Twelve"](#) or ["School Fees Notice for Families of Children in Kindergarten Through Sixth Grades"](#));
2. Standard fee waiver application (["Fee Waiver Application \(Grades K-6\)"](#) or ["Fee Waiver Application \(Grades 7-12\)"](#));
3. Standard written decision and appeal form (["Fee Waiver Decision and Appeal Form"](#));
4. Community service notice form (["Community Service Obligations"](#));

5. Community service assignment form ([“Community Service Assignment and Notice of Appeal Rights”](#));
6. Community service assignment appeal form ([“Appeal of Community Service Assignment”](#)).

These standard forms as drafted and adopted by the State Board of Education are hereby incorporated into these policies. (The forms are also available in Spanish.) The District and each school shall adhere to the terms and conditions set forth in the standard forms.

School Uniforms

School student uniform policies authorized—

School principals may, as set out in this policy, require students enrolled at a school to wear a designated school uniform during the school day. "Principal" includes the chief administrator of a school that does not have a principal. "School Uniform" means ~~student clothing conforming to a school uniform policy under this policy, which may include a dress code, dress of designated colors, or a reasonable designated uniform of a particular style~~ special clothing items or shoes that meet specific requirements (including a specific color, style, fabric, or imprint) that students are required to provide and which are worn for a curricular activity. "A curricular activity" is an activity, course, or program which is provided, sponsored, or supported by the District or school and which is only conducted during school hours. It does not include "school activity clothing," which is special shoes or items of clothing which are worn for co-curricular or extracurricular activities.

[Utah Code § 53G-7-501\(2\), \(8\), \(9\) \(2019\)](#)

[Utah Code § 53G-7-801 \(20198\)](#)

[Utah Code § 53G-7-802 \(20198\)](#)

School uniform policy—

The school uniform policy may not include very expensive or prescriptive clothing requirements unless the school uniform requirements are to be considered a fee. (In that case, the school uniform requirements would need to be approved as a fee under Policy FI.) In addition, the policy shall:

1. Protect students' free exercise of religious beliefs;
2. Specify whether the uniform policy is voluntary or mandatory for students;
3. Specify whether the uniform policy has an opt-out provision in addition to principal-approved exemptions for extenuating circumstances;
4. Include a provision for financial assistance to families who cannot afford to purchase a required uniform, which may include:
 - a. The school providing school uniforms to students;
 - b. The school making used school uniforms available to students; or
 - c. Other programs to make school uniforms available to economically disadvantaged students.

A school uniform policy is not considered a fee for either an elementary or a secondary school unless the policy requires clothing that is expensive or prescriptive.

[Utah Code § 53G-7-501\(2\), \(8\), \(9\) \(2019\)](#)

[Utah Code § 53G-7-801\(4\) \(20198\)](#)

[Utah Code § 53G-7-802\(2\), \(3\), \(4\), \(5\) \(20189\)](#)

Parent-initiated uniform policy—

Parents ~~or guardians~~ of students attending a school may petition the principal to initiate, modify, or discontinue a uniform policy for that school. Upon receipt of such a petition signed by parents ~~or guardians of~~ 20% of the school's students, the principal is required to submit the question to parents ~~and guardians~~ of students subject to the proposed policy.

[Utah Code § 53G-7-803 \(20198\)](#)

District-level uniform policy—

The Board of Education may implement a uniform policy for all schools in the District, or may modify or discontinue an existing uniform policy, subject to the approval of a majority of those voting at an election held to consider the question. Only parents ~~and guardians~~ of students subject to the proposed policy or change may vote at this election, limited to one vote per family. The Board shall establish the manner and time of this election. The Board shall also submit for approval a proposal to implement, modify or discontinue a District uniform policy upon receipt of a petition signed by the parents ~~or guardians~~ of 20% of the District's students.

[Utah Code § 53G-7-803 \(20198\)](#)

Public hearing—

Prior to formally adopting, modifying, or discontinuing a school uniform policy, the principal or Board of Education shall hold a public hearing on the matter.

[Utah Code § 53G-7-803\(2\) \(20198\)](#)

Parent approval required to implement, modify, or discontinue—

Before any school or district-wide uniform policy may be initiated, modified, or discontinued, that action must be approved by a majority of those voting at an election held for that purpose. Only parents ~~and guardians~~ of students subject to the proposed policy or change may vote at this election, limited to one vote per family. The principal or Board shall establish the manner and time of this election.

[Utah Code § 53G-7-803\(2\) \(20198\)](#)

Limitation on vote to discontinue uniform policy—

A vote to discontinue an adopted uniform policy may not take place during the first year of the policy's operation.

[Utah Code § 53G-7-803\(4\)\(b\) \(20198\)](#)

Exemption from uniform policy—

A school uniform policy shall include a provision which authorizes the principal, in his or her discretion, to grant individual students an exemption from complying with the uniform policy because of extenuating circumstances. Students shall utilize the procedures outlined in policy FGE: Student Complaints, if they desire a review of a denial of a requested exemption from the uniform policy or a related complaint.

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[Utah Code § 53G-7-802\(5\) \(20198\)](#)

Curriculum: Required Instruction

Required core curriculum—

The District's curriculum shall at least meet the minimum requirements of state law and State Board rules. Those minimum requirements are to contain the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. The District may add elements at its discretion but shall not delete or omit instruction in the essential elements.

In addition, the District shall provide character education in connection with regular schoolwork, through an integrated curriculum approach. Instruction in this area shall emphasize honesty, temperance, morality, courtesy, obedience to law, respect for and an understanding of the constitutions of the United States and the state of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life.

~~As required by statute, the District shall report to the lieutenant governor and the Commission on Civic and Character Education each year by December 30 a report summarizing how civic and character education are achieved in the District through an integrated school curriculum and in the regular course of school work.~~

~~[Utah Code § 53G-10-204\(6\) \(20189\)](#)~~

K-6 core curriculum—

The K-6 core subject requirements are:

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Arts;
 - a. Visual Arts;
 - b. Music;
 - c. Dance; or
 - d. Theatre
6. Health Education

7. Physical Education
8. Educational Technology; and
9. Library Media

[Utah Admin. Rules R277-700-4\(2\) \(March 124, 2018\)](#)

Informal assessment will occur on a regular basis to ensure continual student progress. State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, science and (in grade five) effectiveness of written expression.

[Utah Admin. Rules R277-700-4\(5\), \(6\) \(March 124, 2018\)](#)

Grades 7-8 core requirements—

In grades 7-8, students shall complete the following courses:

1. Grade 7 Language Arts
2. Grade 8 Language Arts
3. Grade 7 Mathematics
4. Grade 8 Mathematics
5. Grade 7 Integrated Science
6. Grade 8 Integrated Science
7. United States History
8. Utah History
9. At least one course in each of the following in grades 7 or 8:
 - a. Health Education
 - b. College and Career Awareness
 - c. The Arts
 - d. Physical Education

[Utah Admin. Rules R277-700-5\(2\), \(3\) \(March 124, 2018\)](#)

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

[Utah Admin. Rules R277-700-5\(6\) \(March 124, 2018\)](#)

State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, effectiveness of written expression (in grade eight) and science.

[Utah Admin. Rules R277-700-4\(6\)\(e\) \(March 124, 2018\)](#)

[Utah Admin. Rules R277-700-5\(5\) \(March 124, 2018\)](#)

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

[Utah Admin. Rules R277-700-5\(7\), \(8\) \(March 124, 2018\)](#)

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Grades 9-12 core curriculum—

The minimum number of core curriculum credits required for students in grades 9-12 shall be 18, as follows:

1. Language Arts – 4 units, including
 - a. Ninth grade level (1 unit);
 - b. Tenth grade level (1 unit);
 - c. Eleventh grade level (1 unit); and
 - d. Twelfth grade level (1 unit), consisting of applied or advanced language arts credit, consistent with the student's Plan for College and Career Readiness, from a list of courses approved by the Board of Education and the State Board of Education, which courses
 - i. Are within the field/discipline of language arts, with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;
 - ii. Provide instruction that leads to student understanding of the nature and disposition of language arts;
 - iii. Apply the fundamental concepts and skills of language arts;
 - iv. Provide developmentally appropriate content; and
 - v. Develop skills in reading, writing, listening, speaking, and presentation.
2. Mathematics – 3 units.
 - a. This requirement shall be met minimally through successful completion of the foundation or foundation honors courses Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.

- b. With a written request from the student's parent or guardian, a student may opt out of Secondary Mathematics III. In that case, the student shall successfully complete another mathematics course from among the advanced and applied mathematics courses on the State Board of Education's list of approved mathematics courses.
 - c. 7th and 8th grade students may earn credit for one of the mathematics foundation courses before 9th grade, consistent with the student's Plan for College and Career Readiness and if at least one of the following criteria are met:
 - i. The student is identified as gifted in mathematics on at least two different State Board of Education approved assessments;
 - ii. The student is dual enrolled at the middle school/junior high school and the high school;
 - iii. The student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade; or
 - iv. The student takes the State Board of Education competency test in the summer prior to 9th grade and earns high school graduation credit for the course.
 - d. For other students (than those in the prior section) who earn credit for a foundation course before 9th grade, the student shall still fill the required 3 units of credit by successful completion of other mathematics courses approved by the State Board of Education, consistent with the student's Plan for College and Career Readiness, which courses
 - i. Are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;
 - ii. Provide instruction that leads to student understanding of the nature and disposition of mathematics;
 - iii. Apply the fundamental concepts and skills of mathematics;
 - iv. Provide developmentally appropriate content; and
 - v. Include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.
 - e. A student who successfully completes a Calculus course with a "C" grade or better has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.
3. Science – 3 units, including
- a. 2 units from the five science foundation areas:
 - i. Earth Systems Science – 1.0 units from the following:

- (1) Earth Science;
- (2) Advanced Placement Environmental Science; or
- (3) International Baccalaureate Environmental Systems
- ii. Biological Science – 1.0 units from the following:
 - (1) Biology;
 - (2) Human Biology;
 - (3) Biology: Agricultural Science & Technology;
 - (4) Advanced Placement Biology;
 - (5) International Baccalaureate Biology; or
 - (6) Biology with Lab Concurrent Enrollment
- iii. Chemistry – 1.0 units from the following:
 - (1) Chemistry;
 - (2) Advanced Placement Chemistry;
 - (3) International Baccalaureate Chemistry; or
 - (4) Chemistry with Lab Concurrent Enrollment
- iv. Physics – 1.0 units from the following:
 - (1) Physics;
 - (2) Physics with Technology;
 - (3) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C: Mechanics);
 - (4) International Baccalaureate Physics; or
 - (5) Physics with Lab Concurrent Enrollment
- v. Computer Science – 1.0 units from the following:
 - (1) Advanced Placement Computer Science;
 - (2) Computer Science Principles; or
 - (3) Computer Programming II; and
- b. 1 unit, consistent with the student's Plan for College and Career Readiness, from the foundation courses or a list of applied or advanced science courses approved by the Board of Education and State Board of Education, which courses
 - i. Are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills;

- ii. Provide instruction that leads to student understanding of the nature and disposition of science;
 - iii. Apply the fundamental concepts and skills of science;
 - iv. Provide developmentally appropriate content;
 - v. Include the areas of physical, natural, or applied sciences; and
 - vi. Develop students' skills in scientific inquiry.
4. Social Studies:
- a. 2.5 units from the following:
 - i. Geography for Life – 0.5 units
 - ii. World Civilizations – 0.5 units
 - iii. U.S. History – 1.0 units
 - iv. U.S. Government and Citizenship – 0.5 units
 - b. 0.5 units Social Studies as determined by the District
 - c. Completion of a basic civics test or alternate assessment (see Policy ECG)
5. Arts – 1.5 units from any of the following areas:
- a. Visual Arts
 - b. Music
 - c. Dance
 - d. Theatre
6. Physical and Health Education – 2.0 units including:
- a. Health – 0.5 units
 - b. Participation Skills – 0.5 units
 - c. Fitness for Life – 0.5 units
 - d. Individualized Lifetime Activities (0.5 units)
 - e. Team sport/athletic participation (maximum of 0.5 units with school approval)
7. Career and Technical Education – 1.0 units from among the following areas:
- a. Agriculture
 - b. Business
 - c. Family and Consumer Sciences
 - d. Health Science and Technology
 - e. Information Technology
 - f. Marketing

- g. Technology and Engineering Education
- h. Trade and Technical Education
- 8. Digital Studies – 0.5 units
- 9. Library Media skills (integrated into the subject areas)
- 10. General Financial Literacy – 0.5 units

[Utah Admin. Rules R277-700-6\(3\) \(March 124, 2018\)](#)

The District may modify a student's graduation requirements to meet the unique educational needs of the student if the student has a disability and the modifications to graduation requirements are made through the student's IEP.

[Utah Admin. Rules R277-700-6\(22\) \(March 124, 2018\)](#)

College and Career Readiness Mathematics Competency—

A student who is pursuing a college degree after graduation must take a full year mathematics course during the student's senior year unless the student has, before the beginning of the senior year, met one of the following requirements:

1. A score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;
2. A score of 3 or higher on an Advanced Placement (AP) statistics exam;
3. A score of 5 or higher on an International Baccalaureate (IB) higher level math exam;
4. A score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;
5. A score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;
6. A score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or
7. A "C" grade or higher in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement.

A non-college degree seeking student shall complete appropriate math competencies for the student's career goals as described in the student's Plan for College and Career Readiness.

The college or career readiness mathematics competency requirement may be modified if the student has a disability and the modification to the competency requirement is made through the student's IEP.

[Utah Admin. Rules R277-700-9 \(March 124, 2018\)](#)

Elective credits—

In addition to the 6 credits beyond the 18 units of required core curriculum credit, students must earn ____ additional credits to qualify for graduation.

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[Note: Because students must earn at least 24 credits to graduate, including the 18 core curriculum credits, the students must earn at least 6 elective credits. However, the Board of Education may require more than 24 credits to graduate, thereby increasing the number of elective credits. This section will need to be tailored depending on whether the Board requires more than 24 credits.]

[Utah Admin. Rules R277-700-6\(2\), \(3\) \(March 124, 2018\)](#)

Assessment of student mastery of core standards—

The Board of Education is responsible to provide students with access to courses in the basic academic subjects of the core standards for Utah public schools established by the State Board of Education, and for students' mastery of those standards. Student mastery of the core standards shall be evaluated through District participation in statewide assessments as directed by the State Board of Education. Students who have not achieved mastery of the core standards will be provided remediation assistance as provided for by State statute and State Board of Education regulations. The Board of Education is responsible to ensure statewide assessments are administered in compliance with the requirements of Utah Code [Title 53E, Chapter 9](#) ("Student Privacy and Data Protection").

[Utah Admin. Rules R277-700 \(March 124, 2018\)](#)

[Utah Code § 53E-4-302 \(20198\)](#)

[Utah Code § 53G-9-803 \(20198\)](#)

Curriculum: Elective Instruction—Driver Education

Driver Education—

The District hereby establishes driver education in the District as set forth in this policy, to help develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles.

