



**Wednesday, April 10, 2024
USD Board Work Session**

**826 South 1500 East
Naples, UT**

Work Session Purpose: The purpose of the board work session is for the board and district administration to discuss and review issues dealing with school district business. This is a meeting held in the public, but public input is not held during this meeting. There are other meetings designed for public participation, questions, and comment. Patrons wishing to address the board on school district issues will be able to do so according to school district policy governing public input during board meetings. (002.0720 PUBLIC APPEARANCES AT BOARD MEETINGS).

There is a possibility that one or more Board Members may participate in the meeting electronically or by telephone.

The Board of Education may vote to convene in Closed Session, which will be closed to the public, pursuant to Utah Code sections 52-4-204 through 206.

1. INTRODUCTION/OPENING 3:30 p.m.

Subject	A. Welcome/Called to Order
Meeting	Apr 10, 2024 - USD Board Work Session
Category	1. INTRODUCTION/OPENING 3:30 p.m.
Access	Public
Type	Procedural

Subject	B. Reverence
Meeting	Apr 10, 2024 - USD Board Work Session
Category	1. INTRODUCTION/OPENING 3:30 p.m.
Access	Public
Type	Procedural

Subject	C. Leadership Governance - Dr. Rick Woodford, Superintendent
Meeting	Apr 10, 2024 - USD Board Work Session
Category	1. INTRODUCTION/OPENING 3:30 p.m.
Access	Public
Type	Procedural

1. Leadership Governance Policy Review - Dr. Rick Woodford, Superintendent
 - a) Policy 002.0730 Grievance Procedure for Allegations of Discrimination – Dr. Rick Woodford
2. Committee Reports
3. Open Meetings Act Training - Grant Stoddard, Business Administrator
4. Audit Training - Grant Stoddard

File Attachments

[002.0730 Grievance Procedure for Allegations of Discrimination.pdf \(83 KB\)](#)

2. POLICY REVISIONS

Subject	A. Policies for Approval on First Reading:
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Meeting	Apr 10, 2024 - USD Board Work Session
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Category	2. POLICY REVISIONS
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Access	Public
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Type	Procedural
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1. Policy 009.0250 Nutrition/Physical Wellness – Mindy Merrell, Support Services Director
2. Policy 002.0710 ~~Advisory Committees~~ Board Governance and District Administrative Committees– Dr. Rick Woodford
3. Policy 003.0915 Educational Language Services – Jayme Leyba, Curriculum Director

File Attachments

[009.0250 Nutrition Physical Wellness memo.pdf \(375 KB\)](#)

[002.0710 USD Board Memorandum 04-2024.pdf \(179 KB\)](#)

[003.0915 Educational Language Services 04.10.2024.pdf \(197 KB\)](#)

Subject	B. Policies for Approval on Second Reading:
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Meeting	Apr 10, 2024 - USD Board Work Session
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Category	2. POLICY REVISIONS
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Access	Public
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Type	Procedural
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1. Policy 002.0500 Administrative Regulations and Procedures – Dr. Rick Woodford

File Attachments

[002.0500 USD Board Memorandum 04-2024.pdf \(166 KB\)](#)

3. ITEMS REQUIRING FUTURE BOARD ACTION

Subject	A. Minutes - Grant Stoddard, Business Administrator
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Meeting	Apr 10, 2024 - USD Board Work Session
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Category 3. ITEMS REQUIRING FUTURE BOARD ACTION

Access Public

Type Procedural

1. March 6, 2024, Work Session Minutes
2. March 6, 2024, Business Meeting Minutes

File Attachments

[2024.04.09 - March 2024 Work Session Pending Minutes \(Draft 3\).pdf \(207 KB\)](#)
[2024.04.09 - March 2024 Business Meeting Pending Minutes \(Draft 2\).pdf \(230 KB\)](#)

Administrative File Attachments

[March 2024 Work Session Pending Minutes - Comparison Document.pdf \(701 KB\)](#)

Subject B. Contracts Needing Board Approval - Grant Stoddard

Meeting Apr 10, 2024 - USD Board Work Session

Category 3. ITEMS REQUIRING FUTURE BOARD ACTION

Access Public

Type Procedural

1. AVEC Curriculum Contracts
 - a. Renaissance Star Math and Star Reading
 - b. Pearson Gradpoint
 - c. Edmentum Apex Learning
2. Rocky Mountain Power Master Electric Service and Facilities Improvements Agreement
3. Real Estate Purchase Contract (the "REPC")

File Attachments

[2024.04.10 - Board Memorandum re Contracts Needing Approval.pdf \(268 KB\)](#)
[2024.04.10 - Board Memorandum re Contracts Needing Approval \(Attachments\).pdf \(11,591 KB\)](#)

Admin Content

This Real Estate Purchase Contract with Alan Stephens will need to be revisited after the Closed Session during the Business Meeting.

Administrative File Attachments

[Stephens USD REPC and Add 1.pdf \(690 KB\)](#)

Subject C. Earth Systems Curriculum Adoption - Jayme Leyba

Meeting Apr 10, 2024 - USD Board Work Session

Category 3. ITEMS REQUIRING FUTURE BOARD ACTION

Access Public

Type Procedural

Earth Systems Curriculum Adoption Plan

File Attachments

[04_10_24 Earth Systems Curriculum Adoption \(1\).pdf \(95 KB\)](#)

[Uintah High School Dimensions Earth 9-12 5 Years 200 Student Print 12-21-2023 \(004\).pdf \(492 KB\)](#)

Subject D. 2024-2024 District Improvement Plan - Dr. Rick Woodford

Meeting Apr 10, 2024 - USD Board Work Session

Category 3. ITEMS REQUIRING FUTURE BOARD ACTION

Access Public

Type

File Attachments

[USD Board Memorandum District Improvement Plan 04-2024.pdf \(98 KB\)](#)

[District Improvement Plan Draft 24-25.pdf \(346 KB\)](#)

Subject E. PBIS Plans - Mindy Merrell, Support Services Director

Meeting Apr 10, 2024 - USD Board Work Session

Category 3. ITEMS REQUIRING FUTURE BOARD ACTION

Access Public

Type Procedural

File Attachments

[PBIS board memo 2024.pdf \(153 KB\)](#)

Administrative File Attachments

[PBIS Plans FY24.pdf \(5,016 KB\)](#)

Subject F. Foreign Exchange Students - Mindy Merrell

Meeting Apr 10, 2024 - USD Board Work Session

Category 3. ITEMS REQUIRING FUTURE BOARD ACTION

Access Public

Type Procedural

File Attachments

[Foreign Exchange Students Memo 2024.pdf \(154 KB\)](#)

Subject	G. Proposed Flexible Allocation Expenditures - Grant Stoddard
Meeting	Apr 10, 2024 - USD Board Work Session
Category	3. ITEMS REQUIRING FUTURE BOARD ACTION
Access	Public
Type	Procedural

File Attachments

[2024.04.10 - Board Memorandum re Proposed Flexible Allocation Expenditures.pdf \(237 KB\)](#)

4. INFORMATIONAL/DISCUSSION ITEMS

Subject	A. Middle School Science Curriculum - Jayme Leyba
Meeting	Apr 10, 2024 - USD Board Work Session
Category	4. INFORMATIONAL/DISCUSSION ITEMS
Access	Public
Type	Informational

[Middle School Science Curriculum Adoption Plan](#)

File Attachments

[4_10_24 Middle School Science Curriculum Adoption.pdf \(95 KB\)](#)
[Rationale for TCI.pdf \(52 KB\)](#)

In compliance with the Americans with Disabilities Act, individuals needing special accommodations during board meetings should notify Shawna Muhme at 826 South 1500 East, Naples, Utah, or call 781-3100 ext 1001, at least five (5) days prior to the meeting. The Uintah School District does not discriminate on the basis of race, religion, color, national origin, sex, age or disability, in admission or access to, or treatment of, employment or in its educational programs or activities. Inquiries may be referred to Mistalyn Leis, at 826 South 1500 East, Naples, Utah, 781-3100 ext. 1005.

UINTAH SCHOOL DISTRICT POLICY ACTION REVIEW

1st Reading	<u>10/3/85</u>	New	<u> </u>
2nd Reading	<u>10/17/85</u>	Revised	<u> </u>
Effective Date	<u>10/17/85</u>	Substitute	<u> </u>

**002.0730 GRIEVANCE PROCEDURE FOR ALLEGATIONS OF
DISCRIMINATION**

Any student, employee, or citizen may file a grievance concerning matters related to possible discrimination with a responsible employee as designated in Section 86.8 of Title IX of the Educational Amendment of 1972. The name, address, and telephone number of the so designated employee will be regularly advertised and posted in all schools.

Such complaints will be processed by the "responsible employee" as provided and outlined in steps one, two, and three of the employee grievance procedure filed under Employee Personnel Policies. (Section 005.0000).

In the event that the grievance remains unresolved at the termination of this grievance procedure, the grievant is free to pursue such litigation or statutory remedy as the law may provide.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

Memorandum

To: Dave Chivers, President
Tawnya McKee, Vice President
USD Board Members

From: Mindy Merrell, Support Services Director

Cc: Rick Woodford, Superintendent
W. Grant Stoddard, Business Manager
Shawna Muhme, Secretary

Date: April 9, 2024

Re: 009.0250 Nutrition/Physical Wellness Policy

Recommendation: Approve Policy 009.0250 Nutrition/Physical Wellness Policy on first reading.

Background (rationale): The State asks us to review and revise this policy every 3 years. Sherry Hardman, Foods Coordinator, put together a committee of stakeholders to make revisions before sending this on to the policy committee. Minor changes and adjustments were made to keep us in compliance with the latest laws, rules, and regulations.

Policy Implications: None

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: None

Motion: Motion to approve 009.0250 Nutrition Physical/Wellness Policy on first reading.

UINTAH SCHOOL DISTRICT POLICY ACTION REVIEW

1st Reading	<u>2/9/22</u>	New	<u></u>
2nd Reading	<u>3/9/22</u>	Revised	<u>X</u>
Effective Date	<u>3/9/22</u>	Substitute	<u></u>

REVISES POLICY 009.0250 NUTRITION/PHYSICAL WELLNESS POLICY (LAST APPROVED 6/20/17)

009.0250 NUTRITION/PHYSICAL WELLNESS POLICY

1.0 GENERAL STATEMENT

Uintah School District recognizes the need to promote healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of a total learning environment. The district supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Research indicates there is a positive relationship between adequate nutrition, physical activity, and academic success. Students who are physically, mentally, emotionally, and social healthy during and after the school day have positive outcomes. The district knows education in wellness will optimize student performance potential and directs each building administrator to establish a plan for measuring implementation of this wellness policy.