[Utah Code § 53G-10-502\(23\) \(2018\)](#)

Age for Written Testing—

A District school offering driver education shall provide each enrolled student the opportunity to take the written test when the student is 15 years and 9 months of age. The school may permit an enrolled student to take the written test when the student is 15 years of age.

[Utah Code § 53G-10-502\(12\) \(2018\)](#)

Components of Driver Education—

Driver education shall consist of both a classroom portion of instruction and a behind-the-wheel and observation portion of instruction.

[Utah Code § 53G-10-502 \(2018\)](#) [Utah Code § 53G-10-5021 \(2018\)](#)

Classroom Training—

The classroom training portion of driver education will consist of instruction, in accordance with the rules established by the State Board of Education, which will take place [in a regular class during school hours] [in class instruction held at the school outside of regular school hours], [through home study] [~~through the electronic high school~~] [through community education classes].

[One or more options may be selected. All of these options are permissible under [Utah Code § 53G-10-508 \(2018\)](#).]

[Utah Code § 53G-10-508 \(2018\)](#)

[Utah Admin. Rules R277-746-2 \(November 8, 2018\)](#)

Behind-the-Wheel Training—

[Option A] The behind-the-wheel and observation portion of driver education will be provided by the District in accordance with the rules established by the State Board of Education.

[Utah Code § 53G-10-502 \(2018\)](#)

[Option B] The behind-the-wheel and observation portion of driver education will be provided by a private party or agency with whom the District has contracted for such services, in accordance with State Board of Education rules. The private party or agency must be properly licensed as a commercial driver training school by the Driver License Division of the Department of Motor Vehicles pursuant to [Utah Code § 53-3-504](#).

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[Utah Code § 53G-10-503\(3\) \(2019\)](#)
[Utah Code § 53-3-504 \(2006\)](#)

[Option C] The District will not provide the behind-the-wheel and observation portion of driver education. Each driver education student will be responsible to obtain the appropriate behind-the-wheel instruction from a private provider selected by the student and properly licensed as a commercial driver training school by the Driver License Division of the Department of Motor Vehicles pursuant to [Utah Code § 53-3-504](#).

[Utah Code § 53G-10-508\(1\)\(e\) \(2018\)](#)
[Utah Code § 53-3-504 \(2006\)](#)

Funding—

Driver education in the District shall be solely funded through student fees and funds from the Automobile Driver Education Tax Account. However, for these purposes, the cost of driver education does not include the full-time equivalent cost of a teacher for each driver education class taught during regular school hours, or the cost of classroom space and maintenance.

[Utah Code § 53G-10-503\(1\)\(a\) \(2019\)](#)

The Board of Education will set the student fee required for participation in driver education in the District, which fee shall be determined by taking into consideration the costs associated with providing driver education which are not covered by reimbursements from the Automobile Driver Education Tax Account. Student fees shall also take into account costs which are not covered because of students obtaining a waiver of driver education fees.

[Utah Code § 53G-10-503\(7\) \(2019\)](#)

The District shall submit to the State Superintendent ~~of Public Instruction~~, as required by the State Board of Education, all reports required to obtain reimbursement of driver education costs from the Automobile Driver Education Tax Account.

[Utah Code § 53G-10-505 \(2019\)](#)

Curriculum

Reading Achievement for K-3

Purpose of the Policy—

The Board adopts this policy to ensure reading proficiency in Kindergarten through grade three.

Reading Assessment—

District elementary schools shall administer the State Board of Education approved benchmark reading assessments at the beginning (before September 30), in the middle (between December 1 and January 31), and at the end (between the middle of April and June 15) of grade one, grade two and grade three.

Following each benchmark assessment, the school shall notify parents or guardians of their student's results by October 30, the last day of February, 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 R277-406-3(5). The school shall also report to the student's parents or guardians the student's reading level at the end of grade three.~~

If a benchmark assessment or a supplemental reading assessment indicates that a student is not reading at grade level, the school shall take the notification and reading remediation interventions outlined below for students not reading at grade level.

[Utah Admin. Rules R277-4063-43\(1\) to \(3\), \(5\) \(October/August 117, 20168\)](#)

~~Reading Achievement Plan—~~

~~Each elementary school in the District shall, through its school community council, develop a reading achievement plan as described in Policy GE. The reading achievement plan includes a benchmark assessment, intervention, and reporting components. The school principal shall be responsible to provide leadership and allocate resources and support for teachers and students to implement the reading achievement plan and achieve the reading goals. The Board shall require the reading achievement plan be revised if the Board determines a school's students are not making adequate learning gains.~~

[Utah Code § 53E-4-306 \(2018\)](#)

Goal Achievement Reporting—

In addition to the reports provided to parents under the reporting component of the reading achievement plan, the District shall annually provide parents with a copy of the student's comprehensive statewide assessment results, which includes measurements of reading performance.

[Utah Code § 53E-4-310\(4\) \(20198\)](#)

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Reporting to the Board—

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

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

Reading Literacy Proficiency Improvement Plan Submitted to the State Board of Education Superintendent—

The District shall submit a plan to the State ~~Board of Education Superintendent~~ for ~~reading literacy~~ proficiency improvement that meets the requirements of Utah Code § 53F-2-503(4)(a) ~~incorporates the following components:~~

- ~~1. Assessment;~~
- ~~2. Intervention strategies;~~
- ~~3. Professional development for classroom teachers in kindergarten through grade three;~~
- ~~4. Reading performance standards; and~~
- ~~5. Specific measurable goals that include the following:~~
 - ~~a. A growth goal for each school within the District based upon student learning gains as measured by benchmark assessments; and~~
 - ~~b. A growth goal for the District to increase the percentage of third grade students who read on grade level from year to year.~~

[Utah Code § 53F-2-503\(4\)\(a\) \(2018\)](#)

[Utah Admin. Rules R277-406-4\(1\) \(October August 87, 2015\)](#)

Report Submitted to the State Board of Education—

The District shall annually submit a report to the State Board of Education accounting for the expenditure of program money in accordance with its plan for reading proficiency improvement.

The District shall use program money in a manner that is consistent with [Utah Code § 53F-2-503](#).

The District shall by June 30 of each year report ~~make an annual report progress toward the goals outlined in its Literacy Proficiency Improvement Plan to the State Superintendent Board of Education that includes information on:~~

- ~~1. Student learning gains in reading for the past school year and the five-year trend;~~
- ~~2. The percentage of third grade students reading on grade level in the past school year and the five-year trend;~~
- ~~3. The progress of schools within the District in meeting goals stated the District's plan for student reading proficiency; and~~

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- ~~4. The correlation between third grade students reading on grade level and results of third grade language arts scores on a criterion-referenced test or computer adaptive test; and~~

~~The annual report to the State Board of Education may include recommendations on how to increase the percentage of third grade students who read on grade level.~~

~~The District will submit its report to the State Board of Education through the Utah eTranscript and Record Exchange ("UTREx") on or before July 1 of each year.~~

~~Utah Admin. Rules R277-406-45(1) (OctoberAugust 87, 20158)~~

Field Code Changed

Reading Below Grade Level or Lacking Proficiency—

A student is reading below grade level when the student performs below the benchmark score on the benchmark reading assessment and requires additional instruction beyond that provided to typically developing peers in order to close the gap between the student's current level of reading achievement and that expected of all students in that grade. For any first, second, or third grade student who through assessment is determined to be reading below grade level, the school shall take the following actions:

1. Notify the student's parent ~~or guardian~~ that the student is reading below grade level;
2. Provide focused individualized intervention to develop the reading skill;
3. Administer formative assessments to measure the success of the focused intervention;
4. Inform the parent ~~or guardian~~ of activities that he or she may engage in with the student to assist the student in improving reading proficiency; and
5. Provide information to the parent ~~or guardian~~ 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.

~~Utah Code § 53E-4-307(4) (20198)~~

~~Utah Admin. Rules R277-4036-2(46) (October"August 117, 20166)~~

~~Utah Admin. Rules R277-403-43(3) (OctoberAugust 117, 20168)~~

Field Code Changed

Field Code Changed

Curriculum: College Course Work

Definitions—

“Concurrent enrollment” means enrollment in a course that allows a student to earn credit both towards high school graduation and at an institution of higher education.

“Eligible student” means a student who (a) is enrolled in and counted towards average daily membership in a ~~high~~ school within the District, (b) has on file a plan for college and career readiness, and (c) is ~~in either a grade 9, 10, 11 or grade-12 students or is a grade 9 or grade 10 student who has been qualified by exception under criteria established by the institution of higher education and the District under guidelines of the State Board of Regents.~~

“Eligible instructor” means an instructor who is either employed as faculty by an institution of higher education or who is employed by the District and ~~(a) licensed by the State Board of Education, (b) either approved as adjunct faculty by an institution of higher education or is a mathematics educator with an upper level mathematics endorsement, and (c) is supervised by an institution of higher education meets the requirements of Utah Code § 53E-10-302(5)(b).~~

[Utah Code § 53E-10-301\(42\), \(34\), \(45\) \(2018\)](#)
[Utah Code § 53E-10-302\(5\) \(2019\)](#)

“Designated institution of higher education” means an institution of higher education designated by the State Board of Regents to provide a course or program of study within a specific geographic region.

[Utah Code § 53E-10-303\(1\) \(2018\)](#)

Establishing Concurrent Enrollment Courses—

The District may establish concurrent enrollment courses by entering into a contract with an institution of higher education to provide such courses. The District and the institution of higher education must (a) ensure that the course instructor is an eligible instructor, (b) establish qualifying academic criteria for enrollment in the course, (c) ensure that students enrolling are eligible students, and (d) coordinate advising of the eligible students.

In establishing a particular concurrent enrollment course, the District must first offer to contract with the designated institution of higher education for the course. If the designated institution of higher education either chooses not to offer the course or does not respond to the District’s proposal within 30 days, the District may then contract with another institution of higher education to provide the course.

[Utah Code § 53E-10-303 \(2018\)](#)

Created:
Modified: [12 February 2018](#) [May 2019](#)

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The student is responsible for expenses and arrangements associated with college enrollment as provided for in [Utah Code § 53E-11-305](#). The student may apply for a fee waiver if appropriate under the District fee waiver policy for class-related costs including consumables, lab fees, copies, materials and textbooks.

[Utah Code § 53E-11-305 \(2018\)](#)
[Utah Admin. Rules R277-713-8\(3\), \(4\) \(August 11, 2016\)](#)

Participation Form and Parental Permission—

Before allowing an eligible student to participate in a concurrent enrollment course, the District and the institution of higher education must ensure that the student has, for the current school year, (a) submitted a completed participation form which includes the signature of the student's parent ~~or guardian~~ indicating permission to participate and (b) signed an acknowledgment of program participation requirements. (The participation form shall be that which is created by the State Board of Regents.)

[Utah Code § 53E-10-304 \(2019\)](#)

Curriculum: Sex Education

Definitions—

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, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS or other sexually transmitted diseases, or refusal skills. While 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, this rule applies to any course or class in which these topics are the focus of discussion.
3. "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, (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.
4. "Maturation education" means instruction and materials used to provide fifth or sixth 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.

5. “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, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the American Medical Association.

[Utah Admin. Rules R277-474-2 \(November 7, 20178\)](#)
[Utah Code § 53G-10-402\(1\) \(20189\)](#)
[Utah Code § 53G-10-403 \(20198\)](#)

Sex Education Instruction Requirement—

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 and ends with the end of grade 12.

[Utah Code § 53G-10-402\(3\)\(a\) \(20189\)](#)

Parental Notification and Permission Form Required for Participation—

Students may not participate in any sex education instruction or instructional program unless, prior to 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 ~~or guardian~~ authorizes the student to participate. The form shall (1) explain a parent’s right to review proposed curriculum materials in a timely manner, (2) request the parent’s permission to instruct the parent’s student in identified course material related to sex education or maturation education, (3) 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, (4) be specific enough to give parents fair notice of topics to be covered, and (5) 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. Completed permission forms shall be maintained in the student’s educational records for a reasonable period of time.

[Utah Code § 53G-10-402\(4\)\(a\) \(20198\)](#)
[Utah Code § 53G-10-403 \(20198\)](#)
[Utah Admin. Rules R277-474-2\(8\) \(November 7, 20178\)](#)
[Utah Admin. Rules R277-474-5\(9\) \(November 7, 20178\)](#)

If a student is exempted from participation in sex education or maturation education, the District shall either waive the participation requirement or provide a reasonable alternative to the requirement.

[Utah Admin. Rules R277-474-5\(11\) \(November 7, 20178\)](#)

Health and Sex Education Guidelines—

All health and sex education shall stress the importance of abstinence from all sexual activity before marriage and fidelity after marriage as methods of preventing sexually transmitted diseases. The curriculum and education shall also stress

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personal skills that encourage individual choice of abstinence and fidelity in marriage.

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.

Nothing in this policy precludes an educator from responding to a spontaneous question provided that the response is consistent with this policy.

[Utah Code § 53G-10-402\(2\)\(b\), \(e\)\(i\) \(20189\)](#)

The following may not be taught in District schools:

1. the intricacies of intercourse, sexual stimulation, or erotic behavior;
2. the advocacy of premarital or extramarital sexual activity; or
3. the advocacy or encouragement of the use of contraceptive methods or devices.

[Utah Admin. Rules R277-474-3\(1\) \(November 7, 20178\)](#)
[Utah Code § 53G-10-402\(2\)\(eb\)\(iii\)\(A\) \(20189\)](#)

[The District may, under curriculum adopted in accordance with this policy, provide instruction 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.](#)

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[Utah Code § 53G-10-402\(2\)\(b\)\(iv\) \(2019\)](#)

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Sexual Abuse Prevention and Awareness—

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 or guardian must be notified in advance of the instruction and the content of the instruction and of the parent or guardian'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 or guardian, a student shall be excused from the instruction.

[Utah Code § 53G-9-207\(4\), \(5\) \(20198\)](#)

Instructional Staff Training and In-service—

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.

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

Created: 15 July 2008

Modified: ~~10 May 2018~~ ~~22 January 2019~~ ~~21 May 2019~~

ECH

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.

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 (3) years.

[Utah Admin. Rules R277-474-3\(4\) \(November 7, 2017~~8~~\)](#)

[Utah Admin. Rules R277-474-5\(1\), \(2\) \(November 7, 2017~~8~~\)](#)

Sex Education Curriculum Materials Review Committee—

The Board of Education shall appoint 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 appoint and review the membership of the committee by August 1 of each year, making new appointments as necessary or appropriate.

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.

[Utah Admin. Rules R277-474-2\(1\) \(November 7, 2017~~8~~\)](#)

[Utah Admin. Rules R277-474-5\(3\), \(4\), \(5\) \(November 7, 2017~~8~~\)](#)

Review of Guest Presentations Relating to Sex Education—

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.

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.

[Utah Admin. Rules R277-474-5\(5\)\(c\), \(6\) \(November 7, 2017~~8~~\)](#)

Adoption of District Sex Education Instructional Materials—

[If the board of education adopts policy ECH without specifying the adoption of Option A or Option B, Option B will apply as the board's adopted policy.]

[Option A] The Board of Education hereby adopts for use in the schools of the District the sex education instructional materials recommended by the State Board of Education. All sex education instruction in the District shall make use of those instructional materials.

[Utah Code § 53G-10-402\(2\)\(a~~6~~\) \(2019~~8~~\)](#)

[Utah Admin. Rules R277-474-4\(4\) \(November 7, 2017~~8~~\)](#)

[Option B] The Board of Education shall determine what sex education instructional materials 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. 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 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.

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.

~~Utah Code § 53G-10-402(2)(e)(i)(B), (iii), (8) (2018)~~
~~Utah Admin. Rules R277-474-6 (November 7, 2017)~~

Monitoring of Sex Education Instruction—

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 on a monthly basis during the school year.

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) (November 7, 2017)~~
~~Utah Admin. Rules R277-474-7(3) (November 7, 2017)~~

Special Programs: Dropout Prevention and Recovery

At-Risk Coordinator—

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 for students who are at high risk of dropping out of school.

Identification of “Designated students”—

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 \(20198\)](#)
[Utah Code § 53G-9-801\(3\) \(20198\)](#)

Dropout Reduction Plan—

The District shall provide dropout prevention and recovery services to designated students, including:

1. Engaging with or attempting to engage with designated students;
2. Consulting with designated students and develop a leaning plan to identify:
 - a. Barriers to regular school attendance;
 - b. An attainment goal through enrollment in education programs; and
 - c. Means for achieving the attainment goal through enrollment in one or more of the programs described below in Flexible Enrollment Options.
3. Monitoring a designated student's progress toward reaching the designated student's attainment goal; and
4. Providing tiered interventions for a designated student who is not making progress toward reaching the student's attainment goal.

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\(1\)\(a\)-\(c\) \(20198\)](#)

Flexible Enrollment Options—

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:

1. Enrollment in a traditional program in a school within the District;
2. Enrollment in the District in a nontraditional program;
3. Enrollment in a program offered by a private provider that has entered into a contract with the District to provide educational services; or
4. Enrollment in a program offered by another local educational agency.

[Utah Code § 53G-10-802\(2\)\(a\) \(2019\)](#)

Designated Student Enrollment Options—

A designated student may enroll in:

1. A program offered by the District; or
- ~~2.~~ The Electronic High School; or
- ~~3.~~ 2. The Statewide Online Education Program.

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The District shall make its best effort to accommodate a designated student's choice of enrollment.

[Utah Code § 53G-9-802\(2\)\(b\) \(2019\)](#)

Third-Party Dropout Prevention and Recovery Services—

Beginning with the 2017-18 school year (unless a District is in its first three years), a District shall enter into a contract with a third party to provide dropout prevention and recovery services for any school year in which the District meets the following criteria:

1. The District's graduation rate is lower than the statewide graduation rate; and
2. 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.

If a District is required to enter into a third party contract to provide dropout prevention and recovery services, the District shall ensure that:

1. The third party has a demonstrated record of effectiveness engaging with and recovering designated students;
2. The contract with the third party requires the third party provide the services described in the Dropout Reduction Plan and regularly report progress to the District.

[Utah Code § 53G-9-802\(3\)-\(5\) \(2019\)](#)

Annual Reporting—

The District shall annually submit a report to the State Board of Education on dropout prevention and recovery services, including:

1. The methods the District or third party uses to engage with or attempt to recover designated students under the Dropout Reduction Plan;
2. 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;
3. The number of designated students who reach the designated students' attainment goals; and
4. Funding allocated to provide dropout prevention and recovery services.

[Utah Code § 53G-9-802\(6\) \(2019\)](#)

“Attainment Goals” Defined—

Attainment Goal means:

1. A high school diploma;
2. Utah High School Completion Diploma, as defined in State Board of Education rule;
3. An Adult Education Secondary Diploma, as defined in State Board of Education rule; or
4. 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\(1\) \(2019\)](#)

Special Programs:

~~Financial and Economic Literacy Passport~~ Higher Education Savings Options

During kindergarten enrollment, ~~E~~each elementary school shall provide ~~the~~ following to the parents ~~or guardian~~ of a kindergarten student with~~during~~ kindergarten enrollment:

- ~~1. a financial and economic literacy passport, a document that tracks mastery of financial and economic literacy concepts and completion of financial and economic activities developed by the State Board of Education; and~~
2. information about higher education savings options, including information about opening a Utah Educational Savings Plan account.

[Utah Code § 53G-10-305 \(20198\)](#)

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Instructional Resources: *Internet Policy*

[Note that before an internet safety policy is adopted or revised, a school board must provide reasonable public notice and must hold at least one public meeting or hearing regarding the policy. (~~Utah Admin. Rules R277-495-3.F (April 7, 2014)~~Utah Admin. Rules R277-495-3(6) (April 8, 2019).) In addition, school boards are required to encourage schools to involve teachers, parents, students, school employees and community members in developing local school policies. (~~Utah Admin. Rules R277-495-3.C (April 7, 2014)~~Utah Admin. Rules R277-495-3(3) (April 8, 2019).) Moreover, school community councils are to make recommendations regarding safe technology use and digital citizenship. (Utah Code § 53G-7-1202(3)(a)(iii)(D).) Therefore, this model policy may be used as a framework but should not be adopted without meeting the public notice and hearing requirements and the form of the adopted policy should reflect the input from the various groups identified.]

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Internet Protection—

Access to the internet through District computer networks or systems or by means of devices owned by the District shall be regulated by filtering software or other measures which prevent users from accessing images which are obscene or pornographic or otherwise harmful. Student online activity shall be monitored and specified staff shall have responsibility for supervision of student online activities. In addition, students shall be educated by appropriate staff members regarding appropriate online behavior, including interacting with other individuals through chat rooms or social networking websites and cyberbullying awareness and response. Each school's community council shall also provide for education and awareness on safe technology use and digital citizenship which empowers students to make smart media and online choices and parents to know how to discuss safe technology use with their children.

~~Utah Admin. Rules R277-495-4.E, C(4) (April 7, 2014)~~
~~Utah Admin. Rules R277-495-4(1)(e), (2)(f), (3)(c) (April 8, 2019)~~
Utah Code § 53G-7-216(3) (2018)
Utah Code § 53G-7-1202(3)(a)(iv) (2018)

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Due Process—

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District system or District-owned devices.

In the event there is an allegation that a student has violated the District Internet Use Policy, the student will be provided with a notice and opportunity to be heard in the manner set forth in the student disciplinary code.

Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the student disciplinary code, the violation will be handled in accord with the applicable provision of the code.

Employee violation of the District Internet Use Policy will be handled in accordance with District policy and collective bargaining agreement, if applicable.

Any District administrator may terminate the account privileges of a guest user by providing notice to the user. Guest accounts that are not active for more than ninety days may be removed, along with the user's files, without notice to the user.

Search and Seizure—

System users do not have an expectation of privacy in the contents of their personal files and/or personal electronic mail accounts and records of their online activity accessed via the District's electronic communications system or through District-owned devices.

Routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the District Internet Use Policy, the student disciplinary code, or the law.

An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the student disciplinary code. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

District employees should be aware that their personal files and/or personal electronic mail accounts on the District's system or on District-owned devices may be discoverable according to the Government Records Access Management Act.

Academic Freedom, Free Speech, and Selection of Material—

Board policies on academic freedom and free speech will govern the use of the Internet.

When using the Internet for class activities, teachers will:

1. Select material that is appropriate in light of the age of the students and that is relevant to the course objectives.
2. Preview the materials and sites they require students to access to determine the appropriateness of the material contained on or accessed through the site.
3. Provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly.
4. Assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussion about

controversial issues while demonstrating tolerance and respect for those who hold divergent views.

Parental Notification and Responsibility—

The District will notify the parents about the District network and the policies governing its use. Parents must sign an agreement to allow their student to have an individual account. Parents may request alternative activities for their child(ren) that do not require Internet access.

Parents have the right at any time to investigate the contents of their child(ren)'s email files. Parents have the right to request the termination of their child(ren)'s individual account at any time.

The District Internet Use Policy contains restrictions on accessing inappropriate material and student use will be supervised. However, there is a wide range of material available on the Internet, some of which may not be in accordance with the particular set of values held by an individual student's family. The District will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the District system.

[Optional, if remote access is provided] Parents are responsible for monitoring their student's use of *[name of network system]* when they are accessing the system from home.

Access—

The following levels of access will be provided:

1. Classroom Accounts
 - a. Elementary age students will be granted Internet access only through a classroom account. Elementary students may be provided with an individual account under special circumstances at the request of their teacher and with the approval of their parent. An agreement will only be required for an individual account, which must be signed by the student and his or her parent. Parents may specifically request that their child(ren) not be provided access through the classroom account by notifying the District in writing (or whatever procedure the District uses for other permissions).
2. Individual Accounts for students
 - a. Secondary students may be provided with individual Internet accounts. Secondary students *[will] [will not]* have remote access to the system. A written agreement will be required for an individual account. This agreement must be signed by the student and his or her parent.
3. Individual Accounts for District Employees
 - a. District employees will be provided with an individual account and *[will] [will not]* have remote access to the system. Communications within the course

and scope of employees' duties shall be made through this account. No written agreement will be required.

Guidelines for Internet Use—

1. Personal Safety (These restrictions are for students only):
 - a. Users will not post or provide personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
 - b. Users will not agree to meet with someone they have met online without their parent's approval and participation,
 - c. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.
2. Illegal Activities
 - a. Users will not attempt to gain unauthorized access to the District system or to any other computer system through the District system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
 - b. Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.
 - c. Users will not use the District system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
3. System Security
 - a. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.
 - b. Users will immediately notify the system administrator if they have identified a possible security problem. Users will not search for or attempt to discover security problems, because this may be construed as an illegal attempt to gain access.
 - c. Users will avoid the inadvertent spread of computer viruses by following the District virus protection procedures.
4. Inappropriate Language
 - a. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.

- b. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, slanderous or disrespectful language.
 - c. Users will not post information that, if acted upon, could cause damage or a danger of disruption.
 - d. Users will not engage in personal attacks, including prejudicial or discriminatory attacks. Users will not harass another person.
 - i. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending the person messages, they must stop.
 - e. Users will not knowingly or recklessly post false or defamatory information about a person or organization
5. Request for Privacy
- a. Users will not re-post a message that was sent to them privately without permission of the person who sent them the message.
 - b. Users will not post private information about another person.
6. Respecting Resource Limits
- a. Users will use the system only for educational and professional or career development activities (no time limit), and limited, high-quality, personal research. For students, the limit on personal research is no more than _____ hours per week. *[The last sentence is optional and probably only necessary if the District allows remote access.]*
 - b. Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer or diskette.
 - c. Users will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
 - d. Users will check their email frequently, delete unwanted messages promptly, and stay within their email quota.
 - e. Users will be subscribed only to high quality discussion group mail lists that are relevant to their education or professional/career development.
7. Plagiarism and Copyright Infringement
- a. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
 - b. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of

that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

8. Inappropriate Access to Material

- a. Users will not use the District system or District-owned electronic devices to access material that is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). (See Policy FGAB and Policy DMA.) For students, a special exception may be made if the purpose is to conduct research and access is approved by both the teacher and the parent. District employees may access the above material only in the context of legitimate research.
- b. If a user inadvertently accesses such information, he or she should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated the Internet Use Policy.

[Utah Admin. Rules R277-495-4.A\(3\) \(April 7, 2014\)](#)

[Utah Admin. Rules R277-495-4\(1\)\(c\) \(April 8, 2019\)](#)

District Website—

The District may establish a website. Material appropriate for placement on the District website includes: District information, school information, teacher or class information, student projects, and student extracurricular organization information. Personal information not related to education will not be allowed on the District website.

The Superintendent will designate a District Web Publisher, responsible for maintaining the school websites and monitoring class, teacher, student, and extracurricular web pages. The Web Publisher will develop style and content guidelines for official District and school web materials and develop procedures for the placement and removal of such material. All official District material posted on the District website must be approved through a process established by the District Web Publisher.

School Websites—

The Principal will designate a School Web Publisher, responsible for managing the school website and monitoring class, teacher, student, and extracurricular web pages. All official material originating from the school will be consistent with the District style and content guidelines and approved through a process established by the School Web Publisher. The School Web Publisher will develop additional guidelines for the school website.

Collection of User Information—

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If the school or District collects personally identifiable information from users who access its website, the school or District shall publish on that website a privacy policy statement that discloses the following information:

1. The identity of the school's Web Publisher and contact information (telephone number or email address);
2. A summary of the personally identifiable information collected by the school or school district and contained on its website;
3. How the personally identifiable information collected by the school or District is used by the school or District;
4. The school's or District's practices concerning disclosure of the personally identifiable information on the website;
5. How the user who accesses the school or District website can request access to his or her personally identifiable information and access to correct the information; and
6. A general description of the security measures in place to protect the user's personally identifiable information from unintended disclosure.

[Utah Code § 63D-2-102 \(2009\)](#)

[Utah Code § 63D-2-103 \(2008\)](#)

Staff Web Pages—

Staff may develop web pages that provide a resource for others. Staff will be responsible for maintaining their resource sites. Staff web pages will not be considered official material but will be developed in a manner as to reflect well upon the District.

Student Web Pages—

1. Students may create a website as part of a class activity. Material presented on a student class activity website must meet the educational objectives of the class activity.
2. With the approval of the Principal or Web Publisher, students may establish personal web pages. Material presented in the student's personal website must be related to the student's educational and career preparation activities.
3. It will not be considered a violation of a student's right to free speech to require removal of material that fails to meet established educational objectives or that is in violation of a provision of the Internet Use Policy or student disciplinary code. However, student material may not be removed merely on the basis of disagreement with the views expressed by the student.
4. Student web pages must include the following notice: "This is a student web page. Opinions expressed on this page shall not be attributed to the District."

5. Student web pages will be removed at the end of the school year unless special arrangements are made. A notice will be provided to students prior to such removal.

Extracurricular Organization Web Pages—

1. With approval of the Principal, extracurricular organizations may establish web pages. Material presented on the organization web page must relate specifically to organization activities.
2. Organization web pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page shall not be attributed to the District."

Student Information—

Each school shall develop standards for disclosure of student information that are considered generally acceptable in light of the age of the students attending the school.

[Alternative: The following standards will be followed regarding the disclosure of student information on school websites:

1. Elementary age students:
 - a) First and last initial, no pictures of identifiable students
2. Middle school students:
 - a) First and last names
3. Parental approval of disclosure in accord with the standards must be obtained.]

Web Page Requirements—

1. All District Internet Use Policy provisions will govern material placed on the web.
2. Web pages shall not:
 - a. Contain personal contact information about students beyond that permitted by the school (or District) and parent.
 - b. Display photographs or videos of any identifiable individual without a signed model release. Model releases for students under the age of 18 must be signed by their parent or guardian.
 - c. Contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a website is within the fair use exemption.
3. Material placed on the website is expected to meet academic standards of proper spelling, grammar, and accuracy of information.

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4. Students may retain the copyright on the material they create that is posted on the web. District employees may retain the copyright on material they create and post if appropriate under District policies.
5. Each web page will carry a notice indicating when it was last updated and the email address of the person responsible for the page.
6. All web pages should have a link at the bottom of the page that will help users find their way to the appropriate home page.
7. Users should retain a back-up copy of their web pages.