2.0 NUTRITION

The ~~board~~ Uintah School District Board of Education supports the principles of proper nutrition and believes support must be a district wide commitment. In an effort to support the consumption of nutrient dense foods in the school setting, the district adopts the following nutrition standards governing the sale and consumption of food and beverage during the school day.

- 2.1 Quality School Meals - The Food Service Department will operate in accordance with USDA Federal Regulations that govern the National School Lunch, Breakfast and After-School Snack Programs.
 - 2.1.1 The Food Service Department shall conform to good menu planning principles, and feature a variety of healthy choices that are tasty, attractive and of excellent quality.
 - 2.1.2 The menus will include the use of nutrient dense foods that emphasize fruits, vegetables, whole grains and dairy foods which are low in fat, added sugars and sodium.
 - 2.1.3 Beverages will only include a variety of milk, 100% fruit juices, or water.
 - 2.1.4 A la carte options should emphasize a variety of choices of tasty, nutritious foods and beverages which are in compliance with Federal Smart Snacks (competitive foods) requirements. (Information about Smart Snacks regulations can be found on the United States Department of Agriculture website www.usda.gov. ~~Once on the website type "Smart Snacks" in the search box~~. <https://www.fns.usda.gov/tn/guide-smart-snacks-school>)

2.1.5 Meals may be provided for students who have special dietary needs. For details please see district policy # 009.0400.

2.2 Breakfast After The Bell: Uintah School District will comply with Utah Code 53G-9-205.1 which requires all Utah Schools that operate the National School Lunch Program to also operate the School Breakfast Program. This bill also requires schools with a free/reduced meal status percentage rate of 30% or higher to provide an Alternative Breakfast Service Model, which is defined as a method of serving breakfast to students after the instructional day begins.

2.2.1 If 70% or more of the free/reduced student population already participate in the school's traditional breakfast program, the site is exempt from the Alternative Breakfast Service requirement.

2.2.2 Utah State Board of Education rule R277-419-5 allows for activities, such as the alternative breakfast model, to be counted toward the 990 hours of educational services requirement.

~~2.2~~ 2.3 Adequate Time to Eat – Schools shall allow students no less than 10 minutes of sit-down time to consume breakfast, either in the cafeteria or the classroom, and no less than 20 minutes of sit-down time per lunch period. Students shall be given the opportunity, but are not mandated, to sit for the entire allotted time to consume their meal. *Students shall be allowed additional time to stand in line and time to travel to and from class.

~~2.3~~ 2.4 Other Healthy Food Options – Uintah School District is a sponsor of the National School Lunch and Breakfast Programs. All foods sold on school grounds and at school-sponsored activities, during the school day, ~~should~~ shall meet or exceed the district nutrition standards, including Smart Snack requirements, and not be in direct competition with the National School Lunch or Breakfast Programs of the school. The USDA defines "school day" as midnight the night before to 30 minutes after the end of the instructional day.

~~2.3-1~~ 2.4.1 School staff should be encouraged to decrease the use of food and drinks as rewards for students.

~~2.3-2~~ 2.4.2 Schools should encourage organizations to sell non-food items or nutritious food items which comply with Smart Snacks requirements as fundraisers of choice.

~~2.3-2-1~~ 2.4.2.1 In an effort to comply with USBE Board Rule 277-719 the school principal shall designate an individual to monitor and maintain records of all food and beverage sales and fundraisers which are sold to students at the school level during the school day, which are not part of the National School Breakfast, Lunch, and Snack Programs.

~~2.3-2-2~~ 2.4.2.2 In accordance with USBE Board Rule 277-719 each school may hold specifically exempted fundraisers no more than three times per year, with each fundraiser lasting no longer than five consecutive school days.

~~2.3-2-3~~ 2.4.2.3 CTE programs may submit a written fundraiser request to the USBE Child Nutrition Program Director in addition to the three allowed exempted fundraisers in R277-719-5.

~~2.3-2-4~~ 2.4.2.4 ~~School Site Fundraiser Application templates may be provided by the USD Child Nutrition Coordinator to provide assistance in documenting exempted, non-exempted and CTE exempted fundraisers.~~

~~2.3-2-5~~ 2.4.2.5 2.4.2.4 No type of food product may be sold during school lunchtime without prior approval of the School Foods Coordinator and principal of the school.

~~2.3-3~~ 2.4.3 If vending machines are placed in elementary schools they will only sell non-food items, water, milk, or juices, which are in compliance with Smart Snacks requirements.

~~2.3.4~~ 2.4.4 Vending machines and student stores at secondary schools shall only dispense offerings that are in compliance with Smart Snacks requirements.

~~2.3.4.1~~ 2.4.4.1 Vending machines shall be placed in selected areas at the discretion of the building administrator to minimize facility concerns and to better serve after-school activities.

~~2.3.5~~ 2.4.5 For food safety concerns, all persons or groups must obtain proper Health Department Permits before serving TCS Foods* at school events or on school grounds. Someone who holds a ServSafe or Food Safety Manager Certificate must oversee all such events.

~~2.3.5.1~~ 2.4.5.1 *TCS food is defined by the ServSafe and Safety Manager programs as the kinds of foods which are most likely to become unsafe due to improper time and temperature control. Examples of TCS Foods include items such as meat, milk, fish, sliced or cut fresh vegetables, eggs, poultry, and cooked vegetables.

~~2.3.6~~ 2.4.6 School staff are encouraged to practice good nutritional habits as examples for their students and their own well-being.

~~2.3.7~~ 2.4.7 If food or beverages are provided, but not sold, to students during the school day, (e.g., in classroom parties, classroom snacks, or other foods given as incentives), efforts shall be made to provide foods and beverages which promote good health.

~~2.3.8~~ 2.4.8 All marketing and advertising of food and beverages on the school campus, during the school day, shall only support those foods and beverages which meet Smart Snacks requirements.

~~2.3.9~~ 2.4.9 Students will be allowed to visit the water fountain throughout the school day and carry a water bottle in class.

~~2.3.10 Meals may be provided for students who have special dietary needs. For details please see district policy # 009.0400. Moved to 2.1.5~~

3.0 PHYSICAL ACTIVITY

A quality education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's regular education program from grades pre-K through 12. Uintah School District shall provide physical activity and physical education opportunities, aligned with the USBE core curriculum that provides students with the knowledge and skills to lead a physically active lifestyle.

3.1 Physical Education – A sequential, developmentally appropriate curriculum shall be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives.

3.1.1 Physical education classes and physical activity opportunities will be available for all students. The guidelines for appropriate levels and types of activity are outlined by Utah State Core Standards.

3.1.2 Staff supervised physical activity opportunities may be offered regularly before school, during school, or after school.

3.1.3 Programs will introduce developmentally appropriate components of a health-related fitness assessment, to the students starting with their first year of school to prepare them for future assessments.

- 3.1.4 Health-related fitness assessment or activity logging should begin in middle school and continue throughout high school PE classes. Efforts should be made to assist students to interpret their personal attainments and compare them to national physical activity recommendations.
- 3.2 Extracurricular Physical Activity Programs: (See district policy 007.0605)
- 3.2.1 Other Opportunities for Physical Activity –
- 3.2.1.1 Intramurals – Elementary, middle, ~~junior high~~ and high schools are encouraged to offer intramural physical activity programs that feature a broad range of competitive and cooperative activities.
- 3.2.1.2 Elementary Recess - School authorities shall encourage and develop schedules that provide time within every school day for preschool, kindergarten, and elementary school students to enjoy supervised recess.
- Every school shall have playgrounds, other facilities, and equipment available for free play.
 - Recess shall compliment, not substitute for, physical education classes.
 - Elementary school principals shall assist all teachers in developing a plan where students miss minimal recess or physical activity as a form of discipline or punishment.
- 3.2.1.3 Community Wellness Programs -Schools shall work with after school programs, recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time. (See district policy 10.0020)
- Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangement with community agencies and organizations to keep school- or district-owned facilities open for use by students, staff, and community members during non-school hours and vacations.
 - School policies concerning safety shall apply at all times.
- 3.2.1.4 Staff Physical Activity - The school/district shall plan, establish, and implement activities to promote physical activity among staff and provide opportunities for staff to conveniently engage in regular physical activity.

4.0 NUTRITION/PHYSICAL EDUCATION

Nutrition and physical activity education opportunities will be provided by school staff at each level of the educational system. These educational opportunities may include, but not be limited to, the distribution of educational and informational materials and the arrangement of presentations and workshops that focus on nutritional value and healthy lifestyles, health assessment, fitness activities, and other appropriate nutrition and physical activity related topics. All teachers will teach the Utah Core Standards for Health Education curriculum that pertains to their area of instruction which may encompass nutrition and healthy lifestyle information.

- 4.1 Expectations of this policy include:

- 4.1.1 Students in grades pre-K -12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- 4.1.2 Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the food service staff and teachers.
- 4.1.3 Students receive consistent nutrition messages throughout the school, classroom, and cafeteria.
- 4.1.4 Utah State Core curriculum directs that physical and nutritional education be integrated into the health education curricula as well as other areas of the curriculum. (i.e.: math, science, social studies, and language arts).
- 4.1.5 Schools link nutrition education activities with the coordinated school health program.
- 4.1.6 Staffs that provide nutrition and physical activity education must have appropriate training.
- 4.1.7 Schools are encouraged to share nutrition education activities and promotions that involve parents, students, and the community.

5.0 NUTRITION/PHYSICAL WELLNESS POLICY COMMITTEE

A formal review of the policy will be conducted every 3 years, at a minimum, by the USD Nutrition/Physical Wellness Policy Committee. However, if circumstances dictate review of the policy due to changes in law or other pressing matters, the committee will meet as often as necessary to update the policy. At a minimum the assessment will determine:

- Compliance with the policy,
- How the policy compares to model wellness policies, and
- Progress made in attaining the goals of the policy.

5.1 The committee will encourage representation of all school levels and include to the extent possible, but not limited to, parents, students, school nutrition program representatives, physical education teachers, health education teachers, school administrators, school board members, general public, and community council members.