Handbook, Forms, and Agreements—

Exhibits 1 - 4 of this policy document contain the student internet handbook, forms, and agreements to implement this policy and regulation.

Grading: Testing Procedures and Standards

Purpose of the Policy—

The Board adopts this policy to provide specific standards and procedures to govern handling and administration of standardized tests. The Board has determined that compliance with this policy is an essential job function of all educators and failure to abide by this policy is grounds for adverse employment action including termination.

Administration of Statewide Assessments—

The District shall administer statewide assessments to all students enrolled in the grade level or course to which the assessment applies, with the following exceptions:

1. The student has been exempted under the procedures set forth in Policy EFBB.
2. ~~If the District has decided not to administer the SAGE in grades 11 or 12.~~

~~3.~~—A student's IEP team, English Learner team, or Section 504 accommodation plan team shall determine that student's participation in statewide assessments consistent with the Utah Participation and Accommodations Policy.

[Utah Admin. Rules R277-404-5\(1\) \(March 14 February 22, 2018\)](#)

District Statewide Assessment Plan—

The District shall develop a plan to administer statewide assessments. After considering and making any appropriate changes, the plan shall be submitted to the State Superintendent by September 15 of each year.

The plan shall include:

1. The dates that the District shall administer each statewide assessment;
- ~~2. Whether the District elects to offer the SAGE to students in grade 11;~~
- ~~2~~3. Professional development for an educator to fully implement the assessment system;
- ~~4~~3. Training for educators and appropriate paraprofessionals in the requirements of assessment administration ethics; and
- ~~4~~5. Training for educators and appropriate paraprofessionals in using statewide assessment results effectively to inform instruction.

[Utah Admin. Rules R277-404-5\(2\), \(3\), \(4\) \(March February 1422, 2018\)](#)

Time Periods for Administering Statewide Assessments—

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A District educator or trained employee shall administer statewide assessments required under [Utah Admin. Rule R277-404-5](#) consistent with the schedule established by the State Superintendent and the District's assessment plan.

A District educator or trained employee shall complete all required assessment procedures prior to the end of the assessment window defined by the State Superintendent.

If the District requires an alternative schedule with assessment dates outside of the State Superintendent's published schedule, it shall submit the alternative testing plan to the State Superintendent by September 1 annually. The plan shall set dates for assessment administration for courses taught face-to-face or online.

[Utah Admin. Rules R277-404-4\(3\) \(March 14 February 22, 2018\)](#)
[Utah Admin. Rules R277-404-5\(8\), \(9\), \(10\) \(March 14 February 22, 2018\)](#)

District Assessment Training—

District assessment staff will use the Standard Test Administration and Testing Ethics Policy in providing training for all assessment administrators and proctors. (This policy can be obtained online at <https://www.schools.utah.gov/assessment> or from the State Board of Education at 250 East 500 South, Salt Lake City, Utah 84111.

At least once each school year, the District will provide professional development for all educators, administrators, and assessment administrators concerning guidelines and procedures for statewide assessment administration, including educator responsibility for assessment security and proper professional practices.

The District may not release state assessment data publicly until authorized to do so by the State Superintendent.

[Utah Admin. Rules R277-404-5\(5\), \(6\), \(7\) \(March 14 February 22, 2018\)](#)
[Utah Admin. Rules R277-404-3 \(March 14 February 22, 2018\)](#)

School Responsibilities—

The District, school, or educator may not use a student's score on a state required assessment to determine:

1. The student's academic grade, or a portion of the student's academic grade, for the appropriate course; or
2. Whether the student may advance to the next grade level.

The District or a school or educator may consider, as one of multiple lines of evidence, a student's score on a state required assessment to determine whether a student may enroll in an honors, advanced placement, or International Baccalaureate course. However, a student may not be prohibited from enrolling in

one of these courses based on the student's score on a state required assessment or because the student was exempted from taking a state required assessment.

In accordance with [Utah Code § 53G-6-803](#), the school shall reasonably accommodate a parent's request to allow a student's demonstration of proficiency on a state required assessment to fulfill a requirement in a course.

The District and school shall require an educator and assessment administrator and proctor to individually sign the testing ethics signature page provided by the State Superintendent acknowledging or assuring that the educator administers assessments consistent with ethics and protocol requirements.

All educators and assessment administrators shall conduct assessment preparation, supervise assessment administration, and certify assessment results before providing results to the State Superintendent.

All educators and assessment administrators and proctors shall securely handle and return all protected assessment materials, where instructed, in strict accordance with the procedures and directions specified in assessment administration manuals, District rules and policies, and the Standard Test Administration and Testing Ethics Policy.

[Utah Admin. Rules R277-404-6 \(March 14 February 22, 2018\)](#)

District Employee Compliance with Assessment Requirements, Protocols, and Security—

Teachers, administrators, and all District personnel shall not:

1. Provide a student directly or indirectly with a specific question, answer, or the content of any specific item in a standardized assessment prior to assessment administration;
2. Download, copy, print, take a picture of, or make any facsimile of protected assessment material prior to, during, or after assessment administration without express permission of the State Superintendent and a District administrator;
3. Change, alter, or amend any student online or paper response or any other standardized assessment material at any time in a way that alters the student's intended response;
4. Use any prior form of any standardized assessment, including pilot assessment materials, that the State Superintendent has not released in assessment preparation without express permission of the State Board and a District administrator;

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5. Violate any specific assessment administrative procedure specified in the assessment administration manual, violate any state or District standardized assessment policy or procedure, or violate any procedure specified in the State Board testing ethics policy;
6. Fail to administer a state required assessment;
7. Fail to administer a state required assessment within the designated assessment window;
8. Submit falsified data;
9. Allow a student to copy, reproduce, or photograph an assessment item or component; or
10. Knowingly do anything that would affect the security, validity, or reliability of standardized assessment scores of any individual student, class, or school.

A school employee shall promptly report an assessment violation or irregularity to a building administrator, the District Superintendent, or the State Superintendent.

An educator who violates this rule or an assessment protocol is subject to Utah Professional Practices Advisory Commission or Board disciplinary action consistent with [Utah Admin. Rule R277-515](#).

All assessment material, questions, and student responses for required assessments are designated protected, consistent with [Utah Code § 63G-2-305](#), until released by the State Superintendent.

The District shall ensure that all assessment content is secured so that only authorized personnel have access and that assessment materials are returned to the State Superintendent following testing, as required by the State Superintendent.

An individual educator or school employee may not retain or distribute test materials, in either paper or electronic form, for purposes inconsistent with ethical test administration or beyond the time period allowed for test administration.

[Utah Admin. Rules R277-404-8 \(March 14 February 22, 2018\)](#)

Reporting Assessment Results—

UTREx data shall be updated using the processes and according to the schedules determined by the State Superintendent. The District shall ensure that

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any computer software for maintaining or submitting District data is compatible with data reporting requirements established in R277-484. The District shall ensure that all statewide assessment data have been collected and certify that the data are ready for accountability purposes no later than July 12. The District shall verify that it has satisfied all the requirements of the State Superintendent's directions regarding data exchange and reporting requirements.

[Utah Admin. Rules R277-404-9 \(March 14 February 22, 2018\)](#)

Referral to State Board for Violation—

Any employee violating this policy shall be subject to adverse employment action, including, but not limited to, termination of employment, and any such educator shall be referred to the Utah Professional Practices Advisory Commission of the State Board of Education for possible disciplinary action.

Classified Employee Evaluation

Definition—

For purposes of this policy, a “classified employee” means a District employee who is working in a position that does not require a Utah educator license.

[Utah Admin. Rules R277-532-2 \(May 8, 2018\)](#)

Classified Employee Evaluation—

Classified employees shall be evaluated on at least an annual basis using a written evaluation instrument. The evaluation shall be administered by the principal or by an appropriate supervisor designated by the principal. The evaluation instrument shall incorporate the job description and job duties of the employee, in addition to standards with regard to attendance, compliance with District policies, and other appropriate matters. The evaluation shall be completed at least 90 days prior to the end of the contract year.

[Utah Admin. Rules R277-532\(1\)\(c\) \(May 8, 2018\)](#)

[Utah Code § 53G-11-504\(1\) \(2019\)](#)

A copy of the written evaluation shall be provided to the employee promptly following completion. The employee may appeal violations of the evaluation procedure (but not the substance of the evaluation) by submitting a grievance under the District’s grievance policy.

[Utah Admin. Rules R277-532-3\(1\)\(c\)\(v\) \(May 8, 2018\)](#)

No evaluation is required for temporary or part-time classified employees of the District.

[Utah Admin. Rules R277-532-3\(3\) \(May 8, 2018\)](#)

[Utah Code § 53G-11-504\(2\) \(2019\)](#)

Orderly School Termination for Employees

~~[Alternative B – All Employees Can Obtain Career Status]~~

~~If the board of education adopts policy DHA without specifying the adoption of Alternative A or Alternative B this policy, Alternative A – Classified Employees Do Not Obtain Career Status will apply as the board's adopted policy and will govern in the event of any other policy inconsistency.~~

Definitions—

For purposes of this policy, the following definitions apply:

1. "Career Employee"
 - a. An employee of the District who has obtained a reasonable expectation of continued employment. An ~~certified~~ employee who works for the District on at least a half-time basis becomes a career employee upon the successful completion of at least three (3) full consecutive academic school years with the District as a provisional employee (~~the~~ District may extend the three-year provisional status of an employee up to an additional two (2) consecutive years). If the provisional employee starts after the beginning of the school year, that school year does not count toward "career employee" status. Successful completion is determined by performance of all contractual duties within standards acceptable to the District.
 - b. An employee who has obtained a reasonable expectation of continued employment under this policy and then accepts a position with the District which is substantially different from the position in which career status was obtained shall ~~[retain career status]~~ ~~[become a provisional employee]~~ ~~[become a provisional employee in that position]~~. An employee with career status who is separated from employment with the District and later returns to work with the District shall upon return be a provisional employee.

~~[Note that Districts may determine the effect on career status of an employee accepting a substantially different position than that in which career status was obtained. In adopting this policy, a board of education should select one of the bracketed options included above or a different option determined by the board of education. If the board of education adopts policy DHA without specifying the adoption of "retain career status," "become a provisional employee" or "become provisional employee in that position" the language "become a provisional employee in that position" will apply as the board's adopted policy.]~~

[Utah Code § 53G-11-501\(3\) \(2019\)](#)

[Utah Code § 53G-11-503 \(2018\)](#)

2. "Provisional Employee"

- a. Any employee who has not achieved career employee status is a "Provisional Employee." A provisional employee is an employee, who works for the District on at least a half-time basis, hired on an individual, one-year contract and who is not a temporary employee. Provisional employees have no expectation of continued employment beyond the current one-year contract term. Provisional employees are employed at will and their employment can be terminated at the discretion of the Board of Education except that provisional employees can be discharged during the term of each contract only for cause. The District may extend the provisional status of an employee up to an additional two consecutive years by written notification to the provisional employee no later than 30 days before the end of the contract term of that individual. Circumstances under which an employee's provisional status may be extended include: (1) less-than-perfect score on a performance evaluation; or (2) receipt of complaint(s) or expression(s) of concern from a parent, coworker, or member of the community that creates uncertainty about the employee's professionalism, performance, or character; (3) declining student enrollment in the district or in a particular program or class; (4) the discontinuance or substantial reduction of a particular service or program; or (5) budgetary concerns.

[Utah Code § 53G-11-501\(10+\) \(20189\)](#)

[Utah Code § 53G-11-503 \(2018\)](#)

3. "Classified Employees"

- a. Classified Employees are all non-certified employees of the District.

4. "Temporary Employee"

- a. Temporary employees are all employees employed on a temporary basis. Temporary employees also include those seasonal employees who are employed for less than the full academic year. An appointment of a temporary employee may not be for a period of time greater than one year. Temporary employees are employed at the will of the District and have no expectation of continued employment and their employment may be terminated at any time without cause. Temporary employees are not career employees or provisional employees as defined by Utah Code § 53G-11-501 and the policies of this District.

[Utah Code § 53G-11-501\(145\) \(20189\)](#)

5. "Contracted Service Providers"

- a. Contracted Service Providers are individuals regardless of employment status (full or part-time) who by nature of their profession are not required to hold a professional certificate issued by the Utah State Board of

Education who are paid by contract to provide specific types of services for the District but who are not employees, are not on the District payroll and do not receive the same benefits enjoyed by regular employees of the District.

6. "Extra Duty Contracts"
 - a. An employee who is given extra duty assignments in addition to a primary assignment, such as a teacher who also serves as a coach or activity advisor, is a temporary employee in those extra duty assignments and may not acquire career status beyond the primary assignment. There are no rights to a due process hearing if a person is released from coaching or an extra duty position. A person may be released from a coaching or extra curricular position at the discretion of the Board.
7. "Employee"
 - a. A person, other than the District superintendent or business administrator, who is a career or provisional employee of the District.
[Utah Code § 53G-11-501\(7\)\(a\) \(20189\)](#)
8. "Contract Term or Term of Employment"
 - a. The term of employment is the period of time during which an employee is engaged by the District under a contract of employment, whether oral or written. Notwithstanding, all contracts of employment shall be in writing.
9. "Dismissal or Termination"
 - a. An employee shall be deemed to be discharged upon occurrence of any of the following events:
 - i. Termination of the status of employment of an employee.
 - ii. Failure to renew the employment contract of a career employee.
 - iii. Reduction in salary of an employee not generally applied to all employees of the same category employed by the District during the employee's contract term.
 - iv. Change of assignment of an employee with an accompanying reduction in pay unless the assignment change and salary reduction are agreed to in writing.
[Utah Code § 53G-11-501\(5\) \(20198\)](#)
10. "Unsatisfactory performance"
 - a. a deficiency in performing work tasks which may be:
 - i. due to insufficient or undeveloped skills or a lack of knowledge or aptitude; and
 - ii. remediated through training, study, mentoring, or practice.

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- b. does not include the following conduct that is designated as a cause for termination or a reason for license discipline:
- i. a violation of work [rules/policies](#);
 - ii. a violation of [District/local school board](#) policies, State Board of Education rules, or law;
 - iii. a violation of standards of ethical, moral, or professional conduct; or
 - iv. insubordination.