5.2 The committee will assess district compliance by reviewing the Nutrition/Physical Wellness Policy Implementation Reports submitted by each school and the USD Child Nutrition Coordinator.

5.2.1 The Nutrition/Physical Wellness Policy Implementation Report template will be provided to each principal by the Child Nutrition Coordinator approximately 30 days before the committee meets. The report may be filled out by the school principal or his/her designee.

5.2.2 The committee shall notify the superintendent of concerns regarding compliance with the Nutrition/Physical Wellness Policy

6.0 The USD Child Nutrition Coordinator will make the following information available to the public:

- The Nutrition/Physical Wellness Policy, including updates to and about the policy, on an annual basis, at a minimum.
- The Triennial Assessment, including progress toward meeting the goals of the policy.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

Memorandum

To: Dave Chivers, President
Tawnya McKee, Vice President
USD Board Members

From: Rick Woodford, Superintendent

Cc: Grant Stoddard, Business Administrator

Date: April 8, 2024

Re: Policy 002.0710 (Board and District Administrative Committees)

Recommendation: Approve draft Policy 002.0710 (Board and District Administrative Committees) on first reading.

Background (rationale): The Board reviewed the existing Policy 002.0710 in March and decided to refer the policy to the Board Executive Committee for revisions. After reviewing the policy with the Board Executive Committee, Superintendent Woodford is recommending that the Board replace the existing policy with this draft that aligns with the USD Board Handbook for Leadership/Governance.

Policy Implications: Policy revision required.

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: None

Motion: Approve draft Policy 002.0710 (Board and District Administrative Committees) on first reading.

Board of Education

Dave Chivers, President • Tawnya McKee, Vice President • Todd Massey, Member
Denise Maynard, Member • Robin McClellan, Member

UINTAH SCHOOL DISTRICT POLICY ACTION REVIEW

1st Reading	04/10/2024	New	
2nd Reading		Revised	X
Approved		Substitute	

002.0710 BOARD AND DISTRICT ADMINISTRATIVE COMMITTEES

REVISES POLICY 002.0710 ADVISORY COMMITTEES (LAST APPROVED ON 10/17/1985)

~~The Board welcomes constructive criticism of the schools, through whatever medium, when it is motivated by a sincere desire to improve the quality of the educational program.~~

1.0 GENERAL POLICY STATEMENT

1.1 The Board may establish board governance committees and advisory committees to assist in the work of the Board. District administrative committees may be organized to assist the superintendent and business administrator in the administration of the district.

2.0 DEFINITIONS

2.1 Board governance committees: Committees established by policy that meet on a regular basis to assist the Board in the essential duties and functions of the Board. Board governance committees are chaired and vice-chaired by board members who are appointed by the board president.

2.2 Board advisory committees: Committees established by the board president in consultation with the superintendent for the purpose of advising the Board on topics, issues, and pending decisions that fall outside the typical confines of established board governance committees or district administrative committees.

2.3 District administrative committees: Committees established by the superintendent for the purpose of assisting the district's superintendent, directors, or business administrator in their essential administrative duties and functions.

3.0 BOARD COMMITTEES

3.1 Board governance committees include two members of the Board.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

3.2 The board president appoints board members to serve on committees and organizes the leadership of board committees.

3.3 The superintendent, in collaboration with the board president, appoints staff, and when appropriate, community members to serve on board governance committees.

3.4 Board governance committee appointments are generally for a term of 2 years but may be reviewed and adjusted at any time at the discretion of the board president.

3.5 Board governance committees shall include the following:

3.5.1 Board Policy Committee

3.5.2 Board Finance and Budget Committee

3.5.3 Board Facilities Committee

3.5.4 Board Audit Committee

3.6 When the Board needs advisement that falls outside the confines of the established board governance committees, the board president in consultation with the superintendent, may establish an advisory committee to address specific topics, issues, and pending decisions.

4.0 DISTRICT ADMINISTRATIVE COMMITTEES

4.1 District administrative committees may include one or two board members.

4.2 When the superintendent determines the need to include one or two board members on a district administrative committee, he/she consults with the board president. Only the board president can appoint a board member to serve on a district administrative committee.

4.3 Board members who serve on district administrative committees serve as a representative of the Board, but may not make a decision on behalf of the board.

4.4 The superintendent appoints a chair for each district administrative committee. Board members may not chair a district administrative committee.

4.5 The superintendent or his designee appoints staff and may invite parents, students, or community members to serve on a district administrative committee.

4.6 District administrative committees are advisory to the superintendent and business administrator.

4.6.1 Any recommendations, from district administrative committees to the Board, shall be reviewed by the superintendent.

4.6.2 The superintendent determines whether committee recommendations should be forwarded to the Board for consideration.

5.0 COMMITTEE RECOMMENDATIONS

Dr. Rick Woodford, Superintendent • **W. Grant Stoddard**, Business Administrator

826 South 1500 East • Naples, UT 84078

435.781.3100 • 435.781.3107 fax

www.uintah.net

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

5.1 All board governance and district administrative committees are advisory and thus are not authorized to take action.

5.2 Board governance committee recommendations are submitted to the Board's Executive Committee for consideration. Recommendations that are placed on a board meeting agenda may be considered for board action.

5.3 District advisory committee recommendations are submitted to the superintendent for review. The superintendent determines an appropriate course of action in response to the committee's recommendation(s). When appropriate, recommendations may be submitted to the Board's Executive Committee and eventually to the Board for consideration.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

Memorandum

To: USD Board Members

From: Jayme Leyba, Curriculum Director

Date: April 10, 2024

Re: 003.0915 EDUCATIONAL LANGUAGE SERVICES

Recommendation: Approve on first reading, a policy 003.0915 Educational Language Services

Background (rationale): [HB 302](#) requires an LEA to have a policy regarding language services.

Policy Implications: New policy

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications:

Motion:

UINTAH SCHOOL DISTRICT POLICY ACTION REVIEW

1st Reading		New	X
2nd Reading		Revised	
Approved		Substitute	

003.0915 EDUCATIONAL LANGUAGE SERVICES

1.0 GENERAL POLICY STATEMENT

- 1.1 The Board of Education for Uintah School District (Board) is committed to including parents and guardians in the educational process of their students' education, regardless of language. Uintah School District (District) shall provide any needed language services that parents and guardians of students require to be a partner in the educational process of their students.
- 1.2 The Board recognizes the importance of parental participation in the educational process in order for students to achieve and maintain high levels of performance. The Board is committed to complying with state policies on this issue and providing parents and students with the language services they require.

2.0 DEFINITIONS

- 2.1 "Interpretation" means using the assistance of an individual or technology to facilitate contemporaneous verbal communication between a speaker of English and a speaker of another language.
- 2.2 "Primary Language" means the first language spoken by a student and student's parent or guardian.
- 2.3 "Translation" means the process of converting written communication from one language to another language.

3.0 Interpreter Services

- 3.1 Interpreter services will be provided when families with language barriers require support from District. Interpreters or interpreting services may be certified and, where possible, have education-specific experience to provide the services outlined below. Interpretation shall be provided for, but not limited to:
 - 3.1.1 classroom activities;
 - 3.1.2 impromptu and scheduled office visits or phone calls;
 - 3.1.3 enrollment or registration processes;
 - 3.1.4 the IEP process;
 - 3.1.5 student educational and occupational planning processes;
 - 3.1.6 fee waiver processes;
 - 3.1.7 parent engagement activities;
 - 3.1.8 student disciplinary meetings;
 - 3.1.9 school community councils;

- 3.1.10 school board meetings;
- 3.1.11 other school or District activities; and
- 3.1.12 other interactions between parents, students, and /or staff.

3.2 Translator Services

The District shall provide guidance on the appropriate use of a translator or interpreter for the translation or interpretation of:

- 3.2.1 registration or enrollment materials, including primary language surveys and English learning program entrance and exit notifications;
- 3.2.2 assignments and accompanying materials;
- 3.2.3 report cards or other progress reports;
- 3.2.4 student discipline policies and procedures;
- 3.2.5 grievance procedures and notices of rights and nondiscrimination;
- 3.2.6 parent or family handbooks; and
- 3.2.7 requests for parent permission;
- 3.2.8 immunizations; and
- 3.2.9 any other guidance, including guidance on when oral interpretation is preferable to written translation.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

Memorandum

To: Dave Chivers, President
Tawnya McKee, Vice President
USD Board Members

From: Rick Woodford, Superintendent

Cc: Grant Stoddard, Business Administrator

Date: April 8, 2024

Re: Policy 002.0500 (ADMINISTRATIVE REGULATIONS AND PROCEDURES)

Recommendation: Approve draft Policy 002.0500 (ADMINISTRATIVE REGULATIONS AND PROCEDURES) on second reading.

Background (rationale): The Board reviewed the existing Policy 002.0500 during the Leadership Governance agenda in February. During the March board meeting, a revised draft was approved by the Board on first reading. The only changes for 2nd reading modified five of the "and/or" statements to "and" statements for better readability.

Policy Implications: Policy revision required.

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: None

Motion: Approve Policy 002.0500 (Administrative Regulations and Procedures) as drafted on second reading.

Board of Education

Dave Chivers, President • Tawnya McKee, Vice President • Todd Massey, Member
Denise Maynard, Member • Robin McClellan, Member

UINTAH SCHOOL DISTRICT POLICY ACTION REVIEW

1st Reading	03/06/2024		New	
2nd Reading			Revised	X
Approved			Substitute	

002.0500 ADMINISTRATIVE REGULATIONS AND PROCEDURES

REVISES POLICY 002.0500 ADMINISTRATIVE REGULATIONS (LAST APPROVED 09/11/07)

1.0 Administrative regulations **and/or procedures** are the detailed arrangements governing the operation of the schools. They are to be formulated by the Superintendent or the Superintendent's designee. Administrative regulations **and/or procedures** must be consistent with the policies and state and federal laws adopted by the Board.

~~2.0 The Board will formulate regulations only when required to do so by state law or when the Superintendent recommends board formulation in light of strong community attitudes.~~

2.0 The Superintendent will develop and establish **administrative regulations and/or** procedures, as needed, to implement a Board policy. ~~These~~ **When required by policy, certain administrative regulations and/or** procedures will be submitted to the Board for review and/or approval.

3.0 **In some cases, administrative regulations and/or procedures are embedded in policies adopted by the board. In such cases, the Board must authorize changes in the associated administrative regulations and procedures through the policy revision process.**

**Uintah School District
Board of Education
Uintah County, Utah**

Work Session Pending Meeting Minutes

These meeting minutes are “pending minutes” as that term is used in Utah Code Annotated section 52-4-203. That means the Uintah School District Board of Education has not yet approved them and they are subject to change until the Board approves them.

Date: March 6, 2024

Time: 4:00 p.m. – 5:36 p.m.

Location: 826 South 1500 East, Naples, Utah

Board Members Present:

- Board President Dave Chivers
- Vice President Tawnya McKee
- Robin McClellan (attended virtually)
- Todd Massey
- Denise Maynard

1. Introduction/Opening

a. Welcome/Call to Order

Grant Stoddard, Business Administrator, called the work session to order at 4:00 p.m.

b. Reverence

Principal Deanna Martineau offered the reverence.

c. Leadership Governance

i. Leadership Governance Policy Review

1. Policy 002.0710 Advisory Committees

Dr. Rick Woodford, Superintendent, discussed policy 002.0710, “Advisory Committees,” and the need to update the policy. He presented a revised version of the policy and asked for the Board’s direction regarding what should happen next. After some discussion, the Board decided to send Dr. Woodford’s draft to the Policy Committee for quick review and then back to the Executive Committee.

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ii. Committee Reports

Member McClellan reported on the Policy Committee and the Uintah School District Foundation. Member Maynard reported on the Risk Control Committee and the structure of the meetings. She stated that the Committee was reviewing procedures, safety measures, and self-inspection surveys. It was reported that Grant is looking into the State's requirements regarding the Risk Control Committee. Member Massey reported on the Finance Committee meeting and some of the questions that came in from stakeholders. Grant added that projections were also reviewed. President Chivers stated that by law the fee schedule that would be reviewed later in the meeting had to be approved by the Board on second reading by April 1. Member Massey stated that the schedule would be ratified later tonight with further discussion about a bill that had been passed by the legislature but not yet signed by the governor. Vice President McKee reported on the Policy Committee and stated that the policies reviewed would be discussed later in the meeting. She also stated that the spend plans attached to the fees were helpful. Vice President McKee reported on the Facilities Committee and stated that one of the items discussed at the Facilities Committee meeting was the demolition of the Maeser Training Center (the "MTC"). She explained that the District would not be adding parking to the area but may consider selling portions of the property. President Chivers stated that the old district office building was now demolished and that the MTC should be demolished within the next few days. President Chivers also reported on the construction of the new preschool and shared the vision of the additional parking at VMS where the old district office was. Grant mentioned the plan to have an open house at the new Ag Building to be held on April 12, 2024. He explained that more information on the open house would follow.

2. Policy Revisions

a. Policies for Approval on First Reading

i. Policy 002.0500, "Administrative Regulations"

Dr. Woodford presented a revised draft of policy 002.0500, "Administrative Regulations." He read the original policy and discussed areas where it needed updating, highlighting where his draft made those updates. Dr. Woodford asked that the Board review the draft and provide feedback over the course of the next month. He stated that he would then make any necessary changes to the draft and take it back to the Executive Committee for final review before bringing it back before the Board on second reading.

b. Policies for Approval on Second Reading

ii. Policy 007.0415, "Student Insurance"

Grant proposed eliminating policy 007.0415, "Student Insurance" as it was no longer applicable. No further discussion was had about eliminating the policy.

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iii. Policy 002.0451, “Decisions in the Absence of Board Policy”

Dr. Woodford presented a revised version of policy 002.0451 and discussed the revisions that had been made. He asked the Board to review the revised version, which it did, and then discussed section 2.1 and listened to input from various members of the Board. Dr. Woodford shared that decisions sometimes needed to be made ahead of notifying the Board and that the policy allowed for that to happen.

iv. Policy 007.0505, “School Fees Policy” and Policy 007.0505, “Maximum Participation Costs/Fee Schedule (Fees and Fundraising)”

Grant stated that two policies that had previously been numbered 007.0505 were being merged into one policy 007.0505 in compliance with state law. He reported that per the feedback from the Board, a meeting took place between several secondary school principals and the business department and that various things, including the wrestling camp fees, were discussed. Grant highlighted, specifically, the discussion of who pays for fee waivers, sharing the historical practice and how it would change for the next year. He stated that fundraising money would not be used to cover the cost of fee waivers but that the District and the individual schools would share the burden of paying for students on fee waivers. He discussed a recent bill that the legislature had passed (H.B. 415) and explained that if that bill were signed by the Governor, it would largely eliminate curricular and co-curricular fees in future fiscal years. He explained that the fee schedule must be passed by April 1 to charge fees for the 2024-25 school year and that any fee and spend plan with a fundraising component, if H.B. 415 became law, would need to be altered. He reminded the Board that the fees listed on the schedule were maximum fees and emphasized that adjustments had been made after discussion at the last board meeting. President Chivers shared that Grant had explained the foregoing to him and Member Massey in the regular meeting of the Finance Committee. Christy Nerdin, principal of Uintah High School, spoke about the collaboration with the Business Department. Member McClellan inquired about how much curricular and co-curricular fees were for previous years, and Rodrigo Jurado, Uintah School District Accountant, provided some figures.

3. Items Requiring Future Board Action

a. Minutes

Grant presented the pending minutes from the February work session and business meeting and from the special business meeting on February 21, 2024. He explained that requested revisions had been made and those updates were provided to the Board Members previously. No additional revisions were requested.

b. Purchases over \$50,000 and/or Contracts Needing Board Approval

Grant asked that the Board review the memorandum submitted by Jayme Leyba, Curriculum Director. Jayme presented on a proposed extension of the District’s agreement

regarding Ready Math curriculum for one year until the State finishes updating math standards. Jayme explained that the extension would affect grades K-8. Jayme referred the Board to his quote and memorandum. Member Massey asked for clarification on the cost and if it was part of the budget. Jayme confirmed that it was. Member McClellan asked for clarification on the breakdown of cost, and Jayme provided that clarification. Grant thereafter presented information about a purchase totaling \$50,000 by the Foods Department and requested approval of a multi-year contract for LanSchool licenses. He explained that entering into the multi-year contract would provide significant cost savings and that it complied with federal requirements for use of ESSER funds that the District had received.

c. Revised 2024-25 Academic Calendar

Mindy Merrell, Support Services Director, presented a change to the 2024-25 academic calendar based on House Bill 477, which requires kindergarteners to have the same average daily membership as students in grades 1-3. She explained that additional changes were made due to the minimum day on Fridays, trade days, and make-up snow days. She explained that the trade days and make-up snow days would be switched to ensure that staff working on the trade day would have access to district office staff. Vice President McKee and Member McClellan stated that they had received some negative feedback about the shorter Christmas Break during the 2023-24 school year and opined that the 2024-25 proposed calendar was a better choice. Director Merrell stated that those public concerns would be considered when developing future academic calendars.

d. Revised 2025-26 Academic Calendar

Mindy presented proposed revisions to the 2025-26 academic calendar that mirrored the 2024-25 academic calendar.

e. Amended 2023-24 UON School Land Trust Plan

Jayme presented an amended UON School Land Trust Plan and asked that the Board approve it. He explained that once a plan is approved by the Board, it then goes to the school's community council for potential revisions and then back to the Board. He referred the Board to his memorandum and shared why the changes were made.

4. Informational/Discussion Items

a. Review of 2022-23 School Land Trust Plans

Jayme presented the 2022-23 School Land Trust plans and goals for the District's schools. He explained that principals are required to report on the plan and show the goals met as well as the percentage of the school's carryover. President Chivers asked for clarification on different locations' goals and if they had met them. Member McClellan inquired about the progress report about meeting the goals and was referred to the attached data. Jayme reported that the school year was not completed when the goals had to be submitted, so the data did not reflect end-of-year results.

b. Earth Systems Curriculum Adoption

Jayne presented a proposal to adopt a new Earth Systems curriculum for Uintah High School. He discussed the timeline and explained that there would not be a vote at this board meeting regarding this curriculum adoption. Rebecca Jones, District Instructional Coach, provided handouts for the Board to review and shared some of the curriculum review process. Member McClellan shared her experience of watching the vetting process and voiced her approval of it. Rebecca offered to meet with anyone who would like to review the materials that were proposed to be adopted. She explained that this curriculum was based on the Utah State standards. Uintah High School Principal Christy Nerdin shared that standardizing the curriculum would allow the same experience for students regardless of the classroom they are in.

5. Adjournment

President Chivers entertained a motion to adjourn. Member Massey made a motion to adjourn, and Member Maynard seconded it. The Board approved the motion unanimously, and the meeting adjourned at approximately 5:36 p.m.

DRAFT

**Uintah School District
Board of Education
Uintah County, Utah**

Business Meeting Pending Meeting Minutes

These meeting minutes are “pending minutes” as that term is used in Utah Code Annotated section 52-4-203. That means the Uintah School District Board of Education has not yet approved them and they are subject to change until the Board approves them.

Date: March 6, 2024

Time: 6:01 p.m. – 8:19 p.m.