[Utah Code § 53G-11-501\(15\)\(20189\)](#)

Causes for Dismissal or Non-Renewal—

Any employee may be suspended or discharged during a contract term for any of the following:

1. Immorality;
2. Insubordination or failure to comply with directives from supervisors;
3. Incompetence;
4. Conviction, including entering a plea of guilty or nolo contendere (no contest), of a felony or misdemeanor involving moral turpitude or immoral conduct;
5. Conduct which may be harmful to students or to the District;
- [6.](#) Improper or unlawful physical contact with students;
- [6-7.](#) [Any violation of the District's Employee Code of Conduct, Policy DAI;](#)
- [7-8.](#) Violation of District policy, State Board of Education rules, or law;
- [8-9.](#) Unprofessional conduct not characteristic of or befitting a District employee including a violation of standards of ethical, moral, or professional conduct;
- [9-10.](#) Manufacturing, possessing, using, dispensing distributing, selling and/or engaging in any transaction or action to facilitate the use, dispersal or distribution of any illicit (as opposed to authorized) drugs or alcohol on District premises or as a party of any District activity;
- [10-11.](#) Current addiction to or dependency on a narcotic or other controlled substance.
- [11-12.](#) Dishonesty or falsification of any information supplied to the District; including data on application forms; employment records or other information given to the District;
- [12-13.](#) Engagement in sexual harassment of a student or employee of the District;

- ~~13-14.~~ Neglect of duty, including unexcused absences, excessive tardiness, excessive absences, and abuse of leave policies or failure to maintain certification;
- ~~14-15.~~ Deficiencies pointed out as part of any appraisal or evaluation;
- ~~15-16.~~ Failure to fulfill duties or responsibilities or a violation of work rules;
- ~~16-17.~~ Inability to maintain discipline in the classroom or at assigned school-related functions;
- ~~17-18.~~ Drunkenness or excessive use of alcoholic beverages or controlled substances;
- ~~18-19.~~ Disability not otherwise protected by law that impairs performance of required job duties;
- ~~19-20.~~ Failure to maintain an effective working relationship, or to maintain good rapport with parents, co-workers, the community or colleges;
- ~~20-21.~~ Failure to maintain requirements for licensure or certification;
- ~~21-22.~~ Unsatisfactory performance;
- ~~22-23.~~ For any other reason justifying termination of employment for cause.

Termination for Unsatisfactory Performance—Procedural Due Process— Notice to Career Employee of Unsatisfactory Performance—

If the District intends not to renew the contract of a career employee for reasons of unsatisfactory performance it shall:

1. Notify ~~the a career~~ employee at least 30 days prior to issuing a notice of intent not to renew the employee's contract that continued employment is in question and the reasons for anticipated non-renewal;
2. The Principal or designee shall provide and discuss with the ~~career~~ employee written documentation clearly identifying the deficiencies in performance;
3. The Principal or designee shall develop and implement a plan of assistance, in accordance with procedures and standards established by Policy DG ~~or Policy DGA~~, to allow the ~~career~~ employee an opportunity to improve performance;
4. Provide to the ~~career~~ employee a sufficient time period to successfully complete the plan of assistance of at least 30 days but not more than 120 days in which to correct the deficiencies; except the 120-day limit may be extended when:
 - a. ~~an career~~ employee is on leave from work during the time period the plan of assistance is scheduled to be implemented; and the leave was approved and scheduled before the written notice intent not to renew was provided; or

- b. the leave is specifically approved by the Board.
5. The time period to correct the deficiencies may continue into the next school year;
6. The time period to implement the plan of assistance and correct the deficiencies shall begin when the ~~career~~ employee receives the written notice provided under Subsection (1) and end when the determination is made that the ~~career~~ employee has successfully remediated the deficiency or notice of intent to not renew or terminate the ~~career~~ employee's contract is given in accordance with Subsection (8);
7. The Principal or designee shall reevaluate the ~~career~~ employee's performance;
8. If upon a reevaluation of the ~~career~~ employee's performance, the ~~d~~District determines the ~~career~~ employee's performance is satisfactory, and within a three-year period after the initial documentation of unsatisfactory performance for the same deficiency pursuant to Subsection (2), the ~~career~~ employee's performance is determined to be unsatisfactory, the ~~D~~istrict may elect to not renew or to terminate the ~~career~~ employee's contract.
9. If the ~~career~~ employee's performance remains unsatisfactory after reevaluation, the Superintendent or designee shall give notice of intent to not renew or to terminate the ~~career~~ employee's contract, which shall include written documentation of the ~~career~~ employee's deficiencies in performance.
10. Nothing in this Policy shall be construed to require compliance with or completion of evaluations prior to non-renewal of a career employee's contract.
11. An employee whose performance is unsatisfactory may not be transferred to another school unless the Board specifically approves the transfer of the employee.

[Utah Code § 53G-11-514 \(2018\)](#)

[Utah Code § 53G-11-517 \(2018\)](#)

Notice of Intent not to Renew Contract of Career Employee—

If the District intends not to renew the contract of employment of a career employee after giving notice that continued employment is in question, it shall:

1. Give notice that a contract of employment will not be offered for the following school year to the individual.
2. Issue notice at least 30 days before the end of the contract term of the individual.
3. Serve notice by personal delivery or certified mail to the employee's most recent address shown on the district's personnel records.

Notice of Intent to Terminate Employment During Term of Contract—

If the District intends to terminate an employee's contract during the contract term, the District shall:

1. Give written notice of that intent to the employee;
2. Serve the notice by personal delivery or by certified mail addressed to the individual's last known address.
3. Serve the notice at least 30 days prior to the proposed date of termination;
4. State the date of termination and detailed reasons for termination.
5. Give notice of the individual's right to appeal the decision to terminate employment and the right to a hearing and the right to legal counsel, to present evidence, cross-examine witnesses and present arguments at the hearing.
6. Notify the employee that failure to request a hearing within 15 days after the notice of termination was either personally delivered or mailed to the employee's most recent address shown on the district's personnel records shall constitute a waiver of the right to contest the decision to terminate.

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[Utah Code § 53G-11-513 \(2018\)](#)

Notice of Intent Not to Offer a Contract to a Provisional Employee—

If the District intends not to offer a contract of employment for the succeeding school year to a provisional employee, it shall give notice at least 60 days before the end of the provisional employee's contract term that the employee will not be offered a contract for a following term of employment. Because provisional employees do not have an expectation of continued employment, they do not have a right to grieve the decision not to renew employment and do not have a right to a hearing.

[Utah Code § 53G-11-513 \(2018\)](#)

Notice of Intent to Terminate or Not Offer a Contract to a Temporary Employee—

Temporary employees will be given notice of a minimum of 10 working days of the termination of their employment. Because temporary employees do not have an expectation of continued employment, they do not have a right to grieve the decision to terminate or not to extend employment and do not have a right to a hearing.

Expectation of Continued Employment in Absence of Notice—

In the absence of a notice, a career or provisional employee is considered employed for the next contract term with a salary based upon the salary schedule applicable to the class of employees into which the individual falls.

This provision does not preclude the dismissal of a career or provisional employee during the contract term for cause.

[Utah Code § 53G-11-513 \(2018\)](#)

Right to an Informal Conference—

A notice of intention not to renew the contract of a career employee or of an intention to terminate the contract of a career or provisional employee during its term must advise the individual that he or she may request an informal conference before the Superintendent or Superintendent's designee. The request for an informal conference must be made in writing and delivered to the Superintendent's within 10 days of the date on the notice of intention not to renew or notice of termination during the contract term. The informal conference will be held as soon as is practicable. Suspension pending a hearing may be without pay if the Superintendent or a designee determines after the informal conference, or after the employee had an opportunity to have an informal conference, that it is likely that the reasons for cause will result in termination.

[Utah Code § 53G-11-513 \(2018\)](#)

Employee's Right to Hearing—

A notice of intention not to renew the contract of a career employee or of an intention to terminate the contract of a career or provisional employee during its term must also advise the individual that if after the informal conference the employee wishes a hearing on the matter, he or she must submit written notice to that effect to the Superintendent's office within five (5) days of the informal conference. If the employee wishes to not have an informal conference, but does wish to have a hearing, he or she must submit written notice to that effect within 15 days of the date on the notice of intent not to renew or notice of termination during the contract term. Upon timely receipt of the notice, the Superintendent will notify the Board, which will then either appoint a hearing examiner or hearing board or determine to hear the matter itself. In either case, the Board will then send notice of the date, time and place of hearing to the Superintendent and to the employee. If the employee does not request a hearing within 15 days, then the employee shall have waived any right to a hearing and to contest the decision.

[Utah Code § 53G-11-513 \(2018\)](#)

Appointing a Hearing Examiner—

If the Board of Education determines that the hearing shall be conducted by a hearing examiner or board, it shall so advise the Superintendent to appoint a board of three District administrators who have no substantial knowledge of the facts of the case or select an independent hearing examiner.

In so appointing a hearing examiner or hearing board, the Board of Education may delegate its authority to the hearing officer or hearing board to make findings and decisions relating to the employment of the employee that are binding upon both the employee and the Board of Education. In the absence of an express delegation, the Board retains the right to make its own decision based on the factual findings of the hearing officer.

[Utah Code § 53G-11-515 \(2018\)](#)

Rights of Employee at a Hearing—

At the hearing, the employee and administration each have right to counsel, to produce witnesses, to hear testimony, to cross-examine witnesses, and to examine documentary evidence.

[Utah Code § 53G-11-515 \(2018\)](#)

Decision—

Within 15 days after the hearing, the person or entity that conducted the hearing, whether the hearing examiner, hearing board, or Board of Education, shall issue written findings and conclusions deciding the matter. These shall be provided to the employee by mail or personal delivery.

In the event the decision of the board or hearing officer is to not terminate the employment of the employee, then the employee shall be reinstated and back pay shall be paid if the employee was suspended without pay pending a hearing.

[Utah Code § 53G-11-513 \(2018\)](#)

Suspension During Investigation—

The active service of an employee may be suspended by the Superintendent pending a hearing if it appears that the continued employment of the individual may be harmful to students or to the District. The employee shall be provided written notice of the suspension, which may be included with written notice of termination of employment during the contract term or notice of non-renewal of contract.

[Utah Code § 53G-11-513 \(2018\)](#)

Necessary Staff Reduction Not Precluded—

Nothing in this policy prevents staff reduction if necessary to reduce the number of employees because of the following:

1. declining student enrollments in the district;
2. the discontinuance or substantial reduction of a particular service or program;
3. the shortage of anticipated revenue after the budget has been adopted; or
4. school consolidation.

[Utah Code § 53G-11-516 \(2018\)](#)

No Verbal Agreements—

It is the policy of the District that all agreements with employees must be written; there are no verbal agreements because all agreements must be approved by the Board of Education. Only the Board of Education has authority to hire and fire unless such authority has been expressly delegated in writing.

Notification to Utah Professional Practices Advisory Commission—

Created:

Modified: [2 May 2018](#) [27 May 2019](#)

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The Superintendent shall notify the Utah Professional Practices Advisory Commission if an educator is determined, pursuant to an administrative or judicial action, to have had disciplinary action taken for, or to have engaged in:

1. immoral behavior
2. unprofessional conduct, or professional incompetence which results in suspension for more than one week or termination, requires mandatory licensing discipline under R277-515, or which otherwise warrants Commission review.

[Utah Admin. Rules R277-516-8\(2\) \(September 21, 2017\)](#)

Redress of Grievances

Purpose—

The purpose of this policy is to provide employees an orderly process for the prompt and equitable resolution of grievances. The Board intends that, whenever feasible, complaints be resolved at the lowest possible administrative level.

Redress of Grievances—

Employees shall have the right, in a peaceable manner that does not interfere with education in the District, to assemble together for their common goals and apply to those vested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance.

Evaluations—

Teachers may present grievances regarding the evaluation process according to the District's evaluation processes or as set out in the statute regarding evaluations. Those policies and laws shall govern grievances regarding [teacher evaluations](#) rather than this policy. [Classified employees may present grievances regarding evaluations under this policy.](#)

[Utah Code § 53G-11-507 \(2019~~8~~\)](#)
[Utah Code § 53G-11-508 \(2019~~8~~\)](#)

Right to Representation—

An employee, or where appropriate a group of employees, may present a grievance through another person or organization recognized by the Board regarding any adverse employment action or administrative action decision negatively affecting the employee.

Freedom from Retaliation—

No retaliatory action shall be taken by the Board or any administrator against an employee or other participant in a grievance proceeding because of participation in the grievance procedure.

Presentation—

An employee's legal right to present a grievance is satisfied at each level when someone in a position of authority hears the employee's concern; however, that authority is under no legal compulsion to take action to rectify the matter.

Board's Role—

The Board shall provide an opportunity for employees to present their grievances for Board consideration. At the option of the Board grievances may be reviewed solely at the administrative level by a school principal or the Board may exercise its discretion to hear a grievance at a regular meeting in executive session or at such other times as the Board may determine.

Notice to Employees

Principals of each school shall be responsible for informing all employees under their supervision of the District's employee grievances policy.

Definitions—

1. Complaint
 - a. A complaint must specify the individual harm suffered.
2. A grievance under this policy shall include:
 - a. Grievances concerning an employee's wages, hours, or conditions of work or other adverse employment action decisions affecting an employee.
 - b. Specific allegations of unlawful discrimination in employment on the basis of sex (including allegations of sexual harassment), race, religion, national origin, age, disability, sexual orientation, or gender identity or on the basis of the employee's exercise of constitutional rights.
 - c. Alleged violations of State Board rules or of policies adopted by the Board.
 - d. Alleged violations of a constitutional, statutory, or common law right.
3. Aggrieved Party
 - a. An aggrieved party is an employee who alleges a violation of a constitutional, statutory, or common law right, or of a State Board rule or local Board policy. An employee who files a grievance is not necessarily an "aggrieved party". Different procedures may apply to "aggrieved parties" than to "complainants". Those distinctions shall be determined on a case-by-case basis.

Presentations and Hearings—

In most circumstances, complainants shall be entitled to administrative review conferences and an informal presentation of the complaint to the Board at the Board's discretion; however, this provision shall not be construed to create an independent right to a hearing before the Board in addition to hearings required by law. Aggrieved parties whose legal rights have been adversely affected such that they are entitled to some type of due process hearing shall be offered a hearing before the Board or its designee. Upon receipt of the written request for a hearing, the Superintendent shall determine whether an aggrieved party is legally entitled to more than a presentation and, if so, the type of hearing appropriate.

Aggrieved Party—

An employee aggrieved by a violation of a constitutional, statutory, or common law right, a rule adopted by the State Board of Education, or a policy adopted by the Board shall be afforded a hearing before the Board in accordance with applicable law. However, this provision shall not be construed to create an

independent right to a hearing before the Board in addition to any hearing required by law.

Request—

The aggrieved employee shall make a written request for a hearing, identifying specifically the claimed violation and the relief requested. The written request shall be deemed filed upon receipt by the Superintendent's office. The request shall be filed with the Superintendent's office not more than 15 days after the claimed violation.

Hearing—

The school principal or designee shall conduct a hearing within 30 days of receipt of a written request. However, the hearing may be postponed by mutual consent. The principal or designee shall notify the aggrieved employee in writing of the time and place of the hearing. The Board shall notify the aggrieved employee of its decision in writing within 15 days after the hearing.

Other Review Processes

Employee termination and non-renewal procedures are found in policy series D and such actions are not subject to the procedures set forth in this section.

Representation

The employee registering a complaint or any employee who is the subject of a complaint may be represented at his or her own expense by a fellow employee, attorney, other person, or organization. The District may be assisted in processing complaints as it deems appropriate.

General Provisions

The following shall be general provisions for processing grievances:

1. Grievances shall be heard in informal administrative conferences.
2. Time is of the essence. All time limits shall be strictly complied with, except if extended by mutual consent. All references are to calendar days, unless otherwise indicated.
3. The appropriate administrator at each level shall respond to the employee within seven working days of a grievance conference. Oral grievances may receive an oral or written response, and written grievances shall receive a written response.
4. The employee has seven working days after a response to appeal to the next level. The grievance shall be considered concluded if at any level it is not appealed within the given time limit.
5. All grievances arising out of an event or condition or related series of events must be addressed in one grievance. An employee may not bring separate or

serial grievances concerning events or conditions about which the employee has previously complained.