Location: 826 South 1500 East, Naples, Utah

Board Members Present:

- Board President Dave Chivers
- Vice President Tawnya McKee
- Robin McClellan (attending virtually)
- Todd Massey
- Denise Maynard

1. Introduction

a. Welcome/Call to Order

Grant Stoddard, Business Administrator, called the business meeting to order at approximately 6:01 p.m.

b. Reverence

The reverence was offered by Aaron Averett.

c. Pledge of Allegiance

Isaac Manwaring led the pledge of allegiance.

d. Student Board Member Report

Student Board Member Kate Larson was not present to report.

e. Celebrations

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i. UHS State Boys Wrestling Champions

Coach Phillip Keddy, Uintah High School Wrestling Coach, highlighted the UHS boys' wrestling team. He shared how hard the team had worked this season and expressed appreciation for being celebrated. He recognized the support from the community and District. He celebrated the four who received championship titles: Ethan Sharp, Rykan Hacking, Michael Alexander, and Brody Rhoades. Coach Keddy reported that the four champions would return to wrestle for UHS next year.

ii UHS State Girls Wrestling Champions

Coach Patrick Sharp, Uintah High School, celebrated the girls' wrestling team. He shared some of the team's goals, which extended beyond winning. He highlighted those that won championship titles: Kenna McCauley, Sadie Rhoades, Chanley Green, and Sydnie Dick.

iii UHS Boys Swimming Record Breakers

Coach Jared Bigler, Uintah High School, celebrated the boys' swim team and expressed appreciation for taking over a well-established program and for the youth feeder program. Coach Bigler highlighted the various wins throughout the season that led them to the regional championship. He noted that swimmers qualify for the State meet individually and presented the five that competed in the State meet: Wyatt Kiever, Jagger Morton, Cullen Thomas, Paul Buschkowsky, and Jaten Barraclough.

iv UHS DECA Nationals Qualifiers

Kami Elison, Uintah High School DECA Advisor, and Joleen Zimmer, Uintah High School Assistant DECA Advisor, presented the students who qualified for Nationals. Kami shared that they would be heading to Anaheim to compete in April. Kami paid tribute to Joleen Zimmer who built the program and would be retiring at the end of the school year.

v Students of the Month

The following students were recognized as students of the month by their teachers and/or administrators:

- Gabriel Grove (Central Cove Preschool);
- Mayson Nickell (Ashley Elementary);
- JT Sand (Davis Elementary);
- Mark Lewis (Discovery Elementary);
- Whitley Mair (Eagle View Elementary);
- Tristan Christensen (Lapoint Elementary);
- Maddy Keith (Maeser Elementary);
- Dean Grubaugh (Naples Elementary);
- Rosalee Hayes (Uintah Middle School);

- Russell Koons (Vernal Middle School);
- Taylor Murray (Uintah High School); and
- Talon Stevens (Ashley Valley Education Center/Uintah Online).

f. School Reports

Maeser Elementary Principal, Denise Williams, reported on all the amazing things happening at Maeser Elementary. She highlighted the teachers and the responsibilities vying for their attention. Denise presented on the RISE data and how Maeser increased student proficiency in language arts, math, and science from last year to this year. She shared Maeser’s plan to increase proficiency in reading based on the state standard and presented graphing that showed the progress students were making. She also highlighted the areas of intervention based on tracking students' progress.

g. Patron Input

Pearl Sheffer requested to address the Board. She reported that her son hated school due to the implementation of Amplify. She asked the Board to reconsider the approval of the Amplify curriculum adoption as it limited the teachers’ ability to be autonomous, among other things. Pearl also spoke on student behavior concerns she observed during substituting and inappropriate materials in the school libraries. She provided a copy of the letter she read to the Board.

1. Business/Action Items

h. Consent Calendar

The Consent Calendar was presented. Member Maynard made a motion to approve the Consent Calendar, which included board meeting minutes from February 7, 2024, Work Session, February 7, 2024, Business Meeting, February 21, 2024, Special Business Meeting, Purchases over \$50,000 and/or Contracts, Monthly Board Financial Update, Revised 2024-25 Academic Calendar, Revised 2025-26 Academic Calendar, and Amended 2023-2024 UON School Trust Lands Plan. Member Massey seconded the motion. The Board passed the motion unanimously.

i. Policies for Approval on First Reading

President Chivers entertained a motion to approve the revised policy (policy 002.0500, “Administrative Regulations”) being considered on first reading. Vice President McKee so moved, and Member Massey seconded the motion. The Board passed the motion unanimously.

j. Policies for Approval on Second Reading

Member Massey made a motion to approve policy 007.0415, “Elimination of Student Insurance,” on second reading. Member Maynard seconded the motion. Grant clarified the motion should be to eliminate policy 007.0415, “Student Insurance.” Member Massey amended his motion, stating that it was to eliminate policy 007.0415, “Student Insurance,” on second reading.

Member Maynard seconded the amended motion. The Board passed the amended motion unanimously.

Vice President McKee moved to approve revised policy 002.0451, "Decisions in the Absence of Board Policy," on second reading. Member McClellan seconded the motion. The Board passed the motion unanimously.

Member Massey moved to approve revised policy 007.0505, "School Fees Policy" on second reading. Member Maynard seconded the motion. The Board passed the motion unanimously.

d. Personnel Changes

Vice President McKee made a motion to approve the personnel changes, which are summarized in the attached list. Member Maynard seconded the motion. Dr. Mistalyn Leis, Human Resource Director, clarified the personnel changes and answered the Board's questions regarding individual changes. Following Dr. Leis's remarks, the Board held a vote on the pending motion, and passed it unanimously.

2. Informational/Discussion Items

a. Capital Outlay Forecast

Grant presented the capital outlay forecast, emphasizing that it was just a forecast and that things could turn out differently. He provided a more specific projection for the next five years and a broader projection for the following 15. He explained that based on his projections, it would be advisable to increase the capital levy rate when the District's general obligation bonds are paid off to prepare for rising maintenance costs. He also said that the Facilities Committee had work to do on the District's 20-year plan to address the projected increase in maintenance costs and when it would make more sense to bond and replace structures rather than maintain them.

b. Calendar Items

The Board reviewed the calendar items submitted. Dr. Woodford highlighted the community council meetings coming up along with the various other events happening in the District. President Chivers asked that the Ag Building open house be added to the calendar.

c. Superintendent and/or Board President Follow-up or Clarification on Items Discussed during the Meeting

President Chivers invited the members, Dr. Woodford, and Grant to share their final thoughts for the meeting. President Chivers then shared his parting thoughts.

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3. Adjournment

President Chivers entertained a motion to adjourn. Vice President McKee made a motion to adjourn, and Member Massey seconded it. The Board approved the motion unanimously, and the meeting adjourned at approximately 8:19 p.m.

DRAFT

DATE: **March 6, 2024**
 TO: UINTAH BOARD OF EDUCATION
 FROM: Dr. Mistalyn Leis, Director of Human Resources
 RE: Board Approval Request for **March 6, 2024**, Board Approval of New Hires, Newly Assigned Employees; Notification of Separations of Employment.

Superintendent Woodford requests Board approval of the following individuals for hire/assignment to new positions:

a. NEW HIRES – BOARD APPROVAL REQUESTED:

Name	Position	Assignment	FTE	Education/ Training	Source of Funding
Stacy Palmer	Intervention Aide	Lapoint	0.7375	All Required	Program 5678 TSSA
Carson Oaks	SpEd Aide	Naples	0.7375	All Required	Program 1205 SpEd Add On
Kazzandra Gibson	Intervention Aide	Naples	0.7375	All Required	Program 7801 ESEA Title 1 Grants
Heather Zapata	SpEd Aide	Maeser	0.7375	All Required	Program 1205 SpEd Add On
Nichole McCoy	Kindergarten Teacher	Ashley	1.0	Bachelor of Science Major: Elementary Education	Program 0050 and 5641 Regular Ed and Early Interventions
Tylynn Goodrich	Intervention Aide	Lapoint	0.7375	All Required	Program 0185 Intervention Aides
Chantel Cook	Intervention Aide	Discovery	0.60	All Required	Program 5420 School TrustLands
Rebecca Halverson	Summer School Teacher	AVEC	0.50	Bachelor of Science Major: Elementary Education	Program 5344 Students at Risk Add On
Lori Hardman	Summer School Teacher	AVEC	0.50	Bachelor of Arts Major: History	Program 5344 Students at Risk Add On
Aubree Grant	SpEd Aide One-on-One	VMS	0.7375	All Required	Program 1210 SpEd Self Contained

b. NEWLY ASSIGNED EMPLOYEES – BOARD APPROVAL REQUESTED:

Name	Former (Current) Assignment	New Assignment	Effective Date
Tamera Jones	Cook (0.75 FTE) @ Naples	SpEd Lead Teacher Aide (0.875 FTE) @ CEC	2/20/2024
Kami Elison	Assistant DECA Advisor (0.4875 FTE) @ UHS	Head DECA Advisor (0.4875 FTE) @ UHS	2/20/2024
Christy Nerdin	Principal (1.0 FTE) @ UHS	Director of Secondary Education (1.0 FTE) @ USD	TBD

c. NEWLY HIRED EXTRACURRICULAR COACHES

Name	Program	School	Years of Service
Mileigh Hall	Assistant Softball Coach	UHS	1
Juliet Mackay	50% Stipend Assistant Volleyball Coach	UHS	1
Kendal Hacking	50% Stipend Assistant Baseball Coach	UHS	1
Ryan Deets	50% Stipend Assistant Baseball Coach	UHS	1

d. NEWLY HIRED NON-SANCTIONED ACTIVITIES

Name	Program	School	Years of Service
Joleen Zimmer	Assistant DECA Advisor	UHS	25

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

Memorandum

To: Dave Chivers, President
Tawnya McKee, Vice President
USD Board Members

From: W. Grant Stoddard, Business Administrator

Cc: Rick Woodford, Superintendent
Shawna Muhme, Superintendent's Secretary

Date: April 10, 2024

Re: Contracts Needing Approval

Recommendation:

Approve the contracts discussed below.

Background (rationale):

Uintah School District policy 004.0200 ("Purchasing Policy") requires the Board to approve contractual agreements that commit public funds for a period of more than one year before the agreements may be signed. District personnel have negotiated several multi-year contracts of which such personnel now seek approval. Below is a brief description of the various contracts, and attached are copies of the same.

Additionally, the District has received an offer to purchase certain real estate the District has listed for sale, and the Board will be meeting in closed session to discuss the offer. Assuming the members of the Board so desire, they will need to approve the real estate purchase agreement discussed below and attached in order for the District to move forward with accepting the offer and selling the land.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

For ease of discussion, each contract can be referred to by its number or letter like individuals are when the Board discusses personnel changes.

1. **AVEC Curriculum Contracts**

a. **Renaissance Star Math and Star Reading.** The Renaissance agreement is for AVEC's Star Math and Star Reading programs, which AVEC has used since 2015. The agreement contemplates a five-year term wherein the price per unit will be significantly lower each year than what AVEC paid in 2023. Renaissance is on state contract, and the total five-year cost of this purchase is \$9,354.00. AVEC will be using the Comprehensive Support and Improvement ("CSI") grant it receives from the State to pay for the curriculum.

b. **Pearson Gradpoint.** The Pearson agreement is for AVEC's Gradpoint curriculum, which AVEC has been using since 2020 and which is used for online classes and is part of graduation requirements. The agreement contemplates a two-year term wherein the price per unit will be lower than what AVEC paid in 2023 because of a multi-year discount. AVEC has worked with the Business Department to ensure compliance with the District's purchasing policy by completing a sole source form for this purchase that will cost a total of \$43,719.00. AVEC will also be using the CSI grant to pay for the curriculum.

c. **Edmentum Apex Learning.** The Edmentum agreement is for AVEC's Apex Learning curriculum, which AVEC has been using since 2022 for its adult education program. The agreement contemplates a three-year term at prices that are significantly lower than a competitor's quote—Edmentum will be charging over the course of three years about \$8,000 more than what Edgenuity would charge in one year. While the Edmentum agreement presented has technically expired, AVEC has been working with Edmentum to get an updated order form at the same prices or close thereto. If the Board approves the Edmentum agreement at the prices presented and Edmentum comes back with higher prices, the new agreement will be brought back to the Board for further approval. The total amount of funds to be committed for the three years is \$43,224.30, and AVEC anticipates paying for the curriculum with the CSI grant.

2. **Rocky Mountain Power Master Electric Service and Facilities Improvements Agreement.** The Rocky Mountain Power agreement is primarily for the installation of infrastructure for the electric bus chargers in the District's main bus garage. It is a replacement of the master electric service and facilities improvements agreement (the "MESA") the Board approved in June 2023. Because the District has elected to run its power lines underground, the cost of installation has increased

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
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by approximately \$8,200. That increase will be paid for with capital outlay funds the Board appropriated for FY24 and reimbursed by the Utah Department of Environmental Quality. Like the MESA before it, however, the agreement before the Board also commits the District to purchase power from Rocky Mountain Power for 15 years, which is why it is coming before the Board for approval. Under the agreement, the District's long-term commitments will not change.

3. **Real Estate Purchase Contract (the "REPC")**. The REPC is included in BoardDocs under "Administrative Content" and will be discussed further during closed session.

Policy Implications:

None

Personnel Implications:

None

Facility Implications:

Approval of the REPC could result in the District selling a piece of property it owns.

Financial/Budget Implications:

As discussed more fully above, the curriculum procurements will be paid for with grant funding and the electricity infrastructure improvements will be paid for with capital funds that will ultimately be reimbursed. The ongoing electricity payments to Rocky Mountain Power will need to be budgeted each year, but the District is already obligated under the MESA to do that. Approval of the REPC could lead to unanticipated capital revenue that will help the District address those needs the District has identified in its 20-year facilities plan.

Motion:

I move to approve the multi-year contracts presented to the Board and the *Real Estate Purchase Contract for Land*.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

Memorandum

To: USD Board Members

From: Jayme Leyba, Curriculum Director

Date: April 10, 2024

Re: Earth Systems Curriculum Adoption (HMH Earth and Space Science)

Recommendation: Approve the purchase of HMH Earth and Space Science for 5 years. You can view the program [here](#).

Background (rationale): Uintah High School does not have a common earth system curriculum. In the past few years, UHS has adopted a common ELA curriculum and Biology curriculum. Earth systems will be the third common curriculum adopted. [LINK TO ADOPTION PLAN](#)

Policy Implications: Policy and processes were followed (see adoption plan)

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: Five year purchase. See quote.

Motion:



Houghton Mifflin Harcourt

Proposal #008924997

Prepared For

Uintah High School

Attention:

Rebekah Jones

rebekah.jones@uintah.net

For the Purchase of:

Science Dimensions Earth 9-12 5 Years 200 Student Print

Prepared By

Melissa Brewer

melissa.brewer@hmhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Coupon Code: PRODPB10

Send **Check Payments** to:
Houghton Mifflin Harcourt Publishing Company
14046 Collections Center Drive
Chicago, IL 60693

Attention:
Rebekah Jones
rebekah.jones@uintah.net

HMH Confidential and Proprietary

Send **Orders** to:
orders@hmhco.com
FAX: 800-269-5232

Proposal for Uintah High School

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade 9						
Student Digital Licenses						
1789475	9780358399544 Science Dimensions Earth Student License 5 Year Digital	\$109.26	480	\$52,444.80	\$5,246.40	\$47,198.40
	Includes: Digital Student Resources 5 Year Digital Grades 9-12 Implementation Success					
	Total for Student Digital Licenses			\$47,198.40		
Teacher Digital Licenses						
1808453	9780358554516 2018 Science Dimensions Earth Teacher License Digital 5 Year	\$375.00	4	\$1,500.00	\$1,500.00	
	Includes: Science Dimensions Earth Teacher Resources 5 Year Digital Access to Teacher's Corner					
	Total for Teacher Digital Licenses			\$0.00		
A la Carte Items Available for Purchase						
Teacher Materials						
1649597	9780544873353 Science Dimensions Earth Teacher Edition	\$189.76	4	\$759.04	\$75.92	\$683.12
Student Materials						
1648268	9780544861817 Science Dimensions Earth Student Edition	\$52.90	200	\$10,580.00	\$1,058.00	\$9,522.00
	Total for A la Carte Items Available for Purchase			\$10,205.12		
Total for Grade 9				\$57,403.52		
Professional Services - Science Dimensions Earth						
Coaching						
1866724	9780358933212 HMH Science Dimensions Coachly Digital License 1 Year Grades 9-12	\$1,500.00	1	\$1,500.00	\$150.00	\$1,350.00
	Coachly provides one-on-one coaching to teachers to build their program expertise, support lesson planning, and discuss data-driven, actionable strategies to grow teacher practice. Each teacher is matched with a certified coach with whom they can schedule virtual sessions and message via the Ed platform. Coachly licenses are a one year digital subscription.					
	Total for Coaching			\$1,350.00		
Getting Started with Science Dimensions Earth						
1693434	9781328851970 Science Dimensions Getting Started In-Person (One, 3 HR Session Plus Planning) 6-Hour Grade 6-12	\$4,200.00	1	\$4,200.00	\$420.00	\$3,780.00
	This three-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed. An HMH Coach will provide the introductory Getting Started session to teachers in the morning and offer facilitated planning and Q&A time in the afternoon.					
	Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion.					
	Total for Getting Started with Science Dimensions Earth			\$3,780.00		
Total for Professional Services - Science Dimensions Earth				\$5,130.00		

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Proposal for Uintah High School

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<i>Total Cost of Proposal (PO Amount):</i>	\$62,533.52 + Shipping (Not Included)

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Proposal for
Uintah High School

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What: Earth Systems Science Curriculum Plan

Purpose:

- ✓ Find a high quality, rigorous, and standards aligned common science curriculum for High School Earth Science.

Goal:

1. By August 2024, implement a common Earth Systems evidence-based curriculum.

<p>Committee:</p> <ul style="list-style-type: none"> ● Jayme Leyba, Curriculum Director ● Christy Nerdin, Principal ● Rebekah Jones, Science Guru ● Leshia Coltharp-Parent ● Robin McClellan-School Board ● Ryan Brown ● Matt Cottrell ● Brad Holthus ● Maurleen Plant 	<p>Resources</p>
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To Do	By When	Status
Develop draft	September 19	Complete ▾
Create committee: Roles and Responsibilities	September	Complete ▾
Develop a targeted timeline with clear objectives based on the USD curriculum adoption process.	September	Complete ▾
Assign a district champion-Bekah Jones	September	Complete ▾
Meet with the educators to share the plan AND discuss Hopes and Fears .	Before Oct 27	Complete ▾
Share the draft with stakeholders	TBD	Complete ▾
Conduct inventory of current science curriculum being used. All curriculum is teacher created.	Fall 2023	Complete ▾
Determine current needs in a science curriculum. What do we want in a new curriculum? -Canvas integration -Digital component -ELL component? -Standards alignment? -Assessment component	Fall 2023 November 7th	Complete ▾



-Usability Survey Results		
Begin thorough review of curriculums that meet our current needs	Fall 2023	Complete ▾
Are programs on state contract?	Fall 2023	Complete ▾
Review policy on purchasing-Jayme <i>Purchases between \$5,001 and \$10,000 single item or in the aggregate shall be subject to verbal quotes.</i> <i>Purchases greater than \$10,000 and up to \$49,999 for a single item or in the aggregate, the same policy applies as in 9.1.2 except that written quotations are required.</i> <i>Purchases of \$50,000 or more for a single item or in the aggregate, requesting School/Program shall provide the Business Office with complete descriptions, specifications, and suggested vendors for the goods/services requested, along with no less than three names of individuals recommended to sit on the Bid Selection Committee.</i>	October 10	Complete ▾
Work with Kelli in the business department to follow purchasing policy	November 2023	Complete ▾
Program demonstration and narrow choices. Must include costs. (Rate programs and send recommendations to Jayme top 2) Teacher Review Survey	January 15, 2024	Complete ▾
Reach out to users of the program	January 28, 2024	Complete ▾
Post choice online for public review	January 31, 2024	Complete ▾
USD: Site Link to Public Review Information	January 5, 2023	Complete ▾
Obtain a quote from the program	Feb 2024	Complete ▾
Create board memo with rationale for program	Feb 2024	Complete ▾
Board first reading	March 2024	Complete ▾
Communicate to programs not selected	Mid March 2024	Complete ▾
Reach out to each board member	March 2024	Complete ▾
Board second reading	April 2024	Not started ▾
Initial PD for teachers (May 28th-June 10th)	Spring 2024	Not started ▾
Work with Ruth for delivery of materials. We will work with Mt. States whenever possible.	Spring 2024	Not started ▾
Build year 1 implementation plan	Summer 2024	Not started ▾



Implementation of curriculum and share expectations for use	Fall 2024	Not started ▾
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Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

Memorandum

To: Dave Chivers, President
Tawnya McKee, Vice President
USD Board Members

From: Rick Woodford, Superintendent

Cc: Grant Stoddard, Business Administrator

Date: April 8, 2024

Re: 2024-2025 District Improvement Plan

Recommendation: Approve the draft 2024-2025 District Improvement Plan.

Background (rationale): We started the 2023-2024 year with a district improvement plan that included two main goals. We had a student learning goal and a student culture goal. All USD schools developed school improvement plans accordingly. As the school year progressed, we found ourselves hyper focused on supporting the student learning goal. Dean Wilson was the champion of the culture goal. When he passed, we made a deliberate decision to put the culture goal on hold and we focused all our attention on the student learning goal.

For the 2024-20205 school year, we are proposing a district improvement plan that continues the focus on student learning while addressing culture by providing schools with greater autonomy in establishing additional data-driven goals. We want schools to use their own unique data to establish a second goal and, if desired, a third goal for continuous improvement. The district's second goal is to support our schools in the implementation of their continuous school improvement process. We believe this will provide school's with greater autonomy and a better data-driven focus for continuous improvement. Furthermore, this plan will provide the district with a service orientation as we support each school in reaching their unique goals.