Level One—

Any employee having a grievance shall meet with the Principal or immediate supervisor within fifteen days of the time the employee first knew, or should have known, of the event, condition, or series of events upon which the grievance is based.

Level Two—

If the employee is not satisfied with the outcome of the grievance conference at Level One, the employee may meet with the Superintendent or a designee to discuss the grievance within seven working days after receiving the response.

At or prior to the conference with the Superintendent or designee, the employee shall submit a written description of the basis of the grievance, the date(s) it occurred, the remedy sought, and the date the employee conferred with the Principal or immediate supervisor.

Level Three—

If the outcome of the grievance conference at Level Two is not to the employee's satisfaction, an employee wishing to appeal shall file a written request with the Superintendent for a Board hearing at the next regular meeting. In matters involving an aggrieved party, the meeting shall be held within 30 days after the date the written request for a Board hearing was filed with the Superintendent, unless postponed by mutual consent. The Board shall notify the aggrieved employee in writing of the time and place of the hearing. The Board shall provide written notification to the aggrieved employee of its decision within 15 days after the hearing.

The Board may designate a portion of its regular monthly meeting to hear employee grievances. However, the Board shall not discuss any subject that is not included in the written notice (posted agenda) for the meeting, other than to propose to place it on the agenda for a subsequent meeting.

The Board President may set reasonable time limits on grievance presentations. The Board shall listen to the grievance but is not required to respond or take any action on the matter unless the grievance is from an aggrieved party.

Aggrieved parties who are entitled to some type of due process hearing shall be afforded that hearing with the Board or its designee at Level Three. If the Board's designee conducts the hearing, the designee shall make a recommendation to the Board at a meeting held within 30 days of the date the request for a Board hearing was filed with the Superintendent. The employee shall be given an opportunity to respond to the recommendation either orally or in writing.

Closed Hearing—

If the grievance involves the character, professional competence, or physical or mental health of the employee bringing the grievance, it shall be heard by the Board in a closed meeting, unless the employee requests that it to be heard in public. If the grievance involves complaints or charges against another person, it shall be heard by the Board in a closed meeting, unless the person complained about requests that it be heard in public.

[Utah Code § 52-4-205\(1\)\(a\) \(20194\)](#)

Wayne School District
Classified Evaluation

Employee Name: _____ Location/Job: _____

School Year: _____ Observation Date: _____ Interview Date: _____

Levels for Assessing Performance

Level 1 - Not Effective / Level 2 - Emerging Effective / Level 3 - Effective / Level 4 - Highly Effective

	Levels	1	2	3	4
Knowledge					
1. Demonstrates knowledge of position as specified on the job description and other duties as defined by supervisor.					
2. Has obtained required certifications, licenses and/or training.					
Performance of Skills					
1. Performs duties in an acceptable manner.					
2. Demonstrates good judgment/makes appropriate decisions.					
3. Adapts to change.					
4. Organizes work and assignments effectively.					
Conduct					
1. Interacts appropriately with staff, students, and patrons.					
2. Works effectively with co-workers.					
3. Effective communication skills.					
Commitment to Job					
1. Observes work hours/attendance.					
2. Uses time effectively.					
3. Accepts accountability for job.					
4. Demonstrates initiative.					
Professional personal appearance and grooming					
1. Personal hygiene, grooming and attire are appropriate.					
Compliance to Wayne County School District practices and policies.					
1. Practices safe work habits.					
2. Follows policies and procedures.					
Comments:					
Post Evaluation Notes:					
Date:					
Employee Signature:			Evaluator Signature:		

Family Medical Leave

This policy is adopted in conformance with the Family and Medical Leave Act, [29 U.S.C. ' 2601 et seq.](#), and implementing regulations located at [29 CFR ' 825 et seq.](#) and supersedes all other District policies related to family leave, sick leave, bereavement leave, pregnancy leave and/or disability leave.

Definitions—

1. Eligible Employee

- a. An “eligible employee” means any classified or certified employee of the District who has been employed for at least 12 months by the District and worked at least 1,250 hours during the immediate 12-month period prior to any request for leave under this Policy.

[29 CFR § 825.110](#)

2. Instructional Employee

- a. An “instructional employee” is one whose principal function is to teach and instruct students in a class, small group, or individual setting and includes not only teachers but also coaches, driving instructors, and special education assistants such as signers for the hearing impaired.
- b. “Instructional employee” does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel (such as counselors, psychologists, or curriculum specialists) or non-teaching employees (such as cafeteria workers, maintenance workers, or bus drivers).

[29 CFR § 825.600\(c\)](#)

3. Employment Benefits

- a. The term “employment benefits” means all benefits provided or made available by the District to its employees such as group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits and pension or retirement benefits.

[29 CFR § 825.102](#)

4. Health Care Provider

- a. The term “health care provider” means a licensed doctor of osteopathy or medicine and other persons listed in the applicable regulation.

[29 CFR § 825.102](#)

5. Parent

- a. The term “parent” means the ~~natural biological~~ or adoptive or step or foster parent of a child or ~~legal guardian who acts in the place of a~~

~~parent~~ any other person who stood in loco parentis to the employee when the employee was a son or daughter as defined in this policy.

[29 CFR § 825.102](#)

6. Son or Daughter

- a. The term "son or daughter" means a biological, adopted, or foster child, a stepchild, a legal ward, ~~of a person who acts as parent or a child of a person standing in loco parentis.~~ A child is: (a) less than 18 years of age; or (b) older than 18 years but incapable of self-care ~~due to~~ ~~because of a~~ mental or physical disability at the time leave is to commence.

[29 CFR § 825.102](#)

7. Spouse

The term "spouse" means a legal husband or wife.

[29 CFR § 825.102](#)

8. Serious Health Condition

- a. The term "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider
- b. "Inpatient care" means consisting of an overnight stay in a hospital, hospice, or residential medical facility, together with any period of incapacity or any subsequent treatment in connection with that care
- c. "Continuing treatment by a health care provider includes:
- i. Incapacity and treatment, which is
 - 1. A period of incapacity of more than 3 consecutive, full calendar days and any subsequent treatment or period of incapacity relating to the same condition
 - 2. Which also involves:
 - a. Treatment 2 or more times, within 30 days of the first day of incapacity (unless extenuating circumstances as defined by regulation exist) by a health care provider or by a nurse or provider of health care services under the direct supervision of or under orders of or on referral by a health care provider, or
 - b. Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the health care provider's supervision.

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- ii. Pregnancy or prenatal care, which is prenatal care or any period of incapacity due to pregnancy
- iii. A chronic condition, which is
 - 1. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition.
 - 2. A “chronic serious health condition” is one which
 - a. Requires periodic visits (at least twice a year) for treatment by a health care provider or a nurse under direct supervision of a health care provider
 - b. Continued over an extended period of time (including recurring episodes of a single underlying condition), and
 - c. May cause episodic rather than a continuing period of incapacity (for example, asthma, diabetes, epilepsy, and so forth).
- iv. Permanent or long term conditions
 - 1. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective.
 - 2. The patient must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider.
 - 3. Examples of such conditions include Alzheimer’s, a severe stroke, or the terminal stages of a disease.
- v. Conditions requiring multiple treatments
 - 1. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or a provider of health care services under orders of or on referral by a health care provider for
 - 2. Either
 - a. Restorative surgery after an accident or other injury or
 - b. A condition that would likely result in a period of incapacity of more than three consecutive, full calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.) or kidney disease (dialysis).

vi. Absences relating to pregnancy or chronic conditions

1. An absence related to pregnancy or chronic conditions (as described above) qualify for FMLA leave even if no treatment is received and the absence does not last more than three consecutive calendar days. For example, in ability to report for work because of the onset of an asthma attack or because of severe morning sickness

[29 CFR § 825.113](#)
[29 CFR § 825.114](#)
[29 CFR § 825.115](#)

Eligibility—

An eligible employee is entitled to a total of 12 work weeks of leave without pay during any 12-month period in the event of any of the following:

1. the birth of a son or daughter of the employee and to care for that newborn son or daughter;
 - a. an expectant mother may take FMLA leave before the birth of the child for prenatal care or if her condition makes her unable to work.
2. the placement of a son or daughter with the employee for adoption or foster care;
 - a. a father, as well as a mother, can take family leave for the birth, placement for adoption or foster care of a child.
3. a spouse, son, daughter or parent who has a serious health condition;
or
4. the employee suffers from a serious health condition that makes the employee unable to perform the essential functions of that employee's position.

An eligible employee is entitled to a total of 26 work weeks of leave without pay during a 12-month period to care for a covered service-member with a serious illness or injury incurred in the line of duty on active duty.

An eligible employee is entitled to a total of 12 work weeks of leave without pay during a single 12-month period for any qualifying exigency arising out of a covered [militaryservicemember](#) family member who is on active duty or called to active duty status in support of a contingency operation. A qualifying [contingencyexigency](#) exists in the following circumstances:

1. Short-notice deployment;
2. Military events and related activities;
3. Child care and school activities;

4. Financial and legal arrangements;
5. Counseling;
6. Rest and Recuperation;
7. Post-deployment activities;
8. Parental ~~activities~~care; and
9. Additional activities not encompassed in the above, but agreed to by the employee and the District.

[29 CFR § 825.112](#)
[29 CFR § 825.200](#)
[29 CFR § 825.122](#)
[29 CFR § 825.127](#)
[29 CFR § 825.126](#)

Concurrent Leave—

The board hereby designates all paid or unpaid leave for any reason to be counted as part of and included in the Family Medical Leave so that an employee shall be entitled to no more than the maximum available leave allowed under the Family Medical Leave Act and other types of leave taken together.

The District hereby requires the employee to substitute any accrued vacation leave, personal leave, or family leave of the employee in place of any part of the FMLA leave week period of any leave under this policy.

Nothing shall require the District to provide paid sick leave, vacation leave, annual leave, or other type of paid leave in any situation where it is not otherwise provided under District policies.

[29 CFR § 825.207](#)

Limitations on Intermittent or Reduced Schedule Leave—

An additional limitation applies where an instructional employee needs intermittent leave or leave on a reduced schedule which is foreseeable based on planned medical treatment and which is needed for the employee's own serious health condition or to care for a family member with a serious health condition or for a covered service member. If the employee would be on leave for more than 20% of the total number of working days over the period the leave would extend, then the District may require the employee to choose one of the following options:

1. Take leave for a period or periods of a particular duration (not greater than the duration of the planned treatment); or
2. Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

If the employee fails to give the required notice of the foreseeable leave, the District may require the employee to take one of the above-listed options or may require the employee to delay taking the leave until the notice requirements have been satisfied.

Leave that is taken for a period that ends with the school year and continues at the beginning of the next school year is not considered intermittent but is considered consecutive.

If an instructional employee chooses to take leave for periods of a particular duration in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

[29 CFR § 825.601](#)
[29 CFR § 825.603\(a\)](#)

Foreseeable Leave—

An employee shall make a reasonable effort to:

1. provide the District with at least 30 days prior written notice of any anticipated leave under this policy whenever the leave is foreseeable; and
2. schedule treatment so as not to unduly disrupt the operations of the District.

[29 CFR § 825.302](#)

Employer Notification—

The District shall post in a conspicuous place on school premises a notice of rights under this policy [This Notice must be approved by the Secretary of Labor. See Policy Exhibit 1.]

Upon receipt of a written request for Family Medical Leave, the District will provide the employee written notification of the status of the leave request within 5 working days.

Spouses of Employees Employed by the District—

In any case where both husband and wife are employees of the District and both seek leave under this policy, such leave shall be limited to an aggregate of the maximum allowed individual leave during any 12-month period if:

1. Leave is sought to care for a newborn daughter or son or the adoption of a daughter or son; or
2. Leave is sought to care for a sick parent.

[29 CFR § 825.201](#)

Certification for Leave for Qualifying Exigencies—

All leave under this policy taken because of a military qualifying exigency shall be supported by a certification from the employee that includes:

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1. A statement or description, signed by the employee, of appropriate facts regarding the qualifying exigency which are sufficient to support the need for leave, including information on the type of qualifying exigency and any available written documentation which supports the request.
2. The approximate date on which the qualifying exigency commenced or will commence.
3. If the request is for leave for a single, continuous period of time, the beginning and end dates of the absence.
4. If the request is for leave on an intermittent or reduced schedule basis, an estimate of the frequency and duration of the qualifying exigency.
5. If the exigency involves meeting with a third party, appropriate contact information for the person with whom the employee is meeting (such as the name, title, organization, address, telephone number, and email) and a brief description of the purpose of the meeting.
6. If the exigency involves Rest and Recuperation leave, a copy of the military member's Rest and Recuperation orders or other documentation indicating that such leave has been granted, and the dates of the leave.
7. If the exigency is covered active duty or call to covered active duty status, then the first time that leave is requested because of that duty or call to duty, the employee must provide a copy of the orders or other documentation showing the status or call to status and the dates of the covered active duty service.

[29 CFR § 825.309](#)

Required Medical Certification—

All leave under this policy taken because of a serious health condition (of the employee or another) must be supported by a certification issued by a health care provider. (This requirement does not apply to leave taken for birth or adoption.)

1. The Board hereby designates all qualifying leave as Family Medical Leave.
2. The medical certification shall be provided at least fifteen (15) days after leave is requested or when the employee begins unforeseeable leave.
3. A certification is sufficient if it states:
 - a. The name, address, telephone number, fax number, and type of practice or specialty of the health care provider
 - b. The approximate date on which the serious health condition commenced.

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- c. The probable duration of the condition.
 - d. A statement or description of appropriate medical facts regarding the health condition for which the leave is requested which are sufficient to support the need for leave. (This may include information on symptoms, diagnosis, hospitalization, doctor visits, whether medicine has been prescribed, referrals to other medical providers, or any regimen of continuing treatment.)
 - e. If medical leave is required for the employee's absence from work because of the employee's own condition (including absences due to pregnancy or a chronic condition), information sufficient to establish that the employee cannot perform the essential functions of the employee's job as well as the nature of any other work restrictions and the likely duration of such inability.
 - f. If the patient is a covered family member with a serious health condition, information sufficient to establish that the family member is in need of care and an estimate of the frequency and duration of the leave required to care for the family member.
 - g. If intermittent or reduced-schedule leave is requested for planned treatment of a serious medical condition (of the employee or a family member), information sufficient to establish the medical necessity for such intermittent or reduced-schedule leave and an estimate of the dates and duration of such treatments and any periods of recovery.
 - h. If intermittent or reduced-schedule leave is requested for the employee's serious health condition (including pregnancy) that may result in unforeseeable episodes of incapacity, information sufficient to establish the medical necessity for such intermittent or reduced-schedule leave and an estimate of the frequency and duration of the episodes of incapacity.
 - i. If intermittent or reduced-schedule leave is requested for to care for a covered family member with a serious health condition, a statement that such leave is medically necessary to care for the family member, which can include assisting in the family member's recovery, and an estimate of the frequency and duration of the required leave.
4. The District may require the employee taking Family Medical Leave to complete the attached Fitness for Duty Certification prior to his/her return to work at the District. See Policy Exhibit 2

[29 CFR § 825.202](#)
[29 CFR § 825.312](#)

Required Medical Certification for Military Caregiver Leave—

When leave is taken to care for a covered service member with a serious injury or illness, the employee must provide a certification which satisfies the requirements of 29 CFR § 825.310.