Policy Implications: None

Personnel Implications: None



"We inspire students to reach their full individual potential."

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

Facility Implications: None

Financial/Budget Implications: None

Motion: Approve the 2024-2025 District Improvement Plan as drafted.



2024-2025 DISTRICT PLAN FOR CONTINUOUS SCHOOL IMPROVEMENT

District Mission: We provide a positive and engaging learning environment where all students develop essential skills for productive citizenship and lifelong learning.

District Vision: We inspire students to reach their full individual potential.

Wildly Important Goal (WIG)

Students in the Uintah School District will score ABOVE STATE AVERAGE in proficiency in ALL areas on the Spring 2025 state assessments.

The purpose of the district's Strategic Improvement Plan and TSSA Framework is to establish district priorities, identify clear outcomes, and provide a roadmap to ensure that ALL students in the district learn at high levels and are inspired to reach their full individual potential.

<p>Lead Measures (Process - What are we committing to do to get the desired outcomes?)</p>	<p>Accountability for Lead Measures (How will we track and measure our leads?)</p>	<p>Lag Measures (Outcomes - What are the results we expect stemming from the lead measures?)</p>
<p>1. The district will support each school in the implementation of the USD Instructional Framework. The district will:</p> <ul style="list-style-type: none"> 1.1. Implement a comprehensive PD plan detailing training and materials for each DLM that is used by principals to train their teachers at the beginning of each 6-week cycle. 1.2. Provide specific <u>instructional coaching</u> for teachers that is well-aligned with the district's Instructional Framework. 1.3. Conduct 6-week cycle <u>walkthroughs</u>. 1.4. Conduct 6-week cycle <u>partnership SIP/data review meetings</u>. 1.5. Inspect each principal's <u>scoreboard</u> relating to their classroom observations. This will happen during each partnership meeting. 1.6. Analyze TREE observation data toward the end of each 6-week cycle (in a directors meeting) and share the data with principals at DLM. 	<p>How will we know if we are supporting each school in the implementation of the USD Instructional Framework?</p> <ul style="list-style-type: none"> • Lead 1.1: Principals will take a brief survey at the end of each DLM. Survey items will generate feedback on the quality of the district's training on the Instructional Framework. • Lead 1.2: Instructional coaching visits will be tracked and data will be reported at DLM. A brief coaching feedback survey will be provided to teachers at the end of each trimester. At least one item on the survey will assess teacher perception of the alignment between the coaching efforts and the district's instructional framework. • Lead 1.3: Walkthrough data will be analyzed toward the end of each 6-week cycle and shared with principals at each DLM. • Leads 1.4 & 1.5: Directors will submit their agendas from each partnership meeting to the superintendent. Data will be included in the district's scoreboard and will be reviewed during each directors meeting. • Lead 1.6: Directors will share TREE observation data with principals at each DLM. 	<p>The implementation of the instructional framework will result in improved professional practice. End of year data from TREE observations will indicate:</p> <ul style="list-style-type: none"> • 95% or better practice with the posting of learning intentions and success criteria. This applies to all secondary classrooms and elementary classrooms during ELA and math instruction. • 80% or better practice with "using success criteria throughout the lesson to guide student learning." • At least a 4/1 ratio between the use of positive reinforcement and correctives. <p>The implementation of the instructional framework will result in improved student learning as indicated by the following measures:</p> <ul style="list-style-type: none"> • Improvements in student learning growth from the BOY assessment results to the MOY assessment results and from the MOY assessment results to the EOY assessment results. • Students in the Uintah School District will score ABOVE STATE AVERAGE in proficiency in ALL areas on the Spring 2025 state assessments (WIG).
<p>2. The district will support each school in implementing the school's continuous-improvement plan.</p> <ul style="list-style-type: none"> 2.1. Conduct 6-week cycle walkthroughs. 	<p>How will we know if we are supporting the implementation of each school's plan for continuous improvement?</p> <ul style="list-style-type: none"> • Lead 2.1: Walkthrough data will be analyzed toward the end of each 6-week 	<p>The implementation of each school's plan for continuous improvement will result in improved student learning as indicated by the following measures:</p>

<p>2.2. Conduct 6-week cycle partnership SIP/data review meetings.</p> <p>2.3. Partners will visit and review a sample (link to the review process) of each school's PLC team meetings to:</p> <p>2.3.1. ensure adherence to the district's PLC framework;</p> <p>2.3.2. monitor the implementation of the school's SIP; and</p> <p>2.3.3. support the effective use of data by school teams.</p> <p>2.4. Conduct MOY and EOY SIP data meetings with each school principal.</p> <p>2.4.1. Meetings include a review of the SIP and data presentation specific to the school's lead measures.</p> <p>2.4.2. Each principal will use data to demonstrate followthrough with each of their school's lead measures. Using a data-driven scoreboard, principals will be able to answer the question: Are you winning?</p> <p>2.4.3. Following the MOY and EOY data meetings, partners will provide principals with constructive feedback as part of the continuous improvement process.</p> <p>2.5. Partners will track principal actions/commitments from walkthroughs and data meetings. Commitments will be reviewed regularly during partnership meetings as a part of the continuous improvement process.</p>	<p>cycle and shared with principals at each DLM.</p> <ul style="list-style-type: none"> • Leads 2.2 & 2.5: Directors will submit their agendas from each partnership meeting to the superintendent. Data will be included in the district's scoreboard and will be reviewed during each directors meeting. • Lead 2.3: Following each PLC partner visit, principals will receive a copy of the review form with specific feedback for improvement. This form will also be reviewed during the school's MOY and EOY data review meetings. • Lead 2.4: Following each round of MOY and EOY SIP data meetings, a written summary of the data presented and feedback will be sent to the principal, partner director, and superintendent. 	<ul style="list-style-type: none"> • Improvements in student learning growth from the BOY assessment results to the MOY assessment results and from the MOY assessment results to the EOY assessment results. • Students in the Uintah School District will score ABOVE STATE AVERAGE in proficiency in ALL areas on the Spring 2025 state assessments (WIG).
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- Develop the district's comprehensive PD plan with an outline of training topics and dates aligning with the 6-week cycle methodology.
- Present the district's improvement plan (DIP) to principals in the spring of 2024.
- Provide principals with a template and expectations for the development of school improvement plans.
- Review and approve school improvement plans in the summer of 2024.
- Develop an instrument and process for the review of school improvement plans.
- Present the district's Instructional Framework to all new teachers before the beginning of the 24-25 school year.
- Present the TREE Framework to all new teachers before October 1, 2024.
- Train all new principals in the execution of the TREE Framework before October 1, 2024.

Important Documents

[Uintah School District - School and Department Improvement Plan Links](#) (will update with 2024-2025 school and department plans)

Definitions and Acronyms:

Review – A comprehensive data review within a particular school and/or program for the purpose of measuring progress toward established goals.

BOY – Beginning of the Year

DIP – District Improvement Plan

Director – A district-level executive assigned to lead and manage specific programs. Directors have stewardship over their assigned programs and the staff who work within those programs. Directors serve as partners for school principals and department coordinators.

DLM – District Leadership Meeting: a monthly meeting including the superintendent, district directors, principals, assistant principals, and coordinators.

EOY – End of Year

Updated 03/11/2024

Essential Action – a type of lead measure that is necessary for the implementation of a plan, but is **not** carried out over time. Essential actions can be completed in a short period of time and can be monitored through a checklist.

Instructional Coaching – a process where instructional coaches observe classroom instruction and work closely with teachers to provide specific feedback, instruction, and when appropriate, modeling. Coaching is well-aligned to the district's instructional framework.

Lag Measure – A measurable outcome or result relating to a goal.

Lead Measure – A measurable action or step within a process that can indicate progress or predict success toward an established goal or outcome.

MTSS – Multi-Tiered System of Supports: a framework for providing students with school-wide and classroom-based supports and interventions designed to help all students reach their full potential. MTSS is a framework supporting academic, social/emotional, and behavioral growth.

Partner – A district director who is assigned to mentor and support a building principal or department coordinator.

Partnership SIP/Data Review Meetings – Toward the end of each 6-week cycle, a partnership meeting includes a review of the school's SIP. During this review, the principal shares the school's scoreboard and other relevant data that would indicate the school's progress on the implementation of lead measures from the SIP. The principal uses the data to indicate whether the school's team is winning!

PD – Professional Development

Scoreboard – A simple continuous display of aggregated data. A scoreboard may display the school's progress on their lead measures. Principals use a scoreboard to track and display the number of classroom observations conducted throughout the school year.

TSSA – [Teacher and Student Success Act](#)

Walkthroughs – A process where a team of district directors and instructional coaches visit a selection of classrooms, with the building principal, to inspect instruction and to monitor the implementation of relevant components of the school's SIP.

WIG – Wildly Important Goal

Updated 03/11/2024

CALENDAR (Do we need this in the DIP?)

Champion: Jayme Leyba

What? (Task)	When? (Date)	Why? (Objective)	Accountability (Leads & Lags)
Draft 2024-2025 DIP	Feb 2024	END OF 23-24 School Year	

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

Memorandum

To: Dave Chivers, President
Tawnya McKee, Vice President
USD Board Members

From: Mindy Merrell, Support Services Director

Cc: Rick Woodford, Superintendent
W. Grant Stoddard, Business Manager
Shawna Muhme, Secretary

Date: 4/9/2024

Re: Positive Behavior Intervention System Plans

Recommendation: Approve positive behavior intervention system (PBIS) plans for all district schools.

Background (rationale): 53G-10-407 directs school principals to create positive behavior intervention system plans that address student use of tobacco, alcohol, cigarette products, and other controlled substances through promoting positive behaviors. The plans shall address issues including peer pressure, mental health, and creating meaningful relationships among other strategies.

Policy Implications: None

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: Stipends associated with personnel.

Motion: Motion to approve PBIS plans for all district schools.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

Memorandum

To: Dave Chivers, President
Tawnya McKee, Vice President
USD Board Members

From: Mindy Merrell, Support Services Director

Cc: Rick Woodford, Superintendent
W. Grant Stoddard, Business Manager
Shawwna Muhme, Secretary

Date: 4/9/2024

Re: Foreign Exchange Students

Recommendation: Approval of 8 Foreign Exchange Students at Uintah High School for FY24

Background (rationale): The state requires LEA board approval for acceptance. Each year USD submits the number of slots we would like to fill. We have been approved for 8 WPU's to support 8 foreign exchange students.