[29 CFR § 825.310](#)

Other Provisions—

1. An employee who takes leave in conformance with this policy is entitled to:
 - a. be restored to the position held by the employee prior to leave; or
 - b. be provided an equivalent position in terms of benefits, pay and responsibilities.
2. No benefit accrued prior to taking leave shall be lost as a result of taking leave under this policy.
3. The employee shall not accrue any seniority or employment benefits during any period of leave.
4. The District may deny restoration of employment or an equivalent position to a key employee under circumstances and to the extent provided for by applicable regulations, which in general provide for this if:
 - a. The denial is necessary to prevent substantial and grievous economic injury to the operations of the District;
 - b. The District notifies the employee that it intends to deny restoration when it determines that injury would occur;
 - c. The employee elects not to return to employment after receiving notice; and
 - d. The employee is paid on a salary basis and is among the highest paid 10% of employees of the District.
5. If an employee fails to return to work after leave expires for reasons other than continuation, recurrence, or onset of a serious health condition of the employee, son, daughter, or spouse, or for other reasons outside of the employee's control, then the District may recover the premium paid for maintaining coverage for the employee during the leave period.

[29 CFR § 825.215](#)

[29 CFR § 825.213](#)

[29 CFR § 825.214](#)

[29 CFR § 825.216](#)

[29 CFR § 825.217](#)

[29 CFR § 825.218](#)
[29 CFR § 825.219](#)

Rules for Instructional Employee Leave Near End of Academic Term—

An “academic term” is a school semester, typically ending near the end of the calendar year and the end of the school year in the spring. (For FMLA purposes, the District cannot have more than 2 academic terms in a year.)

If an instructional employee begins leave more than 5 weeks prior to the end of an academic term, the employee must continue taking unpaid leave until the end of the academic term if:

1. The leave requested is of at least 3 weeks duration; and
2. The return to employment would occur during the 3-week period before the end of the academic term.

If the employee begins leave for reasons other than a personal serious health condition which commences less than 5 weeks prior to the end of the academic term, then the employee must continue to take unpaid leave until the end of the academic term if:

1. The leave requested is of greater than a 2-week duration;
2. The return to employment would occur during the 2-week period before the end of the academic term.

If the employee begins leave for reasons other than personal serious health condition during the period that commences 3 weeks prior to the end of the academic term and the leave is greater than 5 working days, then the employee must continue to take unpaid leave until the end of the academic term.

If an instructional employee is required under these rules to take leave until the end of the academic term, only the period of leave until the employee is ready and able to return to work is charged against the employee’s FMLA leave allotment.

[29 CFR § 825.602](#)
[29 CFR § 825.603](#)

Employee Bullying and Hazing

Note--

[Utah Code § 53G-9-605](#) requires that this policy be developed with input from students, parents, teachers, school administrators, school staff, or law enforcement agencies. Therefore, seek input from one or more of these groups prior to adopting this policy. This policy regulates employee conduct. There is a corresponding policy applicable to student conduct, Policy FGAD, and the policies should be considered together as part of the District's bullying and hazing policy. The current statutory deadline for updating the District bullying policy is September 1, 2018.

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.
2. Bullying: In general, bullying is aggressive behavior that is intended to cause distress and harm, exists in a relationship where there is an imbalance of power and strength, and is repeated over time. Bullying includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation. As specifically defined by this policy, "Bullying" means intentionally committing a written, physical, or verbal act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have one of the following effects:
 - a. causing physical or emotional harm to the school employee or student;
 - b. causing damage to the school employee or student's property;
 - c. placing the school employee or student in reasonable fear of:
 - i. harm to the school employee's or student's physical or emotional well-being; or
 - ii. damage to the school employee's or student's property.
 - d. creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - i. the pervasiveness, persistence, or severity of the actions; or

- ii. a power differential between the bully and the target; or
- e. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

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

3. "Communication" means the conveyance of a message, whether verbal, written, or electronic.
4. "Cyber-bullying" 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 cyber-bullying.
5. "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:
 - i. endangers the mental or physical health or safety of a school employee or student; or
 - ii. 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;
 - iii. 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
 - iv. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and either

- b. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event; or
- c. is directed toward a school employee or student whom the individual who commits 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 individual who commits the act also participates.

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

[Utah Admin. Rules R277-613-2 \(April July 9, 2018\)](#)
[Utah Code § 76-5-107.5 \(2011\)](#)
[Utah Code § 53G-9-601\(1\) to \(5\) \(20198\)](#)

“Retaliate” means an act or communication intended:

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

[Utah Code § 53G-9-601\(87\) \(20189\)](#)

“School employee” means:

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

[Utah Code § 53G-9-601\(10\) \(20198\)](#)

Bullying Prohibited—

No school employee may engage in bullying of a student or of a school employee.

School employees who engage in bullying are in violation of this policy and verified violations shall result in disciplinary action up to and including termination, consistent with the District’s Orderly Termination policy (DHA).

Anonymous reports of bullying alone cannot constitute the basis for formal disciplinary action.

The school or District may also report violations of this policy to law enforcement.

[Utah Code § 53G-9-605 \(20198\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(April July 9, 2018\)](#)

Hazing and Cyber-bullying Prohibited—

No school employee may engage in hazing or cyber-bullying of a student or of a school employee at any time or at any location.

School employees who engage in hazing or cyber-bullying are in violation of this policy and verified violations shall result in disciplinary action up to and including termination, consistent with the District's Orderly Termination policy (DHA).

The school may also determine to break up or dissolve a team, organization, or other school-sponsored group for hazing violations by its members.

Anonymous reports of hazing or cyber-bullying alone cannot constitute the basis for formal disciplinary action.

The school or District may also report violations of this policy to law enforcement.

[Utah Code § 53G-9-605 \(20198\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(April July 9, 2018\)](#)

Retaliation Prohibited—

No school employee may engage in retaliation against a school employee, a student, or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation against a school employee or student, or an alleged incident of abusive conduct.

School employees who engage in retaliation are in violation of this policy and verified violations shall result in disciplinary action up to and including termination, consistent with the District's Orderly Termination policy (DHA).

Anonymous reports of retaliation alone cannot constitute the basis for formal disciplinary action.

The school shall inform students who have reported being subject to bullying, cyber-bullying, or hazing and these students' parents that retaliation is prohibited and shall encourage the students and parents to be aware of and to report any subsequent problems or new incidents.

[Utah Code § 53G-9-605 \(20198\)](#)

[Utah Admin. Rules R277-613-4\(1\)\(a\) \(April July 9, 2018\)](#)

Making a False Report Prohibited—

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

School employees who engage in making such false allegations are in violation of this policy and verified violations shall result in disciplinary action up to and including termination, consistent with the District's Orderly Termination policy (DHA).

[Utah Code § 53G-9-605\(3\)\(d\) \(20198\)](#)
[Utah Admin. Rules R277-613-4\(1\)\(a\) \(April/July 9, 2018\)](#)

Action Plan—

Upon receipt of a reported incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation, the school principal or designee shall promptly review and investigate the allegations. At a minimum, this investigation shall include interviewing the alleged targeted individual and the individually alleged to have engaged in prohibited conduct. The principal or designee may also interview other individuals who may provide additional information, including the parents of the alleged target and alleged perpetrator, any witnesses to the conduct, and school staff. The principal or 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\(2\), \(3\), \(4\) \(April/July 9, 2018\)](#)

When it is determined that a student has been bullied, cyber-bullied, or hazed, this plan of action should include consideration of what support, counseling, or other assistance the student may need to prevent such mistreatment from adversely affecting the student's ability to learn and function in the school setting.

[Utah Code § 53G-9-605\(3\)\(g\) \(20198\)](#)

The plan of action may include supporting involved students through trauma-informed care practices, if appropriate, as defined in [Utah Admin. Rules R277-613-2\(134\)](#).

[Utah Admin. Rules R277-613-5\(6\) \(April/July 9, 2018\)](#)

The plan of action may also include positive restorative justice practice action, if permitted. Restorative justice practice is a discipline practice that brings together students, school personnel, school families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and promote healing. An alleged targeted student is *not* required to participate in a restorative justice practice with an alleged perpetrator. If the principal or designee desires to have an alleged targeted 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\(104\) \(April/July 9, 2018\)](#)
[Utah Admin. Rules R277-613-5\(6\) \(April/July 9, 2018\)](#)

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

[Utah Admin. Rules R277-613-4\(4\) \(April/July 9, 2018\)](#)

Training and Education—

Each school shall establish procedures for training school employees, coaches, volunteers and students on bullying, cyber-bullying, hazing, or retaliation.

Training to students, staff, and volunteers shall:

1. Include information on various types of aggression and bullying, including:
 - a. overt aggression that may include physical fighting such as punching, shoving, kicking, and verbally threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
 - b. relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
 - c. sexual aggression or acts of a sexual nature or with sexual overtones;
 - d. cyber-bullying, including use of email, web pages, text messaging, instant messaging, social media, three-way calling or messaging or any other electronic means for aggression inside or outside of school; and
 - e. civil rights violations, including bullying, cyber-bullying, hazing, and retaliation based upon the students' or employees' actual or perceived identities and conformance or failure to conform with stereotypes;
2. Complement required student suicide prevention programs and required suicide prevention training; and
3. Include information on when issues relating to this policy may lead to student or employee discipline.

[Utah Admin. Rules R277-613-4\(5\)\(b\) \(April/July 9, 2018\)](#)

This training shall be provided to all new employees, coaches, and volunteers and shall be provided to all employees, coaches, and volunteers at least once every three years.

[Utah Admin. Rules R277-613-4\(6\) \(April/July 9, 2018\)](#)

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, cyber-bullying, harassment and hazing prevention training prior to participation;

2. Repeat bullying, cyber-bullying, 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.

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 \(April/July 9, 2018\)](#)

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 cyber-bullying.

[Utah Code § 53G-9-605 \(2019\)](#)

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

[Utah Code § 53G-9-607\(1\)\(b\) \(2019\)](#)

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

[Utah Admin. Rules R277-613-5\(1\)\(b\) \(April/July 9, 2018\)](#)

Assessment—

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

[Utah Admin. Rules R277-613-4\(3\) \(April/July 9, 2018\)](#)

[Utah Code § 53E-9-203 \(2019\)](#)

Publication and Acknowledgment—

A copy of this policy shall be included in employee handbooks, shall be provided to the parent ~~or guardian~~ of each student enrolled in the District, and shall be available on the District website.

Each employee shall [annually provide a signed statement stating that the employee has received a copy of this policy.](#)

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~~Each student 8 years of age and older and a parent or guardian of each student enrolled in the District shall annually provide a signed statement stating that the student and parent or guardian has received a copy of this policy.~~

[Utah Code § 53G-9-605\(3\)\(h\), \(4\) \(2019\)](#)

Parental Notification of Incidents—

The school shall notify the parent ~~or guardian~~ of a student who is involved in an incident of bullying, hazing, cyber-bullying, abusive conduct, or retaliation (whether as a target or as a perpetrator).

The school is also required to notify the parent ~~or guardian~~ of a student who threatens to commit suicide. (See Policy FDACDE.) In addition, the school shall produce and maintain a record that verifies that the parent ~~or guardian~~ was notified of the threats or incidents listed above. The record is a private record for purposes of the Government Records Access and Management Act.

The process for notifying a parent ~~or guardian~~ shall consist of:

1. The school principal or designee shall attempt to make personal contact with a parent ~~or guardian~~ 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 ~~or guardian~~ may be contacted by phone. A second school person should witness the phone call.
2. Contact with the parent ~~or guardian~~ must be documented in a "Verification of Parent ~~or Guardian~~ Contact Regarding Threat or Incident."

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

[Utah Code § 53G-9-604 \(2019\)](#)
[Utah Admin. Rules R277-613-4\(2\) \(April July 9, 2018\)](#)

The record of parental notification shall be maintained in accordance with Policy FE, Policy FEA, [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\(2\)\(b\) \(2018\)](#)

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Created: 15 July 2017
Modified: ~~16 May 2018~~ May 2019

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Report to State Superintendent—

Each year, on or before June 30, the District shall submit a report to the State Superintendent which includes (1) a copy of the District's bullying policy; (2) confirmation of compliance with the requirement to obtain a signed acknowledgment of the policy from students, parents, and employees; (3) verification of required training regarding bullying, cyber-bullying, hazing, and retaliation; (4) the number of incidents of bullying, cyber-bullying, hazing, and retaliation; and (5) the number of those incidents that either included a student who is part of a federally protected class or was bullied, cyber-bullied, hazed, or retaliated against because of the student's disability, race, national origin, religion, sex, gender identity, or sexual orientation.

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[Utah Admin. Rules R277-613-5\(8\) \(April/July 9, 2018\)](#)

VERIFICATION OF PARENT ~~OR GUARDIAN~~ CONTACT REGARDING THREAT OR INCIDENT

I, [Name] _____, principal or principal's designee, contacted [Name of parent or guardian] _____ on [Date] _____ and notified him or her that [Name of student] _____ has made suicidal threats or was involved in an incident of bullying, hazing, cyber-bullying, 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:

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

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

Principal or Principal's Designee Title Date

School Staff Member Title Date

Employee Acceptable Use of Electronic Devices

Purpose—

District employees' job responsibilities may require them to use electronic devices or may be more efficiently and effectively fulfilled by use of such devices. District employees may also wish to use electronic devices for personal purposes during work time. However, electronic devices are subject to misuse and in some circumstances can have the effect of distracting and disrupting the employee and others in the school setting and may also lead to the disruption of the educational process. The purpose of this policy is to vest in school and District administrators the authority to enforce reasonable rules relating to electronic devices in the workplace and to establish the framework for acceptable use of such devices. Policy DMB contains additional standards relating to District-owned devices and devices being used to conduct District business.

Utah Admin. Rules R277-495-3(1) (April 8, 2019)

Definitions—

1. An "eE" electronic device" includes any type of computer or computer-like device (such as a tablet) as well as any "electronic communication device." An "Electronic communication device" is an electronic means a device that can be used for audio, video, or text communication or any other type of computer or computer-like instrument including:
 - a. to record and/or transmit (on either a real time or delayed basis) text, video or still images, sound, or other information. Examples of electronic communication devices include mobile telephones, "a smart" telephones
 - b. a smart or electronic watch;
 - c. a tablet; or
 - d. a virtual reality device, Personal Digital Assistants (PDAs), two-way radios, video broadcasting devices, and pagers.
2. "Guest" means an individual who is not a student, employee, or designated volunteer of a District school who is on school property or at the site of a school-sponsored activity or event.
3. "Inappropriate matter" means pornographic or indecent material as defined in Utah Code § 76-10-1235(1)(a).

Utah Admin. Rules R277-495-2(2), (3), (4) (April 8, 2019)
Utah Admin. Rules R277-495-4(1)(a) (April 8, 2019)

General requirements for acceptable use of electronic devices—

Employee use of electronic devices must comply with Policy EEB (regarding internet and school network use), Policy DAI (employee code of conduct), Policy DKB (regarding sexual harassment), Policy DKBA (regarding interactions with students), Policies FE and FEA (relating to privacy of student records and information) and any other applicable District policies. Certified employee use of

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electronic devices must also comply with the Utah Educator Standards (see [Utah Admin. Rules R277-515-1](#) and following). Employees shall not use electronic devices in any way which violates ~~applicable statutes or regulations~~ [local, state or federal laws](#). Employees shall not use electronic devices in ways that bully, humiliate, harass, or intimidate [school-related individuals, including](#) students, ~~other~~ employees, ~~and guests or other school-related individuals~~.

~~Utah Admin. Rules R277-495-4.A(2), (5), (6) (April 7, 2014)~~ [Utah Admin. Rules R277-495-4\(1\)\(a\), \(c\), \(f\), \(g\) \(April 8, 2019\)](#)

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

~~Utah Admin. Rules R277-495-4.C(1) (April 7, 2014)~~ [Utah Admin. Rules R277-495-4\(1\)\(c\), \(3\)\(a\) \(April 8, 2019\)](#)
[Utah Code § 76-10-1235 \(2007\)](#)

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

~~Utah Admin. Rules R277-495-4.D(1) (April 7, 2014)~~ [Utah Admin. Rules R277-495-4\(4\)\(a\) \(April 8, 2019\)](#)

[Electronic devices must not be used in hacking \(obtaining unauthorized access to or disrupting in any way\) any District network or any District electronic device.](#)

[Utah Admin. Rules R277-495-4\(1\)\(f\) \(April 7, 2019\)](#)

Personally owned electronic ~~communication~~ devices—

Employees may carry and use personally owned electronic ~~communication~~ devices on school property subject to this policy and any additional rules and regulations promulgated by the Board of Education. ~~Employees who violate this policy may be subject to disciplinary action.~~

Personal electronic ~~communication~~ devices should not be turned on during the employee's normal duty time to send or receive messages of a personal nature except in emergency situations or with pre-approval from the superintendent or school principal or designee. This includes all times when the employee has direct supervisory responsibility for students or school activities, including after regular school hours (such as at evening school-sponsored events). Personal use of an

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electronic ~~communication~~ device is allowable during normal break times, lunch times, preparation times, and outside of regular school hours when the employee does not have direct supervisory responsibility. Personal electronic ~~communication~~ devices should not be used during instructional time or at school-sponsored programs, meetings, in-services, conferences with parents or guardians, or any other time where there would be a reasonable expectation of quiet attentiveness.

Personal electronic devices should not be used while operating a District motor vehicle except as permitted by governing motor vehicle or other laws and then only when that can be done safely.

Training—

Each school shall, within the first 45 days of each school year, provide school-wide or in-classroom training to employees that covers:

1. The District's internet and electronic device policies (Policies DMA, DMB, FGAB, and EEB);
2. The importance of digital citizenship;
3. The District and school's student conduct and discipline policies;
4. The benefits of connecting to the internet and using the school's internet filters while on school premises; and
5. The discipline related consequences of violating internet and electronic device policies.

Utah Admin. Rules R277-495-5 (April 8, 2019)

Notice of policy—

Copies of the District's internet and electronic device policies shall be available on the District's website in the same location as the District's data governance plan and shall also be available at the District office, at school administration offices.

Utah Admin. Rules R277-495-3(4) (April 8, 2019)

Consequences for violating policy—

Violation of this policy or of Policies DMB or EEB may result in disciplinary action against the employee up to and including termination of employment.

Utah Admin. Rules R277-495-4(4)(c) (April 8, 2019)

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Employee Acceptable Use of District Electronic Communication Devices to Conduct District Business

Purpose—

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

Definitions—

1. ~~An “e~~Electronic device” ~~means~~ includes any device that is used for audio, video, or text communication or any other type of computer or computer-like instrument ~~device (such as a tablet) as well as any “electronic communication device.” Including:~~
 - a. A smart phone;
 - b. A smart or electronic watch;
 - c. A tablet; or
 - 1-d. A virtual reality device.
2. ~~An “Electronic communication device” is an electronic device that can be used to record and/or transmit (on either a real time or delayed basis) text, video or still images, sound, or other information. Examples of electronic communication devices include mobile telephones, “smart” telephones, Personal Digital Assistants (PDAs), two-way radios, video broadcasting devices and pagers.~~
2. ~~A “District electronic communication device” means~~ is an electronic ~~communication~~ device which is identified as being owned, provided, issued or lent by the District to an employee or student ~~or the fees for which are paid by the District.~~
3. ~~Utah Admin. Rules R277-495-2(2), (6) (April 8, 2019)~~

Eligible Users—

District electronic ~~communication~~ devices are to be used only by District employees. All employees requiring the use of a District electronic ~~communication~~

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device shall read this policy and sign the declaration of having done so which is Exhibit 1 to this policy.

Acceptable Use—

District electronic ~~communication~~ devices, or any electronic ~~communication~~ device primarily used to conduct District business, must be used in accordance with the following standards, in addition to those set out in Policy DMA:

1. District electronic ~~communication~~ devices are to be used only for District business. Personal use of these devices is prohibited except in emergency situations or with pre-approval from the superintendent or school principal or designee. In the event personal calls are made or received on a District electronic ~~communication~~ device, including personal emergency calls, the employee must reimburse the District for all costs incurred.
2. District electronic ~~communication~~ devices are valuable and should be handled with care. Loss, theft, or damage to a District electronic ~~communication~~ device must be reported immediately to the user's supervisor. If loss, theft, or damage occurs as a result of employee negligence, the employee to whom the device is assigned will be responsible for reimbursing the District for repair or replacement costs.
3. District electronic ~~communication~~ devices are to be used in an ethical and responsible manner. No employee is to use a District electronic ~~communication~~ device for the purpose of illegal transactions, harassment, obscene or offensive behavior, to access or create ~~pornographic or~~ inappropriate ~~material~~, for unauthorized access to an electronic network or files ~~or another electronic device~~ ("hacking" or similar unlawful behavior) or other violations of District policies or federal, state, or local laws, regardless of whether the device is located on District property when the misuse occurs or is located elsewhere.

~~Utah Admin. Rules R277-495-4.A(3), (5) (April 7, 2014) Utah Admin. Rules R277-495-4(1)(b), (f), (3)(a), (4)(a) (April 8, 2019)~~

4. If the employee assigned to use the District electronic ~~communication~~ device does not return the device and/or related equipment when requested, the employee will be required to reimburse the District for the purchase price of the device and/or related equipment.
5. Employees have no expectation of privacy in using District electronic ~~communication~~ devices. Such devices and all information contained on them may be inspected or searched at any time, either directly or remotely. Employees are prohibited from operating District devices in such a way as to conceal the use which has been made of the device, nor may employees install or permit installation of software or other means to accomplish the same purpose. Employees should be aware that a personal electronic ~~communication~~ device which is used to conduct District business may

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become subject to public records requests or other legally required disclosure to the extent of such use.

6. District electronic ~~communication~~ devices should be used judiciously during instructional time or at school-sponsored programs, meetings, in-services, conferences with parents or guardians, or any other time where there would be a reasonable expectation of quiet attentiveness.
7. District electronic ~~communication~~ devices are to be used in a safe manner. Employees should not use these devices while operating a non-District motor vehicle except to the extent permitted by governing motor vehicle or other laws. (~~General r~~Restrictions on use of electronic ~~communication~~ devices while operating District vehicles are set out in Policy DMA and specific restrictions applicable to school buses are set out in Policy CJDG.)

Misuse of District ~~Owned Electronic Communication Device~~—

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

~~Utah Admin. Rules R277-495-4.C(2) (April 7, 2014)~~ Utah Admin. Rules R277-495-4(3)(b) (April 8, 2019)

Responsibility for Device Cancellation Charges—

If an employee misuses a District electronic ~~communication~~ device or leaves District employment, the employee may be responsible for fees or charges associated with cancellation of the service contract.

If the Superintendent or designee determines that the employee no longer needs a District electronic ~~communication~~ device to perform the employee's job responsibilities, any fees or charges associated with cancellation of the service contract shall be the responsibility of the District.

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Created: [23 May 2019](#) - [October 2007](#)
Modified: ~~14 July 2017~~ [23 May 2019](#)

DMB

Policy Exhibit #1

Employee Declaration—

I, _____, have read and understood
Policy DMB, Employee Acceptable Use of District Electronic Devices, and agree to
adhere to the rules outlined therein.

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Employee signature

Date

Use of District Email for Political Purposes

Definitions—

1. A “political purpose” means an act done with the intent or in a way to influence, or intend to influence, directly or indirectly, any person to refrain from voting or to vote for or against (a) any candidate for public office at any caucus, political convention, primary, or election, or (b) any judge standing for retention at any election.
- ~~2. An “ballot proposition” means constitutional amendments, initiatives, referenda, judicial retention questions, opinion questions, bond approvals, or other questions submitted to the voters for their approval or rejection means a~~
2. A “ballot proposition” means a new law proposed for adoption by the public as provided in Utah Code Title 20A, Chapter 7.
- ~~3. A “proposed initiative” means an initiative proposed in an application filed under Utah Code § 20A-7-202 or Utah Code § 20A-7-502.~~
- ~~4. A “referendum” means a process by which a law passed by the Legislature or by a local legislative body is referred to the voters for their approval or rejection.~~
- ~~2-5.~~ 5. A “proposed referendum” means a referendum proposed in an application filed under Utah Code § 20A-7-302 or Utah Code § 20A-7-602.
- ~~3-6.~~ 6. A “campaign contribution” means any of the following when done for a political purpose or to advocate for or against a ballot proposition:
 - a. a gift, subscription, donation, loan, advance, deposit of money, or anything of value given to a filing entity (an entity subject to campaign and campaign finance reporting requirements);
 - b. an express, legally enforceable contract, promise, or agreement to make a gift, subscription, donation, unpaid or partially unpaid loan, advance, deposit of money, or anything of value to a filing entity;
 - c. any transfer of funds from a reporting entity (a candidate, a candidate’s personal campaign committee, a judge, a judge’s personal campaign committee, an officeholder, a party committee, a political action committee, a political issues committee, a corporation, or a labor organization) to a filing entity;
 - d. compensation paid by any person or reporting entity other than the filing entity for personal services provided without charge to the filing entity;
 - e. remuneration from:

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- i. any organization or the organization's directly affiliated organization that has a registered lobbyist; or
- ii. any agency or subdivision of the state, including a school district; or
- f. an in-kind contribution.

[Utah Code §20A-7-101\(7\), \(20\) \(2019\)](#)
[Utah Code § 20A-11-101\(3\), \(4717\), \(5241\) \(20179\)](#)
[Utah Code § 20A-11-1202\(2\), \(3\), \(6\), \(11\), \(12\), \(13\) \(175\) \(20197\)](#)

District Email May Not be Used for Political Purposes—

No person may use any District email system or service for a political purpose, or to solicit a campaign contribution, or to advocate for or against a ballot proposition, or to solicit a campaign contribution proposed initiative, initiative, proposed referendum, or referendum. An email sent in violation of this restriction is a record subject to the Government Records Access and Management Act and is not considered a personal note or personal communication.

[Utah Code § 20A-11-1205\(1\), \(7\) \(20189\)](#)

This prohibition does not apply in any of the following circumstances:

1. The person sending the email is directly providing information solely to another person or group of people in response to a question asked by the other person or group of people.
2. The information that the person emails is an argument or rebuttal argument prepared under Utah Code § 20A-7-401.5 or Utah Code § 20A-7-402 and the email satisfies all of the requirements of Utah Code § 20A-11-1205(5)(c).
3. The person is engaging in:
 - a. Communication solely within the District (with persons who have email accounts in the District's email system); or
 - b. Communication solely with another public entity; or
 - c. Communication solely with the District's legal counsel; or
 - d. Communication solely with the sponsors of the initiative or referendum that the email relates to.

[Utah Code § 20A-11-1205\(5\)\(b\), \(c\) \(2019\)](#)

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Wayne School District - Title I Parent and Family Engagement Policy

1. Wayne School District regards parent and family engagement vital to the academic success of students. Parents are the primary teachers of their children and serve as partners with the district in helping their children achieve academic success.
2. Wayne School District will involve parents in the development of its district plan by:
 - Involving parents of Title I schools on the Title I Plan Application committee, and
 - Preparing information for parent review and input.
3. Wayne School District will involve parents in the process of School Review and Improvement by:
 - Requiring Title I schools to involve parents in reviewing and rewriting the School Improvement Plan (SIP).
4. Wayne School District will provide coordination, technical assistance and other support to promote quality parent and family engagement activities to improve student achievement by:
 - Assisting them in understanding Utah's academic standards and assessments,
 - Developing understandable systems to report student achievement,
 - Providing schools resources for parent involvement in classrooms, activities and at conferences, and
 - Providing assistance for activities held at Title I schools.
5. Wayne School District will build the schools' and parents' abilities for parental involvement by:
 - Providing bi-annual district leadership meetings on ways to involve parents,
 - Informing parents of their rights according to Title I law,
 - Requiring Title I schools to convene an annual parent meeting, and
 - Developing communications systems for parents to access school information (call out, websites, Facebook, Twitter, etc.).
6. Wayne School District will coordinate and integrate the same strategies for parental involvement as provided through Head Start by:
 - Providing information on classes and activities at the Parent Information Resources Center (PIRC), and
 - Providing materials to schools as they transition preschool children into kindergarten.
7. Wayne School District will conduct an annual evaluation of the parent and family engagement policy in improving academic quality and identifying barriers to parent participation by:

- Convening a Parent Advisory Committee to review and revise the Parent and Family Engagement Policy,
- Facilitating the identification of barriers for family involvement by the committee, and
- Distributing the committee's findings to school administrators for review and/or action.

8. Wayne School District will ensure that Title I schools involve families in a variety of school activities by:

- Requiring schools to submit a school plan with a parent signature page,
- Providing information to schools on effective ways to make school plans available to the public.
- Providing translation services to Title I schools for school documents and parent conferences, and
- Providing resources for schools to sponsor parent seminars, family nights, school events, etc.

9. Wayne School District will address the concerns and complaints parents may have by:

- Requesting that they first contact the school teacher and or administrator concerning the matter,
- Providing parents an opportunity to take their concern/complaint to the District Title I director, and
- Providing parents the link to the Utah State Board of Education Complaint Procedure site <http://tinyurl.com/nxbfa5g>

New Hires

October 2019

Jorge Tristani – substitute teacher

Charity Jackson – substitute teacher

Hannah Jackson – lunch substitute

Willis Oldroyd - assistant wrestling coach

----- Forwarded message -----

From: **Scott Ellett** <scott.ellett@waynesd.org>

Date: Wed, Nov 6, 2019 at 10:06 AM

Subject: resignation letter

To: Mary Bray <mary.bray@waynesd.org>

Principal Bray and Wayne School District,

548

I would like to resign as the head baseball coach of Wayne High School.

Scott Ellett