Policy Implications: 007.0125 Foreign Exchange Students

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: The state funds the WPU for these students to attend

Motion: Motion to approve up to 8 foreign exchange students for enrollment in USD for the 2024-25 school year.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

Memorandum

To: USD Board Members

From: Grant Stoddard, Business Administrator

Cc: Dr. Rick Woodford, Superintendent
Shawna Muhme, Superintendent's Secretary

Date: April 10, 2024

Re: Proposed Flexible Allocation Expenditures

Recommendation:

I recommend that the Board approve the proposed flexible allocation expenditures.

Background (rationale):

At the very end of the budget season last year, the Business Department learned that the District would be receiving nearly \$3.2 million dollars in "flexible allocation" dollars from the State. Because there was not time to carefully budget how those funds would be spent before the budget had to be approved, it was decided that the funds would be budgeted all together in a new flexible allocation program as discretionary funds and that the District would develop a plan and recommendations for how the funds should be spent throughout the fiscal year. To ensure that the funds were spent wisely, Superintendent Woodford committed to keep the Board informed about how the District intended to spend them and seek approval where necessary. So far, the funds have been used to pay for library media and school nurses, among other things, because funding for those things specifically was unexpectedly cut by the State. The District also intends to use the funds to keep certain commitments the District made to the teachers' and classified workers' associations during negotiations.

Despite the plans the District has developed to spend the flexible allocation funds, which are mostly one-time in nature, there remain as of the date of this memorandum over \$2.4 million left to spend before the end of the fiscal year. What does not get spent will be added to fund balance, which

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

the Business Department has projected will grow fairly significantly this year because of unanticipated tax revenues and investment income, among other things. Based on that fact, the Business Department, the directors, and Superintendent Woodford, together with the Finance Committee have come up with two higher-dollar proposals for using the flexible allocation funds in this fiscal year that are discussed below.

The first proposal is to pay District personnel an additional one-time 1% stipend in May on top of the one-time 1% stipend the District agreed to pay during negotiations with the teachers' and classified workers' associations last year. The rationale for doing so is this: During negotiations, District administration declined to agree to pay more than the one-time 1% stipend because it was concerned the State would be withholding approximately \$1.9 million in funding. (The State had expressly communicated to the Business Department that it would be withholding that money, so the concern was well justified.) In the end, the State did not withhold as much as it said it was going to, and the District received the flexible allocation funds. Thus, the District's concerns turned out not to be warranted, and the District could have agreed to more during those negotiations. Paying an additional one-time 1% stipend would do well to show District employees that the District is fair when it sees its efforts to act conservatively were not strictly necessary.

The second proposal is to use flexible allocation funds to purchase enough ViewSonic ViewBoards so that one can be installed in every classroom throughout the District. Kenny Mohar has estimated that that will cost around \$474,076.35. The District is currently planning to pay for the vast majority of that with remaining federal ESSER funding that must be expended by September; however, there are some uncertainties regarding the middle school science curriculum that could lead to fewer ESSER funds being available to cover the costs of ViewBoards. Therefore, the proposal is to use around \$175,000 or more of the flexible allocation funds to pay for ViewBoards.

Policy Implications:

None.

Personnel Implications:

None.

//

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President
Todd Massey, Member • **Denise Maynard**, Member • **Robin McClellan**, Member

Facility Implications:

None.

Financial/Budget Implications:

Paying an additional one-time 1% stipend to all District employees is estimated to cost around \$516,000. The cost of paying for the ViewBoards could be anywhere between \$175,000 and \$475,000, depending on how the uncertainties regarding the middle school science curriculum are resolved. At most, therefore, \$991,000 of the remaining \$2.4 million in flexible allocation funds will be used if the Board approves the expenditures proposed above.

Motion:

This item will be listed under the Consent Calendar for approval.

Board of Education

Dave Chivers, President • **Tawnya McKee**, Vice President • **Todd Massey**, Member
Denise Maynard, Member • **Robin McClellan**, Member

Memorandum

To: USD Board Members

From: Jayme Leyba, Curriculum Director

Date: April 10, 2024

Re: Middle School Science Curriculum Adoption

Recommendation: Review the recommendation of TCI science for middle schools. You can view the program [here](#).

Background (rationale): Uintah School District does not currently have a guaranteed science curriculum for our middle school students. [LINK TO ADOPTION PLAN](#)

Policy Implications: Policy and processes were followed (see adoption plan)

Personnel Implications: None

Facility Implications: None

Financial/Budget Implications: Six year purchase. See quote.

Motion:

TCI emerged as the unanimous favorite among the science teachers at VMS, without the need for debate. The TCI educational program provides comprehensive support for both educators and students, offering a range of features that justify its adoption and use. Here are the key reasons why we favored TCI:

Assessments: TCI offers assessments that closely match the rigor of our end-of-year RISE tests. These assessments are flexible and can be edited. They are also three-dimensional, aligning with our standards covering DCIs (disciplinary core ideas), SEPs (science and engineering practices), and CCCs (cross-cutting concepts). Additionally, TCI provides project-based assessments or engineering challenges with detailed rubrics aligned to the DCIs, SEPs, and CCCs for each standard.

Alignment to Utah SEED Standards: TCI covers our standards better than any other program we looked at. The curriculum is flexible in its lessons, allowing us to manage the similarities in 6th and 8th-grade standards. Moreover, the pacing plan in this curriculum seems the most realistic to implement with our schedule.

Hands-on Science and Engagement: TCI employs a phenomenon-based approach that keeps students engaged without becoming overly lengthy. Each lesson includes hands-on investigations that students can engage in, along with engineering challenges available in every unit. Additionally, each lesson features review games to reinforce concepts in a fun way for students.

Differentiation Options: TCI offers suggestions for differentiation within each lesson for ELL students, students reading or writing below grade level, students with special needs, and advanced learners. The reading passages can be accessed at two different Lexile levels, allowing readers of different abilities to access the text. Another useful feature for students struggling with comprehension is the ability to annotate the text and pull out the main ideas of paragraphs. Each lesson also provides enhancement options to offer ways to further explore topics for students who have mastered the content.

All resources are also available in Spanish.

Flexible Teaching Options: Given that Utah standards differ from the national standards, having flexibility in our teaching options is important. TCI allows all teachers to access the nine modules for middle school. Units and lessons are flexible enough to be taught in different orders to accommodate the different sequence Utah teaches the curriculum compared to NGSS.

Technology Integration: TCI offers both online and paper versions of their readings, investigation journals, and assessments; providing flexibility for teachers and students. Teachers can choose whether students engage with these materials online or in print. Additionally, TCI's system syncs with Canvas and Clever, simplifying integration into our school system.

Support and Resources: The presenter highlighted the responsiveness of TCI's tech support and the company's commitment to addressing problems or requests from users. Kits for each lesson are provided, and consumables are replaced yearly, ensuring teachers have the necessary resources to prepare for upcoming lessons.



What: Middle School Science Curriculum Plan

Why: Currently, USD does not have a common science curriculum for grades 6-8. We are not guaranteeing access to the same curriculum for all students.

Purpose:

- ✓ Find a high quality, rigorous, and standards aligned common science curriculum for grades 6-8.

Goal:

1. By August 2024, implement a common science curriculum for grades 6-8.

Committee:

- Jayme Leyba, Curriculum Director
- Katie Wroblewski, Teacher VMS
- Angie Hansen, Teacher VMS
- Jason Pierce, Teacher UMS
- Danny Barlow, Teacher UMS
- Shannan Cook, Teacher Eagle View
- Robin McClellan, Board Member

To Do	By When	Status
Develop draft	April 21, 2023	Complete ▾
Discussed with principals. Aaron, Sharon, and Chris agreed to move forward with a common curriculum for science. Move forward with names of teachers.	June 13, 2023	Complete ▾
Create committee	Spring 2023	Complete ▾
Develop a targeted timeline with clear objectives based on the USD curriculum adoption process.	Spring 2023	Complete ▾
Assign a district champion	September	In progress ▾
Meet with the committee to share the plan AND discuss challenges that must be addressed to be able to move forward. Discuss how to gather feedback from all science teachers. AGENDA	September 28	Complete ▾
What is happening at the state level with science standards? They will stick with state standards as much as possible.		Complete ▾



Create two pathways for team to review The challenge is there may not be an evidence-based curriculum available for Utah due to Utah not following national standards. Next step is to inquire with other districts to see what they are using.	October 6	Complete ▾
Conduct inventory of current science curriculum being used	Fall 2023	Complete ▾
Meet with Sharon and Aaron to get feedback on direction One of our challenges is that Utah has its own standards. This is problematic when trying to adopt an evidence based curriculum. I met with both principals. The curriculum department is not prepared to support teacher-created curriculum.	November 1	Complete ▾
Meet with the committee to determine a plan moving forward. What do we need in a curriculum? How will we involve other teachers? Agenda	December 12, 2023	Complete ▾
Conduct thorough review of materials. Narrow choices. RIMS, EdReports	January 31	Complete ▾
Have companies present to the committee. We can have all science teachers attend the presentations. Science Curriculum Presentations Agenda	Late February 2024	Complete ▾
Committee will meet to select the program. Will create rationale for the choice. Agenda Committee selected TCI Reach out to TCI for crosswalk document Rationale for TCI Choice Science Sign In Sheet for Presentations	March 12, 2024	Complete ▾
Reach out to users of programs	Early March 2024	In progress ▾
Communicate to programs not selected	Mid March 2024	Complete ▾
Post choice online for public review	Late March 2024	Complete ▾
Meet with company rep	March 21, 2024	Complete ▾
Obtain quote Proposal for Quote	Late March 2024	Complete ▾
Work with technology to get students rostered	June 2024	In progress ▾
Board first reading (need memo and rationale)	April 2024	Complete ▾
Reach out to each board member after 1st board meeting	April 2024	Not started ▾
Board second reading	May 2024	Not started ▾
Initial PD for teachers	Spring 2024	Not started ▾
Build implementation plan for year 1	Spring 2024	Not started ▾



Develop curriculum use agreements with teacher input	Spring 2024	Not started ▾
Implementation of curriculum	Fall 2024	Not started ▾